

# The “Teaching” Experience

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# Overview

- Discuss my background
- Motivations
- Experiences
- Questions

# Undergraduate experience

- Attended University of Maryland, Baltimore County (U.M.B.C.) Meyerhoff/Marc U\*STAR trainee
- Undergraduate research experience
- Earned my B.A. degree in Chemistry from U.M.B.C.
- Decided to pursue another area for graduate school (chose Pharmacology)

# Graduate school experience

- Accepted a graduate research assistant position within University of Maryland, School of Pharmacy
- Defended my thesis November 2008
- Decided not to pursue a research focused career
  - Graduate research experience
  - Personal life circumstances

# Postdoctoral experience

- U.S. Food and Drug Administration
- Assistant Professor

## *Post hoc vs Post-Doc*

### *The Post hoc Fallacy*

*To incorrectly assume "A" is the cause of "B" just because "A" preceded "B".*

*e.g. "All Professors have Ph.D.'s, therefore getting a Ph.D. means you'll get a Professor job (right?)"*



### *The Post-Doc Fallacy*

*To incorrectly assume you'll have a job just because you have a Ph.D.*

*e.g.  
"Now what??"*

# Application process

Where can you find information about available teaching positions?

- <http://www.higheredjobs.com/>
- Curriculum vitae
  - References
  - Experience?
- Teaching philosophy

# Question

- **Is there a way to overcome a lack of teaching when applying for jobs at institutions that prioritize teaching?**

# Application process

- Experience?
- Teach a class at a local college or university
- Online classes
- Attend teaching institutes and seminars
  - American Association of Colleges of Pharmacy (AACCP) institute

## Why?

- Develop a syllabus
- Develop objectives (Bloom's taxonomy)
- Preparing exam questions
- Obtain teaching evaluation – provide feedback

# Question

- **How important is prior teaching experience as a job requisite – did you obtain a certification or formal training in education? Did you engage in a lot of teaching during your PhD and postdoc?**

# Application process

- What teaching experience did I have when I interviewed for my position?
  - Tutored Mathematics and Chemistry
  - Participated in a UMB SOP teaching training

# Question

- **If the candidate gives a strong job talk, would this be considered evidence of teaching ability?**

# Interview process

- Deliverables
  - Research presentation
  - Teaching presentation
- Other
  - Confidence
  - Great interpersonal skills
  - Sincere interest in/passion for teaching
  - What value are you bringing to the classroom

# Why choose teaching.....

- Quality of Life
  - Work/Life Balance
  - Work environment
  - Salary & Benefits
  - Responsibility
    - Teaching
    - Scholarship
    - Service
  - Appointment
    - Adjunct vs. Professoriate
    - 10-month vs. 12-month



# Question

- **What drew you to academic positions that emphasize teaching?**

# Salary & Benefits

- Salary
- Salary surveys
  - By field and/or expertise
  - Experience
  - By geographic location
  - Type of institution
    - college vs. university vs. professional school
    - undergraduate vs. graduate
- Pay increases
  - Cost of living increases
  - Merit increases
- Benefits
  - Paid holidays
  - Vacation/sick/personal
  - Retirement plan
  - Health/Dental/Life Insurance
  - Maternity leave
  - FMLA leave

# Salary & Benefits

Notre Dame of Maryland University School of Pharmacy – professional school

- Salary surveys
  - American Association of Colleges of Pharmacy (AACCP)
  - American Association of Pharmaceutical Sciences (AAPS)
- Benefits
  - 14 paid holidays
  - 30 days to be used for vacation/sick leave/personal
  - Retirement plan: 7% matching
  - Health/Dental/Life Insurance
  - Maternity leave: 6 weeks
  - FMLA leave

# Responsibility

- Teaching
- Scholarship
  - Teaching
  - Research
- Service

# Question

- **How variable are academic teaching positions – for example do some primarily involve teaching undergraduate students and others graduate students? Are there big differences in the freedom you have to design the curriculum for particular classes?**

# Teaching vs. Scholarship



# Notre Dame of Maryland University

- Formally, College of Notre Dame of Maryland
  - Liberal arts college
  - Catholic
  - All women's college
- School of pharmacy enrolled its inaugural class in 2009
- Attained university status in 2011

