

# American Association of Colleges of Pharmacy

## About AACP

“Founded in 1900, the American Association of Colleges of Pharmacy (AACP) is the national organization representing pharmacy education in the United States. The mission of the Association is to both represent and be an advocate for all segments of the academic community in the profession of pharmacy. That community comprises 89 colleges and schools with pharmacy degree programs accredited by the Accreditation Council for Pharmacy Education, approximately 38,000 professional degree students, 3,200 students enrolled in graduate studies and more than 3,800 full-time faculty. Pharmacy is the third largest health profession (after nursing and medicine) with over 200,000 clinicians practicing in community pharmacies, hospitals, and a variety of other health care settings.

All U.S. schools of pharmacy are regular, associate, or affiliate institutional members of AACP. AACP enjoys the widespread support of the community it represents and there is a high degree of faculty participation in Association committees, academic sections, and special interest groups.

AACP conducts a wide variety of programs and activities in cooperation with a number of other national health and higher education associations in the Washington, D.C. area. Many Association activities are concerned with higher education issues. Some relate only to concerns of the profession while others relate to the broad community of all health professions.”<sup>1</sup>

## Mission of AACP

### *Mission Statement:*

“The American Association of Colleges of Pharmacy is a national organization whose mission is to serve its member colleges and schools and their respective faculties, by acting as their advocate at the national level, by providing forums for interaction and exchange of information among its members, by recognizing outstanding performance among its member educators, and by assisting member colleges and schools in meeting their mission of educating and training pharmacists and pharmaceutical scientists.

The Association recognizes a special responsibility to provide leadership in advancing and enhancing the quality of education and training in its member colleges and schools while respecting the diversity inherent among them. AACP also recognizes that academic pharmacy plays an important role in and shares responsibility with the broader profession of pharmacy in leading efforts to improve medication use.

In carrying out its responsibilities, the Association places great value on high caliber of professionalism among its staff, the strong role of volunteer members in its operations, and a democratic approach to the resolution of issues and establishment of policy.”<sup>2</sup>

## AACP Objectives and Strategies

To achieve the goals stated in AACP’s mission, the Association will:

- “be an agent of improvement in pharmacy education
- be a center for data gathering, analysis, and information
- be an advocate for professionalism, interprofessional, and graduate pharmacy education

- be an advocate and liaison within and external to the profession for pharmacist's role in medication use
- be a center for education and training
- facilitate open discussion, debate and networking
- be a leader in educational innovation among health professions educators
- be an international leader in pharmacy education
- maintain an effective and efficient communication structure
- maintain an effective, efficient, professional staff to serve the interests and needs of its members”<sup>2</sup>

Journal: *The American Journal of Pharmaceutical Education*

“The *American Journal of Pharmaceutical Education* is the official publication of the American Association of Colleges of Pharmacy. The Journal is directed to all those with interest in professional, graduate, and postgraduate pharmaceutical education. Its purpose is to document and advance pharmaceutical education in the United States and Internationally. The Journal features original research articles, editorials, reports on the state of pharmaceutical education, descriptions of teaching innovations, and book reviews.”<sup>3</sup>

Only one theme issue is listed on the Journal website; the 2004 (Volume 65 Issue 1) special issue on Service Learning.

Titles of articles in the Service Learning Issue:

- “Service Learning in Pharmacy Education”
- “Introductory Practice and Service Learning Experiences in US Pharmacy Curricula”
- “Prescription for a Healthy Service-Learning Course: A Focus on the Partnership”
- “Student’s Self-Assessment of Learning through Service-Learning”
- “Nutrition and Nurturing: A Service-Learning Nutrition Pharmacy Course”
- “Incorporation of Service-Learning Across Four Years of the PhramD Curriculum”
- “Integrating Service and Reflection in the Professional Development of Pharmacy Students”
- “The Neuroscience Behind Drugs of Abuse: A PhramD Service Learning Project”

Board of Directors

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AACP Committees, Sections and Special Interest Groups

Committees:

- Academic Affairs Committee
- Academic Sections Coordinating Committee
- Ad Hoc AACP/APhA-ASP Professionalism Committee
- AJPE Editorial Board
- Argus Commission

