



UC San Diego
SKAGGS SCHOOL OF PHARMACY
AND PHARMACEUTICAL SCIENCES

**FACULTY
ORIENTATION &
DEVELOPMENT
INFORMATION
GUIDE**

Created by the
Faculty Development and Mentorship Committee
Updated June 2017

Disclaimer: This document provides useful information for new SSPPS faculty and should be used for information purposes only. This guide will be updated periodically.

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I. INTRODUCTION

The Faculty Development Committee has created a program to assist you in understanding your role as a faculty member at UC San Diego Skaggs School of Pharmacy and Pharmaceutical Sciences (SSPPS). This Faculty Development Information Guide was created to facilitate the process for this program and has been provided to you as an aid to ensure a smooth transition into our School of Pharmacy.

Please take the time to review the information guide. Note that many of the processes at SSPPS may change over time so this information guide should be viewed as a starting place and a guide for your interactions at UC San Diego. This guide should be used only for information purposes only and will be updated periodically.

II. PROGRAM STRUCTURE

There are three main components of this faculty development:

- Orientation
- Faculty Advisor
- Mentorship

The following individuals will support this program:

Staff contact: **Andrina Marshall for general orientation**
Phone: (858) 822-5590
E-mail: amarshall@ucsd.edu

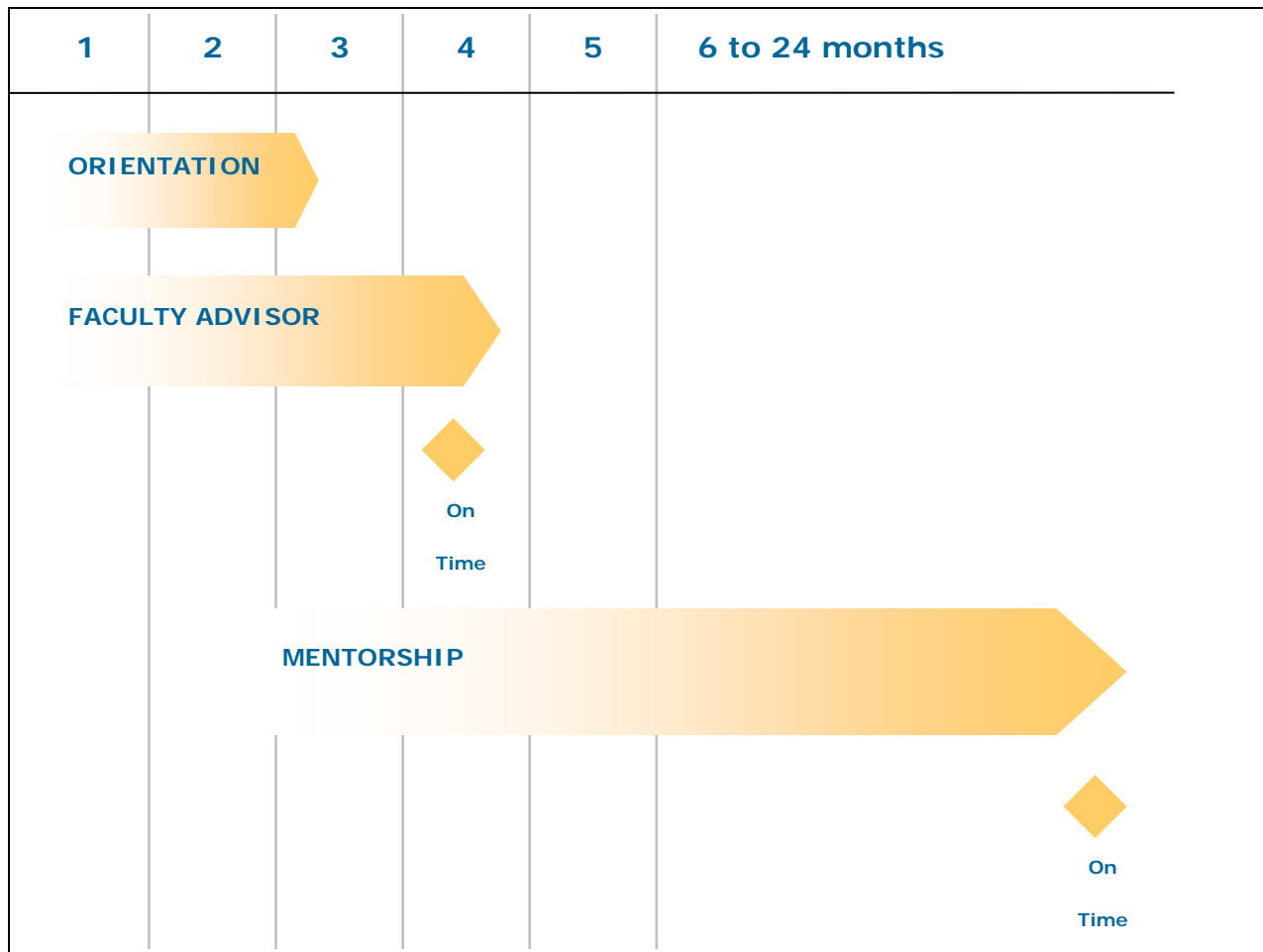
Cynthia Barlow for Human Resources related orientation
Phone: (858) 822-6690
E-mail: cbarlow@ucsd.edu

Jonathan Joyce for EH&S related information (*faculty members with LABS only*)
Phone: (858) 822-6886
Email: jjoyce@ucsd.edu

Faculty Advisor: per Division Head
Phone:
E-mail:

