

5. Standards for Faculty

Faculty Positions

The College of Pharmacy is funded at 31.75 FTE faculty positions in pharmacy, including both full-time and part-time faculty. Of these, 19.85 FTE positions are state-appropriated. There are currently 28 full-time and 9 part-time funded positions within the college. Full-time positions include 2 deans (Table I), 10 faculty in pharmaceutical sciences (Table II), and 18 in pharmacy practice, including the 2 deans (Table III). By virtue of his preparation, Provost and Vice President for Academic Affairs Craig Schnell is listed in table I as faculty within pharmaceutical sciences, though he is not counted in college funding. The Dean is a member of the Pharmacy Practice department, but his position funding comes from university administration, not the college budget. There are 9 part-time faculty members (Table IV). In both departments, a total of 10 persons hold professor emeritus status (Table V). The college presently has one vacancy in each department. Tables I through V delineate faculty personnel and certain demographic characteristics of their appointments.

Since the last accreditation in 2000, several changes have occurred in the faculty of the college. Dr. Kimberly Vess Halbur was hired in July 2004 as an assistant dean to replace Agnes Harrington, who retired. In the Department of Pharmaceutical Sciences, one faculty member retired and four resigned, and the department hired seven faculty members with strong research backgrounds. In the Department of Pharmacy Practice, three faculty members retired, and six resigned; twelve new faculty members were hired. Overall, the number of faculty has grown by five positions since the last accreditation.

To assure the expertise needed to meet the requirements of the new curriculum, the college has studied both long-term and short-term needs prior to hiring new faculty. With respect to the full-time faculty, each has a Ph.D. or Pharm.D. except one who is director of experiential programs. Degrees are appropriate to the areas in which they teach; all of the pharmacy practice faculty except two are registered pharmacists. The majority of all faculty are either registered pharmacists, or they have graduated from a college of pharmacy.

Table I. Administration Positions

FACULTY MEMBER	DEGREE, YEAR, INSTITUTION	R/G ^a	RANK	FUNDING SOURCE
Peterson, Charles D.	Pharm.D., 1977, University of Minnesota	R	Dean and Professor	Appropriated
Vess Halbur, Kimberly	Ed.D., 1998 University of Cincinnati	–	Assistant Dean and Assistant Professor	Appropriated

^aR = Licensed pharmacist, G = Graduate of a professional pharmacy program but not licensed.

Table II. Faculty Positions, Department of Pharmaceutical Sciences

FACULTY MEMBER	DEGREE, YEAR, INSTITUTION	R/G^a	RANK	FUNDING SOURCE^b	TEACHING EXPERTISE
Balaz, Stefan	Ph.D., 1986, Slovak Tech. University	-	Professor	Appropriated	Pharmacokinetics, Biopharmaceutics
Chatterjee, Satadal	Ph.D., 1986, University of Calcutta	-	Associate Professor	Appropriated	Pharmacodynamics
Guo, Bin	Ph.D., 1999, State University of New York at Buffalo	-	Assistant Professor	Programmatic	Pharmacodynamics
Hinderliter, Anne	Ph.D., 1994, Cornell University	-	Assistant Professor	Appropriated	Pharmaceutics
Mallik, Sanku	Ph.D., 1992 Case Western Reserve University	-	Associate Professor	Programmatic	Pharmaceutical Chemistry
O'Rourke, Stephen T.	Ph.D., 1985, University Wisconsin-Madison	R	Associate Professor	Appropriated	Pharmacodynamics
Qian, Steven	Ph.D., 1999, University of Iowa	-	Assistant Professor	Appropriated	Pharmacodynamics
Schnell, Craig	Ph.D., 1969, Purdue University	R	Professor, Provost and VP for Academic Affairs	Appropriated	Toxicology
Singh, Jagdish	Ph.D., 1982, BHU Institute of Technology	G	Professor and Chair	Appropriated	Pharmaceutics, Biopharmaceutics
Sheng, Jonathan	Ph.D., 1998, State University of New York at Albany	-	Assistant Professor	Appropriated	Pharmacodynamics
Vacancy	-	-	-	Appropriated	Pharmacodynamics

^aR = Licensed pharmacist, G = Graduate of a professional pharmacy program but not licensed.