- Body of the 5 most recent AACP past presidents with a purpose to “scan the environment for the Association and offer its views for AACP action and policy” (reference)
- *Current chair Robert Smith is from Collaborative member school, Auburn University School of Pharmacy.*
- Board of Directors Planning Committee
- Bylaws and Policy Development Committee
- Finance Committee
  - *Committee member David S. Hill is from Collaborative member school, University of Colorado School of Pharmacy.*
- Institutional Research Advisory Committee
- Lyman Award Committee
- Nominating Committee
- Paul Dawson Biotechnology Award Committee
- Pharmacy College Admission Test
- PharmCAS Advisory Panel
- Professional Affairs Committee
- Research and Graduate Affairs Committee
  - Committee produced the report “Pharmacy Scholarship Reconsidered”; see below for more detail on the report.
- Robert K. Chalmers Distinguished Pharmacy Educator Award Committee
- Volwiler Research Achievement Award Committee

#### Sections:

- Biological Sciences
- Chemistry
- Continuing Professional Education
- Pharmaceutics
- Libraries/Educational Resources
- Pharmacy Practice\*
- Social Administrative Sciences

#### Special Interest Groups:

- Curriculum
  - *Current chair Wendy Duncan-Hewitt is from Collaborative member school, Auburn University School of Pharmacy.*
- Electronic-Based Instructional Resources
- Geriatric Pharmacy
- Laboratory Instructors
- Liberal Education
- Pharmacy Ethics
- Professional Experience Programs\*
- Student Services Personnel
  - *Current chair Paul Jungnickel is from Collaborative member school, Auburn University School of Pharmacy.*
- Substance Abuse Education and Assistance
- Women Faculty

*\*groups that may be of particular relevance to the work of The Collaborative*

## Upcoming Meetings and Conferences

AACP 2005 Annual Meeting, Building Bridges to Quality,  
July 9-13, 2005, in Cincinnati, Ohio  
Deadline for proposals of special sessions: January 15, 2005  
Deadline for abstracts: February 15, 2005.

AACP 2006 Annual Meeting  
July 8-12, 2006 in San Diego, California

AACP 2007 Annual Meeting  
July 14-18, 2007 in Orlando, Florida

## Policies, Actions, and Position Statements Relevant to the Work of the Collaborative

### **1. Excerpts of AACP Cumulative Policies, 1980-2004.<sup>4</sup>**

#### (Selected) Policies on Experiential Education & Training

AACP will support member schools and colleges in their efforts to develop pharmacy professionals committed to their communities and all the populations they serve, by facilitating opportunities for the development and maintenance of strong community-campus partnerships. (Source: Professional Affairs Committee, 2001)

#### (Selected) Policies on Faculty

All pharmacy faculty have a responsibility to generate and disseminate knowledge through scholarship. (Source: Research and Graduate Affairs Committee, 1993)

AACP encourages colleges and schools of pharmacy to accept a broader definition of scholarship for pharmaceutical education as described in Paper IV of the Commission to Implement Change in Pharmaceutical Education. (Source: Research and Graduate Affairs Committee, 1993)

AACP encourages activities by colleges to clearly identify the guidelines by which the scholarship of teaching and service activities of all college faculty will be evaluated. (Source: Academic Affairs Committee, 1992)

AACP supports and encourages activities by colleges and schools of pharmacy that enhance the recognition and reward for demonstrated excellence and accomplishment in teaching and for demonstrated excellence and accomplishment in professional service. (Source: Academic Affairs Committee, 1992)

The American Association of Colleges of Pharmacy encourages colleges which do not now have tenure tracks for clinical faculty to develop appropriate tenure track appointment mechanisms and to utilize those mechanisms for clinical faculty who have demonstrated potential and accomplishment in scholarly activity, teaching and service. (Source: Policy Development Committee, 1981)

The Association encourages colleges to foster and support clinical faculty members in conducting research, including the development, demonstration, documentation and evaluation of innovative practice roles and the Association recognizes that such research activities are appropriate for clinical faculty members in tenure-tracks. (Source: Policy Development Committee, 1981)

