

**University of Arkansas for Medical Sciences
College of Pharmacy**

Faculty Development Program

UAMS College of Pharmacy Faculty Development Program

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1. Introduction

Due to the increased complexity of higher education, expectations from internal and external constituencies, and the need to balance teaching, scholarship, service, and personal responsibilities, college/school of pharmacy faculty need prospective, ongoing professional development programs.¹ Such programs that begin with the initial appointment and continue

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throughout their tenure with the institution benefit faculty by augmenting deficits in training and allowing opportunities to continually hone skills in an ever-changing academy.

Faculty development is the shared responsibility of the individual and the institution. Faculty often receive little if any formalized training or education in those processes that will help in determining their future success in the academic environment.² Therefore, institutions must provide appropriate support to the faculty with respect to educational and intellectual development.² Administratively, the department chairs are responsible for providing guidance and counseling necessary to assist individual faculty members in focusing on specific areas of interest and need, designing an appropriate program addressing those interests and needs, identifying and/or providing resources to carry the program through, assessing the individual accomplishments, and if necessary, assisting the faculty member in refocusing their program.³

To be an effective educator and scholar, faculty must constantly question their educational approaches by assessing progress as reflected by student performance. They must also examine the outcomes of their scholarly activities.² Each faculty member shares in the responsibility for the ultimate success of their individual development. To this end, each faculty member must consider the direction, focus, and needs that will be required to achieve their professional goals, and to discuss their individual development plan with their respective department chair.

Faculty development programs are a means for improving the educational and scholarly vitality of a given institution through attention to competencies needed by individual faculty and to the institutional policies required to promote academic excellence.⁴ The purpose of a faculty development program is to enable faculty and staff to meet their goals, and through their accomplishments to achieve the missions of departments, colleges, and universities.⁵ Thus, the goals of the UAMS College of Pharmacy Faculty Development Program are to enhance faculty

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abilities and productivity and to foster faculty growth while achieving the missions of the College of Pharmacy (COP).

2. Program Structure

The UAMS College of Pharmacy Faculty Development Program recognizes that the development needs of an individual faculty member change as they progress from the beginning to the end of their career. Therefore the Program is a longitudinal process that develops the needed and desired abilities throughout faculty members' careers using standardized and individualized activities. The Program is organized into four phases including:

- a. Orientation (e.g. the first year of appointment)
- b. The Early Years (e.g. from the end of orientation until their first promotion)
- c. The Mid-Career Years
- d. The Maturing Years

In each of these phases the Program goals and focus of development opportunities are different to reflect the growth of the faculty. The Program is structured so that faculty are encouraged to engage in development opportunities in the three academic missions (Teaching, Research and Scholarship, and Service), and when applicable, Clinical Practice. To accomplish this, the Program enables the faculty to focus on development activities in these areas by utilizing resources from the COP, university, and national educational and professional organizations.

Each year the faculty will be surveyed to help the COP assess their needs and determine development topics in Teaching Abilities, Research and Scholarly Activity, and Service that could be offered faculty-wide as part of the Annual Faculty Development Seminars or Workshops sponsored by the COP (See Appendix 1 for an example of the survey).

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Faculty members are informed of, and can access the available resources for development in Teaching Abilities, Research and Scholarly Activity, Service, and if applicable, Clinical Practice through the Departmental Websites that link to the COP's "Faculty Development" webpage and other modes of communication (announcements, email, department/faculty meetings). In addition, the COP's Faculty Development webpage links directly to the UAMS Faculty Resources webpage. This webpage details a collection of web linked university resources for faculty including selected links to the University of Arkansas Board of Trustees Policies Statements, UAMS Administrative Guide Policies and Procedures, and UAMS Administrative Memoranda. The page will also link to faculty development resources available from other campus units.

Faculty will be responsible for pursuing development opportunities throughout the calendar year and will document individual development activities as part of their Annual Faculty Self-Assessment. At a minimum, they will be required to document development in more than one of the academic missions (Teaching, Scholarship & Service). In addition, faculty will be responsible for obtaining development opportunities from the COP, university, and national professional organization resources.

3. Faculty Orientation

All newly hired Faculty are required to attend the University New Employee orientation. This orientation will include general human resource orientation (e.g., benefits enrollment, name badge, keys, information technology/computer orientation, etc.), as well as socialization to the UAMS culture.

All newly hired Faculty are also required to attend the COP New Faculty Orientation Program to introduce them to the College and University policies and resources. This orientation

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provides new Faculty an overview of the College and its curriculum, and introduces them to the many support services and resources available on campus. The Dean's office is responsible for planning and organizing the New Faculty Orientation Program. The program involves presentations by, or discussions with the Dean, Department Chairs, the Chair of the Promotion & Tenure Committee, and individuals who are involved with the administration of educational, research, and information technology and communication services and resources from the University. The orientation includes distribution of the Faculty Handbook, discussion of the Mission and Goals of the College, Departments and UAMS, the strategic plan, COP Bylaws and the promotion and tenure process, the expectations of faculty, and staff responsibilities. In addition, an overview of the curriculum, summative and the instructor assessment processes is provided. The programmatic assessment plan, outcomes assessment criteria and instruments are also discussed. New faculty also learn about intra- and extramural resources available to achieve academic success, resources that are available from Library Services, Office of Educational Development, Office of Research Administration, and Information Technology. The New Faculty Orientation Program culminates with a reception hosted by the Dean. This provides the new faculty an excellent opportunity for introduction and socialization to COP faculty, staff, and administration of all departments.

The Department Chair and/or Division Head and the faculty member will meet informally throughout the first year of appointment at mutually agreed upon times. The meetings provide opportunities to answer questions and discuss plans of action to get the new faculty member engaged in the COP. These discussions should focus on topics including but not limited to those listed in Table 1.