# Notre Dame of Maryland University

## Pros

- Small class sizes (relatively)
  - (70 – 75 student enrollment per year)
- Develop appropriate relationships
  - Students
  - Colleagues

## Cons

- University status with fewer employees
- Limited resources
- Not prepared for the types of research proposed by the School of Pharmacy

# Teaching

- Responsibilities
- Lecture preparation
  - First year
  - Subsequent years
- Prepare quiz/exam questions
  - First year
  - Subsequent years

# Teaching: Lecture preparation

- Knowledge
  - Subject matter expertise
  - Other
- Presentation is everything
  - Slide presentation
  - Learning style (e.g. verbal vs. auditory)
  - Preference (e.g. Meyer's Briggs)
  - Information delivery
    - Verbal communication
    - Non-verbal communication
  - Entertainment

# Neurotransmission

## Dopaminergic pathways

### Mesolimbic system

ventral tegmental area → limbic system

### Mesocortical system

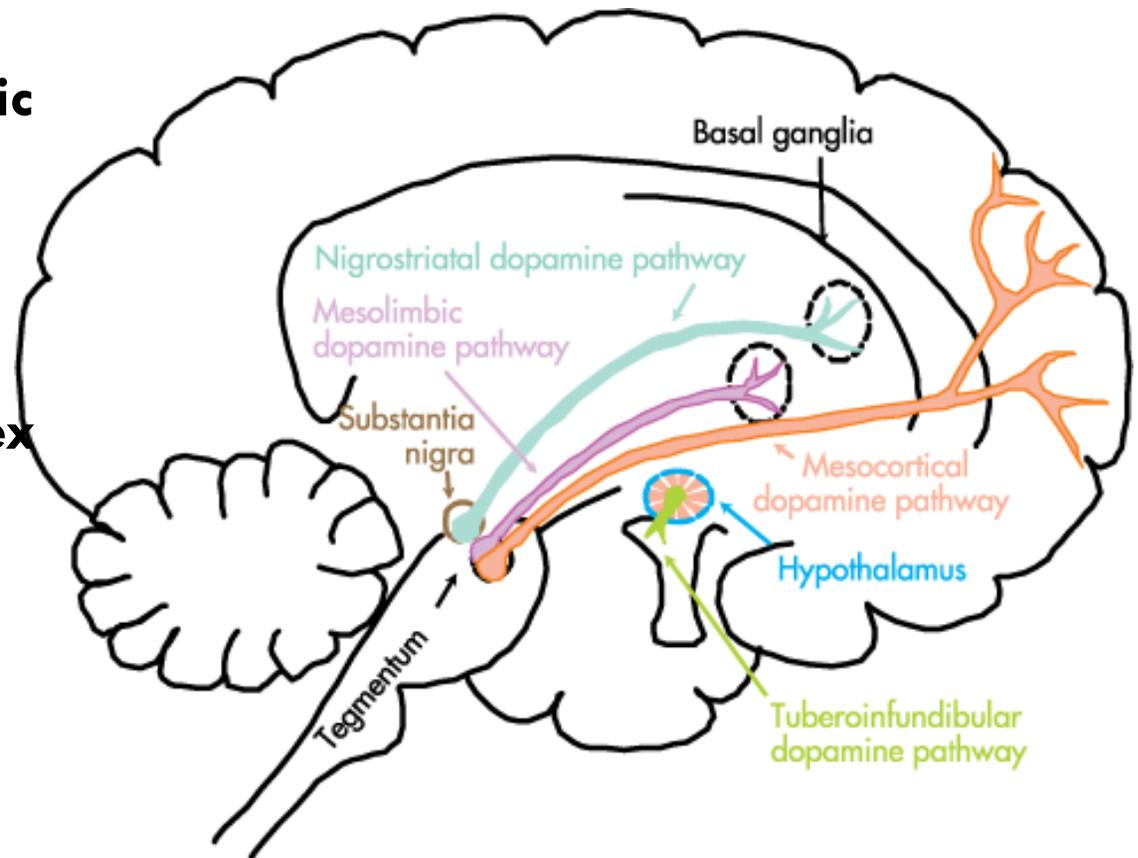
ventral tegmental area → cortex

### Nigrostriatal pathway

substantia nigra → striatum

### Tuberoinfundibular pathway

Hypothalamus → pituitary



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# Teaching: Prepare quiz/exam questions