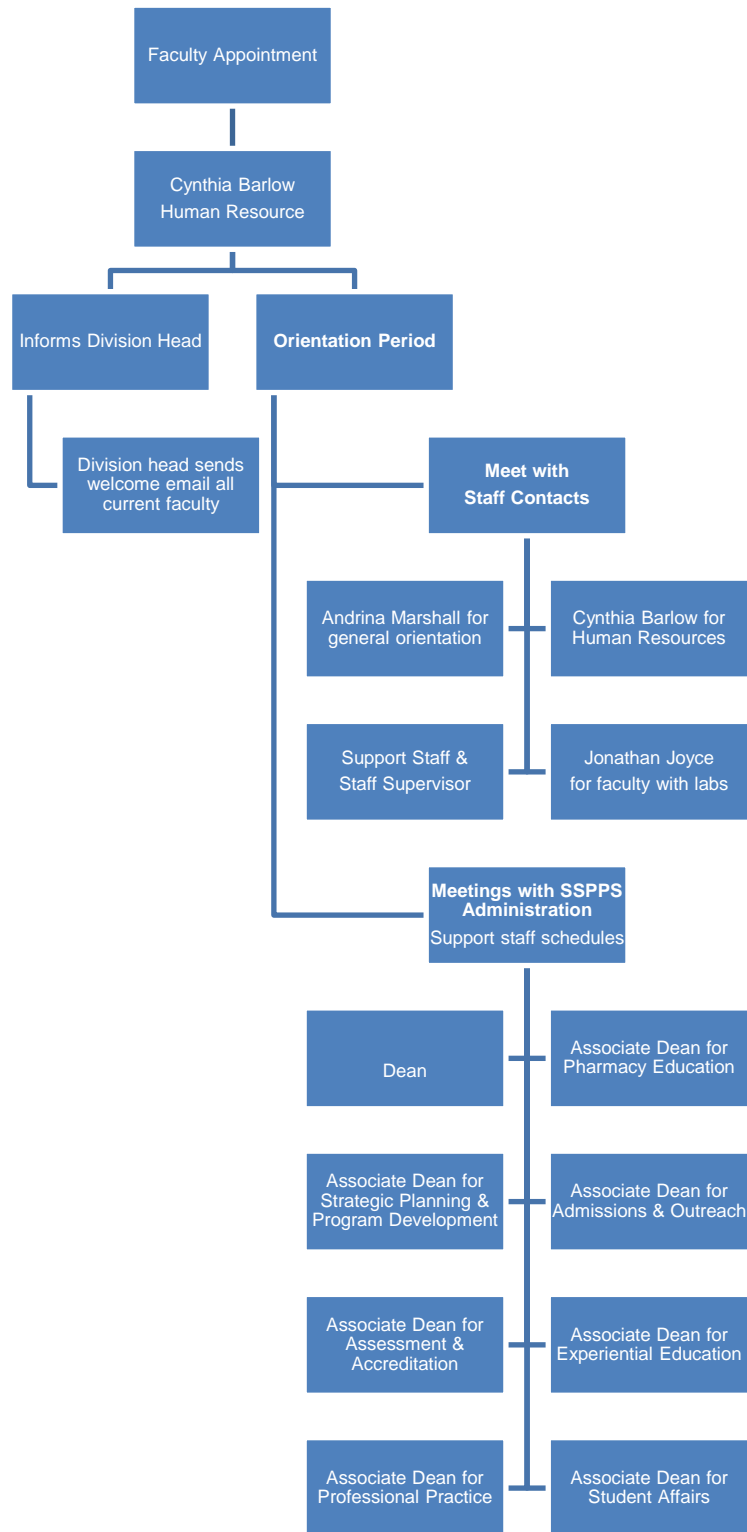
Mentor(s): To be determined during your second to third month.
Contact Division Head

The progression of each component in this structured faculty development program is depicted in the following diagram.



III. ORIENTATION *(Contact Andrina Marshall)*

Schema



Suggested Topics for Discussion with Administrators

DEAN – JAMES MC KERROW, PHD, MD and Division Heads

General	<ul style="list-style-type: none"> Welcome Overview of structure & philosophy, role of Associate/Assistant Deans Overview of UC San Diego structure UC San Diego and SSPPS Mission, vision, values and goals
Faculty role	<ul style="list-style-type: none"> Introduction to UC San Diego-SSPPS culture, formal/informal activities & communication Priorities & expectations of faculty related to teaching, scholarship, and service Promotion & tenure policies Key policies & governance
ACPE	<ul style="list-style-type: none"> SSPPS Accreditation Process – current status and role of each faculty member in self-study and accreditation processes.

ASSOCIATE DEAN FOR PHARMACY EDUCATION – BROOKIE BEST, PHARM.D, MAS

Administrative Role	Role of Associate Dean for Pharmacy Education at UC San Diego-SSPPS
Office of Pharmacy Education	<ul style="list-style-type: none"> History of curriculum development changes Provide an overview of the quarter system <ul style="list-style-type: none"> Calendar P-1, P-2, P-3 and P-4 years Graduate Research Project Pharmacy Education Office Administrative staff support Processes for SSPPS course development: <ul style="list-style-type: none"> Course Chair(s), Committee Responsibilities Course syllabus and evaluations Course budget for teaching supplies, parking, etc. PILS, ExamSoft, OASIS

ASSOCIATE DEAN FOR STRATEGIC PLANNING & PROGRAM DEVELOPMENT – GRACE KUO, PHARM.D, MPH, PHD

Administrative Role	Role of Associate Dean for Strategic Planning & Program Development at the UC San Diego-SSPPS
	<ul style="list-style-type: none"> Overview of role, recent initiatives and programs in development Potential research collaboration with UC San Diego-SSPPS faculty and others (including UC San Diego-SOM and other departments, community partners and investigators from other organizations)

ASSOCIATE DEAN FOR ADMISSIONS & OUTREACH – RABIA ATAYEE, PHARM.D

Administrative Role	Role of Associate Dean for Admissions & Outreach at UC San Diego-SSPPS
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Office of Admissions & Outreach (recruitment)	<ul style="list-style-type: none"> • Overview of the Admissions Committee (responsibilities, procedures, goals, meetings) • Role/expectations of Faculty in the admissions process <ul style="list-style-type: none"> ○ Interviews ○ Recruiting activities
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ASSOCIATE DEAN FOR ASSESSMENT & ACCREDITATION – KELLY LEE, PHARMD, MAS

Administrative Role	Role of Associate Dean for Assessment & Accreditation at the UC San Diego-SSPPS
Office of Assessment and Accreditation	<ul style="list-style-type: none"> • Overview of role and function • Overview Assessment Committee (e.g. responsibilities, processes, goals) • Roles and expectations of faculty in assessment and accreditation • Provide resources for faculty (e.g. Standards, Guidelines)