^bAll faculty in Pharmaceutical Sciences have 9-month contracts, except for the Chair, who has a 10-month contract.

Table III. Faculty Positions, Department of Pharmacy Practice

Faculty Member	Degree, Year, Institution	R/G^a	Rank	Funding Source^b	Teaching Expertise
Brown, Wendy I.	Pharm.D., 2001, NDSU	R	Assistant Professor	Appropriated, Family Health Center Pharmacy	Pulmonary, HRT, Infertility, Contraception,
Dewey, Mark W.	Pharm.D., 1999, NDSU	R	Assistant Professor	Grant, Programmatic	Gastrointestinal, Long-term Care
Drummond, Amy P.	Pharm.D., 1996, NDSU	R	Assistant Professor	Appropriated Grant, Endowment	Pediatrics
Frenzel, Jeanne	Pharm.D., 2003, NDSU	R	Assistant Professor	Programmatic	Pharmaceutical Care, Concept Laboratory
Halbur, Kimberly	Ed. D., 1998, University of Cincinnati	-	Assistant Dean, Assistant Professor	Appropriated	Stress Management, Ethics, Service Learning
Kearney, Wanda	B.S., 1974, NDSU	R	Lecturer, Experiential Director	Appropriated	Management, Service Learning, Experiential Programs
Kelsch, Michael	Pharm.D., 1999, NDSU	R	Assistant Professor	Appropriated	Infectious Diseases
Khan, Shamima	M.B.A., 2000, Ph.D., 2004, Both Univ. of Louisiana, Monroe	-	Assistant Professor	Programmatic	Pharmacy Administration, Management
Miller, Donald	Pharm.D., 1978, Univ. of Michigan	R	Professor, Chair	Appropriated	Drug Literature Evaluation, Rheumatology
Naughton, Cynthia	Pharm.D., 1995, NDSU	R	Assistant Professor	Appropriated, Family Health Center Pharmacy	Renal Disease, Fluid & Electrolytes
Omvig, Kenton T.	Pharm.D., 1993, NDSU	R	Assistant Professor	Appropriated, Grants	Gerontology
Patnaude, Lawrence	Pharm.D., 2001, NDSU	R	Assistant Professor	Programmatic	Pharmaceutical Care Concept Laboratory

Peterson, Charles D	Pharm.D., 1977 University of Minnesota	R	Professor, Dean	Appropriated	–
Schmitz, Tara	Pharm.D., 1995, NDSU	R	Assistant Professor, C.E. Director	Programmatic C.E.	Pharmaceutical Care
Scott, David	M.PH., 1982, Ph.D., 1987, Both Univ. of Minnesota	R	Associate Professor	Appropriated	Management, Pharmaceutical Care
Sylvester, Robert K.	Pharm.D., 1976, Univ. of Minnesota	R	Associate Professor	Appropriated, Grant	Oncology, Hospice
Welch, Justin	Pharm.D., 1998, NDSU	R	Assistant Professor	Appropriated	Cardiovascular
Wilhelm, Ross	Pharm.D., 1998, NDSU	R	Assistant Professor	Appropriated	Pharmaceutical Care, Concept Laboratory
Vacancy	-	-	-	Appropriated	Neuropsychiatry

^aR- Licensed pharmacist, G- Graduate of a professional pharmacy program but not licensed.

^bAll faculty in pharmacy practice have 12-month contracts.

Table IV. Part-time Faculty Positions

Faculty Member	Degree, Year, Institution	R/G^a	Rank	Funding Source	Current Teaching
Biberdorf, Robert	M.S., 1978, NDSU	R	Assistant Professor	Appropriated	Nutrition Support, Endocrine
Christensen, Thomas	J.D., 1985, Michigan State, Ph.D., 1995, U. of Michigan	R	Lecturer	Programmatic	Pharmacy Law
Clarens, Richard	Pharm.D., 1979, Univ. of Minnesota	R	Lecturer	Programmatic	Cardiovascular, Infectious Disease
Finken, Jerry	B.S., Rutgers University	R	Lecturer	Programmatic	Industrial Pharmacy
Hammad, Hana	Ph.D., 2005 NDSU	-	Lecturer	Programmatic	Pathophysiology
Magarian, Edward	Ph.D., 1964, Univ. of Mississippi	-	Lecturer	Programmatic	Pharmacodynamics
Nelson, Brien	B.S., 1978, NDSU	R	Lecturer	Programmatic	Toxicology

Nelson, Robert	Pharm.D., 1997, NDSU	R	Lecturer	Programmatic	Pharmacokinetics, Infectious Disease
Strandberg, Kenneth	M.B.A., 1984, NDSU	R	Lecturer	Grants, Programmatic	Management, Hospital Pharmacy

^aR- Licensed pharmacist, G- Graduate of a professional pharmacy program but not licensed.

