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Improving the Tenure Committee's Review Efficiency with Embedded Dossier Functionality

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Improving the Tenure Committee's Review Efficiency with Embedded Dossier Functionality

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Key words: Tenure, Dossier

Abstract

Numerous manuscripts have been published addressing perceptions of the promotion and tenure process. Very little has been published on mechanism to improve the efficiency of dossier review or tools to assist the reviewer in understanding the comprehensive scope of the applicant's experiences.

An innovative dossier format was utilized to assess the hyperlinks and pop-up tool tips would enhance the reviewer efficiency when reviewing the applicant's materials. Super scripted numbers at the end of the narrative's sentences, in the same manner as a journal article, contained the embedded hyperlinks and pop-up tool tips. A majority of the reviewers found the embedded functionality in the dossier did enhance their efficiency in completing the review.

Introduction

Tenure is ideally a method for university faculty to protect their academic freedom, pedagogy and research.¹ Significant time and effort is required for assembling promotion and tenure dossiers. Creating this document meant the faculty member had to be fastidious in recording everything they did over a period of six or more years and formatting the information according to the promotion and tenure policy of their University. Dossier creation may be made more difficult since the promotion and tenure requirements are unique not only to each University but may be unique to each college or department. In addition, tenure track faculty may believe that unwritten rules exist for the dossier evaluation process.^{2,3} These beliefs may result in ambiguous statements in the narrative or incomplete thoughts in an effort to skirt potentially contentious topics.^{4,5} These beliefs could further lead to obfuscatory approaches to crafting dossier narratives or engender unclear references to the applicants experiences.

Equally onerous to the task of assembling the dossier is the Promotion and Tenure Committee's role in deciphering the document and determining if the candidate has met the University's guideline lines for achieving rank and/or tenure. The dossiers can be voluminous, where narratives may be anywhere from five pages to fifty or more pages with embedded graphs and charts tracking the individual's career trajectory. The curriculum vitae (CV) will also be extensive and dense since it demonstrates the full extent of experiences, achievements and accolades the faculty

member has collected in their time leading up to their dossier deadline. The evaluating committee will have to correlate the experiences described in the narrative with the faculty members achievements listed in their CV. This task may be both time consuming as well as burdensome for the committee.

The promotion and tenure committee's task of sorting through the dossier can be difficult. Universities have multiple approaches to the reviewers' guidelines. One review approach is to have a rubric with values assigned to grants, publications, etc. and total score needs to be achieved to be successful in the promotion and tenure process. Other methods may be vaguer, or less prescriptive, where the committee has to decide if the individual not only meets enough different criteria but also are tasked with determining if they believe the individual will continue to produce scholarship in perpetuity.⁶ There are companies available to assist committees and applicants in the review process but they charge a fee and still may not fully grasp the intricacies of a given university's promotion and tenure policy. The review process takes a tremendous amount of time to fastidiously go through an applicant's dossier ensuring the achievements and documents are described accurately. In addition the reviewer must correlate all of the supporting material typically supplied with a dossier with the experiences described in the narrative.

Methods

In an effort to reduce the time required to comprehensively review the author's promotion dossier a non-traditional approach utilizing embedded technologies was employed. The goal with these embedded technologies was to minimize the time it took reviewers search for materials described in the applications narrative. Super scripted numbers were

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placed at the end of the narrative's sentences so the dossier more closely resembled a journal article. This format choice was done in the hopes of presenting the document in a way that is more familiar to all members of the academy regardless of their individual discipline. Each super scripted number was converted into both a tool tip and an internal hyperlink. This approach allowed the narrative to describe examples of individual experiences such as teaching innovations and scholarship. The reviewers could move the mouse cursor over the super scripted number and a custom created pop-up would appear with a representative example of the work. If the reviewer was interested in seeing either the full text citation, or additional examples of that work, they could double click the super scripted number and their view would move to the appropriate section of the individual's CV. Once the reviewer was ready to return to their original place in the narrative they could use key command described below to return.

Since faculty may not be familiar with the use of hyperlinks and the key combination required to return to the narrative the following instructions were placed at the beginning of the dossier:

"When you hover the cursor over the hyperlink a pop-up tool tip will provide a short preview or representative material. For the full text version of the reference or to launch the referenced file hold **control and left click** the hyperlink then the document will jump to the appropriate place. For example, clicking the link at the end of this sentence will take the reader to the start of the narrative¹ and the second link takes the reader to the CV². The links will appear as references and the numbering restarts at 1 for each section. The pop-up tool tip must appear before the hyperlink can be used, otherwise control-left clicking will just highlight the sentence. Finally, after utilizing the hyperlink holding **alt and** hitting the **left arrow** on the key pad will jump back to the hyperlink."

In order to get feedback on the efficiency of using the embedded dossier functionality, external reviewers were asked to review a dossier. The study designers asked the evaluators to review the document as if they were external evaluators as part of the promotion and tenure process and then answer a series of questions. Once the reviews were completed by each member in the promotion process a survey was sent out to assess their experience with the dossier and each member was asked to provide feedback about their experience with this format as well as the embedded pop-up tool tips and hyperlinks.

Appendix A below will launch the embedded functionality dossier that was submitted for consideration of promotion. This embedded functionality dossier and was reviewed by the external respondents to the study survey.

Results and Discussion

This study's goal was to assess the impact of pop-up information and hyperlinks in dossier reviews. The dossier documents included the narrative, CV, representative files and the promotion requirements for the Manchester University College of Pharmacy. The questions in the survey predominantly used a four point Likert scale of affirmatives and negatives for responses, with no neutral option (i.e. strongly agree, agree, disagree, and strongly disagree). Survey questions used a mixture of positive and negative forms in an effort to reduce positive response biases. The survey questions were intermixed covering both mouse over pop-up information and the hyper link navigation. The respondent all had at least some experience reviewing previous dossiers (Q1). The survey response rate was 71% (10/14).

The survey respondents overwhelmingly agreed that the hyperlinks reduced the time it took to find specific examples in the CV that were described in the narrative (Q2, 90%). In addition to reducing the time it took to respondents to find specific examples they reported the hyperlinks also made navigating the packet easier (Q3, 70%; Q11, 80%), and more efficient (Q12, 70%). The respondents commonly used the hyperlinks (Q4, 60%) and found they weren't difficult to use (Q6, 90%). The pop-up tool-tips were commonly used by the respondents (Q5, 70%), contained an appropriate amount of information (Q8, 70%) and were an intuitive and helpful method of understanding the individual's full scope (Q9, 70%; Q10, 70%). Finally the respondents liked the super scripted reference style (Q7, 80%) and the embedded functionality increased the reviews efficiency (Q12, 70%). A theme analysis of the respondent's comments identified the small size of the pop-up and hyperlink to be difficult. Increasing the size of the hyperlink is a straight forward fix and can be accomplished by increasing the super scripts font size.

Conclusion

Although there are numerous articles about many of the aspects and perceptions surrounding promotion and tenure the authors were unable to find articles specifically addressing how to make the dossier review more efficient and less time consuming. The embedded functionality described in this manuscript represent a method for formatting the dossier in a format familiar to faculty and allows the author the option of sending the reviewer to the specific example being addressed in the narrative. This study

has already had an impact. In a personal communication from one of the reviewers they stated the hyperlinks and pop-ups were so helpful that they recommended to their promotion and tenure committee consider adopting the embedded functionality in their schools dossier format.

References

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Table 1. Survey responses by individual question.

