

## INTERDEPARTMENTAL FACULTY EXPERIENCE

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*Responsible administrator: Assoc. Dean for Faculty Affairs and Strategic Initiatives*

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### **Background:**

Each year, the Harrison School of Pharmacy (HSOP) welcomes new faculty and staff with impressive ranges of backgrounds, interests, expertise and talents. New faculty and staff who are not trained as pharmacists in the U.S. healthcare system may not be familiar with the day-to-day functions of pharmacists in various settings or with current trends in pharmacy practice. Familiarity with and appreciation of pharmacists roles is crucial to the overall mission of HSOP. Similarly, new faculty who are not familiar with research and graduate training need to understand these environments since they represent the context from which their colleagues approach pharmacy education and research initiatives. Given the importance of collaboration within and across departments in all facets of the HSOP mission, it is critical for new HSOP members to learn the roles and responsibilities of individuals outside their department or unit.

### **Goal and Objectives:**

The overall goal of the Interdepartmental Faculty Experience program is to provide opportunities for new faculty and staff to learn from their colleagues outside their home department or unit, in order to better understand how various aspects of pharmacy education and research tie together.

This program has two phases. The first phase will be accomplished as part of the new faculty and staff onboarding program. The objectives of this first phase are to:

1. Provide new faculty and staff with information about the scope of work and day-to-day responsibilities among faculty in all three departments
2. Enhance new faculty and staff understanding of pharmacists' roles and responsibilities and impact of pharmacists in patient care
3. Feature selected collaborative teaching, research, and outreach examples
4. Build enthusiasm for future collaboration across departments in teaching, research and outreach facets

The second phase of the Interdepartmental Faculty Experience is carried out throughout the first 6-12 months after the new faculty and staff onboarding program. The primary goal of the second phase is to promote early collegial interaction between new faculty and staff across departments. The objectives of this phase are to:

1. Provide opportunities for new faculty to participate in interdisciplinary research/practice discussions in their area(s) of interest
2. Equip faculty with essential information about learning community and teaching team compositions, roles and responsibilities, and to provide faculty with opportunities to observe learning community and teaching team meetings

## **Process**

The first phase is accomplished as part of the onboarding program that occurs in August. That is, new faculty and relevant staff should complete both phases of the program within the first 6-12 months of employment and this will be documented in their first year MBO meeting. Other faculty and staff can participate as part of their refresher training and can report participation as professional development during their annual evaluation. The first phase will be coordinated by the employee's Department Head and the Department administrative assistants, considering customization of the experience for the individual faculty member and making efficient accommodations if multiple faculty members are going through the program at the same time. The first phase will be approximately a half day.

The second phase of the Interdepartmental Faculty Experience will be carried out throughout the first 6-12 months after the new faculty and staff onboarding program. Like phase 1, the second phase is also facilitated by the Department Head; however, in this second phase the faculty member is expected to take greater initiative in seeking out potential collaborative relationships with faculty outside their department. These encounters may begin as topic discussions over mutual areas of practice or scholarly interest, with the hope of leveraging these interactions into future collaborative efforts. Faculty will attend Learning Community meetings and Teaching Team meetings where they will gain an appreciation of how the three HSOP departments work collegially to deliver our Practice Ready Curriculum. The second phase will occur longitudinally during the first 12 months of employment.