ASSOCIATE DEAN FOR EXPERIENTIAL EDUCATION – JAMES COLBERT, PHARMD

Administrative Role	Role of Associate Dean for Experiential Education at the UC San Diego-SSPPS
Office of Experiential Education (OEE) <i>(for Clinical Pharmacy faculty)</i>	<ul style="list-style-type: none"> • Overview of administrative and operational oversight of OEE <ul style="list-style-type: none"> ○ Introductory Pharmacy Practice Experience (IPPE) and Advanced Practice Pharmacy Experience (APPE) for 240 students [ACPE requirements - minimum 300 IPPE hours and 1440 APPE hours] • Site affiliation agreements • Development and assessment of rotation sites • Roles and expectations of faculty in experiential education • Overview of the P-4 APPE program <ul style="list-style-type: none"> ○ Required rotations - Acute Care (Medicine), Ambulatory Care, Community Pharmacy and 3 Electives ○ Rotations start late June, July to early May; six weeks • Evaluations <ul style="list-style-type: none"> ○ Midpoint at week three and Final evaluation at week six ○ Four distinct areas evaluated: 1) Data Collection and Interpretive Skills; 2) Drug Therapy Critique and Planning; 3) Communication and Professional Behavior; and 4) Data Collection and Interpretive Skills. The evaluation scale ranges from 1 to 5. Students have to have an overall average of “3” to receive a passing mark for the experience. ○ Education Management System (EMS) is the computer-based program that manages all experiential education activities. Please see Lisa Avery, APPE Coordinator, or Amber Berean, IPPE Coordinator for details. • Teaching responsibilities (if any) of faculty for APPE rotations Responsibilities dependent upon faculty member arrangements made with SSPPS Dean and Associate Deans

ASSOCIATE DEAN FOR PROFESSIONAL PRACTICE– CHARLES DANIELS, PHD

Administrative Role	Role of Associate Dean for Professional Practice/Pharmacist in Chief
UC San Diego Health System Structure <i>(for Clinical Pharmacy faculty)</i>	<ul style="list-style-type: none"> • Overview of role and function • Structure of UC San Diego Medical Center • Professional service responsibilities of clinical faculty if site is UC San Diego Medical Center • partnership with site • meet pharmacist credentials of site • Obtain clinical privileges and access to electronic medical information • Role of residents for UC San Diego-SSPPS

ASSOCIATE DEAN FOR STUDENT AFFAIRS – CANDIS MORELLO, PHARM.D

Administrative Role	Role of Associate Dean for Student Affairs at UC San Diego-SSPPS
Office of Student Affairs	<ul style="list-style-type: none"> • Overview of role and function • Overview for Academic Oversight Committee: Functions, policies, meetings, responsibilities • Grading policies • Role of student advisor • Progression policies

SSPPS DIVISIONS

Clinical Pharmacy - Jan Hirsch, BPharm, PhD, Division Head

Pharmaceutical Chemistry – Brad Moore, PhD, Division Head

Pharmaceutical Sciences – Tracy Handel, PhD, Division Head

Suggested Topics for Discussion with Staff Members

Andrina Marshall, Associate Dean for Business and Fiscal Affairs, will provide the following information:

- ❖ General SSPPS information (including office hours, faculty/staff contact information, SSPPS website)
- ❖ Facilities information – keys, office information, computer
- ❖ Communication and information systems (including mail codes, US and campus mail, telephone, voice mail, calling card)
- ❖ Administrative information (including copy card, library card)
- ❖ General overview of research and grant process
- ❖ Reimbursement information for meetings/travels
- ❖ Available services outside SSPPS
- ❖ Introduction to staff members

Cynthia Barlow, Human Resources Manager, will provide the following information:

- ❖ Informs Division Heads of new faculty appointment
 - Faculty Name
 - Title
 - Percent of effort
 - Rank
 - Email address
 - Start date
- ❖ Human resources information (benefits and beneficiary designation)
- ❖ Hire orientation
- ❖ UC San Diego code of conduct
- ❖ Harassment training
- ❖ Workers compensation
- ❖ Compensation plan

Jonathan Joyce, Environmental Health & Safety Specialist, should be contacted by faculty members with LABS:

- ❖ Laboratory safety consultation and audits
- ❖ Contact information
 - Phone (858) 822-6886
 - Cell (858) 583-1808
 - Email: jjoyce@ucsd.edu
 - Mail Code: 0089
 - Office Location: Pepper Canyon Hall, Room 488
 - Work hours: M – F, 8am – 4:30pm

IV. FACULTY ADVISOR (*Contact Division Head*)

Within the first few days after the faculty appointment at any rank (including Assistant, Associate and Full Professor) is made, the relevant Division Head invites a faculty member to serve as faculty advisor. Along with the staff members, the faculty advisor will assist in the orientation process. The main role of the faculty advisor is to complement information and materials provided by Andrina Marshall and Cynthia Barlow as well as address any faculty-related topics during the orientation period, generally the first four months after academic appointment. List of discussion topics that may be used for orienting the new faculty member is provided in this information guide in Section VI.

V. MENTORSHIP *(Contact Division Head)*

Introduction

This mentoring program is intended to be a useful way of helping new faculty members adjust to their new environment. Whether it is academia itself that is new, or simply the UC San Diego campus, assistance from experienced and well-respected mentor(s) can be an invaluable supplement. The program's success will depend on the new faculty members (mentee) and their mentors taking an active role in the acclimation process. An outline of the responsibilities of each is outlined below.

Responsibility of the Division Head

Within the first several months after the faculty appointment at Assistant level the Division Head will help the new faculty member identify and select his/her mentor(s). For faculty appointed as Associate Professor or Professor, mentorship is less critical, but highly encouraged, to serve as a means of acclimating the new faculty to UC San Diego.

Responsibility of the Mentor

The mentor should meet with the new faculty member or mentee on a regular basis (i.e., monthly or bi-monthly) for at least the first two years. The mentor should provide informal advice (or direct to other appropriate individuals) to the mentee on aspects of teaching, research, clinical practice (if applicable), and committee service. On occasion, the best support a mentor can offer is simply the identification of a faculty member or staff who can provide information or assistance to the particular task. Funding opportunities both within and outside of the campus are also worth noting. The mentor should treat all interactions and discussions as confidential. While a formal evaluation of the mentee is not mandatory, it may be used by the mentor if she/he chooses (form available in Appendix). Regardless, verbal supportive guidance and constructive feedback should be provided by the mentor on a regular basis.

Responsibility of the Mentee (New Faculty Member)

The mentee should make the initial contact with the mentor(s) within the first several months after academic appointment. The mentee will be responsible for scheduling all meetings with his/her mentor(s). The mentee should keep his/her mentor(s) informed of any problems or concerns as they arise. When input is desired, the mentee should leave sufficient time, for example the grant proposal and paper submission process, to allow the mentor(s) the opportunity to review and critique drafts.

Forms to Facilitate Mentorship Process

Mentorship forms can be used by the mentor and the mentee to facilitate the process (see Appendix). Completion of these forms are optional, but highly recommended, to identify areas needed for mentorship and assessment of the mentorship process. These forms can serve as a form of communication between the mentor and the mentee.