	<u>0 - 1</u>	<u>2 - 4</u>	<u>5 - 6</u>	<u>7+</u>
1. How many dossiers have you reviewed in the past	2	3	0	5
<u>Likert Scale Questions</u>				
	<u>SA</u>	<u>A</u>	<u>D</u>	<u>SD</u>
2. The hyperlinks reduced the time it took to find specific examples in the CV after they were described in the narrative.	4	5	0	1
3. The hyperlinks made navigating the promotion and tenure packet easier.	2	5	2	1
4. I commonly did not use the hyperlinks	0	4	4	2
5. I commonly used the mouse-over pop-up information	1	6	2	1
6. The hyperlinks in the dossier were difficult to use.	0	1	4	5
7. I liked the super scripted references style of the mouse-over pop-ups and hyperlinks.	2	6	2	0
8. The mouse-over pop-ups should have contained more information.	0	3	6	1
9. Using the mouse-over pop-ups was intuitive.	2	5	2	1
10. The information in the pop-up was not a helpful method of listing specific examples of Dr. Henriksen's work.	0	3	5	2
11. Using the hyperlinks to jump down to the CV and then return to the same section in the narrative was a helpful function in understanding the full scope of his experiences.	4	4	2	0
12. The pop-up tool tips and hyperlinks made reviewing the packet efficient.	2	5	3	0

For the Likert scale questions the following terms were used: SA = Strongly Agree, A = Agree, D = Disagree, and SD = Strongly Disagree

Appendix A

Brian Henriksen, Ph.D
 Dossier for Promotion to the Rank of Associate Professor

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Dear Manchester College of Pharmacy Promotion and Tenure Committee:

I am very excited to submit my dossier in support of my promotion to the rank of associate professor. My document contains superscripted hyperlinks, which look like references in a journal article, to relevant examples of my accomplishments. When you hover the cursor over the hyperlink a pop-up tool tip will provide a short preview or representative material. For the full text version of the reference or to launch the referenced file hold **control and left click** the hyperlink then the document will jump to the appropriate cited work. For example, clicking the links in this sentence will take the reader to the start of my narrative¹ or this second link goes to my CV.² The links will appear as references and the numbering restarts at 1 for each section. The pop-up tool tip must appear before the hyperlink can be used, otherwise control-left clicking will just highlight the sentence. Finally, after utilizing the hyperlink holding **alt and** hitting the **left arrow** on the key pad will jump back to the hyperlink. My goal with the hyperlinks is to assist the committee, administration and external reviewers in assembling their comprehensive understanding of my career while assessing my suitability for promotion.

I taught medicinal chemistry from 2008 – 2013 at Creighton University's School of Pharmacy and Health Professions (SPAHP) in both the campus and distance pathway with approximately 175 students per class. Creighton's unique distance program allows students to watch recordings of the lectures, complete assignments through a learning management system and take proctored exams at locations near their residence. Due to the unique pathways at Creighton I have had the opportunity to develop assessments that maintain grade parity between the two cohorts as well as obtain grant funding to develop novel teaching technology to improve both cohorts' course experience. I also implemented an elective that provided a pharmacy perspective to medicinal chemistry's prerequisite courses. This course has been invaluable for students that struggled with organic chemistry, and other science courses as undergraduates in their preparation for pharmacology and medicinal chemistry courses in their second

year. I'm currently employed at Manchester University's College of Pharmacy (MUCOP) to teach various aspects of chemistry and biology to first, second and third year pharmacy students.

In addition to teaching in the pharmacy program at Creighton I also taught and advised graduate students in SPAHP's thesis based Masters of Pharmaceutical sciences program. I have worked to develop two courses for the graduate program. The first was a journal club course where the students learned how to evaluate literature as well as how to craft and deliver outstanding oral presentations. The course was as much about scientific rigor as it was about fostering communication skills. The second course covers analytical techniques, with a laboratory component, to provide the master's students with exposure to a range of techniques from formulation and nanoparticle production to mass spectrometry and computational chemistry.

My research efforts have been diverse, but with a maintained emphasis on rational drug design and innovative classroom technologies. I've worked on the computational design of novel biologically active triazole compounds capable of chelating metal and in certain cases fluorescence for use with a variety of metalloenzymes or bio-imaging targets. I have also developed a grant-funded novel mechanism for assessing students' understanding of structure activity relationships in an online multi-platform format called "The Patched-Up Drug Exercise" in addition to crafting chemistry videos.

I have been very fortunate to have my community service efforts strongly supported. I have developed a program entirely supported by grants, for teaching under-privileged youth blacksmithing as a means of developing vocational job skills they are unable to pursue at their alternative high school. Our program, "Forge Ahead!", teaches students the science and math behind the metal arts (conservation of mass & energy, oxidation/reduction, radiant energy etc.) as they develop their vocational skills. Our program employed a combination of quantitative skill development, demonstrated by increasingly complex projects, and qualitative assessment, which is obtained through oral reflections at the end of each session. Ultimately the students produce a work of art that is displayed at the end of the year open house attended by the local media. I have also had the opportunity to serve the profession nationally on committees for American Association of Colleges of Pharmacy (AACP) chemistry section and chair the Technology in Pharmacy Education and Learning special interest group.

To close I would like to once again thank everyone for taking the time to navigate through the documentation of my career efforts and accomplishments.

Sincerely,

Brian Henriksen

Dear Reviewer,

Thank you for taking the time to assess my application in support of consideration for my promotion to the rank of Associate Professor of Pharmaceutical Sciences. I have divided my narrative into key sections that highlight my past experiences.

Scholarship: My philosophy on research is, at its core, one of interdisciplinary effort and communication to foster a culture of excellence. My background in interdisciplinary research, and my appreciation of the strengths brought to the table by those in different fields, began as an undergraduate sophomore. During the spring semester, each student in my research group was given a section of the capsaicin compound to investigate and come up with derivatization ideas. We then discussed our ideas with the professor and each other, as well as attended meetings with the biology students who would be assaying our compounds. At the end of the project the chemistry and biology groups got together and crafted our presentation. The faculty judging us agreed across the board, that our group gave the best talk since it brought in so many different scientific points of view including rational drug design, synthesis, physiology and biochemistry. Among the lessons I learned from this experience were that 1) active communication is essential to doing work that tells the most comprehensive story, 2) specialist language within a discipline can be a barrier but is easily overcome, and 3) purposeful meetings can allow for a successful divide-and-conquer approach to completing the

work. This experience as an undergraduate student set the stage for my interest in medicinal chemistry, while also leading me to develop professional relationships with scientists from diverse backgrounds and disciplines throughout my career.

In my time as an assistant professor, I have continued to participate in interdisciplinary projects as part of a community of scientists. During my time at Creighton, I maintained collaborations with researchers in the chemistry department for the synthesis of metal chelating fluorophores and HIV integrase inhibitors. I also collaborated with a biomedical sciences prion research group, which included physical therapy, physics, soil science, and cellular biology faculty, in addition to working with a company on an industrial project. Furthermore, I worked daily with pharmaceutical scientists on formulation studies for pulmonary delivery and drug incorporation into nanoparticles as an advisor in SPAHP's Masters of Pharmaceutical Sciences program. My faculty and industry experiences¹ have been ideal for supporting my longevity in scholarly efforts individually and in association with diverse faculty from undergraduate, graduate and professional school departments.