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Table 1. Suggested topics to review with New Faculty during year 1 of appointment

<p>Teaching</p>	<ul style="list-style-type: none"> ▪ Overview of curriculum philosophy and structure ▪ Review school policies and procedures for delivery of various courses (e.g., student failures, academic honesty policy) ▪ Introduction and training to various teaching technologies (e.g., online course management program, distance learning technology, classroom podium, etc.) ▪ Mechanics of course delivery at school for each type of course ▪ Timelines and responsibilities of faculty members with regards to team-taught courses and identification of course coordinators ▪ Responsibilities of faculty members with regards to experiential education (if applicable) ▪ Preparation of educational materials/ lecture delivery ▪ Communication methodologies for faculty and students ▪ Writing and assessing learning objectives ▪ Exam question writing and analysis (e.g., psychometrics) ▪ Using student and peer evaluations ▪ Dealing with difficult students and student evaluations
<p>Scholarship</p>	<ul style="list-style-type: none"> ▪ Review Departmental expectations and definitions for scholarship/grantsmanship ▪ Review policies, procedures, and processes for submission of research to Institutional Review Boards (IRB/IACUC), ▪ Assist in any training (Human/Animal Subjects/Laboratory Safety, Radiation Safety, and Chemical Hygiene), ARIA ▪ Identify key support services available to assist faculty in research and scholarship ▪ Assist in identifying intramural, extramural opportunities
<p>Mentorship</p>	<ul style="list-style-type: none"> ▪ How to identify mentors, and introductions to possible mentors ▪ Help identify recommendations of Faculty members who can serve as resources in particular areas such as practice, service, scholarship, and teaching.
<p>Student related Responsibilities</p>	<ul style="list-style-type: none"> ▪ Professional/Graduate student advising and mentoring program(s) and responsibilities ▪ Review student wellness algorithm and vital signs system ▪ Review of issuing non-cognitive reports ▪ Legal requirements and ramifications (FERPA, ADA, etc.)
<p>Patient care Service (if applicable)</p>	<ul style="list-style-type: none"> ▪ Establishing practice (ensure orientation to patient care site and introduction to faculty/staff). ▪ Requirements for documentation of outcomes and patient care (assist in getting training on institution computer system ▪ Ensure HIPPA training ▪ Discuss finding the appropriate balance between patient care and other academic responsibilities
<p>Professional Abilities</p>	<ul style="list-style-type: none"> ▪ Career planning ▪ Time management ▪ Balancing responsibilities ▪ Setting short-term and long-term goals ▪ Dealing with change

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4. The Early Years

During this period a faculty member's development should be focused on developing teaching skills, establishing research and/or scholarly abilities, participating in limited faculty governance, developing professional networks through membership in professional organizations, and if applicable establishing clinical practice.³ The faculty have annual academic performance reviews from their Department Chair (and Division Head if applicable) with written feedback emphasizing the goals of the faculty member, and their progress towards promotion (and tenure if applicable), and any areas where assistance and/or improvement are needed.

5. The Mid-Career Years

During this period a faculty member's development should be a continuation of professional growth leading to a mastery of teaching skills, and a growing national or international record of distinction in research and other scholarly activities. Continuation of professional growth in service should lead to seeking limited leadership roles in faculty governance, and/or professional organizations at least at the state level. If applicable the faculty practitioner should have an established clinical practice, with a growing record of accomplishments.³ Annual academic performance reviews from the Department Chair (and Division Head if applicable) should continue with written feedback emphasizing the goals of the faculty member, and their progress towards promotion (and tenure if applicable), and any areas where assistance and/or improvement are needed.³

6. The Maturing Years

During this period a faculty member's development should be directed towards refining teaching skills, cultivation of research and scholarship with a well established national or international record of distinction in these areas. Professional growth in service should include

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participation in a leadership capacity on COP, or university committees, and in professional organizations appropriate to their career at the state or national level. If applicable the faculty practitioner should maintain a quality clinical practice that supports the educational mission of the COP and the service mission of the affiliated practice site.³ Faculty in this period should serve as mentors in their strongest domain to faculty in their early years.³ Annual academic performance reviews should focus on continuing to cultivate the professional career direction chosen by the faculty member during their career to date.³ This may also be a period to explore changes in career direction. The department chair and Dean may be of assistance to the faculty in goal setting for this period of a career.³

7. Teaching Abilities Development

The primary goal for the Teaching Abilities component of the UAMS College of Pharmacy Faculty Development Program is to enable faculty to successfully demonstrate the abilities (knowledge, skills, behaviors, attitudes, etc.) needed to facilitate and enhance student learning, evaluation, and assessment in a variety of teaching settings (e.g. lecture, discussion, facilitation, seminar, laboratory, and experiential). By achieving that goal, the faculty will be able to more effectively participate in the design, management, and assessment of courses and curricula.

Tables 2 and 3 summarize the COP, university, and national educational and professional organizations resources that comprise the Teaching Abilities Development component. These resources focus on fundamental skills needed to teach in a variety of educational settings. They have a longitudinal design and include general, faculty-wide and individualized components.

Teaching Abilities Development topics may be offered faculty-wide as part of the Annual Faculty Development Seminars or workshops sponsored by the COP. The COP will offer an introductory workshop in the summer 2008 that will consist of four sessions that will focus on

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outcomes based assessment, item writing, review and analysis and computerized testing. The workshop will be open to all COP faculty.

Individualized opportunities for development in the Teaching Abilities Development component of the Program include attending seminars through the College of Pharmacy Faculty Seminar Series. In addition, starting in 2009 Faculty may participate in the Department of Pharmacy Practice Postgraduate Teaching Certificate Program.

The Faculty can augment the opportunities offered by the College with the many resources provided by the university, other academic units and professional organizations. Examples of university resources include those available from the library. Using the dedicated COP Library Liaison, faculty can get access to services, information resources, training opportunities, and technology facilities including the Teaching Resource Center. The Center consists of six different stations which contain state of the art technology to serve the faculty member's needs. The staff of the Center is on call to offer training and support in the use of the software and technology. Other university resources include the Office of Educational Development (OED), which has a variety of resources to assist faculty including resources on team-based learning and web-based learning services. In addition, the OED sponsors the Teaching Scholars Program. Each year the COP nominates two faculty to participate in this year long longitudinal development opportunity. The Teaching and Technology Committee sponsors a Friday Seminar Series and an Annual Symposium to enlighten educators on the various ways to incorporate technology in educational practices. The seminar series is free and accessible to all faculty and the COP or Departments provide support for Faculty to attend the Annual Symposium. The UAMS College of Medicine also offers an Annual Professional Development Day Program that may focus on Teaching Abilities Development. This programming is available to faculty for a

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small fee. For faculty members wishing to take formal coursework to further develop or enhance their Teaching Abilities, tuition discounts are available at certain local universities or other academic units on campus.