The college has cooperative agreements with six institutions for establishing comprehensive clinical pharmacy teaching programs. These agencies are St. Alexius Medical Center in Bismarck, Lake Region Health Care Corporation in Fergus Falls, MeritCare Medical Center, Innovis Health System, the Veterans Affairs Medical Center, and the Family HealthCare Center in Fargo. Within the institutions, faculty members provide clinical services, participate in research programs, and precept students in clinical rotations. The College of Pharmacy currently receives \$243,066 per year from three of the affiliated teaching institutions. These funds have greatly helped the college in expanding its faculty base and meeting the requirements of the experiential program.

The college sponsors Teacher of the Year, Preceptor of the Year, Adjunct Preceptor of the Year, and Researcher of the Year awards. Students nominate instructors, and a committee of designated students determines Teacher of the Year, Preceptor of the Year, and Adjunct Preceptor of the Year. For Researcher of the Year, an external committee evaluates faculty members according to three criteria: (1) publications in peer-reviewed journals, (2) procured research funds, and (3) presentations in conferences.

Table V. Faculty Holding Professor Emeritus Status

Member	Degree
Harrington, Agnes	M.S., 1969, North Dakota State University
Henderson, William M.	Ph.D., 1967, North Dakota State University
Khalil, Shoukry	Ph.D., 1960, Cairo University
Magarian, Edward	Ph.D., 1964, University of Mississippi
Ozbun, Judith	M.S., 1962, North Dakota State University
Patterson, Betty	Ph.D., 1968, University of Iowa
Schermeister, Leo J.	Ph.D., 1957, University of Illinois
Shelver, William	Ph.D., 1962, University of Virginia
Strommen, Gordon	Pharm.D., 1984, University of Nebraska
Vincent, Muriel C.	Ph.D., 1955, University of Washington

Volunteer Faculty

The College of Pharmacy heavily recruits volunteer preceptors for experiential rotations. The experiential training program provides 360 five-week required rotations and 450 five-week elective rotations per year. A list of currently active preceptors and sites is included as **Appendix 29**. Among the 269 active sites available in 2005-06, 19 sites were precepted by paid faculty; all others are volunteers. Paid faculty are noted in bold in Appendix 29.

Experiential program preceptors and teaching sites are reviewed and approved through the Rotations Committee of the Department of Pharmacy Practice. Pharmacist preceptors must hold a current license to practice pharmacy, remain in good standing with the board of pharmacy where they are licensed, and possess a willingness to teach.

The College of Pharmacy provides annual preceptor training to pharmacists serving as volunteer clinical preceptors. This training has been provided at the annual Mid-Winter Conference in combination with a continuing education program for all pharmacists within the state. Topics for preceptor training sessions are determined through several means such as preceptor surveys, new insights and/or changes in the experiential training program, feedback from the student evaluations, and potential needs in preceptor skill development. Better and more regular preceptor training and recognition is a goal for the college.

With this goal, preceptor training will be conducted in collaboration with the ND Board of Pharmacy in a new format. The director of experiential programs will present “Becoming a Better Preceptor: Evaluation and Feedback” to over 150 preceptors at each of the eight ND Pharmacists Association district meetings across the state during late 2005 and early 2006. This training will offer one credit of free continuing education. Depending on the evaluations and attendance, training will be offered in each district on a yearly basis, replacing the one midwinter session that has been offered in January.

Students use standardized forms to evaluate the sites and preceptors. Evaluations provide feedback that is communicated annually to each preceptor. The college plans to increase the quality and timeliness of feedback to preceptors through its updated *Pharmacy Rotation Manager* software. Turnover among preceptors is relatively low. Requests by voluntary preceptors for breaks in assignment of students are granted.