I am published in multiple fields, including projects in rational drug design² (medicinal chemistry), chelated lanthanide bioimaging agent pre-formulation³ (pharmaceutics), enzyme inhibition assays⁴ (pharmacology), retrospective review of clinical drug action for bariatric patients⁵ (translational/drug information), and pedagogy development of classroom technology innovations⁶ (Scholarship of Teaching and Learning). Although this diversity of experience has enhanced my understanding of different fields as they intersect with my areas of expertise, my focus has been and remains chemistry and its numerous applications. When faculty have a narrow focus, administration has an easy way to categorize them; however, an academic position provides individuals with diverse skills the opportunity to branch out in multiple ways and demonstrate ingenuity beyond the restrictions of degree bias while maintaining a track record of scholarly dissemination.

My application of chemistry across disciplines has set me up for a career of independent and collaborative projects supporting Manchester University's mission and vision. I have written grants for bench science⁷, translational research⁸, and scholarship of teaching and learning⁹, as well as for service-learning for underprivileged youth.¹⁰ These proposals have resulted in numerous national presentations¹¹, invited speaking opportunities at other colleges¹², peer-reviewed publications¹³, and poster sessions.¹⁴ I maintain a track record of interdisciplinary and inter-collegiate efforts that significantly promote and advance the academy's overall body of knowledge while contributing to MUCOP's goal of being distinguished nationally.

Medicinal chemistry has evolved from the days of a "siloeed" professor having a narrow specialty and working strictly on their favorite protein or reaction in isolation from their local or national colleagues. By bringing in an expert from each discipline relevant to a research idea, the project has a better chance of being truly novel and of broadly significant. Furthermore, a multidisciplinary team produces work that is much more compelling! With the national shift towards interdisciplinary projects and the current national funding situation strongly encouraging translational research, my early experiences and ongoing commitment to multidisciplinary research has positioned me to participate in efforts to obtain and sustain extramural funding. In summary, my research philosophy as a medicinal chemist has been to identify areas where I can be a contributing member of a team and actively promote a culture of interdisciplinary work, mutual support and scholarly dissemination of interdisciplinary works.

Teaching: As a pharmacy faculty member, my goal is to produce science-minded, critical-thinking healthcare professionals. Ideally, they will be adept at capitalizing on their digital literacy to transcend data mining so they support the community with evolving technologies, become true evaluators of scientific literature and advances in medicine and truly become lifelong learners. Through foundational science courses with truly integrated and collaborative activities, students can see how clinical and foundational sciences work together to advance the profession of pharmacy and improve patient outcomes.

My pedagogical growth really bloomed during my early years teaching medicinal chemistry with an emphasis on active learning to convey clinical outcomes with a drug's chemical structure. I employ an active learning strategy in the classroom promoting audience participation. Didactic delivery of course content supplemented with small group exercises and an iterative inking style to deliver power point presentations responsive to student questions. This approach allows for a structurally based therapeutic evaluation of each drug's chemical features, drawing direct correlations between foundational sciences and desired clinical outcomes. There were multiple instances where the technology didn't exist at Creighton to accomplish my teaching approach so I employed my grantsmanship to obtain funding to support the development of technology-based approaches to teaching I wanted developed.¹ My technology tools and approach to teaching resulted in significant scholarship as evidenced by

provisional patents², peer reviewed publications³, invited speaking opportunities at national meetings⁴ and invitations to deliver lectures at peer pharmacy schools.⁵

My teaching philosophy is based on the creation of a learning community by fostering small group work to supplement, or as a part of, their classroom experience. The student's mastery of a concept is cemented by having to put it in their own words. The moment students begin learning in a group they begin peer teaching by discussing concepts and solving problems. Since students in the group will grasp concepts at different rates they end up taking turns being the teacher. Since verbalizing a concept to others reinforces their own knowledge of the content their time as the peer teacher becomes a strong learning tool. As future pharmacists, providing patient education is a seminal part of their health care role. Providing them the opportunity to teach is crucial to their educational experiences in pharmacy school.

My learning-community based teaching philosophy is founded on three main points: Accessibility, Variety and Interactivity.

Accessibility: Teaching students science requires the instructor to be very cognizant of his audience. If I am talking to a class room full of freshman the onus is on me to first introduce specialist language and then immediately use new terms in a context related to familiar or everyday things. One example of this view of accessibility is relating chemistry concepts to cooking. All the students are familiar with compounds such as table salt and vinegar so I can now make the science terms of solutes, ion-dipole bond, or Henderson-Hasselbalch accessible to them with cooking examples!

With my strong interdisciplinary background I make every effort to use language and examples that will appeal to an interdisciplinary group and are accessible to all levels of learners while making a cognizant effort to avoid jargon. For example, when I am presenting my synthetic chemistry to students I will reinforce foundational concepts to explain the new concepts; however, when presenting synthetic chemistry to an audience of biologists I refer to the in vitro and in vivo applications of my compounds. My goal is always to communicate in the clearest way to reach my audience in way that enhances their experience.

Variety: It is never enough to teach students a concept once, or in only one way, and then expect them to instantly remember it forever. One of my strongest teaching traits is creating a classroom experience, often through applying best practices when utilizing innovative classroom technologies, that reaches out to visual, kinesthetic and auditory learners in a manner that introduces, reinforces and allows them to demonstrate content mastery. Engendering dialogue in the classroom and in recitation sections encourages learning as a community through discussion and provides peer teaching opportunities. This approach also allows the student to consider topics from a variety of points of view. Furthermore, offering different types of assessments, practice problems, and content delivery vehicles provides students a variety of content experiences.

Interactivity: Teaching students in a way that engages them is imperative to their grasp of a subject. As material is being presented, both in lecture and in lab, the more the students are involved the more they will take responsibility of their own learning. By asking students questions it elevates the lecture from a monologue to a dialog! This aspect of teaching is crucial to learning since the students are forced to really think about how they would explain a topic in their own words. This enables them to take ownership of the concept for themselves. When students say they understand a concept I reply with, "Great! Now explain it back to me."

My efforts in Creighton's Chemical Basis of Drug Action Course resulted in the student selected Teacher of the Year Award.⁶

Service: Volunteering time and contributing to educating the underserved is a corner stone of Creighton's Jesuit Mission. Anyone may contribute to their community by picking up trash or donating time at a homeless shelter. As faculty we are in a unique position to contribute the benefits of our education and training to have a different kind of community impact.

My approach to service has been focused on using my training in chemistry to promote vocational skill development in the underserved north Omaha community.¹ Blackburn high school is the only alternative high school in Omaha for the students that struggle with the traditional didactic approach to learning. The student population at Blackburn commonly has difficulties with their course work, behavior issues or both. The behavior issues can be severe and the students commonly have remarkable criminal records despite still being in high school. Anecdotal evidence from Blackburn instructors indicated the students' have a strong tendency to be kinesthetic learners, and due to the potential danger of tools being available for inappropriate use, there is no

significant vocational skill training at Blackburn. As a trained blacksmith and chemist I set about using my grant writing, metallo-organic chemistry and blacksmithing skills to set up a vocational job skill training program for the Blackburn students.

The program was originally set up for four students and was funded by a small grant from the Midwest Consortium for Higher Education. The curriculum was designed to follow a qualitative – quantitative approach and was based on the Kolb Learning Cycle. The students received instruction in the beginning of each period on the day's tasks. The instruction includes a demonstration of the techniques the students will be required to master as well as the science behind the metal arts. By taking this approach the forge becomes the equivalent of a laboratory for the students where the instructors can demonstrate thermodynamics, oxidation – reduction chemistry, density and conservation of mass just to name a few topics. At the end of each class the students participated in oral reflections that were intermittently recorded. At the end of the course the students could go back and watch themselves talk about how nervous they were or how they struggled with the foreign terminology and reflect on the staggering personal growth achieved during our program.