More information can be obtained via the following link:

<https://academicaffairs.ucsd.edu/faculty/programs/faculty-mentoring-program.html>

VI. TOPICS FOR DISCUSSION WITH FACULTY ADVISOR AND/OR MENTOR

General

- ❖ Review general items: office space, office/lab equipment, roles of support staff; local places to eat lunch, get coffee
- ❖ Review any items that were unclear in Andrina and Cynthia's orientation
- ❖ Research and Resources
 - What conferences should junior faculty attend?
 - How much travel is allowed/expected/supported
 - Networking at professional meeting; how to obtain good contact and potential names of promotion/tenure file reviewers
- ❖ Informing others of your successes, or of your team, advisees, etc
 - Emailing the Division head and Dean when receive grant, award, article is published
 - Write an article for the SSPPS quarterly newsletter. Article and photos should be submitted to Doreen Lacy
 - Faculty members are also encouraged to inform AACP of promotions, awards, grants, etc.
- ❖ Paragraph for school website
 - New faculty are asked to write a few paragraphs about their background and publications and submit, with photo, to Trace Sinclair (she will contact you) for inclusion onto school website faculty page (see SSPPS website for format by linking to: <http://pharmacy.ucsd.edu/faculty/>)
- ❖ Honoraria for speaking engagements, paid consultations, etc
 - Funds may be used for educational/research purposes tax-free (see Andrina for more information)
 - Consulting guidelines (see Appendix)

Teaching

- ❖ Teaching expectations: what are you expected to teach; e.g. which quarter(s); the junior faculty's interests in teaching; how to balance research/clinical practice with teaching load; guidelines for preparing for your course (the junior faculty should also discuss this with the current course chair(s), if any; considerations in development of an elective course; role of the Committee on Educational Policy (CEP) in evaluating the school's curriculum and approving new courses.
- ❖ Document teaching (see Teaching Quantification Worksheet)
- ❖ Teaching evaluations are available online through OASIS at the end of each quarter
- ❖ Information on curriculum development can be obtained via the link:

http://meded.ucsd.edu/ugme/oede/educational_development/educational_development/

- ❖ Information on writing instructional objectives can be obtained via the link: http://meded.ucsd.edu/ugme/oede/educational_development/educational_development/how_to_write_goals_and_objectives/
- ❖ Information on how to create a syllabus can be obtained via the link: http://meded.ucsd.edu/ugme/oede/educational_development/educational_development/syllabus/
- ❖ Precepting students on rotation
 - Quarterly Preceptor Conferences conducted by the Office of Experiential Education (James Colbert, Pharm.D.)
- ❖ General school policies for exams, grades and academic progression are available via links: <http://pharmacy.ucsd.edu/administration/hrforms.shtml>

Research and Grants

- ❖ Authorship etiquette: how are authors listed on collaborative efforts; how important is first author, last author, etc; how to designate co-first authors on Bibliography
- ❖ Publishing: where to publish, what types of articles (primary vs. secondary vs. tertiary); how much/how often; Internal and Campus CAP expectation on publications for junior faculty's academic track and step.
- ❖ Expectation for research or clinical practice funds for all tracks.
- ❖ How do I purchase statistical software; which one should I buy? (Note: clinical faculty and students have purchased STATA Professional; SAS is available for faculty to purchase through UC San Diego Academic Computing and Media Services <http://acms.ucsd.edu/services/software/productfiles/sasbrochure.html>); what statistical support is available for my research projects and those of my students research advisees

Clinical Practice

- ❖ See Faculty Orientation Information for Clinical Sites document (see Appendix)
- ❖ See Good Standing Criteria. Faculty are expected to fulfill clinical service commitments
- ❖ Faculty should not engage in outside clinical activities unless the activities were pre-approved with a clinical service agreement

Student Activities

- ❖ Advisees
 - Email new advisees in the fall quarter to meet with them
 - Subsequent meetings with advisees can be scheduled as needed (e.g., quarterly, yearly, etc)
 - Advising assignment for new advisees (i.e. completion of initial interview and discussion of student StrengthFinders results) is due each year at end of Winter quarter
 - Be available to review their CVs (see appropriate format: Appendix E)
 - If students are having personal crises or academic difficulties, you can suggest that they discuss this with Student Affairs (Candis Morello, Pharm.D.) and refer them to UC San Diego Student Counseling and Psychological Services at: <http://psychservices.ucsd.edu/#graduate>

- ❖ Community Health Events (Clinical Faculty)
 - Students request clinical faculty and volunteer clinical faculty to precept health events throughout the year
 - What is a reasonable amount of volunteering or what is expected; how to document in Biobib
 - ◆ See Student Project Guidelines (see Appendix)
 - The list of current student officers. See Kim Ciero for updated list
 - UC San Diego Student-Run Free Clinic project

- ❖ Research Advisee
 - All pharmacy students at the SSPPS are required to complete and present a graduate research project. Faculty members are encouraged to mentor one or more students for a research project. Research should coincide with the interest of the faculty; presentation at local and national meetings and publication of the research in a pharmacy/science journals is highly encouraged
 - Details will be sent out by Felix Yam, Pharm.D., Director of the Pharmacy Student Research Project Requirement
 - More information, including syllabus materials, can be obtained in Appendix.
 - Various Training Grants are offered to pharmacy students in the summers after their P1 or P2 years to complete a research project during the summer; students need to identify a mentor and develop a research hypothesis. Research results should be obtainable within a 2-3 month period. For more information:
<https://sspps-portal.ucsd.edu/index.cfm?p=electiveMaterials.list&parentCat=Summer%20Research>

- ❖ Resident Research Projects (Western States Conference)
 - Information can be obtained from Katrina Derry, PharmD, BCCCP, BCPS
Klderry@ucsd.edu

- ❖ [Student Policies](#)
 - Academic Probation and dismissal
 - Grading
 - Integrity of scholarship
 - Rescheduling exams
 - Student complaint
 - And many others

Service

- ❖ Current committees, their roles; time commitments (see Appendix)
- ❖ How much committee work, how many committees, and which committees are reasonable for a junior faculty; are there any that should be avoided at Assistant Professor level or pre-tenure; what should be your role on these committees
- ❖ How important is professional service outside the university (e.g. local, state and national committees); how much paper and proposal reviewing is reasonable; what are the local pharmacy organizations (SDCPhA, SDSHP) and who are the UC San Diego faculty liaisons.