The Association encourages colleges to clearly identify the guidelines by which the scholarly, teaching and service activities of clinical faculty will be evaluated. (Source: Policy Development Committee, 1981)

The American Association of Colleges of Pharmacy recognizes that faculty members in clinical pharmacy have a responsibility for scholarly activity in addition to teaching and clinical practice. (Source: Policy Development Committee, 1981)

## **2. The Commission to Implement Change in Pharmaceutical Education**

“The Commission to Implement Change in Pharmaceutical Education was charged in July, 1989, with the task of developing a series of recommendations to guide pharmacy education as it evolves to meet the changing demands of the profession, the health care system and society. As a principal means of carrying out its charge, the Commission issued the below series of background papers and recommendations for consideration and acceptance by the AACP Board of Directors and the AACP House of Delegates and implementation by AACP.”<sup>1</sup>

“What is the Mission of Pharmaceutical Education?”

“Entry-Level, Curricular Outcomes, Curricular Content and Educational Process.”

“Entry-Level Education in Pharmacy: A Commitment to Change.”

“The Responsibility of Pharmaceutical Education for Scholarship, Graduate Education, Fellowships, and Postgraduate Professional Education and Training.” (See summary in # 4 below.)

“Maintaining Our Commitment to Change.”

## **3. “Pharmacy Scholarship Reconsidered. The Report of the 2003-2004 Research and Graduate Affairs Committee”<sup>5</sup>**

This report of the Research and Graduate Affairs community examines Boyer’s<sup>6</sup> definition of scholarship and its application to the field of pharmacy and pharmaceutical studies. The paper gives particular emphasis to developing and assessing a strong “culture of scholarship” at pharmaceutical institutions, where scholarship (here primarily focusing on research) is highly valued and supported at multiple levels of the institution in formal and informal ways.

The paper cites considerable review of emerging thoughts on scholarship and their application to pharmaceutical education; however the majority of practical issues and recommendations raised by the authors appear to focus on the scholarship of discovery rather than the other aspects outlined by Boyer<sup>6</sup>. The paper does acknowledge, in reviewing the practice of pharmacy as it relates to the work of students, professionals, and clinical faculty that this work involves the scholarship of application, however it does little to promote the acceptance of this work as scholarship appropriate to the health professional institution. This is also demonstrated in Appendix 1 of the report which provides a list of “Metrics for Evaluating Faculty Contributions to Scholarship” which is very much in line with the traditional standards applied to faculty assessments focusing on grant funding and publication of research in peer-reviewed journals.

#### **4. “The Responsibility of Pharmaceutical Education for Scholarship, Graduate Education, Fellowships, and Postgraduate Professional Education and Training”<sup>7</sup>**

This paper by the AACP Commission to Implement Change in Pharmaceutical Education is one in a series (see #1 above) to outline the current state and provide recommendations for improving pharmaceutical education. This paper addresses supporting scholarship and research among the faculty, graduate students, residents, and mid-career professionals in pharmaceutical institutions. The paper does well to define scholarship, based on Boyer’s<sup>6</sup> definition as it relates to pharmaceutical studies, and makes careful distinction between the terms scholarship and research, which are often used interchangeably.

The discussion of scholarship as it relates to faculty is most relevant to the work of the Collaborative. The paper states that all pharmacy faculty must show commitment to the mission of the school or college, and that commitment includes supporting and engaging in scholarly work (though not necessarily research). The paper discusses the importance of supporting and valuing the scholarly work of faculty, and of clearly defining the reward structure for promotion and tenure. The issue of ambiguity in defining scholarly work and expectations for clinical faculty is mentioned. The Commission in its paper makes the following recommendations that are relevant to the issue of scholarship for pharmaceutical faculty:

1. Each school or college of pharmacy must include faculty scholarship in its mission statement and each has a responsibility to foster scholarly activities among faculty and to assess scholarly outcomes.
2. In addition to established procedures for assessing independent scholarship among faculty, procedures for faculty education must provide for ways to assess faculty members’ independent contributions to collaborative projects.
3. Each school or college of pharmacy must have a faculty development plan in which established faculty members mentor new faculty especially with regard to scholarship expectations for promotion and achieving tenure.