Service to the University: As a member of the Creighton University pharmacy sciences faculty I had appointments to multiple committees. For the university I have served as a proxy for the University Academic Council. The bulk of my service was for the SPAHP. As a faculty member I've served on multiple crucial department and college committees. These appointments included the "Reinstatement and Appeals" and many aspects of Curricular Development. I served on both the pharmacy program and college's assessment committees, I have helped the admissions committee as an interviewer for multiple dates every year. I also served on the Master's program admission committee and have worked on numerous sub-committees as part of developing the new curriculum. The students in the Kappa Psi pharmacy fraternity were in need of a faculty member to help with the Grand Council Deputy duties so I took on that role as well. At Manchester University I'm serving on the assessment, curriculum and educational technology committees.

Service to the Profession: The American Association of Colleges of Pharmacy (AACP) is the pharmacy educator's professional society comprised of faculty from all colleges of pharmacy with member from both the pharmaceutical sciences and pharmacy practice departments. This organization provides a forum for educators to share the advances in education that are being made at their respective schools and exhibit leadership in multiple sections as well as in special interest groups. I have been an active member since I joined the faculty at Creighton. My main focus has been the chemistry section where I worked on a State of the Section Report and I have served on programming and grant review committees. I was also the Technology in Pharmacy Education special interest group's (TIPEL SIG) Chair. I was involved in programming, the newsletter, webinars, communicating with AACP leadership, and elections. I have served on the Council of Faculties Ad-hoc task force and have assisted with other committee's as needed. I'm also a long time member of the American Chemical Society's division of Medicinal Chemistry and Chemical Education divisions.

Service to the community: As mentioned above, my community service efforts are best highlighted by my vocational job skill training program "Forge Ahead!" The program employs science, math, and history for teaching underprivileged youth blacksmithing and machine shop safety. The participants are at risk individuals from the Blackburn Alternative High school. I have funded, administrated and taught in this program for five years and it has been highlighted with University and community recognition. Furthermore, I have assisted with the Great Plains youth rugby program and have had the honor of serving on Eagle Scout review boards.

Mentoring: I have served as a mentor in many areas of academia and industry. I've mentored faculty in both clinical and bench sciences, post-doctoral fellows, and Masters of Pharmaceutical Sciences graduate students in grant writing and pursuing extramural funding from Federal agencies, foundations and University sources. I have also assisted faculty in the purposeful integration of novel classroom teaching technologies to supplement their pedagogy. These supplements have allowed faculty to create a community of learners in a unique school with a campus and asynchronous distance pathway comprising students, faculty, staff and administration. I was very excited to find out one of my pharmacy research students earned the Creighton University St. Albert's Research Day award for the Best Poster in the Clinical Sciences category.¹

In Creighton's School of Pharmacy I have mentored APPE rotation students, first- and second-year pharmacy residents through research projects resulting in published manuscripts in peer-reviewed journals². Furthermore, I have maintained masters of science student and post-doctoral fellow mentoring duties while meaningfully contributing to the pharmacy school. I was

responsible for fostering the students' understanding of both scientific techniques and experiment planning for the successful completion of their projects.

In industry I was a Senior Chemist at Eurogentec. I worked daily with technicians to teach them the techniques required to produce the highest quality custom oligonucleotides for our customers. I also gave science training seminars in-house, providing our technicians avenues to develop new skills and cross train in multiple areas. Furthermore, I worked with the sales staff to teach the processes involved in oligonucleotide synthesis so they could better represent our facilities' capabilities and production timelines.

Summary: As a faculty member I have taught diverse student populations, obtained provisional patents, continued my industrial experience, and am published in multiple fields while participating in community, university and national service. The table below is a brief summary of my accomplishments in academia from when I started in January 2008 until July 2014:

Awards & Honors	3 (Teacher of the year, Best Clinical Science Poster, Rho Chi)
Grants	30 (11 funded)
Provisional Patents	3 (2 Chemistry, 1 SoTL)
Peer-reviewed publications	12 (6 Chemistry, 3 SoTL, 3 Pharmacy)
Invited Podium & Panel Presentations	16 (13 Podium, 3 Panel)
Accepted Presentations	5 (5 regional)
Peer reviewed posters	16 (12 National, 4 Regional)
Courses Taught	10 (7 Pharmacy school, 3 Graduate)

Curriculum Vitae

Brian Henriksen, Ph.D.

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Schools Attended:

Purdue University, 2000-2005
University of Nebraska at Omaha, 1998-2000
University of Wisconsin, River Falls 1996-1998

Degrees Earned:

Ph.D., Medicinal Chemistry and Molecular Pharmacology, Purdue University 2005
B.S., Biotechnology, University of Nebraska, Omaha 2000

Professional Employment:

1. Manchester University College of Pharmacy 2014-Present
2. Creighton University Assistant Professor of Pharmacy Sciences 2008-2013
Pharmaceutical Sciences Department
3. Adjunct Professor at the University of Nebraska, Omaha 2007
Biology Department, College of Arts and Sciences
4. Associate Scientist for the Human Bio-Molecular Research Institute 2007
5. Senior Chemist at Eurogentec, North America 2005 – 2007
6. Post-Doctoral Fellow at The Scripps Research Institute 2005

Consulting and Professional Services:

- | | |
|--|------------|
| 1. Science Advisory Board for Medea Labs | 2011, 2010 |
| 2. ICW Technology | 2010-2013 |

Organizations:

- | | |
|--|--------------|
| 1. American Association of Colleges of Pharmacy (AACP) | 2008-Present |
| 2. American Chemical Society (ACS) | 2006-Present |

Fellowships and Honors:

- | | |
|--|------|
| 1. Inducted into Rho Chi Honor Society | 2011 |
| 2. Eppley Cancer Research Fellowship | 1999 |

Awards and Prizes:

- | | |
|------|---|
| 2013 | St. Albert's Research Day. Faculty advisor for the Best Student Poster - Clinical Sciences Category |
| 2010 | Teacher of the Year – Distance Pathway
Creighton University School of Pharmacy & Health Professions |
| 2001 | Albert and Anna Kniely Award for Excellence in Teaching ,
Teaching Assistant of the Year
Purdue University |

Patents:

- Brian Henriksen, James Fletcher. Lanthanide Chelates for Biological Imaging. Provisional Patent, 2013
- Brian Henriksen, James Fletcher. Disubstituted Triazoles as Novel HIV Integrase Inhibitors. Provisional Patent, 2013
- Brian Henriksen. "System and Methods for Simplified Development of Scientific Representations." Provisional Patent, 2010.
- Gibbs, Richard, Hyrcna, Christine, Henriksen, Brian, Anderson, Jessica. "Compounds and Methods for Use in Treating Neoplasia and Cancer Based Upon Inhibitors of Isoprenylcysteine Methyltransferase," Patent. 2007.

Grants - Funded:

- Title: Synthesis of Peptidomimetic Analogs of the C Terminal Region of Substance P,

Amount: \$50,900
 Sponsor: ICW Technologies (Industry/Corporation).
 Role: PI
 Effort: Not allowed
 Dates: 8/1/2011 - 9/30/2012 – Funded.