Promotion and/or Tenure Review Process

- ❖ What is your academic track (rank and step); when will you come up for review; what sort of reviews; how is a fourth-year appraisal different from the merit or promotion reviews? What is the process; what do you submit for review; when; how do you hear the results; how are reviewers selected; do you have a role in that process (SSPPS CAP versus campus CAP); who are the members of CAP
- ❖ If you are responsible for submitting a list of potential reviewers, how do you go about assembling such a list?
- ❖ Annual peer reviews at some clinical practice sites may be conducted yearly with clinical faculty
- ❖ Biobibliography – examples for Biobib for series Clinical, Clinical X and Ladder are available in the Appendix
- ❖ Activity Statement
- ❖ How are salaries determined; how will you find out about your salary; what's the process for discussing your salary for the following year (Note: Salaries are usually set for the length of the professorial step.
- ❖ Relevant forms are posted on our website under [HR Information for SSPPS faculty](#).

Others

- ❖ Personal and financial issues
- ❖ Retirement planning

VII. APPENDIX (Hyperlinks)

Note: For access to any school network drives please contact Andrina Marshall

Academic Personnel Manual for Appointment and Promotion

- [Appointment of Academic Personnel – PPM 230-20](#)

Academic Appointment and Reappointment Criteria

- [Academic Advancement and Reappointments – PPM 230-28](#)

Academic Biography and Bibliography Instructions (BioBib)

Conflict of Commitment and Outside Activities Guidelines

Conflict of Interest

Health Sciences Compensation Plan (HSCP)

Teaching Quantification Worksheet

Compliance Program; Ethics, Compliance and Audit Services

Good Standing Criteria – distributed for review annually

Campus Map

Pharm.D. Required Student Research Project (SPPS 210) Summary

More information can be obtained by visiting our M:\SOP\SOPRIG drive:

DESCRIPTION:

The goal of the student research project is to provide students with experiences of going through the scientific research process. A research project should encompass the study design, collection, analysis, interpretation, critique, and presentation of quantitative and/or qualitative data required to answer a medication-related, clinical, educational, translational, pharmaceutical science, professional or practice-oriented question. Projects may be relatively small, and can be retrospective or prospective. Not all projects will encompass every aspect of research as described above. The key defining feature is that the student projects must generate new knowledge (e.g., conducting a literature review of a topic does not qualify). Students may work alone or in groups of up to 4 students. The minimum time required for each student to spend on direct research activities is 120 hours.

STUDENT RESPONSIBILITIES:

Students must identify a project advisor and research idea, execute the study procedures and evaluate the study results. Specifically, students in collaboration with advisors must submit a brief proposal (2 page maximum) to the SSPPS Student Research Project Director for approval. Elements of the Proposal include: title, objective/specific aim/hypothesis, background/significance, research design and methods, references, anticipated timeline, role of student. For human or animal subject projects, appropriate approvals, HIPAA training, etc. must be obtained. Students will conduct and complete the project, including straightforward statistical analyses, and will compose a written report and poster for presentation. Final report elements include: title page, background and purpose, methods, results, discussion, conclusion, references, contributions of each student.

ADVISOR RESPONSIBILITIES:

The advisor supervises and facilitates the student research project. Responsibilities will include: be familiar with the project requirements (these will be included in a detailed syllabus that will be provided to students and advisors); review the student's project proposal, final report and poster; ascertain which approvals will be necessary (ie: HIPAA, IRB); discuss student roles, expectations, timeline, proposed authorship order at start of project; actively monitor progress and status of project; evaluate and grade student work; communicate with SSPPS Student Research Project Director as needed.

GRADING/EVALUATION:

Grading is PASS/NOT PASS only. Final written report and poster presentation are required for satisfactory completion of the student project. Students and Advisors will complete quarterly evaluations of progress, and a final evaluation upon project completion. Students are awarded one credit unit in the P4 year upon satisfactory completion.

DEADLINES/TIMELINES:

The research proposal must be submitted to the Student Research Project Director by September 30th of the P3 year. A draft final written report is due to the project advisor by December 15th of the P4 year. The final written report is due by April 15th of the P4 year. Poster presentations will be held in mid-May of the P4 year. Students may conduct these projects in any year, and these projects may span more than one year. Project Proposals and written reports may be submitted at any time up to the deadlines in the 4th year.

SSPPS Student Research Project Director:

Felix K. Yam, PharmD, MAS

Committees within SSPPS

(The list of committees in the SSPPS is updated throughout the year and is distributed to the faculty annually each summer. It is also available from Andrina Marshall “upon request”).

The **Academic Oversight Committee (AOC)** shall represent the SSPPS faculty in review of student academic performance, assessment and advancement through the curriculum of the Doctor of Pharmacy Program. The committee will meet after each academic quarter and review student progress. For students with academic difficulty, the committee shall establish standards and processes for remediation of failing coursework.

The **Admissions & Outreach Committee’s** mission is to seek a diverse pool of applicants and admit those who are qualified, highly accomplished, likely to successfully complete our rigorous PharmD program, and make positive contributions to the profession of pharmacy. The function of the Admissions & Outreach Committee is to represent the faculty in the review of applications for admission to the Doctor of Pharmacy curriculum and selecting those applicants to be offered admission, placed on the waiting list or denied. The committee also participates in several outreach programs and is responsible for establishing the admissions policies and procedures and reports.

The function of the **Committee on Educational Policy (CEP)** shall be to represent the Faculty in all educational matters, especially regarding the curriculum for undergraduate, graduate and continuing education and other aspects of educational policy. It has authority to take action on all educational matters that do not require a vote of the Faculty. The committee is charged with continuous assessment and study of the curriculum leading to the Doctor of Pharmacy degree and of the postgraduate professional programs.

SSPPS APPE/IPPE Course Committee (SAICC) (Subcommittee of the SSPPS CEP)

The purpose of the SSPPS APPE/IPPE Course Committee shall be to recommend to the SSPPS CEP the APPE and IPPE courses, which shall be required of all pharmacy students. The committee shall identify, comment and recommend for approval by the SSPPS CEP (1) newly proposed courses, and (2) for current courses and requirements SAICC shall review APPE and IPPE courses and requirements to assess the standards for continued academic/clinical rigor for completion of the Pharm.D. Degree and to meet the policies of the SSPPS.

The purpose of the SSPPS **Graduate Education Committee** (subcommittee of the SSPPS CEP) is to recommend “Non-Pharm.D.” graduate education program information.

