

Training Residents to Be Faculty Members: Faculty appointments and ACPE accreditation

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Educational Outcomes on faculty appointments and ACPE

- ***PGY2 Outcome: Demonstrate skills required to function in an academic setting***
 - **Goal 1 Understand faculty roles and responsibilities.**
 - Goal 2 Exercise teaching skills essential to pharmacy faculty.

Educational Outcomes, Goals, and Objectives for Postgraduate Year Two (PGY2) Health-System Pharmacy Residency Programs

Goal 1: Understand Faculty Roles and Responsibilities

■ **OBJ 1.1**

- (Comprehension) Explain variations in the expectations of different colleges/schools of pharmacy for teaching, practice, research, and service.

■ **OBJ 1.2**

- (Analysis) Explain the role and influence of faculty in the academic environment.

Goal 1: Understand Faculty Roles and Responsibilities

■ **OBJ 1.3**

- (Comprehension) Describe the academic environment.

■ **OBJ 1.4**

- (Comprehension) Describe the types and ranks of faculty appointments.

■ **OBJ 1.5**

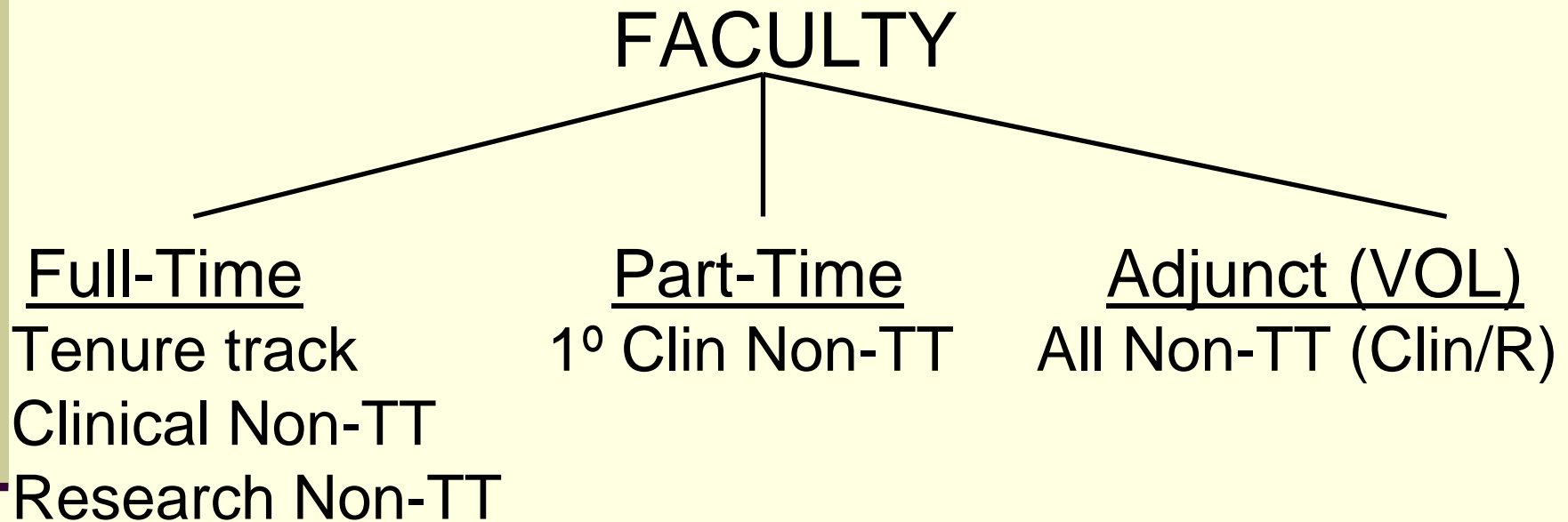
- (Comprehension) Discuss the promotion and tenure process for each type of appointment.

Focus: OBJECTIVES 3-5

- Explain the various types of appointments, the various ranks and promotion and tenure processes (OBJs 4-5)
- Discuss accreditation requirements that impact faculty roles (IO under OBJ 3)

What do residents needs to know and how do they learn it?

■ Types of appointment



What do residents need to know and how do they learn it?

- Ranks and Promotion and Tenure Processes
 - Instructor - Entry level (bachelor's), TT or NTT
 - Assistant Professor – Terminal degree, can be TT, NTT (Full time, Part time or Adjunct)
 - Associate Professor – Considered after 6-7 yr as Assistant Professor, review involving external peer review
 - Professor – Considered usually after 6-7 yr as Associate Professor (highest level, national/international reputation)

Criteria for Promotion/Tenure

- Tenure Track
 - Teaching, Service, Research, Patient Care
- Clinical Track (non TT)
 - Teaching, Service, Patient Care
- Research Track (non TT)
 - Research
- Part-Time (non TT)
 - Teaching, Service, Research, Patient Care
- Adjunct (non TT)
 - Teaching, Service, Patient Care

How do residents learn this?

- Schedule time with a department chair or dean
- Talk to a faculty member who is in each faculty type and at each rank
- Read university, college and departmental bylaws and policies and procedures

ACPE and the Big “A” Word: Standards 2007

- **Preamble** (philosophy, structure, purpose, etc.)
- **Standards** (“musts”)
- **Guidelines** (guidance, “musts” and “shoulds,” additional explanation where required, and suggested/possible ways to achieve compliance)
- **Glossary**

* one document

Standards

6 Areas:

- Mission, Planning, and Evaluation
- Organization and Administration
- Curriculum
- Students
- Faculty and Staff
- Facilities and Resources

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Criteria

± 138
Guidelines

New Standards for 2007

- Regional accreditation (Standard #4)
- Dean to notify ACPE if considering or planning substantive change (Standard #8)
- 2004 Center for Advancement of Pharmaceutical Education (CAPE) Educational Outcomes incorporated (Standard #12)
- Pharmacy practice experiences - additional criteria (Standard #14)
- C/S responsibility for student enrollment (Std #17)
- Student complaints (Standard #20)
- **Standard on Professionalism** (Standard 23)

Guidelines: Additional Scope and Detail

- Mission and goals; strategic planning
- Evaluation and assessment (all outcomes for the college or school) (how assessments feed into evaluation and how quality improvement is achieved)
- Organization and administration
- Curricular content (didactic and experiential; basic science instruction; expectations for practice experiences)

Guidelines: Additional Scope and Detail

- Practice facilities and resources (qualitative & quantitative aspects)
- Admission requirements (face-to-face interviews)
- Faculty and staff quantitative and qualitative aspects; continuing professional development and evaluation
- Professionalism, research and scholarship

Learning about accreditation: Bottom Line

- This work is for professionals only; Do not attempt this at home!
- Consult with past chair of self-study committee, dean, involved faculty at a local college/school of pharmacy
- Familiarity with RLS is helpful but there is no clear transition from ACPE standards to RLS