- Title: Forge Ahead: Science, Blacksmithing, and Art for Underprivileged Youth

Amount: \$65,000
 Sponsor: Sherwood Foundation.
 Role: PI
 Effort: 1% in kind
 Dates: 09/01/2011 – 05/01/2014 – Funded.

- Title: Apples to Apples Pharmacy Learning Tool, Office of Academic Excellence and Assessment. Amount: \$2,000

Sponsor: Creighton AEA Office
Role: PI
Effort: Not allowed
Dates: 04/01/2011 – 12/31/2011 – Funded.

4. Title: Computational Analysis of a Substituted Triazole Library Against Therapeutically Relevant Metalloenzymes Farnesyltransferase and HIV

Amount: \$19,200
Sponsor: Health Future Foundation
Role: PI
Effort: Not allowed
Dates: 7/1/2010 - 6/30/2012 – Funded.

5. Title: Computational Conformational Analysis of an Active Pentapeptide

Amount: \$2,300
Sponsor: Magnesium Technology.
Role: PI
Effort: Not allowed
Dates: 02/01/2010 – 12/01/2010 – Funded.

6. Title: Forge Ahead! Science, Blacksmithing, and Art for Underprivileged Youth

Amount: \$20,000
Sponsor: Sherwood
Role: PI
Effort: 1% in kind
Dates: 08/2010 – 08/2011

7. Title: Patched Up Drug Exercise

Amount: \$2,000
Sponsor: Office of Academic Excellence and Assessment.
Role: PI
Effort: Not Allowed
Dates: 04/01/2011 – 12/31/2011 – Funded.

8. Title: Forge Ahead! Science, Blacksmithing, and Art for Underprivileged Youth / Forge Ahead Equipment Grant

Amount: \$20,000 & \$4,250
Sponsor: Sherwood
Role: PI
Effort: 1% in kind
Dates: 08/2010 – 08/2011

9. Title: Computational Meta-Analysis of a Pentapeptide Involved in Magnesium Binding Deficiency.

Amount: \$2,000
Sponsor: Magnesium Diagnostic, Inc.
Role: PI

Effort: Not allowed
Dates: 10/9/2009 – Funded.

10. Title: Investigation of Novel Farnesyltransferase Inhibitors

Amount: \$20,000
Sponsor: Health Future Foundation
Role: PI
Effort: Not allowed
Dates: 7/1/2008 - 6/30/2010 – Funded.

11. Title: Making Science Accessible Through Art and Vocation, or Blacksmithing as a Novel Medium for Physical Science, Modern Art & Ignation Mission

Amount: \$1,000
Sponsor: Office of Academic Excellence and Assessment.
Role: PI
Effort: Not Allowed
Dates: 08/01/2008 – 05/01/2009 – Funded.

Grants – Submitted:

1. Title: Biologically Active Triazoles in Misfolded Protein and HIV Integrase Systems

Amount: \$2,167,500
Sponsor: National Institute of Health (Federal) – DP2 Innovators Award Program.
Role: PI
Effort: 40%
Dates: 07/2013 – 06/2018 – Not Funded.

2. Title: Full Motion Movies in Medicinal Chemistry.

Amount: \$100,000
Sponsor: Dept of Education (Federal).
Role: PI
Effort: 15%
Dates: 01/2013 – 12/2013 Submitted – Not Funded.

3. Title: Development of 1, 2, 3-Triazole-Based Farnesyltransferase Inhibitors

Amount: \$289,000
Sponsor: National Institutes of Health (Federal) –R15.
Role: PI
Effort: 1.5 Calendar months
Dates: 01/2013 - 12/2014 - Submitted – Not Funded.

4. Title: Improving Fatty Acid Purification and Characterization From Blood Samples,

Amount: \$10,000

Sponsor: Presidents Grant for Translational Research.
Role: PI
Effort: Not allowed
Dates: 02/01/12 – 12/31/2012 – Submitted – Not Funded.

5. Title: Chelated Lanthanide Complexes as Novel Fluorescent Pulmonary Probes

Amount: \$361,250
Sponsor: National Institutes of Health (Federal).
Role: PI
Effort: 15%
Dates: 7/1/2012 - 6/30/2014 – Submitted – Not Funded.

6. Title: Chelated Lanthanide Complexes as Novel Fluorescent Pulmonary Probes

Amount: \$79,638
Sponsor: American Lung Association (Foundation/Association).
Role: Investigator
Effort: Not allowed
Dates: 7/1/2012 - 6/30/2014 – Submitted – Not Funded.

7. Title: Correlation of Fatty Acid Ratios with C-Reactive Protein Levels in Cancer Patients

Amount: \$49,972
Sponsor: National Organization for Rare Disorders (Foundation/Association).
Role: PI
Effort: Not allowed
Dates: 12/1/2011 - 11/30/2012 – Submitted – Not Funded.

8. Title: Correlation of Fatty Acid Ratios with C-Reactive Protein Levels in Cancer Patients

Amount: \$100,000
Sponsor: State of Nebraska-LB692 (State).
Role: PI
Effort: Not Allowed
Dates: 7/1/2011 - 6/30/2012 - Submitted – Not Funded.

9. Title: Pulmonary Delivery of Organometallic Complexes for Malignant Mesothelioma

Amount: Letter of Intent Not Accepted
Sponsor: U.S. Department of Defense (Federal).
Role: Co-Investigator
Effort: Not applicable
Dates: 6/1/2011 - 5/31/2012 - Submitted – Not Funded.

10. Title: Employing the Substituted Triazoles in Small Molecule Therapeutics

Amount: \$80,000
Sponsor: State of Nebraska -LB595 (State).
Role: PI
Effort:

Dates: 7/1/2010 - 6/30/2012 - Submitted – Not Funded.

11. Title: Investigating ICMT as a Target for Ras-Based Cancer

Amount: \$289,000

Sponsor: National Institutes of Health (Federal) 1R15CA151028-01.

Role: Co-Investigator

Effort: 15%

Dates: 4/1/2010 - 3/31/2013 - Submitted – Not Funded.

12. Title: Investigation of the Substituted Triazole in Cancer and HIV,

Amount: \$56,400

Sponsor: State of Nebraska-LB692 (State).

Role: PI

Effort: Not allowed

Dates: 7/1/2010 - 6/30/2011 - Submitted – Not Funded.

13. Title: Development of 1, 2, 3-Triazole-Based Farnesyltransferase Inhibitors

Amount: \$215,280

Sponsor: National Institutes of Health (Federal) - 1R15GM087659-01 (MPI).

Role: Co-Investigator

Effort: 10%

Dates: 5/1/2009 - 4/30/2012 - Submitted – Not Funded.

14. Title: Chelating Inhibitors of KRAS Maturation: A New Approach to Developing Pancreatic Cancer Chemotherapeutics,

Amount: \$66,905

Sponsor: Lustgarten Foundation for Pancreatic Cancer (Foundation/Association).

Role: PI

Effort: 10%

Dates: 1/1/2009 - 12/31/2009 - Submitted – Not Funded.

15. Title: Hammer, Heart and Science – Blacksmithing for Underprivileged Youth,

Amount: \$10,000

Sponsor: Omaha Community Foundation (Foundation/Association).

Role: PI

Effort: 0%, Equipment Grant.

Dates: 5/1/2009 - 4/30/2010 - Submitted – Not Funded.

16. Title: Disruption of Oncogenic RAS Signaling Through Small Molecule Intervention

Amount: \$80,000

Sponsor: State of Nebraska-LB595 (State).

Role: PI

Effort: Not allowed

Dates: 7/1/2009 - 6/30/2011 - Submitted – Not Funded.