Teaching Loads

The college accepts 80-85 students per year into the professional pharmacy program. The student/faculty ratio of the college for salaried FTE alone is 11:1, which is lower than the overall student/faculty ratio of the university (19:1). The typical student/faculty ratio for experiential rotations is 2:1 or less. Within the college, teaching assignments are based on departmental needs as well as on the expertise and willingness of the instructor. The department chair and the faculty, based on available resources, attempt to balance individual faculty member's responsibilities to fulfill the college's mission of teaching, service, and research, but inequities may occur, particularly in times of position vacancies. Additional part-time faculty members have been hired to minimize the impact on full-time faculty when open positions exist. In recent years, graduate teaching assistants have been paid by the dean's office to help with teaching loads. Because of the differences in teaching methods between the departments, no teaching load comparison is made between clinical and basic science faculty. Neither the college nor the university has an official document that establishes criteria for the assignment of teaching loads.

The university monitors each of its units, utilizing a database to update certain quantitative parameters such as FTEs assigned, FTEs generated, FTE cost, credit hour cost, degrees awarded, grants awarded, budget costs, support staff costs, and service to non-majors. Each of the different FTE numbers is utilized to evaluate program costs within the university. Numerous other factors, including faculty quality, assessment measures, program demand, and impact on the state, are utilized in a university-wide program review that occurs every seven

years. Results of the review are forwarded to university administration for further study and action. In addition, annual reports beginning with individual faculty and progressing to the college level are filed every year. Thus, the university's administration has extensive data to use to review and compare all programs.

Promotion, Tenure, and Evaluation

Within university guidelines, the college faculty has created a promotion and tenure document detailing the requirements for the awarding of tenure and promotion (**Appendix 30**). The document recognizes all forms of scholarship: teaching, research, and service. Only one person failed to obtain promotion and tenure within the college in the past six years. Since the last self-study, two faculty members were promoted and tenured, and two were promoted.

New clinical faculty members are hired into annually renewable, non-tenure-track positions. They are eligible for promotion without tenure; however, they may switch to a tenure-track position if agreed upon by the department chair, dean, and provost/VPAA. There are no limits to the duration of non-tenure-track positions.

All faculty members are evaluated annually by the department chair with respect to their performances and annual merit raises. Evaluation is based on individualized job descriptions and responsibilities. The job descriptions of clinical faculty members explicitly describe their clinical service responsibilities. Currently, a formal mechanism exists within the college for evaluating the effectiveness of the dean, assistant dean, and department chairs. This formal evaluation process, which occurs every three years, serves effectively to offer useful feedback to individuals in leadership positions in the college.

The faculty prepare annual reports on accomplishments in teaching, research, and service from each January 1 to December 31. The chair provides written evaluations about strengths and weaknesses in the above three areas. The annual performance review forms the basis for annual salary adjustments as well as promotion and tenure of probationary faculty members.

The promotion, tenure, and evaluation (PTE) committee conducts a mid-tenure review following the completion of the mid-probationary period (usually three years) for each tenure-track candidate. Upon receipt of the information on the accomplishments of the faculty member in the area of teaching, research and service, the committee generates a written assessment report regarding progress toward achieving promotion and tenure within the college, and the report is discussed with the faculty member.

The PTE committee consists of three tenured faculty members. Upon receipt of the promotion and tenure dossier during the final year of the probationary period, the department chair forwards all supporting documentation, along with his own recommendation, to the college PTE committee and the dean for their consideration and recommendation (*College Policy 1.03*). The department chair, the college PTE committee, and the dean independently review and evaluate the candidate's dossier. Each prepares a separate written letter of evaluation, including a recommendation to support or not support the candidate's application. The PTE committee, the chair, and dean share their evaluations with each other and send them to the candidate. The dean forwards the recommendations and candidate's dossier to the provost and vice president for academic affairs. The provost and vice president for academic affairs makes a recommendation to the president of the university. All recommendations for promotion and tenure must be approved by the president and tenure must also be approved by the ND State Board of Higher Education.