Faculty members are also expected to utilize national professional organizations to network, to present scholarly works, and to engage in professional development. In addition to their discretionary accounts, support to attend national meetings is available from either departmental or college resources. Many individual and longitudinal opportunities can be obtained through the organizations' websites or by attending national meetings. These resources are often readily available, and well designed and can be used to develop teaching abilities over time.¹ To hone skills in providing experiential learning, all faculty have a membership with access to excellent preceptor training through the Arkansas preceptor section of the Pharmacists Letter website. In addition, faculty may access preceptor training through national organizations such as APhA and ASHP. Each year prior to its Annual Meeting, AACP sponsors a day long Teacher's Seminar that is available to all faculty for a fee separate from the Annual Meeting registration.

The Early Years

The focus in the in the Early Years for this component of the Program is to help faculty develop their abilities in didactic and experiential instruction, methods of assessment, and evaluation of classroom and experiential education performance. In this phase, faculty should seek Teaching Abilities Development opportunities primarily from the COP (i.e. seminars, certificate programs, workshops and preceptor training) and university (i.e. Library, Teaching with Technology, etc) to develop their skills in utilizing technology to support their teaching activities. Faculty in their early years should also consider being nominated for the Teaching Scholars Program. They should start to utilize resources from national professional organizations

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(i.e. periodic attendance of an AACP Teachers Seminar or participation in the ACCP Academy Teaching & Learning Certificate Program) or other appropriate offerings.

The Mid-Career Years

The focus in the Mid-Career Years for this component of the Program is to continue growth and achieve mastery of their teaching abilities through assessment and evaluation. In this phase, faculty should seek Teaching Abilities Development opportunities from a variety of sources that build upon the skills that they have developed in their Early Years and those that hone their skills to a level of mastery. For example they should participate in appropriate (i.e. above introductory level) educational development seminars and/or workshops available through the COP. They should regularly utilize university resources that hone their skills (i.e. OED resources, Teaching with Technology) and facilitate further improvement of their coursework, or enable creation of new coursework. If they have not already done so, they should participate in the Teaching Scholars Program (or if applicable the ACCP Academy Teaching & Learning Certificate Program), and they should regularly utilize resources from national professional organizations (i.e. regularly attending an AACP Teachers Seminar).

The Maturing Years

The focus in the Maturing Years for this component of the Program is to refine teaching skills. Faculty members who have mastered their teaching skills should serve as mentors for faculty in their early years. They should attend faculty development opportunities in Teaching Abilities Development from the COP, university or professional organizations as a means of keeping abreast of changes and areas of current interests related to their teaching responsibilities.³

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Table 2. College and University Resources for Teaching Abilities Development

RESOURCE	DESCRIPTION
<i>College/Department</i>	
Pharmacy Faculty Seminar Series	Weekly seminar series open to all faculty sponsored by both departments, offered throughout the academic year. Scholarly topics demonstrating teaching abilities will be offered as part of this series
Postgraduate Teaching Certificate Program	Sponsored by the Department of Pharmacy Practice, consists of a two day seminar, followed by a year-long longitudinal portion in which participants build portfolios to describe their teaching experiences using feedback from various sources and self-reflection exercises. Quarterly seminars offered to expand or reinforce the material addressed in the two-day seminar.
Preceptor Development Program	Sponsored by the Office of Experiential Education this program is offered at State Pharmacy Association Meetings and there are plans to offer as a web-based program
<i>University</i>	
Library Liaison Program	Partners the Library with UAMS research, educational, clinical, and outreach programs. The COP Library Liaison provides faculty information on services, information resources, training opportunities, and technology facilities including the Teaching and Technology Resource Center. They also can set up or provide Library outreach activities.
Teaching & Technology Resource Center	Sponsored by the Teaching with Technology Committee, the Center is available to UAMS faculty and their staff during the hours the Library is open. No appointments are necessary to use the Center. The Center consists of six different stations which contain state of the art technology to serve the faculty member's needs. The staff of the Center is on call to offer training and support in the use of an assortment of up-to-date equipment and software. The Teaching Resource Center consists of six different stations to meet the faculty members' needs.
Office of Educational Development (OED)	Houses a variety of teaching abilities development resources faculty including a list of resources on Team-Based Learning, Web-based Learning services to assist in planning, design, production, and implementation of Web-Based Learning.
Teaching Scholars Program	Sponsored by OED this faculty development program provides participating faculty members a way to gain knowledge and skills about adult learning as well as the principles of teaching and learning, development of curricula and instructional materials, and educational research. The program consists of core workshops and lectures by nationally known educational scholars visiting campus as part of the program. The lectures are open to all Faculty on campus.
Teaching with Technology Annual Symposium	Sponsored by the Teaching with Technology Committee, this annual symposium is designed to enlighten educators on the various ways to incorporate technology in educational practices. Anyone associated with education in any capacity is welcome to attend.
Friday@Noon Series	A lecture series offered by the Teaching With Technology Committee educates Faculty on how to apply DE technologies

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Table 3. Professional Pharmacy & Educational Resources for Teaching Abilities Development