17. Title: MRI: Acquisition of A High-Resolution Mass Spectrometer

Amount: \$299,000

Sponsor: National Science Foundation (Federal) (CO-PI).

Role: Investigator

Effort: 0%, Equipment Grant.

Dates: 10/1/2009 - 9/30/2012 - Submitted – Not Funded.

18. Title: Small Molecule Investigation and Disruption of RAS Maturation

Amount: \$20,000

Sponsor: American Association for Cancer Research (Foundation/Association).

Role: PI

Effort: 10%

Dates: 7/1/2008 - 6/30/2010 - Submitted – Not Funded.

19. Title: Development of Novel Inhibitors of ICMT to Disrupt RAS Based Cancer

Amount: \$10,000

Sponsor: Prevent Cancer Foundation (Foundation/Association).

Role: PI

Effort: 10%

Dates: 7/1/2008 - 6/30/2010 - Submitted – Not Funded.

Scholarship - Articles:

1. **Brian Henriksen** and Amanda Nepl. Full-motion videos: Bringing abstract chemical concepts to life in the classroom. *Currents in Pharmacy Teaching and Learning*. 2014, 6 380-385
2. Niranjan Kathe, **Brian Henriksen**, and Harsh Chauhan. Physicochemical characterization techniques for solid lipid nanoparticles: principles and limitations. *Drug Development and Industrial Pharmacy*. 2014, 40(4) 1-11.
3. Christine Stork and **Brian Henriksen**. CH_744 LSD. Encyclopedia of Toxicology Edit by Phil Wrexler. 2013.
4. Mason Bucklin, Christine Groth, and **Brian Henriksen**. CH_751 Metronidazole Encyclopedia of Toxicology Edited by Phil Wrexler. 2013.
5. Amruta Indapurkar, **Brian Henriksen**, Justin Tolman, James Fletcher. Evaluation of Triazole-Chelated Lanthanides as Chemically Stable Bioimaging Agents. *Journal of Pharmaceutical Sciences*. 2013, 102(8). Pg's 2589-2598
6. Amy Pick, **Brian Henriksen**, Bill Hamilton, Mike Monahan. Essential Information for Mentoring Students Interested in Residency Training. *Currents in Pharmacy Teaching and Learning*. 2013, 5(6).
7. Andrew Cohen, April Smith, **Brian Henriksen**. Retrospective Analysis of On-Cue Analgesic Delivery System for Bariatric Patients. *Hosp Pharm* 2013;48(6):1-5.
8. **Brian Henriksen**, Victoria Roche "Creation of Medicinal Chemistry Learning Communities Through Enhanced Technology and Interdisciplinary Collaboration" *AJPE*, 2012; 76(8) Art. 158
9. Sarah Norris Tyson, Jennifer Kopanic, Richard Lomneth, **Brian Henriksen** "Structural Aspects of Antimalarial Ozonide Cytotoxicity" *JoPCR*, 2012; 4(4) pg 2012-2020
10. April Puhl, PharmD, **Brian Henriksen**, Ph.D , Andrew Cohen "Pharmacokinetic Challenges in the Roux-en-Y Gastric Bypass (RYGB) Patient." *AJHP*. Vol 68 (2011) pg 2241-2247
11. Naser Z. Alsharif, PharmD, PhD, and **Brian Henriksen**, PhD "Electronic Integration of Prerequisite Course Content" *American Journal of Pharmaceutical Education* 2009; 73 (8) Article 150.
12. James L. Donelson, Heather B. Hodges-Loaiza, **Brian S. Henriksen**, Christine A. Hrycyna,‡ and Richard A. Gibbs "Solid-Phase Synthesis of Prenylcysteine Analogs" 2009 *Journal of Organic Chemistry*

13. J. L. Donelson, H. B. Hodges, D. D. MacDougall, **B. S. Henriksen**, C. A. Hrycyna, R. A. Gibbs "Amine substituted farnesyl cysteine analogs as inhibitors of human isoprenylcysteine carboxymethyltransferase" (2006) *Bioorg. Med. Chem. Lett.*, 16, 4420-4423.
14. **B. S. Henriksen**, T. J. Zahn, J. D. Evanseck, S. M. Firestine,* and R. A. Gibbs* "Structure-Based Evaluation of FTase Alternative Substrates: Computational and Conformational Insight into a Novel Enzyme Binding Pocket" (2005) *J. Chem. Inf. Mod.* 45, 1047-1052.
15. J. L. Anderson, **B. S. Henriksen**, R. A. Gibbs,* and C. A. Hrycyna* "The Isoprenoid Substrate Specificity of Isoprenylcysteine Methyltransferase: Development of Novel Competitive Inhibitors." (2005) *J. Biol. Chem.* 280, 29454–29461.
16. **B. S. Henriksen**, J. L. Anderson, C. A. Hrycyna, and R. A. Gibbs* "Synthesis of desthio prenylcysteine analogs: sulfur is important for biological activity" (2005) *Bioorg. Med. Chem. Lett.* 15, 5080-5083.

Scholarship – Invited Podium and Panel Presentations:

1. Henriksen, B. Pie Lab Presentation. A Discussion of Blacksmithing and Racial Diversity in Omaha, 2013
2. Henriksen, B. "Technology Utilization for Active Learning and Teaching" Presentation to UNE College of Pharmacy. Portland, ME 2012
3. Henriksen, B. "Full Motion Videos" Presentation at American Association of Colleges of Pharmacy Annual meeting for the Chemistry Section. Orlando, FL 2012
4. Henriksen, B et al. "Electronic Exams" Panel Presentation to Creighton University School of Pharmacy and Health Professions. Omaha, NE 2012
5. Henriksen, B et al. "Mentor Utilization in a Distance Pathway" Panel Presentation to Creighton University School of Pharmacy and Health Professions. Omaha, NE 2012
6. Henriksen, B. "HIV Inhibitors" Presentation to Dr. Micheal Belshan's research group. Omaha, NE 2012
7. Henriksen, B. "Innovations in Teaching Technology: A Millennial Professor's Perspective." Presentation at American Association of Colleges of Pharmacy Annual meeting for the Chemistry Section, San Antonio, TX, 2011.
8. Henriksen, B. "Opioids." Guest Medicinal Chemistry Lectures, South University School of Pharmacy, 2011.
9. Henriksen, B. "Best Practices in Technology in the Classroom." Presentation at the Creighton Pharmacy Assessment Retreat, 2011.
10. Henriksen, B. "Innovations in Teaching Technology: A Millennial Professor's Perspective." Presentation at the University of Montana, Missoula, 2010.
11. Henriksen, B. "Responseware: In Class Personal Response." Presentation at the Pharmacy Assessment Retreat, 2010.
12. Henriksen, B. "MOE 3D Movies as Visual Aids in the Classroom." Oral presentation at CCG's user group meeting, 2010.
13. Henriksen, B. "Blacksmithing as a Mechanism to Teach Science, Vocational Skills and Art to Underprivileged Youth." Presentation for Cardoner Service Learning Group, 2010.
14. Henriksen, B. "We Eat Our Dead." Presentation to the Creighton Physical Therapy Sports Club, 2009
15. Henriksen, B. "Small Molecule Chemotherapeutics Made Easy." Presentation at the Bemis Center for Contemporary Arts, Omaha, NE, 2008.
16. Henriksen, B. "AFC Analogs as Icmt Inhibitors: Synthesis of Active Prenylcysteines." Presentation at the University of Nebraska-Omaha, Omaha, NE, 2008.