Full-Time Faculty Recruitment

The administration and the faculty have worked together to build a faculty with expertise in areas required by the curriculum. Searches for tenure-track faculty are normally conducted nationally according to the policies and guidelines of the university Office of Equity and Diversity. Usually, three to four candidates are invited for interviews, and the best candidate is offered the position. If an insufficient number of candidates apply or if the applicants do not meet the college's expectations, the search is reopened until a suitable candidate is found. However, exceptions to the normal search procedure have occurred under certain circumstances. When an individual who fulfills the job requirements can be found within the unit, that individual may be moved into the position without a national search (i.e., internal transfer). Neither the university nor the college has a formal policy on hiring its own graduates. An attempt is made to find the best person for each vacancy and to build a faculty that is diverse in its composition.

Once a faculty member is hired, the department chair acquaints the person with the unit. Special consideration is given to the assignment of laboratory space and equipment to assure a proper environment for the development of the new faculty member. The college also requires that new faculty members attend the annual, three-day orientation sessions held by the university prior to fall semester. A formal mentoring program is provided for all new members through the office of the provost and vice president of academic affairs.

Continuing Faculty Development

The university offers a Grant-In-Aid Program designed to provide seed money for research faculty for small projects. Contingency funds are also available to support travel to meetings as well as to purchase multiple-use research equipment. The university research administration continues to provide annual grantsmanship seminars to enhance grant-writing skills. The NDSU Research Foundation and the Experimental Program for Stimulating Competitive Research (EPSCoR) also provide several small grants to young and established investigators to generate preliminary data and to facilitate a competitive edge in seeking federal and industrial grants and contracts.

Funds have been allocated to each college by the university research and consulting committee for faculty development. Each faculty member may receive up to \$500 to help defray costs for attending various national and international scientific meetings and continuing education programs. In addition, the president of the university provides \$1000 grant per faculty and staff member each year for developmental purposes.

The college follows the university's developmental leave policy published in the *NDSU Policy Manual*, Section 132 (<<http://www.ndsu.nodak.edu/policy/132.htm>>). Developmental leave can extend no longer than 12 months with a base stipend of at least 25% up to a maximum of 75% of the normal salary. The stipend may be supplemented with non-appropriated funds to provide a total stipend equal to, but normally not exceeding, the budgeted salary for the leave period. Only one faculty member has taken a developmental leave since the last accreditation.

A faculty-driven Teaching Academy for faculty development has been developed by the university. A number of initiatives related to enhancing student learning have been developed and maintained by the Teaching Academy: (a) on-line professional development courses for faculty, (b) the Peer Review of Teaching Program, (c) computer technologies such as on-line

formative assessment of teaching, (d) peer and self evaluation rubrics for group work, (e) the wireless Personal Response System for classrooms, and (f) the Survey of Student Engagement survey. The Teaching Academy organizes programs and activities, such as pedagogical luncheons and other campus-wide programs that foster educational creativity, innovation, and effectiveness both inside and outside the classroom. The academy offers one-day seminars on effective teaching methods for faculty and teaching assistants every fall. Academy members and the associate vice-president for academic affairs also provide individual faculty members with assistance in evaluating their teaching effectiveness, testing methods, and class preparation. They also help residents and graduate students. Within the College of Pharmacy, a series of five weekly teaching seminars on basic pedagogical topics are provided at the beginning of each academic year for faculty, pharmacy residents, and graduate students by the chair of pharmacy practice.

The college holds semi-annual faculty retreats and invites outside experts to present novel methods of teaching and learning and other related academic matters. The thrust of these development programs is consistent with the goals of the college, which are to increase active learning and skills development in the curriculum. College teams have attended two AACCP Institutes since the last accreditation. The teaching seminar at the annual AACCP meeting is also attended by faculty members.

Several years ago, the dean added \$10,000 to each department's operating budget for faculty development. These funds may be used by faculty to cover expenses in attending meetings, seminars, short courses, and other events that enhance the faculty's effectiveness in teaching, research, or service. The department chairs in the college also allocate departmental funds to supplement the college's support of faculty travel to professional meetings. Generally, each faculty member attends at least one national meeting annually.

Outside Employment

Consulting by faculty with individuals or groups outside the university is permitted with the approval of the department chair, the dean, and the provost and vice president for academic affairs (*NDSU Policy Manual*, Section 152 <<http://www.ndsu.nodak.edu/policy/152.htm>>). Time devoted to consultants is limited to the equivalent of one day per week during the contract period at NDSU, but consulting should not be performed on a regular, ongoing basis or compete or conflict with their faculty responsibilities.