Organization	Resource(s)
APhA (http://www.pharmacist.com)	<ul style="list-style-type: none"> ▪ The Community Pharmacist Preceptor Education Program ▪ Faculty/Preceptor Orientation and Training Programs ▪ Self-Care Institute (nomination required)
AACP (www.aacp.org)	<ul style="list-style-type: none"> ▪ Education Scholar Program (http://www.educationscholar.org) a Web-based program for the advancement of teaching skills, professional scholarship, and instructional improvement for educators in the health professions. This is a self-directed program comprised of series of modules, includes teaching portfolio, focuses on learner-centered teaching methods, and promotes scholarship of teaching ▪ Annual Meeting Teaching Seminar – Pre-meeting day-long program
ACCP (www.accp.com)	<ul style="list-style-type: none"> ▪ ACCP Academy Teaching & Learning Certificate Program - Live interactive workshops on didactic and experiential education, mentoring and self-assessment opportunities, and teaching portfolio development (http://academy.accp.com/teach.asp) ▪ Annual Meeting Teaching & Learning Certificate Programming open to all meeting attendees
ASHP (www.ashp.org)	<ul style="list-style-type: none"> ▪ Development resources page (member center/sections & forums/new practitioners/development resources) “Overview of Precepting”, “Developing Your Precepting Skills” provides several resources including introductory modules to help introduce pharmacists to the world of teaching students in their clinical settings, precepting tools, and the development of communication skills (verbal & written), and teaching skills
Pharmacist’s Letter (www.pharmacistsletter.com)	<ul style="list-style-type: none"> ▪ Faculty subscription providing access to all online content (CE, Journal Club, etc) ▪ Preceptor training tailored to meet the needs of Arkansas pharmacists
Other specialized professional organizations	<ul style="list-style-type: none"> ▪ Workshops, seminars, presentations that address teaching skills development in specialized field of faculty member expertise (PK, PD, Toxicology, Clinical specialties and Basic Sciences, informatics, pharmacoeconomics, management, statistics)

8. Research and Scholarly Abilities Development

Faculty members are expected to demonstrate research and scholarship productivity early and throughout their careers. Studies indicate with current expectations for research and scholarship there is need for faculty development in this area, especially given the diversity of training, particularly among pharmacy practice faculty.¹ Lack of sufficient formal training, prior experience,

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and allocation of time for research are the most common reasons for stress.¹ Therefore, faculty development in Research and Scholarship Abilities is expected to diminish this stress and enhance satisfaction and productivity.

The primary goal for the Research and Scholarship Abilities component of the UAMS College of Pharmacy Faculty Development Program is to enhance the culture of scholarship and research as well as enhance scholarly productivity and thereby local and national recognition of the COP. In the early years, the objectives of the Research and Scholarship Abilities component are to 1) enhance the ability of the faculty to develop, establish, and maintain a successful scholarship and research program; 2) enhance the ability of faculty to identify sources for funding and venues for presentation and publication; and 3) enhance the likelihood of faculty to demonstrate productivity in scholarship and research. In the early years the focus of the Research and Scholarship Abilities component is helping faculty hone basic research and writing skills, and obtaining resources to establish their scholarly record.

Table 4 summarizes the college, university, and national educational and professional organization resources that comprise this component of the Program. These resources include a supportive culture, administration, and structure and are applicable to faculty in either the tenure or non-tenure track. They have faculty-wide components in addition to individualized components. Research and Scholarship Abilities Development topics may be offered faculty-wide as part of the Annual Faculty Development Seminars or workshops sponsored by the COP.

Faculty-wide development opportunities from university resources include educational offerings from the Library and the UAMS Research Support Center. Faculty can utilize the dedicated COP Library Liaison, to get education and training on services such as literature searching, copywrite and plagiarism as well as many more. The UAMS Research Support Center's Education Division

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provides training on all aspects of Human Subject Research to ensure investigators and study staff know how to protect human research subjects, themselves, and the University. If requested, departmental educational sessions can be arranged. The UAMS College of Medicine also offers an Annual Professional Development Day Program that may focus on Research and Scholarship Abilities Development. This programming is available to faculty for a small fee.

Individualized opportunities for development in Research and Scholarship Abilities available through the College include attending or presenting seminars through the UAMS COP Faculty Seminar Series. The series, which grew from long-established departmental seminars to a college-wide seminar in 2007, is a significant component of the College Faculty Development Plan. The Seminar provides a forum for faculty to disseminate research findings, learn new research methodologies, share ideas for future research activities, learn about current research trends in pharmacy-related disciplines, and inculcate faculty and students into the profession of pharmacy through active learning and continuing education. The objective of the series is to provide a forum for faculty to actively: 1) discuss the latest findings and future avenues for research in the basic sciences [i.e. biology (cellular, molecular), chemistry (analytical, medicinal, pharmaceutical), physiology, pharmacology, pharmacokinetics, pharmaceuticals, and toxicology]; 2) discuss the latest findings and future avenues for research in the clinical sciences (clinical research, evidence-based medicine, and pharmaceutical evaluation and policy); 3) participate and present their research and scholarly activity for students and faculty to seek input into research design, methodology, and results; 4) network with speakers from around the country or world and exchange research ideas.

The UAMS College of Pharmacy Seminar series will host a minimum of 24 seminar presentations each academic year. In addition to a diverse array of topics covering basic, clinical, and applied sciences, the seminar series will include annual lectures on “Medicines from Nature”,

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“Chemical Addiction”, “Cardiovascular Sciences”, “Radiation Health” and “Pharmaceutical Evaluation and Policy”.

The COP supports the development of individual faculty member’s research and scholarly abilities through the sponsorship of two student summer research programs. This support provides personnel resources for faculty to perform pilot research projects or other scholarly efforts. In addition, the COP has an annual retainer for editorial and grant preparation services of the Office of Grants and Scientific Publications, housed in the Winthrop P. Rockefeller Cancer Institute.

The Faculty may augment the individualized opportunities offered by the College with resources provided by the University. One of the most established opportunities is the Medical Research Endowment (MRE) Intramural Grant Program. This program was established in 1982 to stimulate and support research programs of UAMS faculty. The purpose of the MRE awards is to provide pilot funding for research that has the potential to develop into extramurally funded scientifically significant research projects. In addition, the MRE Program provides the faculty member with a rigorous scientific review which allows refinement of research hypotheses, specific aims, and methodology as well as improves clarity of the proposal prior to submission to extramural agencies. Program support is focused on new areas of research for young faculty investigators and new avenues of research for mature investigators. Other seed grant programs sponsored by the University or other academic units that may be applicable to COP Faculty may also become available in the future and will be included in the Program.