Scholarship – Accepted Presentations and Panels

1. Henriksen, B. "Prion Visualization and Inhibition" Accepted Presentation to the Prion Research group at Creighton University. Omaha, NE 2012
2. Henriksen, B. "Team Building & Understanding Calling." Accepted Facilitator at the P1 Retreat, 2011.
3. Henriksen, B. "How Did My Calling Land Me Here?" Oral presentation and Facilitator at the P1 Retreat, 2010
4. Henriksen, B. "Investigating Isoprenylcysteine Carboxyl Methyltransferase (Icmt) as a Target for Ras-Based Cancer." Accepted Presentation to Creighton's Biomedical Sciences Department, 2009.
5. Henriksen, B. "Bridging Chemistry and Biology: Development and Screening of Novel Inhibitors of the K-Ras Maturation Pathway." Accepted Presentation to the Molecule Biology Group, Creighton University, Omaha, NE, 2008.

- Henriksen, B. "Synthesis and Biological Evaluation of Isoprenoid-Based Icmt Inhibitors." Oral presentation at the Mid-Atlantic Graduate Student Symposium, 2004.

Scholarship – Poster Presentations:

- Margarita V. DiVall; Jennifer Danielson; Christian Albano; Gina Baugh, Kathleen Besinque; Brian Henriksen; Ana Hincapie ; Luke Rice; Deborah Sturpe, Terri Warholak. Improving collaboration among AACP members: Recommendations from the Council of Faculties Consortia and Collaborations Taskforce. AACP Annual meeting. 2014.
- Kathe, N., Haas, E., Chauhan, H., Fujita, J., Henriksen, B. Synthesis and Holistic Characterization of Essential Amino Acid Complexes. AAPS Annual Meeting. 2013
- Kathe, N., Haas, E., Chauhan, H., Fujita, J., Henriksen, B. Synthesis and LC-MS Characterization of Essential Amino Acid Complexes. American Chemical Society Mid-West Regional Meeting. 2013
- Fletcher, J., Henriksen, B., Indapurkar, A. "Alternate Ligand Synthesis and Characterization" Accepted. Poster and Abstract. American Chemical Society Annual Meeting. New Orleans, LA 2012
- Henriksen, B. "Forge Ahead! Bringing Science, Art and Vocational Skills to Students of All Types" Invited Poster Presentation at Creighton's All Things Ignation Event, 2012.
Indapurkar, A., Patel, D., Henriksen, B. "Polar Fluorescent Complex Characterization" Accepted. St. Albert's Day, Creighton. Omaha, NE 2012
- Huynh, K., Henriksen, B. "Computational Studies of FTase" Accepted. St. Albert's Day, Creighton. Omaha, NE 2012
- Indapurkar, A., Henriksen, B., Tolman, J. "Fluorescent Probes in Cellular Studies" Accepted Poster and Abstract. AAPS Annual Meeting. Chicago, IL 2012
- Patel, D., Henriksen, B., Tolman, J. "Polar Fluorescent Complex Characterization" Accepted Poster and Abstract. AAPS Annual Meeting. Chicago, IL 2012
- Henriksen, B. "Forge Ahead! Blacksmithing as a Means for Teaching Science, Art, and Job Skills." Invited Poster Presentation at Creighton's All Things Ignation Event, 2011.
- A.Indapurkar, B. Henriksen, J. Tolman, J.T. Fletcher. "Characterization of Lanthanide Metal Ion Chelates by Electrospray Ionization Mass Spectrometry and Fluoresce Spectroscopy." American Association of Pharmaceutical Scientists Annual Meeting, Washington, D.C., October 23-27, 2011.
- Henriksen, B., Sigvartsen, K. "Similarity Analysis of a Biologically Active Peptide." CCG's User Group Meeting, Montreal, Canada 2010.
- Mcgonigal, K., Henriksen, B., Fletcher, J., "Synthesis & Evaluation of 1,2,3-Triazole Analogs in Inhibition of FTase and HIV Integrase." Creighton University St. Alberts Day, April 29, 2010.
- Alsharif, N. and Henriksen, B. "Evaluation of Electronic Integration of Prerequisite Information on Second Year Doctor of Pharmacy Student Learning." American Association of Colleges of Pharmacy Annual Meeting, Boston, MA, July 18-22, 2009.
- Henriksen, B. "*Development of 1,2,3-Triazole-Based Farnesyltransferase Inhibitors.*" Creighton University St. Alberts Day, April 5, 2009.
- Alsharif N. and Henriksen, B. "Personal Response System Sessions: Lessons Learned." American Association of Colleges of Pharmacy Annual Meeting, Chicago, IL, July 20, 2008.
- Henriksen, B. "Synthesis and Biological Evaluation of Isoprenoid-Based Icmt Inhibitors." Spring National American Chemical Society Meeting, 2004.
- Henriksen, B. "Isoprenoid substrate specificity of isoprenylcysteine carboxyl methyltransferase: Development of novel competitive inhibitors." Mid-Atlantic Graduate Student Symposium, 2003.
- Henriksen, B. "Isoprenoid substrate specificity of isoprenylcysteine carboxyl methyltransferase: Development of novel competitive inhibitors." Spring National American Chemical Society Meeting, 2003.

Teaching – Pharm. D Program

Course: PHA337 – Chemical Basis of Drug Action (Med. Chem.)

Level: PharmD course – required

Semester hours: 2.5

Role: Instructor (2008,2009,2012), Instructor of Record (2010,2011)

Section	<u>Approximate Number of Students</u>						<u>Totals</u>
	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	
Campus	110	110	110	110	110	110	660
Distance	55	55	65	65	65	65	370
Totals	165	165	165	175	175	175	1,030

Course: PHA447 – Chemical Basis of Drug Action (Med. Chem.)

Level: PharmD course – required

Semester hours: 2.5

Role: Instructor (2008,2009,2012), Instructor of Record (2010,2011)

Section	<u>Approximate Number of Students</u>						<u>Totals</u>
	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	
Campus	110	110	110	110	110	110	660
Distance	55	55	65	65	65	65	370
Totals	165	165	165	175	175	175	1,030

Course: PHA391 – Scientific Foundation of Drug Action

Level: PharmD course – elective

Semester hours: 2

Role: Instructor of Record (2011,2012, 2013)

Section	<u>Approximate Number of Students</u>			<u>Totals</u>
	<u>2011</u>	<u>2012</u>	<u>2013</u>	
Campus	80	60	60	200
Distance	25	20	20	65
Totals	105	80	80	265

Course: PHA342 – Pharmacy Skills Laboratory

Level: PharmD course – Required

Semester hours: 1

Role: Instructor 2012

Section	<u>Approximate Number of Students</u>		<u>Totals</u>
	<u>2011</u>	<u>2012</u>	
Campus	110	110	220
Distance	0	0	0
Totals	110	110	220

Course: PHA352 – Pharmacy Skills Laboratory

Level: PharmD course – Required

Semester hours: 1

Role: Instructor

Section	<u>Approximate Number of Students</u>	<u>Totals</u>
	<u>2012</u>	

Campus	110	110
Distance	0	0
Totals	110	110

Course: PHA535 – APPE Academic Rotation

Level: PharmD course – Elective

Semester hours: 1

Role: Instructor of Record

Section	<u>Approximate Number of Students</u>			<u>Totals</u>
	<u>2010</u>	<u>2011</u>	<u>2013</u>	
Campus	2	4	1	7
Distance	0	0	0	0
Totals	2	4	1	7