Staff

Staff positions (Table VI) include administrative secretaries who support the administration and faculty, and two staff who work with Pharmacy Advancement and the Telepharmacy project. The college currently has 11 support personnel.

Table VI. Staff

PERSONNEL	TITLE	FULL/PART TIME	SERVICE AREA
Bartleson, Julie, B.S.	Assistant to the Dean	Full-Time	Dean

Frannea, Lizbeth	Administrative Secretary	Full-Time	Assistant Dean, Admissions, Student Affairs Receptionist, Computer Specialist
Hanson, Cynthia	Director of Pharmacy Advancement	Full-Time	Development and Alumni Relations
Irion, Tammy	Administrative Secretary	Full-Time	Pharmacy Advancement, Web Design
Jore, Carol, CPS	Administrative Secretary	Full-Time	Department of Pharmacy Practice, and Native American Pharmacy Program, Continuing Education
Kowalski, Diana L.	Library Associate	Full-Time	Health Sciences Library
Krom, Janet	Administrative Secretary	Full-Time	Department of Pharmaceutical Sciences, Graduate Students
Peterson, Lori	Administrative Secretary	Full-Time	Deans Office/Student Affairs
Rathke, Ann M.A., M.Ed.	Coordinator	Full-Time	Telepharmacy
Vacant	Administrative Secretary	Full-Time	Department of Pharmaceutical Sciences/Graduate Students
Connelley, Paul	Administrative Secretary	Full-Time	Department of Pharmacy Practice - Experiential Programs/ Placement

Support needs of the college have increased, thus creating greater workload demands on the existing staff. The college receives two or three, part-time, work-study students each year to assist the secretarial staff in clerical duties. In addition, graduate teaching assistants are provided by the dean's office to assist faculty members in teaching Pharm.D. students.

The college has a full-time director of pharmacy advancement and an administrative secretary for advancement, whose responsibilities include building resources and relationships for the college. The Native American Pharmacy Program (NAPP) is now coordinated by the assistant dean for student affairs.

The college also has a telepharmacy coordinator, who is responsible for the day-to-day operation of the North Dakota Telepharmacy Project, the goal of which is to restore, retain, and establish pharmacy services in rural communities that have lost, or are at risk of, losing their pharmacy services.

In addition to support staff paid by the college, a number of other services are provided by the university, including library, building maintenance, and computer services. The library associate position is shared with the university. The college also houses the Computational Chemistry & Biology Network (CCBN) funded by the North Dakota IDEA Networks of Biomedical Research Excellence (INBRE). The CCBN is fully utilized by all biomedical researchers at NDSU, including those in pharmacy.

Appraisal

The faculty has maintained an excellent professional education program and demonstrated commitment to scholarship. The college and the university have greatly increased their expectations in the area of scholarly activity. Although activity has increased in this area, further improvement is desired. The college has successfully increased grant and contract acquisition to a sizable level. For example, all members of the pharmaceutical sciences faculty except one have secured external grants from federal agencies such as the National Institutes of Health, the US Department of Defense, and the US Environmental Protection Agency. The college is also a part of \$8.2 million Center of Biomedical Research Excellence funded by the National Institutes of Health. In addition, one of the faculty in the Department of Pharmaceutical Sciences is involved in mentoring a professor at Valley City State University on the recently approved \$16.3 million, five-year, INBRE grant from NIH, in order to strengthen scholarship activities in non-doctoral, four-year North Dakota colleges. The Department of Pharmacy Practice has received grants to support post-graduate residencies, the Native American Pharmacy Program, the North Dakota Institute for Pharmaceutical Care, the North Dakota Telepharmacy Project, a statewide geriatric education program, and other clinical functions.

Faculty members within the college have also excelled in service. Most faculty serve the profession by reviewing manuscripts for pharmaceutical and biomedical journals and reviewing grants for funding agencies. Some faculty members serve on editorial boards for professional and scientific journals. In addition, one faculty member has gained national recognition as a Fellow of American Association of Pharmaceutical Scientists (AAPS), and two faculty members as Fellows in the American Society of Health-System Pharmacists. Others are actively involved in volunteer community organizations such as the Arthritis Foundation and American Lung Association. One faculty member received the Margaret Oakley Dayhoff award of the Biophysical Society in February 2006. This award is given to a woman who holds very high promise or has achieved prominence while developing the early stages of a career in biophysical research. Another faculty member received the Blue Key NDSU Distinguished Educator of the Year Award for 2005. Several faculty have chaired important university committees.