Other individualized opportunities include educational offerings from the UAMS Research Support Center. The Center offers regularly scheduled educational sessions on a variety of research support topics that are announced through a bi-weekly newsletter posted on their website and emailed to all faculty. The Center can provide online training programs for both Biomedical and

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Behavioral Human Subject Protection in Research, as well as online HIPAA for Human Subject Research Training. Center personnel provide face-to-face didactic presentations and educational forums for investigators and coordinators. The Center also offers the Certified Research Specialist program which is a university level certification which recognizes research personnel who have received advanced training in human subject research. For other specialized educational needs in research, training in laboratory animal use is provided by the campus Division of Laboratory Animal Medicine, and the Department of Occupational Safety provides annual certifications in use of radioactive material, chemical hygiene, and general laboratory safety. For faculty members wishing to take formal coursework to further develop or enhance their Research and Scholarship Abilities, tuition discounts are available at certain local universities or other academic units on campus.

Faculty members are also expected to utilize national professional organizations to network, present their scholarly works and to engage in professional development. Many individual and longitudinal opportunities can be obtained through the organizations websites or attending their national meetings. These resources are often readily available and well designed and can be used to develop research and scholarship abilities over time.¹

The Early Years

The focus in the Early Years for this component of the Program is to help faculty establish their research and/or scholarly abilities. Given the diverse training backgrounds of COP faculty, the Research and Scholarship Development opportunities faculty should seek in this phase vary according to their training. All faculty in this period should at a minimum seek to regularly attend the COP Faculty Seminar Series and utilize other COP resources (i.e. fellowship research support, and seed grants [if applicable]). However, some faculty may need additional development prior to seeking the latter opportunities. All faculty should utilize university resources commensurate with

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their research and scholarly interests (i.e. Library, Research Support Center, IRB, Division of Laboratory Animal Medicine, and the Department of Occupational Safety, etc) to begin to establish their skills. As their research and scholarship skills develop faculty should seek support through the MRE or intramural programs. They should begin to utilize resources from national professional organizations to generate preliminary data (i.e. seed grants, new investigator programs, etc.) or establish basic research or scholarship skills (i.e. writing/grantsmanship skills development sessions, or longitudinal certificate programs, etc.). If applicable they may serve as the major advisor to graduate candidates, or as a director of a fellow or resident. Ultimately faculty should attend national professional meetings to present data and to begin to network with other scientists and professionals.

The Mid-Career Years

The focus in the Mid-Career Years for this component of the Program is to continue growth leading to a growing national or international record of distinction in research and other scholarly activities. Faculty should regularly attend the COP Faculty Seminar Series and present their research once at least every two years. They should also routinely utilize other COP resources (i.e. Summer Fellowship Program, Grant Retainer). They should routinely serve as the major advisor to graduate candidates, or as a director of a fellow or resident. They should continue to utilize resources from professional organizations suitable for established scholars (i.e. regularly presenting data, mid-career grant programs, continued networking). If they have not already done so they should apply for mentored research programs.

The Maturing Years

The focus in the Maturing Years for this component of the Program is to cultivate research and scholarship with a well established national or international record of distinction. Faculty members who have achieved a national and/or international record of distinction in research and scholarship

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should serve as mentors for faculty in their early years and continue mentorship of graduate candidates, or fellows. They should explore visiting scientist or other scholar programs. They should also explore short term developmental leaves to develop new skills or refocus career direction.³

Table 4. College, University, and National Resources for Research and Scholarship Abilities Development

RESOURCE	DESCRIPTION
<i>College/Department</i>	
COP Faculty Seminar Series	<ul style="list-style-type: none"> ▪ College-wide weekly seminar series sponsored by both departments, offered throughout the academic year. Offers Scholarly topics demonstrating research and scholarship abilities.
Pharmacy Practice & Voldeng Research Fellowship Programs	<ul style="list-style-type: none"> ▪ Sponsored by the Deans Office. Provides student stipends for a summer research program. Facilitates the development of pilot data.
Other Departmental Seminar Series & Seed Grant Programs	<ul style="list-style-type: none"> ▪ Will be announced to faculty through emails and the webpage
<i>University</i>	
Medical Research Endowment	<ul style="list-style-type: none"> ▪ Annual competitive intramural grant program provides funding of pilot research with potential to develop extramurally funded scientifically significant research projects.
Research Support Center	<ul style="list-style-type: none"> ▪ The Education Division provides training on all aspects of human subject research to ensure investigators and their staff know how to protect human research subjects, themselves, and the University.
Other Intramural Grant Programs	<ul style="list-style-type: none"> ▪ Will be announced to faculty through emails and the webpage
Library Liaison Program	<ul style="list-style-type: none"> ▪ Modules on literature searches, copywrite, plagiarism, etc.
<i>Selected National Professional Organizations</i>	
AACP (www.aacp.org)	<ul style="list-style-type: none"> ▪ New Investigators Program for Pharmacy Faculty
ACCP (www.accp.com)	<ul style="list-style-type: none"> ▪ Academy Research & Scholarship Certificate Program – workshops on clinical research basics, with mentoring opportunities, and research portfolio development (http://academy.accp.com/teach.asp) ▪ Investigator Development Research Awards – For PIs ≤ 10 years from the end of formal training or 1st appointment. For pilot projects or “seed money”. (http://www.accp.com/frontiers/research.php) ▪ Curricular tracks at Annual & Spring Research Meetings ▪ Focused Investigator Training Program - Annual mentored research program, limited number of pharmacist investigators with pilot data
ASHP (www.ashp.org)	<ul style="list-style-type: none"> ▪ Fostering Young Investigators: The ASHP Foundation. For new investigators through the Research Boot Camp ▪ New Investigator Grant Programs: For young investigators. Provides research opportunities, develops and strengthens skills, and access to senior investigator mentorship. (Federal Services Junior Investigator Research Grant, Junior Investigator Research Grant) ▪ Midyear Clinical Meeting research skills development sessions
Others	<ul style="list-style-type: none"> ▪ PhARMA Research Starter Grants ▪ APhA (http://www.pharmacist.com) Incentive Grants for Practitioner Innovation in Pharmaceutical Care ▪ Other scientific and professional organizations (e.g. ASPET, AHA, etc.)