- Writing “good” exam questions may not be so easy
- How will you know if a question is “good”?
  - Chair/colleague perspective
  - Perform exam/quiz/question statistics
  - Students response

# Example of Test statistics

## Condensed Test Report

**Legend:** Distractors Chosen More than Correct Answer: ■

<b>Total Possible Points:</b>	86.00	<b>Median Score:</b>	68.00	<b>Maximum Score:</b>	78.00
<b>Total Students:</b>	55	<b>Mean Score:</b>	66.69	<b>Minimum Score:</b>	48.00
<b>Standard Deviation:</b>	6.81	<b>Reliability Coefficient (KR20):</b>	0.48	<b>Range of Scores:</b>	30.00

No.	Question	Correct Answer	Response Frequencies					Non Distractor	Correct Group Responses			Point Biserial
			A	B	C	D	E		Total %	Upper 27%	Lower 27%	
1	Question1	C	0.00	69.09	30.91	0.00	0.00	ADE	30.91	46.67	6.67	0.28
2	Question2	B	5.45	61.82	5.45	27.27	0.00	E	61.82	80.00	53.33	0.16
3	Question3	D	5.45	0.00	7.27	87.27	0.00	BE	87.27	100.00	80.00	0.26
4	Question4	D	41.82	1.82	10.91	45.45	0.00	E	45.45	46.67	26.67	0.19
5	Question5	C	1.82	14.55	80.00	3.64	0.00	E	80.00	86.67	80.00	0.05
6	Question6	C	0.00	1.82	96.36	1.82	0.00	AE	96.36	93.33	100.00	-0.07
7	Question7	A	38.18	9.09	1.82	50.91	0.00	E	38.18	60.00	20.00	0.29
8	Question8	B	9.09	45.45	40.00	5.45	0.00	E	45.45	40.00	20.00	0.19
9	Question9	D	0.00	18.18	0.00	81.82	0.00	ACE	81.82	93.33	73.33	0.14
10	Question10	A	83.64	0.00	16.36	0.00	0.00	BDE	83.64	80.00	66.67	0.12
11	Question11	D	1.82	0.00	0.00	98.18	0.00	BCE	98.18	100.00	100.00	0.01
12	Question12	B	0.00	90.91	0.00	9.09	0.00	ACE	90.91	100.00	93.33	0.12
13	Question13	B	9.09	85.45	0.00	5.45	0.00	CE	85.45	100.00	86.67	0.19
14	Question14	C	1.82	3.64	94.55	0.00	0.00	DE	94.55	100.00	93.33	0.12
15	Question15	C	3.64	1.82	94.55	0.00	0.00	DE	94.55	100.00	86.67	0.33

# My Teaching Responsibilities

- PHRD 307: Applied Biomedical Sciences Workshop
  - Fall: Tuesday & Thursday: 8:30am – 10:30am, Friday: 1:00pm – 2:00pm
- Pharmacotherapeutics (I-VI)
  - Fall: Monday – Friday: 1:00pm-3:00pm
  - Spring: Monday – Thursday: 1:00pm-3:00pm, Friday 4:00pm – 6:00pm
- Pharmacotherapeutics (VII-XII)
  - Fall & Spring: Monday – Friday: 3:00pm -5:00pm
- Elective: Drugs of Abuse
  
- Fall
  - PHRD 414 - Pharmacotherapeutics II: Principles of Pharmacotherapy (module coordinator)
  - PHRD 416 - Pharmacotherapeutics III: Self care & Dermatology
  - PHRD 515 - Pharmacotherapeutics IX: Renal disorders (module coordinator)
- Spring
  - PHRD 418 - Pharmacotherapeutics V: Principles of Gastrointestinal disorders (module coordinator)
  - PHRD 518 – Pharmacotherapeutics XII: Central nervous system disorders (module coordinator)