The purpose of the **Skaggs School of Pharmacy and Pharmaceutical Sciences Committee on Academic Personnel** (SSPPSCAP) is to review new appointments, promotion/merit files, and reappointment files for faculty. *(Must be a full professor and a member of the Academic Senate)*

The purpose of the Faculty Awards Committee (a subcommittee to the Faculty Development/Mentoring Committee) is to identify awards for our faculty and to make recommendations to the Dean of qualified candidates.

The purpose of the **Non-Salaried and Voluntary Faculty Committee** is to review new, reappointment and promotion files for non-salaried and voluntary faculty. This committee is also responsible for making recommendations for promotion for Non-Salaried/Voluntary faculty, if applicable.

The purpose of the **Comprehensive Exam Committee** is to maintain and update a database of questions for use on the required comprehensive exam for the P3 students. They are also responsible for overseeing all aspects of the comprehensive exam.

The purpose of the **Assessment Committee** is to advise the Dean, Associate Deans and faculty on matters concerning assessment of outcomes related to the School's missions as well as strategic planning outcomes. The Assessment Committee ensures data-driven review of, and accountability for, priorities to support the mission of SSPPS in promoting excellence in pharmacy education, research, community engagement, and improved patient care.

The purpose of the **Alumni Relations Committee** is to oversee all alumni-related activities, increase event visibility and participation, and provide guidance to the Alumni Relations Workgroup. They are also responsible for promoting networking between SSPPS alumni, faculty, students as well as UC San Diego Health residents, graduates and program staff

The purpose of the **International Collaboration and Education Committee** is to explore international collaborative opportunities, recommend policies for international training programs and selections for training sites, facilitate international program assessments, and identify international training funding opportunities.

Note: Faculty are not expected to serve on a committee during the first six months of their tenure, in order to give them time to set-up their clinics, laboratories, and/or prepare for courses.

Faculty Orientation Information for Clinical Sites

I. Key contacts for APPEs

- A. James Colbert, PharmD - Dean for Experiential Affairs
 1. jcolbert@ucsd.edu; 858-822-6699
- B. Lisa Avery - APPE Curriculum Coordinator
 1. lavery@ucsd.edu; 858-822-2216; Office: PSB 2262
- C. Pam McGlynn – IPPE Curriculum Coordinator
 1. pmcglynn@ucsd.edu 858-822-7803; Office 2262

II. EPIC access (EMR) for UC San Diego affiliated clinics

- A. In order to obtain EPIC access, one must have clinical privileges at UC San Diego Medical Center first.
- B. Ask Lisa Avery to submit request for EPIC training
- C. Will receive email to complete online training and set up actual training (every Friday at Hillcrest, from 8-1pm)
- D. Request access for clinics that you require access to
- E. Request Clinical Web Portal access from Josh Lee, MD in order to access EPIC off-campus
 1. Compatible with only some browsers (e.g. Internet Explorer), not Firefox
 2. Accessing Clinical Web Portal
 - a) Gain access to:
 - Epic (Family Medicine Clinics)
 - Siemens Pharmacy
 - PCIS
 - b) Download Citrix onto your computer:
 - *For Windows PC:*
<http://www.citrix.com/English/ss/downloads/details.asp?downloadId=1681207&productId=186&c1=sot2755>
 - *For MACs:*
<http://www.citrix.com/English/ss/downloads/details.asp?downloadId=3247&productId=186&cl=pov1349807>
 - <http://www.citrix.com/English/ss/downloads/details.asp?downloadId=20731&productId=186&cl=pov1349807>
 - c) Log onto Clinical Web Portal
 - <https://cwp.ucsd.edu>
 - Username/Password is your UC San Diego email username/password
 - d) Log onto Epic
 - Username/Password is your Epic username/password created at the computer training session
 - e) Most important tip is to **TURN OFF YOUR PROXY SERVER** or you will not be able to log on to cwp.ucsd.edu!
 - f) If any other assistance is needed contact UC San Diego Health System Technical Support (619) 543-7474

- F. Ongoing/advanced training:
1. To sign up for additional EPIC training courses, go to:
 - a) <http://mycourses.ucsd.edu>
 - b) Login and password required:
 1. Login: DOB (mmddyyyy) plus last 4 SSN
 2. Password: ucsd (all in lowercase)
 2. Click on "learning Activities"
 - a) Click on Events Calendar
 - b) Select which module you want: e.g, Amb provider-patient Visit
 - c) Most of the courses we want to do are from 8-11am
 - d) Click on "register" if you want to register
 3. Location: Clinical Systems Training Room
 - a) 1550 Hotel Circle North, Suite 230, San Diego
 - b) Free parking; map on website
 - c) Can also download training ,manual at website when you register for course
 - d) Courses are free
 4. EPIC training contact:
 - a) Crystal McConnell, Programmer Analyst Supervisor
 1. Clinical Systems Training
 2. UC San Diego Health System
 3. Office: 619.543.2732
 4. Pager: 619.290.9904
 5. Email: c1mccconnell@ucsd.edu
- G. Text Paging: <http://uhpaging.ucsd.edu/webpaging/asearch.asp>

III. UC San Diego Badges

- A. UC San Diego badges are available at Student Services Center on campus.
- B. UC San Diego Med Center badge (for clinically-active individuals):
 1. Ask Lisa Avery to complete the request form and mail to UC San Diego security
 2. The office of Experiential Education will send a list to Security Services notifying them that you will be coming in for an ID card.
 3. Photo Identification Card and Security Services
 - a) You will need to go to their office to get your picture taken.
 - b) Security Services is located at
 - (a) 112 W. Arbor Drive, Suite 101, San Diego, CA 92103
 - (b) Telephone: 619-543-3762
 4. Hillcrest Office Photo ID hours: Monday, Wednesday and Friday, 8 am to 12 noon
 5. Thornton Hospital: 2nd and 4th Tuesday of the month, 11 am to 12 noon

IV. Tuberculosis Screening Hours and Location

- A. Hillcrest
 1. Tuberculosis Screening is located in the Medical Offices South building, 4168 Front Street, 1st fl, Rm. 137.

2. Skin tests are performed Monday, Tuesday, Wednesday, and Friday. Skin tests are read 48 to 72 hours later. No skin tests are placed on Thursdays; readings only are done. Office hours are 8:00 am - noon and 1:00 pm - 4:00 pm.
 3. In addition skin testing and fit testing can be done in our West Wing Office Monday, Tuesday, Wednesday, and Friday from 7:00 am to 8:00 am.
- B. East Campus**
1. Tuberculosis Screening at the Thornton Hospital is located on the 3rd floor, northwest corner, room 3-CO2.
 2. Skin tests and mask fit testing are performed on Monday, Tuesday, Wednesday and Friday from the hours of 7:30 am to 11:00 am. No skin tests are placed on Thursdays, readings only are done. Skin tests are read 48 to 72 hours later.
 3. If no one is in Room 3-CO2 when you arrive, please page (619) 290-4316
 4. If you have any questions, please call the TB office at (619) 543-5890.