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9. Professional and Leadership (Service) Abilities Development

In addition to teaching and scholarly abilities faculty members perform a variety of academic services that require Professional and Leadership Abilities (e.g. planning, time management, personnel management, advising, conflict management, faculty governance, etc.). These abilities are rarely taught in professional, graduate or post-graduate learning environments. Consequently, faculty members are expected to develop these abilities “on the job”. The development of time management skills, professional organization involvement, community volunteerism, and career planning are important for the development of faculty in the early years. Development of Professional and Leadership (Service) Abilities benefits the individual, the institution, and the profession.¹

The primary goals for the Professional and Leadership (Service) Abilities component of the UAMS College of Pharmacy Faculty Development Program are to enhance faculty abilities and understanding of their current and future roles in the department, school, COP, university, profession, and community, which may enable them to achieve personal success, contribute to the advancement of their institution and the profession, and to better plan for their future.¹

According to the College Strategic Plan, faculty will be encouraged to learn the governance process through committee service at the College and University level. In addition, developing an effective professional network is an important component of career success. Therefore, faculty will be encouraged to participate in service and leadership in professional organizations appropriate to their career development. The COP also sponsors a Leadership Book Club. This club, which is facilitated and supported by the Dean, is open to all faculty and it meets approximately six times a year. At each meeting participants discuss a book that addresses leadership, leadership philosophies and management.

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The Faculty may augment the opportunities offered by the College with resources and opportunities provided by the university. The potential for appointment for service opportunities at a university level exist. In addition, numerous regularly scheduled campus seminars that may address topics on professional and leadership abilities are offered. An example of a regularly scheduled discussion series open to all faculty is the “Third Wednesday Ethics Discussions (TWEDs) Brown Bag Editions, sponsored by the Division of Medical Humanities/Ethics in the College of Medicine. This Division also sponsors an Annual Intensive Workshop in Health Care Ethics that is designed to educate participants in the basic concepts in medical ethics, to introduce the insights of medical humanities for clinical care, and to apply knowledge from ethics and the humanities to specific issues that arise in practice and to explore those issues in a systematic and organized way. In 2008, the UAMS College of Medicine’s Annual Professional Development Day Program will focus on Professionalism and Ethics. This programming is available to faculty for a small fee.

Leadership Skills Development is available through the UAMS Leadership Institute. This annual program was initiated to identify and develop leaders who will contribute to the continued success of UAMS. The goals of the UAMS Leadership Institute are to: 1) Foster an environment where participants can build relationships and work across departmental boundaries; 2) Acquaint participants with UAMS needs, challenges and opportunities; 3) Offer an opportunity to identify problems and generate solutions for critical issues facing UAMS; 4) Provide tools needed to develop and enhance leadership skills. For faculty members wishing to take formal coursework to further develop or enhance their Professional and Leadership (Service) Abilities, tuition discounts are available at certain local universities or other academic units on campus.

Faculty can also develop their Professional and Leadership (Service) Abilities by utilizing resources from national professional organizations. Many individual and longitudinal opportunities

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can be obtained through the organizations' websites or by attending national meetings. Accessing these resources may be competitive, but they are often well designed and can be used to develop professional and leadership abilities over time. There are also many committee service and leadership opportunities available through state and national professional organizations that can be utilized to network with colleagues and contribute to the profession.

The Early Years

The focus in the Early Years for this component of the Program is to help faculty learn about the governance process and develop state and national professional networks. Faculty in the Early Years will be encouraged to learn the governance process through limited committee service, primarily at the College and University level. They should periodically attend university sponsored conferences in this domain. They should also join state and national professional organizations appropriate to their interests and career focus to develop their professional networks, which may help further their career development and allow them to contribute to the profession.

The Mid-Career Years

The focus in the Mid-Career Years for this component of the Program is to continue professional growth in service that is directed towards seeking leadership roles in faculty governance in the COP and/or university. During this phase they should also strive to seek limited leadership roles in professional organizations at least at the state/regional level and ultimately at the national level. Interested faculty may seek to obtain leadership skills training during this period as they begin to evaluate career direction in preparation for their maturing years.

The Maturing Years

The focus in the Maturing Years for this component of the Program is to participate in a leadership capacity on COP, and/or university committees, and in professional organizations

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appropriate to their career at the state or national level. If they have not already done so, if interested they should obtain leadership skills training. Faculty in this period may also serve as a mentor to faculty in their early or mid-career years by mentoring and helping them begin to assess their professional and leadership abilities (e.g. planning, time management, personnel management, advising, conflict management, faculty governance, etc.).

Table 5. COP, University, & National Resources - Professional and Leadership (Service) Abilities Development

RESOURCE	DESCRIPTION
<i>College/Department</i>	
Governance - Committee Service	<ul style="list-style-type: none"> ▪ Standing Committee service and leadership
Leadership	<ul style="list-style-type: none"> ▪ Leadership Bookclub
<i>University</i>	
Governance - Committee Service	<ul style="list-style-type: none"> ▪ Standing Committee service and leadership
COM	<ul style="list-style-type: none"> ▪ TWEDS ▪ Faculty Development Day
Leadership Institute	<ul style="list-style-type: none"> ▪ Year-long leadership development program that uses UAMS issues as project
<i>Selected National Professional Organizations</i>	
AACP (www.aacp.org)	<ul style="list-style-type: none"> ▪ Committee service and leadership (organization or SIGs) ▪ Academic Leadership Fellows Program ▪ Annual & Winter Meeting Leadership Seminar – Pre-meeting daylong program
ACCP (www.accp.com)	<ul style="list-style-type: none"> ▪ Committee service and leadership (organization or PRNs) ▪ ACCP Academy Leadership & Management Certificate Program (http://academy.accp.com/teach.asp) ▪ Curricular tracks at Annual & Spring Research Meetings
ASHP (www.ashp.org)	<ul style="list-style-type: none"> ▪ Professional and Leadership Development Webpage ▪ The Pharmacy Leadership Academy is a series sponsored by the ASHP Foundation of nine robust distance-learning offerings designed as a comprehensive curriculum to enhance the leadership and management skills of new and aspiring pharmacy leaders.
APhA	<ul style="list-style-type: none"> ▪ Academy committee membership and leadership opportunities

10. Practice Site and Clinical Abilities Development (when appropriate)

Practice Site and Clinical Abilities development is necessary for faculty practitioners to master a diverse array of skills, including administrative and clinical problem solving, time management, and adaptability to continuous changes in medicine and the clinical environment. These skills and

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demands of practice must be balanced and integrated with competing priorities in teaching, research and scholarly activity, and academic service. While faculty members may have been introduced to many of these skills during their training, continued development in this area is needed.