The faculty in pharmacy practice are encouraged, but not required, to seek specialty board certification. Three of the full-time faculty in pharmacy practice are board-certified pharmacotherapy specialists, two are tobacco cessation treatment specialists, one is a certified asthma educator, and one is certified in geriatrics.

The college makes efforts to increase diversity in the background of full-time pharmacy faculty in the recruitment process. For example, the number of women faculty members has increased since the last accreditation so that 9 of the 29 full-time faculty members are women. Also, while 12 of the 29 full-time faculty members have terminal degrees from North Dakota State University, 3 recent hires are non-NDSU degree holders.

The college continues to improve its efforts to identify, promote, and reward effective teaching. Student evaluations have been standardized and are implemented. These results are used in promotion and tenure decisions. Full-time faculty members are asked to submit activity reports in the areas of teaching, research and service from January 1 through December 31 of each year. The reports include self-assessment of their strengths and weaknesses in the three areas (teaching, research, and service) as well as identification of the areas they would like to improve. The department chair evaluates the reports and provides individual feedback to the faculty members about their accomplishments and areas for improvement. There is a need for

more thorough training and evaluation of volunteer experiential preceptors. Part-time faculty members are not expected to have service responsibilities and scholarly achievements. The college may also benefit by increasing faculty and staff resources devoted to assessment and program evaluation. Efforts should also be made in continuing to enhance the participation of college faculty in the numerous university programs that support faculty development and improve teaching effectiveness.

The starting faculty salary is competitive, but salary compression is an ongoing concern. This factor affects morale of the senior faculty and retention of quality faculty members. Support for higher education from the state is unlikely to increase in the future. Increased salary will most likely need to come from outside sources. Additional grants, contracts, and efforts are important in addressing this problem. The college's goal is to bring salaries to the 50 percentile or higher of peer-institutions for all faculty members with good annual performance reviews. Additional full-time faculty positions are needed in order to enhance the quality of teaching, scholarship, and service of the college. The college is continually recruiting additional preceptors because increasing numbers of students create a need for a greater number of preceptors and clinical sites. Additional preceptor training is being developed by using regional pharmacist meetings as a format to reach additional preceptors and train smaller groups of pharmacists while enhancing the interactivity and learning during the sessions.

Identified morale issues include the danger of burnout from heavy workloads and some recent conflicts in interpretation of PTE guidelines between chairs, the dean, and the promotion, tenure and evaluation committee.

The number of faculty members taking sabbatical leaves for faculty development have been limited. While no request for leave has been turned down, faculty members may be reluctant to request leave because of the scarcity of resources.

In summary, the faculty and staff are doing well with limited resources. Future goals are to add five full-time faculty members (two in pharmacy practice, two in pharmaceutical sciences, and one associate dean) to reduce heavy workloads in advising and teaching. Additional full-time faculty members would further increase scholarly activity and allow more time for curricular assessment, improved teaching, faculty development through sabbaticals, and faculty engagement in the community. Additional faculty positions in the areas of pharmacogenomics and pharmaceutical biotechnology are desired. Reallocation of resources into higher salaries is also a priority. Two lab technicians and two additional graduate research assistants will also be needed to keep up with an increasing workload. Accomplishment of these goals may depend on allocation of more resources from the university.

Summary of Standards for Faculty

Standard	Commend	Meets Standard	Needs Improvement
Standard 23			X
Guideline 23.1	X		
Guideline 23.2			X
Guideline 23.3		X	
Standard 24		X	
Guideline 24.1	X		
Guideline 24.2		X	
Guideline 24.3		X	
Standard 25		X	
Guideline 25.1		X	
Guideline 25.2		X	
Guideline 25.3		X	
Guideline 25.4		X	
Standard 26		X	

Action Plan for Improvement

1. Add additional faculty positions and resources as described in the College Strategic Planning Budget submitted to NDSU administration September 2005 (**Appendix 31**).