# Teaching:

## Module coordinator responsibilities

- Develop syllabus/list of topics
- Exam/Quizzes
  - Determine grade percentage
  - Prepare exam
- Student accommodations
- Reserve rooms for lecture/quizzes/exams
- Communications with students/faculty/chairs
- Finalize/submit grades

# How can you know that your teaching is effective?

- Evaluations
- Chair/Colleague
  - Input/feedback
- Student evaluation
- Self evaluation

# Teaching

## Pros

- Quality of Life
  - Time flexibility
  - In control of your own time.....mostly
- Faculty development
  - Ryan Orwig
  - Writing exam questions
- Opportunity to try new/different teaching strategies
  - Turning point
  - Think/Pair/Share
- Instant gratification
  - Contribution
  - Feedback
- Self evaluations
  - Insightful
  - Contributes to tenure & promotion dossier

# Teaching

## Cons

- Limited resources
- Time demanding
  - Lecture preparation (team taught courses)
    - Know your audience
    - Pertinent information
    - How much information is too much information
    - Time management
- No good deed goes unpunished (Student evaluations)
- Self evaluations require a lot a time
  - Usually done in summer (interfere with research)

# Scholarship

What you need to know.....

- Facility
  - Labs built in 2011
  - Vivarium built in 2013
- Start-up money
- **Infrastructure**

Worked in Dr. Jean-Lud Cadet lab

# Scholarship

What qualifies as scholarship?

- Research
- Grant applications: submitted and accepted
- Manuscripts: submitted and accepted
- Conferences
- Text books
- Chapter contributions

# Scholarship

## Pros

- Scholarship makes up 20% of your duties/responsibilities
- No major focus on grant writing
- Research is more “pure”

# Scholarship

## Cons

- Money limitations
  - Grant opportunities decline
- Time constraints
  - High teaching load
  - Service responsibilities
- Takes time to switch mindsets from teaching back to research
- Perceptions
  - Not glamorous, but get creative

# Service

- Committee Service
- Student advising
- Other
  - Letters of recommendation for students
  - New faculty interview
  - New student interview

# Service

## Committee Service

- University commitments
  - University naming committee
- School of Pharmacy commitments
  - Admissions committee
  - Student promotions and progression committee
  - Institutional animal care and use (IACUC) committee

