A cup of comments: spilling the tea on a faculty development program for new hires

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INTRODUCTION

- Faculty Development has been a required ACPE standard for schools/colleges of pharmacy starting in 2007 and continuing in 2016 (19.5) and 2025 (5.2)
- ACPE faculty development standards include:
  - Support for promotion and tenure
  - Efforts to become and remain productive scholars
  - Orientation and ongoing training in educational methodologies (guideline 26.1)
- Faculty College is a year-long program, designed by the college, intended to orient new faculty members to their academic role
  - Participant demographics and current topics are outlined in Tables 1 and 2
  - Topics are covered using a variety of pedagogies

OBJECTIVES

- Determine which topics were most beneficial and least beneficial to the faculty
- Identify and fill gaps in the current topics covered

METHODS

- An eight-question paper survey tool was created to assess:
  - Demographics (3 questions)
  - Impact of Faculty College (2 questions)
  - Beneficial & Non-beneficial topics, and gaps (3 questions)
- Survey was administered, and responses were collected by the research team
- Results were stored in a spreadsheet for analysis
- Descriptive statistics and frequencies were used for demographics and identifying beneficial & non-beneficial topics, and gaps
- Themes for the gap analysis were coded by one member of the research team and analyzed/validated by the other members
- Research was approved by the university's Institutional Review Board

RESULTS

Table 1. Demographic information of Respondents (N=28)

Characteristic	n (%)
Primary Department	
Pharmacy Practice	18 (64%)
Pharmaceutical Sciences	10 (36%)
Completion of Faculty College	
Before 2020	18 (64%)
2020 or after	10 (36%)
Years of Formal Experience	
0-1 year	16 (57%)
2-5 years	4 (14%)
More than 5 years	8 (29%)
Faculty College Preparation for Faculty position	
Very Good	5 (18%)
Good	8 (29%)
Acceptable	9 (32%)
Poor	1 (4%)
Did not have	3 (11%)
No response	2 (7%)

Table 2. Most/Least Beneficial Topics for Faculty College (N=28)

Faculty College Topic	Most Beneficial, n (%)	Least Beneficial, n(%)
Overview of Curriculum	16 (57%)	0 (0%)
Research Planning	12 (43%)	4 (14%)
Evidence-based Teaching	9 (32%)	2 (7%)
Formative Assessment	8 (29%)	0 (0%)
Career Advancement / Professional Development	8 (29%)	3 (11%)
Introduction to the COP, Governance, and Accreditation	7 (25%)	2 (7%)
Overview of Technology in the Classroom	7 (25%)	4 (14%)
Teaching Mercer Students for the First Time	4 (14%)	3 (11%)
Student Advising Program – PDN, PEP & Academic Advising	3 (11%)	2 (7%)
All topics	3 (11%)	0 (0%)
Academic and Professional Service	3 (11%)	6 (21%)
Fostering Civility and Academic Integrity	1 (4%)	1 (4%)
Other – Teaching Students	1 (4%)	1 (4%)
None	2 (7%)	13 (46%)

Figure 1. Respondents' remembrance of different Faculty College components (N=28)

What components do you most remember from Faculty College?
- Meeting Dean 39% n=11
- Meeting mentors 46% n=13
- Learning Mercer 32% n=9
- Forming relationships 54% n=15
- Other* 18% n=5
- Discussions 71% n=20

*Others included: Different types of pedagogy, review of lecture material, teaching and learning journal club, writing a teaching philosophy for review, writing learning objectives, learning curriculum

Figure 2. Suggested topics to add to Faculty College

- Integrating Patient Care
- Creating teaching philosophy
- Mentoring
- Grant Writing
- Entrepreneurship
- Classroom software training
- Training for IPC facilitations
- Threads/Spiral Techniques
- Publication process
- Time Management
- Handling Student and Management Feedback