The primary goal for the Practice Site and Clinical Abilities component of the UAMS College of Pharmacy Faculty Development Program is to enable pharmacy practice faculty to establish and develop a practice setting that allows for patient care, teaching, scholarship, and personal development. The objective of this component of the Program is to enable faculty to respond to new expectations, challenges, and opportunities in the health care environment.¹

Table 6 summarizes the COP, university, and national professional organization resources that comprise this component of the Program. The resources available from the college and university include departmental support for institutional, regional, and national workshops, seminars, programs, and educational or training sessions for skills enhancement or credentialing activities. Faculty are also encouraged to pursue and maintain board certification by Board of Pharmaceutical Specialties and/or other credentialing that is specific for their practice through national and regional pharmacy organizations.¹ The department provides as much support as possible for credentialing opportunities. Faculty members are also expected to utilize the many national professional organization resources to continually enhance their Practice Site and Clinical Abilities. Many individual and longitudinal opportunities can be obtained through the organizations' websites or through attending the organizations' national meetings. These resources are often readily available, and well designed.¹ These resources include but are not limited to practice standards and guidelines, practice development programs and materials, and position statements (e.g. from ACCP, APhA, ASHP, ASCP and others).¹ In addition, Clinical Abilities development can be obtained through the ACCP Clinical Skills Academy (opening in 2009), or competitive traineeships or mini-sabbaticals in

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Critical Care, Oncology, Anticoagulation, and other specialties offered by ASHP, ACCP, or other national specialty practice groups. In addition, local, regional or national workshops held alone or in conjunction with professional meetings are venues where faculty can acquire additional development in this area. The department chair provides direction to the faculty member in the development of Practice Site and Clinical Abilities.

The Early Years

The focus in the Early Years for this component of the Program is to help the faculty practitioner develop and ultimately maintain a quality clinical practice to support the educational mission of the COP and the patient care mission of the affiliated clinical site. In addition to seeking experiential education development opportunities, faculty should also seek opportunities that expose them to the best-practices of their area of expertise. They should regularly attend a grand rounds and/or participate in a journal club of their expertise. They should seek to acquire skills that will aid in developing their practice and to acquire credentialing to enhance their knowledge and the reputation of their practice, and to facilitate reimbursement of cognitive services. They should regularly attend state and national professional meetings to be continually updated on the latest standards of practice and to develop networks with other clinicians in their disciplines.

The Mid-Career Years

The focus in the Mid-Career Years for this component of the Program is to help maintain a quality clinical practice that continues to support both the educational mission of the COP and the patient care mission of the affiliated clinical site. They should regularly attend a grand rounds and/or participate in a journal club of their expertise. They should seek to acquire credentialing to enhance their knowledge and the reputation of their practice, and to facilitate reimbursement of cognitive

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services. They should regularly attend state and national professional meetings to be updated on – or present the latest standards of practice and to network with other clinicians in their disciplines.

The Maturing Years

The focus in the Maturing Years for this component of the Program is to mentor faculty practitioners in their early years, and maintain a quality clinical practice that continues to support both the educational mission of the COP and the patient care mission of the affiliated clinical site.

Table 6. College, University, and National Resources for Practice Site and Clinical Abilities Development

RESOURCE	DESCRIPTION
<i>College/Department</i>	
Travel stipend	<ul style="list-style-type: none"> ▪ Individual travel stipend ▪ Additional support for SECAPS, Immunization, EBM, ASHP PICAT meeting, CDE, etc
Anticoagulation Training	<ul style="list-style-type: none"> ▪ VA residents workshop, Chest Guidelines
<i>University</i>	
COM	<ul style="list-style-type: none"> ▪ Grand Rounds ▪ Weekly Specialty Conferences and Journal Clubs
Library	<ul style="list-style-type: none"> ▪ Training Resources & Access to guidelines
<i>Selected National Professional Organizations</i>	
ACCP (www.accp.com)	<ul style="list-style-type: none"> ▪ ACCP Clinical Practice Certificate Program, Curricular tracks at Annual & Spring Research Meetings (http://academy.accp.com/teach.asp) ▪ Mini-sabbaticals (Cardiology, ID, Hem/Onc, etc) ▪ PRNs ▪ PSAP
ASHP (www.ashp.org)	<ul style="list-style-type: none"> ▪ Pharmacy Invitational Conference on Antithrombotic Therapy (PICAT) Workshop ▪ Practice Traineeships (Critical Care, Anticoagulation, Oncology, etc.) ▪ Special interest member sections and forums. ▪ Specialty Coursework (Oncology, Psych)
APhA	<ul style="list-style-type: none"> ▪ Self Care Institute, Annual Meeting Programming ▪ Certificate Training Programs (MTM, Immunizations, etc.) ▪ Clinical Resources ▪ e-communities (MTM, Nuclear Pharmacy)
Board of Pharmaceutical Specialties (BPS) Board Certification in:	<ul style="list-style-type: none"> ▪ Nuclear Pharmacy (BCNP) ▪ Nutrition Support Pharmacy (BCNSP) ▪ Oncology Pharmacy (BCOP) ▪ Pharmacotherapy (BCPS) ▪ Psychiatric Pharmacy (BCPP)
National Certification Board for Diabetes Educators	<ul style="list-style-type: none"> ▪ Certified Diabetes Educator (CDE)
NCPA	<ul style="list-style-type: none"> ▪ Annual Meeting Pre-Convention Programming
Others	<ul style="list-style-type: none"> ▪ Specialty Professional Organization workshops (CDE, SCCM, SIDP, etc.)