Course: PHA399 – Independent Research

Level: PharmD course – Elective

Semester hours: 2

Role: Instructor of Record

Section	<u>Approximate Number of Students</u>			<u>Totals</u>
	<u>2008</u>	<u>2009</u>	<u>2012</u>	
Campus	1	1	1	3
Distance	0	0	0	0
Totals	1	1	1	3

Teaching – Master’s Graduate Programs**Course:** MPS602 – Analytical Aspects of Pharmacy Sciences

Level: MPS course – Required

Semester hours: 2 + 1 lab

Role: Instructor

Section	<u>Approximate Number of Students</u>				<u>Totals</u>
	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	
Campus	5	3	7	5	20

Course: MPS792 – Journal Club

Level: MPS course – Required

Semester hours: 1

Role: Instructor (2012), Instructor of Record (2008, 2009, 2010)

Section	<u>Approximate Number of Students</u>						<u>Totals</u>
	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	

Campus	3	4	5	3	7	5	27
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Course: MBS740 – Business Pharmacology**Level:** MPS course – Required**Semester hours:** 3**Role:** Instructor**Approximate Number of Students**

Section	<u>2010</u>	<u>2011</u>	<u>Totals</u>
Campus	16	16	32

Graduate Student Thesis Advisor/Co-Advisor 2013 - 2008
 -4 Masters students – Creighton Pharmacy Masters Program

Graduate Student Committee Member 2013 - 2011
 -1 Ph.D student - Medical Micro Biology Program

Faculty Development at Creighton University:

1. Kroger Pharmacy Site Visit 2014
2. Student Integrity Lapses Town Hall 2012
3. New Horizons in Research Imaging: IBIF Conference 2012
4. Weekly meetings with Faculty mentors Victoria Roche & Victor Padron 2013 - 2008
5. AACP Annual Meetings 2011-10, 2008
6. Games and Game Mechanics in Education, GenCon, Indianapolis, IN 2011, 2009-08
7. Chemical Computing Group International User Group Meeting 2010, 2009
8. Molecular and Cellular Biology Grant Pre-Review Group 2010 - 2008
9. Ignation Value Summer Course 2010
10. Small Group Instructional Diagnostic 2010
11. American Chemical Society Nation Meeting –New Orleans 2009
12. Mass Spectrometer User Group meeting 2009
13. Second Life Demonstration. Using virtual worlds to impart information 2009
14. Therapy with Pediatric Patient in the Dominican Republic - 2009
 - a. Cultural and practical implications
15. Ignation Traditions 2009
16. Blue Café Learning Management System Training 2009
17. Ignation Tradition, Spirituality, Pedagogy and Practical Application 2009
18. Grant Writing Workshop hosted by Creighton's Grants Administration 2008
19. iLinc Webinar: Make your remote presentations better than being there 2008

Service:**University - Creighton**

University Academic Council Proxy 2011 - 2009

School - Manchester University

1. Curriculum Committee 2013
2. Assessment Committee 2013
3. Educational Technology Committee 2013

School – Creighton University

- | | |
|---|-------------|
| 1. Reinstatement and appeals committee | 2013 - 2011 |
| 2. Pharmacy Assessment Committee | 2013 - 2008 |
| 3. School of Pharmacy and Health Professions Assessment Committee | 2013 - 2008 |
| 4. Admissions – Pharmacy Candidate Interviews | 2013 - 2008 |
| 5. Judge for the University of Nebraska, Omaha Biochemistry student posters | 2013 - 2008 |
| 6. Graduate Admissions Committee for the Masters of Pharmaceutical Sciences | 2011, 2010 |
| 7. Pharmacy Rotation Fair Participant | 2011, 2010 |
| 8. Grand Council Deputy for the Kappa Psi pharmacy Fraternity | 2011 |
| 9. New Curriculum planning for the Pharmacy Skills Laboratory | 2010 |
| 10. New Curriculum Sequencing Medicinal Chemistry and Pharmacology | 2010 |
| 11. Pharmacy New Faculty Candidate Interviews | 2010, 2009 |

Professional

- | | |
|---|-------------|
| 1. AACP Council of Faculty Ad-Hoc Task Force | 2013 |
| 2. AACP Chair Technology in Pharmacy Education SIG | 2013 - 2012 |
| 3. AACP Grant Reviewer | 2013 - 2012 |
| 4. AACP State of the Section Committee Member for the Chemistry SIG | 2012 |
| 5. AACP Programming Committee for the Chemistry SIG | 2011 |
| 6. Reviewer for the Canadian Journal of Pharmacology | 2011 |
| 7. Member of Kappa Psi Pharmacy Fraternity | 2011 |
| 8. Member of Rho Chi Honor Society | 2011 |

Community

- | | |
|--|-------------|
| 1. Creator, Instructor, grant writer and administrator for the underprivileged youth blacksmithing program in association with Blackburn High School & Loken Forge | 2013 – 2008 |
| 2. Sgt. At Arms for the Greater Omaha Area Touring Side Rugby Club | 2011 |
| 3. Great Plains Youth Rugby Board Member | 2009 |

Appendix Files:

Teaching Evaluation Comments:

Henriksen Teaching Evaluation – Representative Testimonials from Teaching Evaluations

PHA337 and PHA447 Medicinal Chemistry - Campus and Distance Students

I liked dr. henriksen, he has a true concern in his students.

I really appreciate Dr. Henriksen coming on Sundays to review and answer questions as well as being at the review sessions. He was very interested in our success. It was also nice that he tried to make it easier for different learning styles to learn by showing things in different ways

Good professor...really good at helping students and answering questions! Did not include extra information that wasn't necessary...Test questions were very fair as well...definitely a good professor.

Dr. Henriksen's movies of molecules helped students to visualize the concepts that Dr. Henriksen presented in class.

Dr. Henriksen has these hypothetical structures which he coins 'dr. snake oil'. They are kind of infamous for their difficulty. I however, enjoyed these questions and thought they were easy. As long as you understood the pharmacology/SAR and applied it they were easy.

This is a fantastic course! It provides the chemistry backing that will allow us as pharmacists to deduce drug structure and determine function. I have found this course very informational, very beneficial, but also very challenging! Between Dr. Henriksen and Dr. Roche, this class is VERY well managed and both professors are very dedicated to this course and student success!

PHA391 Scientific Foundation of Drug Action

This course was really fantastic. There were a few minor glitches and hiccups to figure out along the way, but I really enjoyed this class. I felt like it gave me a clear and comprehensive review of some chemistry that I haven't thought about in awhile, as well as a fairly in-depth introduction to what I am going to be seeing in the coming years. I loved participating "live" in the course (I'm a distance student) - it gave me a sense of unity and participation that I don't feel with my other courses. I really like how dedicated the professors were to our success and participation even though it meant more work for them on the technical side of things. I liked the team work part of the course as well.

Wow, Dr. Henriksen was a really wonderful teacher. He was obviously dedicated to our learning, making sure we had the best technical and staff support online so we could ask our questions and make sure we were following along. I could tell how dedicated he was to our learning and was really grateful for it. He did a great job of making this class as easy as it could be with such difficult material

MPS – 792 Journal Club

He examined my presentation at close quarters and gave me a thorough feedback on the smallest of events. His evaluations and suggestions helped me to improve a lot.

Dr. Brian Henriksen was very helpful in guiding me over the minute details that has to be taken care of while presenting the scientific paper.