# Committee Service

## Pros

- Learn a lot
- Well informed

## Cons

- Well informed (ignorance is bliss)
  - Budgets

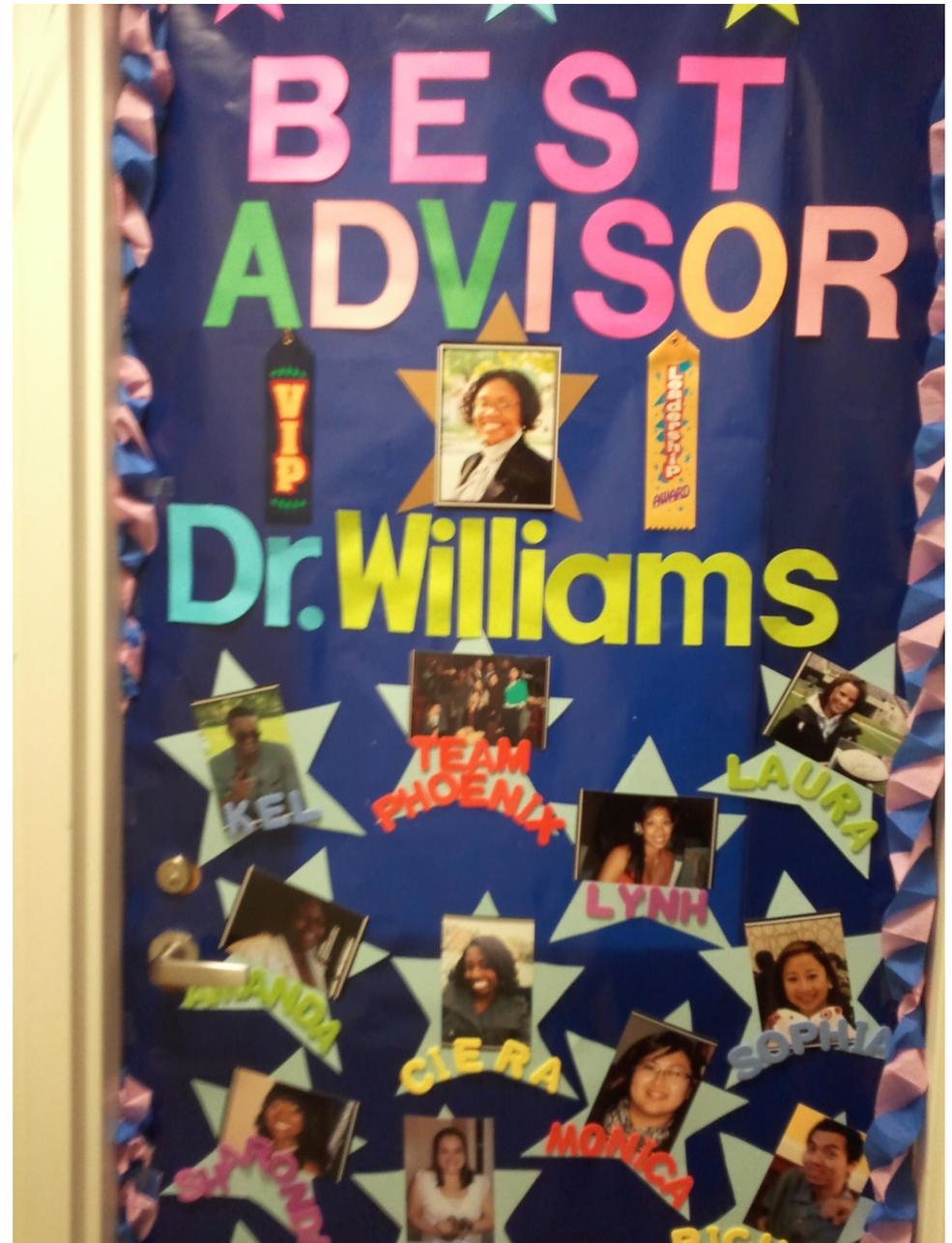
# Student advising

## Pros

- Mentoring opportunities
  - Shaping the individual
- Gratitude

## Cons

- Time
- Balance
  - Personalities
  - Needs
  - Conflicts



# Tenure & Promotion

- Tenure
  - Give (someone) a permanent post, esp. as a teacher or professor
- Promotion
  - the act of being raised in position or rank

# Tenure & Promotion

- These two processes may happen separately or together
- Application varies between institutions
- Institutions have procedures/guidelines on the what and how
- One and done?
- Must prepare a dossier
- NDMU: 6 years

# Question

- **What is a typical day / week like in terms of the balance of research and teaching that you do?**

