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Staff Issues: Those Who Can Teach...

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By Danielle Dresden, Feature Writer

Some pundits say that if the computer is the engine of the information revolution, education is the fuel driving the engine.

How would you like to prime the pump? You'd be meeting a pressing need.

"The expansion of our enterprise and the stresses created by the pharmacy workforce shortage has created a pharmacy faculty supply crisis in academic pharmacy," stated the 2001/2002 report of the Argus Commission of the American Association of Colleges of Pharmacy (AACCP). "We believe that the academy must respond by increasing the rate it creates its own faculty."

Consisting of the five immediate past presidents of the AACCP, the Argus Commission's charge is to scan the environment and offer recommendations for organization policy and action.

To meet these challenges and promote careers in academic pharmacy, the Argus Commission recommends the AACCP establish a presence at regional student meetings of the American Pharmaceutical Association, invite students to annual meetings and appropri-

ate Teachers Seminars and sponsor programs and forums to share successful recruiting strategies.

It's not just pharmacy that's feeling the need to recruit future educators these days. "University Business" Magazine reports a tough recruiting environment in acad-

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emia in general, even in today's sluggish economy.

How can you tell if the academic life is for you? Look at where you are now. Currently, residency and fellowship programs are major sources of clinical faculty in pharmaceutical education, according to the Argus Commission.

Do you have a yen for scholarship? The Argus Commission report stressed the importance of generating new knowledge in the pharmaceutical sciences.

Pointing out an acute need for scholarship in the social, administrative and clinical pharmacy sciences, the Argus Commission report encouraged the AACCP to help faculty with their scholarly efforts.

And then there's teaching. In pharmacy, teachers are not only those who can and do, they are also those who can explain why and show how. It's a tall order, but those who can do it express great satisfaction at their ability to touch lives in the present, and in the future as their students go on to work in the field.

Life in the academy is not without its difficulties, however. Writing for "PharmacoTherapy," *Cynthia Raehl, Pharm. D., FASHP, FCC* identified the essential challenge for new faculty as one of successfully balancing teaching, practice, research and, of course, their personal lives.

The old saying, "Those who can't do, teach" seems way off-base. To put it more accurately, "Those who can teach, do it!" PW

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(See page 4 for information on the Associations and for the dates PharmacyWeek will be mailed to you)

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