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CONCLUSIONS

- All faculty members provided input into Faculty College
- Faculty College included many topics that were deemed important for continuation, with only a few topics considered for removal
- The gaps identified:
  - Promotion and tenure
  - More specific information about technology utilized by the college (e.g., LMS, CORE-ELMS, and Watermark)
  - Balancing time between research/scholarship, teaching, service, and practice responsibilities
  - Research/scholarship (e.g., convert teaching/practice/service into scholarship, grant writing, lab management)
- Identified gaps were different between the departments:
  - Department of Pharmaceutical Sciences focused on research-related topics
  - Department of Pharmacy Practice focused more on teaching-related topics
- Future research into specific objectives related to these gaps will be conducted
- This research provides a brief glimpse into how schools/colleges of pharmacy can orient new faculty to academia
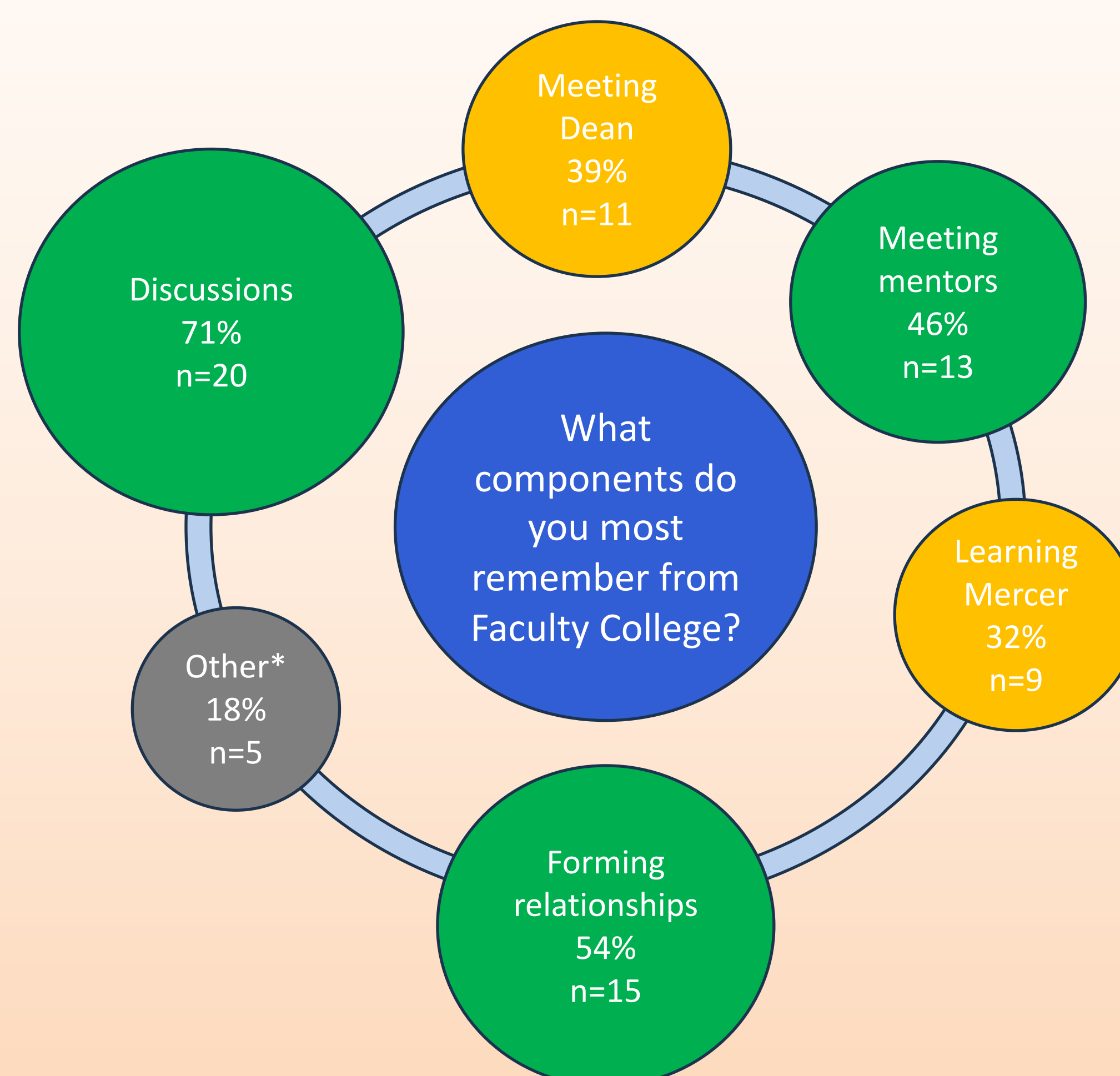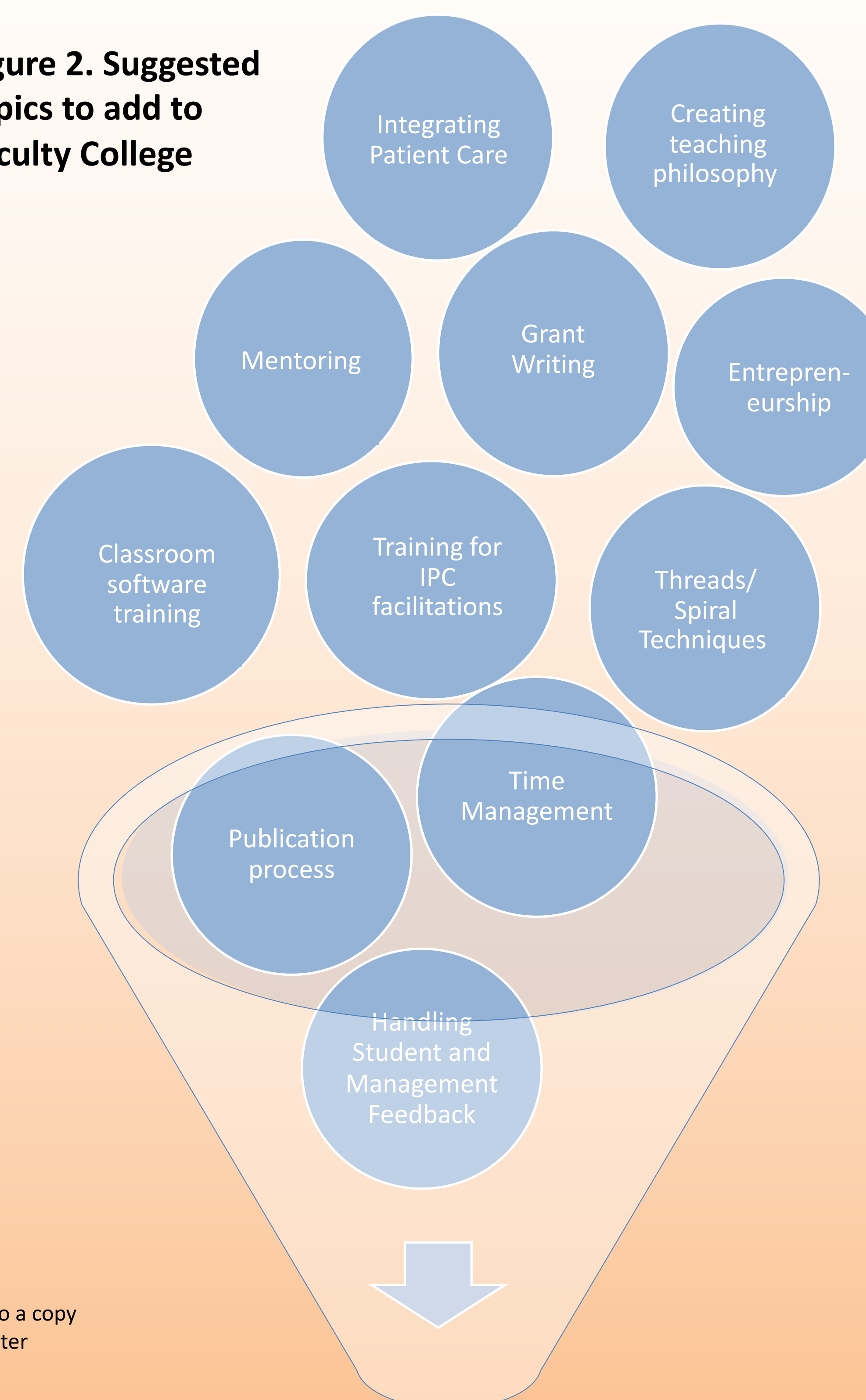
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