V. UC San Diego Clinical Credentialing application and renewal - Charles Daniels, R.Ph., Ph.D.

VI. Clinical Service MOUs – Grace Kuo, Pharm.D., Ph.D. or Charles Daniels, R.Ph., Ph.D.

VII. Address and Directions to UC San Diego

- A. For maps and directions, please link to:
<http://blink.ucsd.edu/facilities/transportation/misc/>

VIII. Parking <http://blink.ucsd.edu/facilities/transportation/>

- A. UC San Diego Hillcrest
1. Bachman Drive or Arbor Drive
 - a) Go to parking garage and show your UC San Diego badge to get a chip allowing you to use both parking structures
- B. UC San Diego La Jolla
1. Can find an “A” spot fairly easily if arrive by 8:30am in the pit or in front of pharmacy school. After that, there are “A” spaces in Gilman structure until 9:30am. There is valet parking across from the pit that fills up around 10:30am. There are further open parking spaces on east campus where shuttles leave every 10 minutes and drop you at the Price Center (see UC San Diego Transportation website for maps of parking areas). It is a 15 minute walk from there. Closer parking spaces open up again around 12:00pm
 2. Can also take a free UC San Diego shuttle bus from the La Jolla campus to Hillcrest (see UC San Diego Transportation website for shuttle times and pick-up/drop-off locations)

IX. Lab Coats

- A. Faculty may purchase lab coats from the Bookstore using their start-up funds or other discretionary funding.

X. Reimbursement

- A. Submit receipts to admin assistant using forms on UC San Diego Home page under Administration <http://pharmacy.ucsd.edu/administration/dostaff.shtml>
- B. If precept students for weekend or evening events, can submit for mileage, parking.

XI. Liability Insurance

- A. You may purchase private professional liability insurance; however, this is not required. The academic appointment covers your insurance even for non-salaried and voluntary faculty. Salaried faculty are not allowed to have clinical practice outside the institution without permission. If outside practice is needed and after gaining permission from the Dean, a clinical services agreement with that entity is required to potentially allow money to flow through SSPPS to support the faculty member's salary.

XII. HIPAA Training

- A. <http://healthsciences.ucsd.edu/compliance/privacy/hipaa-training/Pages/default.aspx>

XIII. Budget for clinic (if precepting students)

- A. Laptop, furniture, etc
- B. Discuss needs with Andrina Marshall

XIV. Internet Access from off-site for a laptop

- A. Ask Andrina Marshall to contact IT to set you up for internet access for your laptop. This will allow you to access your hard-drive or your course internet off-site.

XV. Resources if starting up a pharmacist-run or collaborative clinical practice

- A. Discuss with Clinical Pharmacy Division Head and set up meetings with clinic/service line director and/or business manager to draft and sign MOUs
- B. Develop a collaborative practice protocol if planning to initiate or adjust medication therapy.
 - 1. If at UC San Diego Health System
 - a) Apply for and receive clinical privileges at UC San Diego Health System.
 - b) Be approved by P&T Committee (through P&T; contact Charles Daniels). This committee meets once monthly.
 - c) Samples of approved protocols are posted on the clinical faculty drive
 - d) Grace Kuo has been instrumental in setting up many sites and may be a useful resource
- C. SSPPS pharmacy faculty practicing at UC San Diego sites
 - 1. Rabia Atayee, Pharm.D.
 - a) See patients at the Pain Clinic at the Moores Cancer Center
 - b) Obtained DEA license to prescribe controlled substances

2. Linda Awdishu, Pharm.D.
 - a) Sees patients in the Chronic Kidney Disease Clinic
 - b) Uses MedAction Plans online to assist their patients in following their medication regimens
3. Brookie Best, Pharm.D.
 - a) HIV/AIDS Pharmacokinetics service
4. Edmund Caparelli
 - a) HIV/AIDS Pharmacokinetics service
5. Chuck Daniels, Ph.D.
 - a) Chief, pharmacy department administration
6. Douglas Humber, Pharm.D.
 - a) Provides inpatient pharmacy services and sees patients in cardiology and ICU
7. Farivar Jahansouz, Pharm.D.
 - a) Provides inpatient pharmacy services and sees patients in ICU
8. Grace Kuo, Pharm.D., M.P.H., Ph.D.
 - a) Pharmacy administration
9. Kelly Lee, Pharm.D., M.A.S.
 - a) Sees patients in psychiatry clinics
 - b) Obtained DEA license to prescribe controlled substances
 - c) Part of an medication therapy management (MTM) project
 - d) Talk to Kelly regarding protocols, collaborative practice agreement, IT training contacts, binder with essential forms and contact info
10. Joe Ma, Pharm.D.
 - a) See patients at the Pain Clinic at the Moores Cancer Center
 - b) Obtained DEA license to prescribe controlled substances
11. Christina Mnatzaganian, Pharm.D.
 - a) Sees patients for primary care pharmacotherapy (e.g., hypertension, diabetes, hyperlipidemia, asthma, anticoagulation, etc.)
 - b) At the 4th and Lewis Family Medicine Clinic
12. Jeremiah Momper, Pharm.D., Ph.D.
 - a) Sees patients in the Kidney Transplant Clinic
 - b) Uses MedAction Plans online to assist their patients in following their medication regimens
13. Jennifer Namba, Pharm.D.
 - a) Sees patients for transitional care medication management in Cardiology Clinic
14. Nathan Painter, Pharm.D.
 - a) Sees patients for primary care pharmacotherapy (e.g., hypertension, diabetes, hyperlipidemia, asthma, anticoagulation, etc.)
 - b) At the Scripps Ranch FM Clinic and La Jolla FM Clinic
15. Ila Saunders, Pharm.D.
 - a) Sees patients in Moores Cancer Center - Oncology and Stem Cell Transplantation
16. Renu Singh, Pharm.D.
 - a) Sees pts in the Diabetes Education Clinic