#### **5. 2004-05 Call for Successful Practice Descriptions- Requested areas include Academia-Practice Partnerships (Excerpt from Call below)<sup>8</sup>**

Recognizing the desire among the AACP membership to share approaches and ideas related to current issues and challenges, AACP seeks to prepare a compilation of “successful practices.” One of the 3 areas is academia-practice partnerships involving education, scholarship, and patient care.

The Association will compile and disseminate descriptions of successful practices highlighting innovative programs, processes, procedures, and systems.

For the 2004-05 compilation, members of the Academic Affairs, Research and Graduate Affairs, and Professional Affairs Committees seek descriptions of processes and practices you have developed, implemented, and found to be particularly effective (or anticipate will be effective) related to:

**“III. Experiential Education Delivery and Academia-Practice Partnerships** *We are particularly interested in:*

• **Quality Assurance for Education, Scholarship and Patient Care in Community-based Partnerships** Describe models of partnerships between colleges/schools and community-based care sites/organizations that advance quality education and patient care, and also provide an environment supportive of the college-based clinician educator faculty member's growth and development as a scholar in practice, research and teaching. What strategies have been successful in structuring partnerships and developing practice models that support role expectations for the college/school-appointed faculty clinician's academic success?"

Previous compilations, organized by year gathered and content, may be found on the AACP Web site at <http://www.aacp.org/site/page.asp?TRACKID=&VID=1&CID=731&DID=4942>).

Submission Deadline: January 28, 2005.

Call available at

[http://www.aacp.org/Docs/MainNavigation/Resources/6488\\_Callforsuccessfulpractices-WEB.pdf](http://www.aacp.org/Docs/MainNavigation/Resources/6488_Callforsuccessfulpractices-WEB.pdf).

#### Contact Information

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#### Refereneces:

<sup>1</sup> American Association of Colleges of Pharmacy Website. [www.aacp.org](http://www.aacp.org). Accessed 10/27/04.

<sup>2</sup> American Association of Colleges of Pharmacy. Strategic Plan 2004. Available at: [www.aacp.org/site/tertiary.asp?TRACKID=&VID=2&CID=851&DID=6300](http://www.aacp.org/site/tertiary.asp?TRACKID=&VID=2&CID=851&DID=6300) Accessed 10/27/04.

<sup>3</sup> The American Journal of Pharmaceutical Education Website. [www.ajpe.org](http://www.ajpe.org). Accessed 10/27/04.

<sup>4</sup> American Association of Colleges of Pharmacy. Cumulative Policies, 1980-2004. Available at: [www.aacp.org/site/tertiary.asp?TRACKID=&VID=2&CID=53&DID=4963](http://www.aacp.org/site/tertiary.asp?TRACKID=&VID=2&CID=53&DID=4963) Accessed 10/27/04.

<sup>5</sup> AACP Graduate and Academic Affairs Committee. "Pharmacy Scholarship Reconsidered. The Report of the 2003-2004 Research and Graduate Affairs Committee". Available at: [www.aacp.org/Docs/AACPFfunctions/Governance?6009\\_RGA.pdf](http://www.aacp.org/Docs/AACPFfunctions/Governance?6009_RGA.pdf). Accessed 10/28/04.

<sup>6</sup> Boyer, E.L. *Scholarship Reconsidered: Priorities for the Professoriate*. The Carnegie Foundation for the Advancement of Teaching. Princeton, NJ. 1990.

<sup>7</sup> AACP Commission to Implement Change in Pharmaceutical Education. "The Responsibility of Pharmaceutical Education for Scholarship, Graduate Education, Fellowships, and Postgraduate Professional Education and Training". Available at: [www.aacp.org/Docs/MainNavigation/EducationalResources/3589\\_BackgroundPaper4.pdf](http://www.aacp.org/Docs/MainNavigation/EducationalResources/3589_BackgroundPaper4.pdf) Accessed 10/28/04.

<sup>8</sup> [http://www.aacp.org/Docs/MainNavigation/Resources/6488\\_Callforsuccessfulpractices-WEB.pdf](http://www.aacp.org/Docs/MainNavigation/Resources/6488_Callforsuccessfulpractices-WEB.pdf), Accessed 1/25/05.