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Apr 1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
8:30am 10:00am Speech therapy	1:00pm 3:00pm Reminder: In-Class Course Evaluations 3:00pm 5:00pm PHRD 518	9:00am 10:30am Admissions Committ 1:00pm 3:00pm PHRD 418 3:00pm 5:00pm PHRD 518	1:00pm 3:00pm PHRD 418 3:00pm 5:00pm PHRD 518 3:00pm 4:50pm Stacey Williams: Classroom	11:00am 1:00pm university presidenti 3:00pm 5:00pm PHRD 518 4:00pm 6:00pm PHRD 418
<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
8:30am 10:00am Speech therapy 10:00am 11:00am J. Culhane / S. Williams 1:00pm 3:00pm PHRD 3:00pm 5:00pm PHRD	9:00am 9:30am meeting: Jay Darji (B 1:00pm 1:30pm Richard Cheung (Bunting 22 3:00pm 3:30pm meetin 3:30pm 4:00pm meetin	2:00pm 2:30pm meeting: Ting Thai (Bunting hall 220) - 2:30pm 3:00pm Schizophrenia planning meeting (St		8:00am 8:10am Time Sheets Due - Morro 10:00am 11:00am J. Culhane/S. Williams 3:00pm 5:00pm PHRD 518 (RECITATION)
<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>
8:30am 10:00am Speech therapy 3:00pm 5:00pm PHRD 518 (EXAM)	3:00pm 5:00pm PHRD 518	9:00am 10:30am Admissions Committ 9:15am 10:45am Admissions Committ 12:00pm 12:50pm UMB 3:00pm 5:00pm PHRD	9:00am 11:00am meeting 1:00pm 2:00pm Promotions Committ 2:00pm 3:00pm Instituti 3:00pm 5:00pm PHRD	12:00pm 1:00pm Dr. Rajan Adhikari meet 1:00pm 1:30pm Meeting: ADHD/Sub 1:00pm 2:00pm Pharm 3:00pm 5:00pm PHRD
<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>
8:30am 10:00am Speech therapy 3:00pm 5:00pm PHRD 518	9:15am 10:00am meeting: Laura Winn (Bunting 207) - Williams, Stacey 3:00pm 5:00pm PHRD 518	9:15am 10:45am Canceled: Admission 1:30pm 2:30pm admissions & progre 2:30pm 3:00pm individ 3:00pm 5:00pm PHRD		8:00am 8:10am Time Sheets Due - Morro 1:30pm 2:00pm meeting: Priya Patel 3:00pm 5:00pm PHRD 518 RECITATION
<b>29</b>	<b>30</b>	<b>May 1</b>	<b>2</b>	<b>3</b>
8:30am 10:00am Speech therapy 9:15am 10:45am Admissions Committ 3:00pm 5:00pm PHRD 518 (EXAM)	3:00pm 5:00pm PHRD 518			

# Other responsibilities

- Faculty/Department meetings
- School events
  - Graduation
  - White coat ceremony
  - Chaperoning
  - ACPE accreditation

# May 2013

May 2013							June 2013						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4							1
5	6	7	8	9	10	11	2	3	4	5	6	7	8
12	13	14	15	16	17	18	9	10	11	12	13	14	15
19	20	21	22	23	24	25	16	17	18	19	20	21	22
26	27	28	29	30	31		23	24	25	26	27	28	29
							30						

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Apr 28 - May 4	<b>Apr 28</b>	<b>29</b>	<b>30</b>	<b>May 1</b>	<b>2</b>	<b>3</b>	<b>4</b>
					3:00pm 5:00pm PHRD 518	3:00pm 5:00pm PHRD 518	
May 5 - 11	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>
		8:30am 10:00am Speech therapy 9:15am 10:45am Admissions Committ 3:00pm 5:00pm PHRD 518				3:00pm 6:00pm School of Pharmacy Capstone Reception	8:00am 8:10am Time Sheets Due - Morrow, Jennifer
May 12 - 18	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>
		8:30am 10:00am Speech therapy 10:00am 12:00pm student research presentations (Knott auditorium)		9:15am 10:45am Admissions Committ 12:15pm 1:15pm Updated Invitation: S 3:00pm 4:00pm Pinning Ceremony	2:00pm 3:30pm SOP Faculty Meeting (Knott 136) - Lin, Anne		
May 19 - 25	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>
		8:30am 10:00am Speech therapy 2:00pm 4:00pm Canceled: ** Time Change** Promotions Committ		9:15am 11:30am Admissions Committ 1:00pm 2:00pm Pharmaceutical Dept 2:30pm 4:30pm *** Reschedule Promoti	11:00am 1:30pm Senior Luncheon (Doyle Dining Hall) 2:00pm 3:00pm Institutional Animal Care & Use Comm.	8:00am 8:10am Time Sheets Due - Morro 1:30pm 3:30pm Baccalaureate mass 3:30pm 5:00pm Baccalaureate Rece	8:30am 11:30am Commencement (Baltimore Convention Center)
May 26 - Jun 1	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>	<b>31</b>	<b>Jun 1</b>
		8:30am 10:00am Speech therapy		1:00pm 2:00pm Pharmacotherapeuti cs Meeting (BUN 302) - Smothers, Lynette			