- b) Sees pts in the IMG La Jolla Clinic
 - 17. Shirley Tsunoda, Pharm.D.
 - a) Sees patients in the Liver Transplant/Hepatology Clinic
- D. SSPPS pharmacy faculty practicing at Free Clinics
 - 1. Eduardo Fricovsky, Pharm.D.
 - a) Sees patients and directs pharmacy services at free clinics
- E. SSPPS pharmacy faculty practicing at VA
 - 1. Candis Morello, Pharm.D., CDE
 - a) Sees patients at Diabetes Clinic at the VA
 - 2. Felix Yam, Pharm.D., M.A.S.
 - a) Sees patients at Cardiology Clinic at VA
 - 3. Jan Hirsch, BS Pharm, PhD
 - a) Works in Pharmacoeconomics & Formulary Group
- F. SSPPS pharmacy faculty practicing in Los Angeles/Orange County
 - 1. Jennifer Le, Pharm.D., MAS, BCPS-ID, FCCP, FCSHP
 - a) Directs APPE rotations in Los Angeles/Orange County
 - b) Clinical practice site at Miller Children's Hospital/Long Beach Memorial Medical Center
- G. Partners in Medication Therapy (PMT)
 - 1. Jan Hirsch, BS Pharm, Ph.D.
 - a) Executive Director, directs PMT program
- H. Long-Term Care (TBD)
 - 1. Jonathan Watanabe, Pharm.D., Ph.D.

Resources

- ❖ **NCLAM (UC San Diego National Center of Leadership in Academic Medicine)**
 - Highly recommended program for junior faculty members
 - 4 hrs per week from February - June with mentored project during the summer
 - Topics:
 - Meyers Briggs Type Indicator
 - Academic Tracks and Academic Portfolios
 - Health Sciences Leaders at UC San Diego
 - Health Sciences Financial Information Session
 - UC San Diego Academic Options and Professional Development Contracts
 - Research Ethics and General Clinical Research Center
 - UC San Diego Human Resources Issues
 - Grant Resources and Grant Writing
 - Principles of Teaching and Learning
 - Media Training
 - Curriculum Development
 - Fundraising and Legal Advocacy
 - Negotiation Skills
 - Conflict Resolution
 - Scientific Writing
 - Must be nominated by the Dean in Fall, and must provide a statement of interest in the program

- ❖ **Clinical Research Enhancement through Supplemental Training (CREST) program**
 - The UC San Diego Clinical Investigation Institute's CREST program provides comprehensive multidisciplinary clinical research training for future leaders in clinical investigation.
 - More information can be obtained by linking to: <http://crest.ucsd.edu/>

- ❖ **Educational Development Seminars**
 - Information can be obtained by linking to:
https://meded.ucsd.edu/index.cfm/ugme/oede/educational_development/meds/

- ❖ **Faculty Development Seminars by UC San Diego-SSPPS**
 - Annual seminar by the SSPPS CAP Committee to discuss academic tracks and portfolios
 - Preceptor Conferences for clinical faculty preceptors

- ❖ **A Faculty Handbook for Success: Advancement and Promotion at UCSF (revised August 2016))**
 - Information can be obtained by linking to
<http://senate.ucsf.edu/sites/default/files/2016-12/FacultyHandbook-UCSF.pdf>
 -

Mentorship Forms

Mentor Survey

Mentor Name: _____ Date: _____

On a scale of 1 to 3, indicate your level of expertise for the faculty position duties listed according to the following key:

- 1 – I feel competent in this area and am willing to be a mentor.
- 2 – I feel competent/somewhat competent in this area, but not willing to be a mentor.
- 3 – I need mentoring in this area.

Duties:	1	2	3
Understanding academia			
Developing a promotion/tenure dossier			
Developing a teaching portfolio			
Didactic teaching			
Experiential teaching			
Block development/facilitation			
Evaluating students			
Developing a residency/fellowship program at my site			
Resident/fellow teaching			
Resident/fellow evaluation			
Graduate student teaching			
Graduate student evaluation			
Grant writing			
Research design			
Research funding			
Basic statistical analysis			
Presentations			
Manuscript preparation			
Developing scholarship			
Professional service			
Integration of clinical & research duties			
Work-life balance			
Networking			
Peer interactions			
Conflict resolution			
Communication skills			

* Adapted from University of Arkansas for the Medical Sciences *The Mentor's Mentor: The Mentoring Handbook, a Guide to Mentoring*. [Faculty Mentoring at UC San Diego](#)

Mentorship Needs Assessment Form

To be completed by Mentee

Name: _____

Hire Date: _____ Today's Date: _____

My academic interests are:

My teaching interests are:

My scholarship interests are:

My practice interests (if applicable) are:

My short term (1 year) professional goals are:

My long term (3-5 year) professional goals are:

My ideal Mentor would have the following qualities:

My mentoring needs for the next year are:

The goals I have for mentorship are:

Mentor Assessment Form

Name of Mentor: _____ Name of Mentee: _____

Briefly indicate your assessment of the following 5 questions. Your comments will be used to help improve the mentoring program.

1) What role have you played for your mentee (e.g. teacher, counselor, advisor, sponsor, advocate, resource)

2) How often did you communicate?

3) How did you communicate? (e.g., email, in person, telephone)

4) What are/were two of the most beneficial development activities you did/do with your mentee?

5) What are ways this mentoring partnership could be more effective?

Mentee Assessment Form

Name of Mentor: _____ Name of Mentee: _____

Briefly indicate your assessment of the following 5 questions. Your comments will be used to help improve the mentoring program.

1) What was the role of your mentor? (e.g., teacher, counselor, advisor, sponsor, advocate, resource)

2) How often did you communicate?

3) How did you communicate? (e.g., email, in person, telephone)

4) What are/were two of the most beneficial development activities you did/do with your mentor?

5) What are ways this mentoring partnership could be more effective?

Orientation Feedback Form

(Optional) Please complete this form once you finish all components of your **orientation** (i.e., within 3-4 months upon your academic appointment). We are interested in your level of satisfaction with the orientation process, identifying additional information or assistance you need, and suggestions you have for improving orientation in the future.

	Strongly agree	Agree	Disagree	Strongly disagree
The orientation process helped ease me into working at UC San Diego Skaggs School of Pharmacy and Pharmaceutical Sciences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand what is expected of me as a new faculty member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt welcomed by the people I met.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1. Thinking back to the different sections of orientation, please note the areas where you would like additional information or clarification:

2. Please note any sections of the orientation that you had difficulty completing and why:

3. What did you like best about the orientation?

4. Suggestions for improving the orientation:

Please email or leave a completed copy of this form in the mailbox of the Chair of the Faculty Development Committee (FDC). **Your feedback is intended to help the FDC improve the quality of the orientation for new faculty members. Please be assured that your responses will be kept confidential and reported only in the aggregate.**