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11. Program Assessment

The UAMS College of Pharmacy Faculty Development program is designed to be tailored by the individual faculty member to meet their needs. Therefore faculty will be responsible for obtaining development opportunities from the COP, university, and national educational and professional organizations resources throughout the calendar year. As part of their Annual Self- Assessment the faculty will be required to set goals for development, and document and reflect upon their activities in development of their abilities in teaching, research and scholarship, service, and if applicable, clinical practice. The Faculty development portion of the Annual Self-Assessment Document is provided in Appendix 2. The department chairs are responsible for assessment of individual faculty member development activities. When faculty do not meet their goals in Faculty Development it will become an opportunity for the faculty member and the department chair to assess and calibrate their goals, and to determine resources that they will need to successfully develop their abilities in the three domains and if applicable, clinical practice. The Associate Dean for Administrative Affairs will be responsible for programmatic assessment of the faculty development program.

Assessment of Orientation

New faculty who participate in the COP New Faculty Orientation Program will be surveyed to obtain short-term data (see Appendix 1) and using the annual assessment form (Appendix 2) the department chair will solicit additional input from the new faculty at their first annual assessment to assist in improving the longitudinal portion of the orientation program. The Associate Dean Administrative Affairs will conduct a comprehensive review of the orientation program every 3 to 6 years to determine the long-term impact of the orientation program and coordination with the other components of the faculty development program. These program assessments will also assess the impact of the orientation program on professional socialization and ability development.

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Assessment of Teaching Abilities Development

The Associate Dean of Administrative Affairs will develop a plan to assess the impact of faculty development in Teaching Abilities based on performance measures as documented through improvements in teaching evaluations (by students, peers, and other observers), receipt of teaching awards or competitions at the departmental, COP, university, and national levels, and scholarship of teaching through articles, abstracts, and invited presentations on teaching at the institutional, regional, and national level.^{1,6-8} Assessment of the program on confidence, attitudes, stress levels, and the recruitment and retention of faculty may also be useful.¹

Assessment of Research and Scholarly Abilities Development

The department chairs are responsible for reporting the research and scholarly productivity of their departments. The Associate Dean of Administrative Affairs will develop a plan to assess the impact of faculty development in Research and Scholarly abilities based on the department chair's tracking of individual and group productivity and recognition. Examples of productivity measures include the number, type, and significance of publications, grant proposals, grant awards, and abstracts. Receipt of national pharmacy organization research awards documents achievement through acknowledgment by peers.¹ Other useful surrogate measures of Research and Scholarship Abilities Development include presenting lectures as an invited speaker, being a reviewer for abstracts or grants, peer reviewer, or serving as a member of an editorial board for a professional publication. The Associate Dean for Administrative Affairs will also be responsible for assessing the culture of scholarship studying the collaboration among faculty as well as other evidence of a scholarly culture utilizing faculty surveys, and/or focus groups.

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Assessment of Professional and Leadership Abilities Development

The department chairs are responsible for reporting the service and leadership roles of faculty in their departments. The Associate Dean for Administrative Affairs will develop a plan to assess the impact of faculty development in Professional and Leadership abilities based on the department chair's tracking of individual and group service and leadership. Surveys of faculty satisfaction, progression in abilities, and needs may address this area.

Assessment of Practice Site and Clinical Abilities Development (when appropriate)

The Chair of the Pharmacy Practice Department is responsible for collecting data from the faculty practitioner, the director of the clinical site, students and other trainees that document individual productivity and recognition, and clinical revenue generated through the Clinical Program Incentive Plan. Documentation of site-based patient care outcomes could include generation of revenue or cost savings, number of visits or consults, and patient load can be very useful in selected settings. The Associate Dean for Administrative Affairs will develop a plan to assess the Practice Site and Clinical Abilities development based upon these data collected by the department chair. The assessment of faculty development in clinical practice and the clinical practice site can include feedback from colleagues, managers, other health care professionals. Other standardized instruments may be utilized to assess pharmaceutical care and other pharmacy practice competencies and outcomes.^{1,9-12} Other useful measures include national board certification, fellowship status in national organizations; and national, regional, and local awards for innovative and effective practices. The support provided by the Department, COP, and/or university may also be useful measures in the assessment of this component of the UAMS Faculty Development Program.

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Appendix 1

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Appendix 2

New Faculty Orientation Evaluation

Please indicate degree of adequacy for the amount of time dedicated to each topic.

	Activity	Length of Activity (0=just right)
1.	Information Technology (45 min)	Less -2 -1 0 1 2 More
2.	Library Services (45 min)	Less -2 -1 0 1 2 More
3.	Curriculum Overview (30 min)	Less -2 -1 0 1 2 More
4.	Review of Faculty Handbook (1.5 hr)	Less -2 -1 0 1 2 More
5.	Staff Responsibilities (30 min)	Less -2 -1 0 1 2 More
6.	Telemedicine (1 hr)	Less -2 -1 0 1 2 More
7.	Office of Educational Development (30 min)	Less -2 -1 0 1 2 More

Which activity was the most important? Why?

Which activity was the least important? Why?

What would you add to the orientation, if anything?

What would you delete, if anything?

Any other comments:

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Appendix 3 Revised Faculty Development Section of Annual Assessment Document

PROFESSIONAL DEVELOPMENT

1. Teaching Abilities Development

Development Activity	Source		
	College	University	Professional Organization
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Research and Scholarly Abilities Development

Development Activity	Source		
	College	University	Professional Organization
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Professional and Leadership (Service) Abilities Development

Development Activity	Source		
	College	University	Professional Organization
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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4. Practice Site and Clinical Abilities Development (when appropriate)

Development Activity	Source		
	College	University	Professional Organization
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Formal course work beyond highest degree: (Include hours and courses completed, degree for which applicable, institution, dates).

6. Certification:

- New

- Continuing

7. Mentorship: Provide any examples of how you assisted in or contributed to the development of other faculty, particularly junior faculty (review of manuscripts, review of grant applications, performance of peer review, etc.).

Faculty Self-Evaluation: The self-evaluation should reflect how you met your goals and the needs of the College and Department. Identify barriers that prevented you from doing so.

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