

Strategic Plan

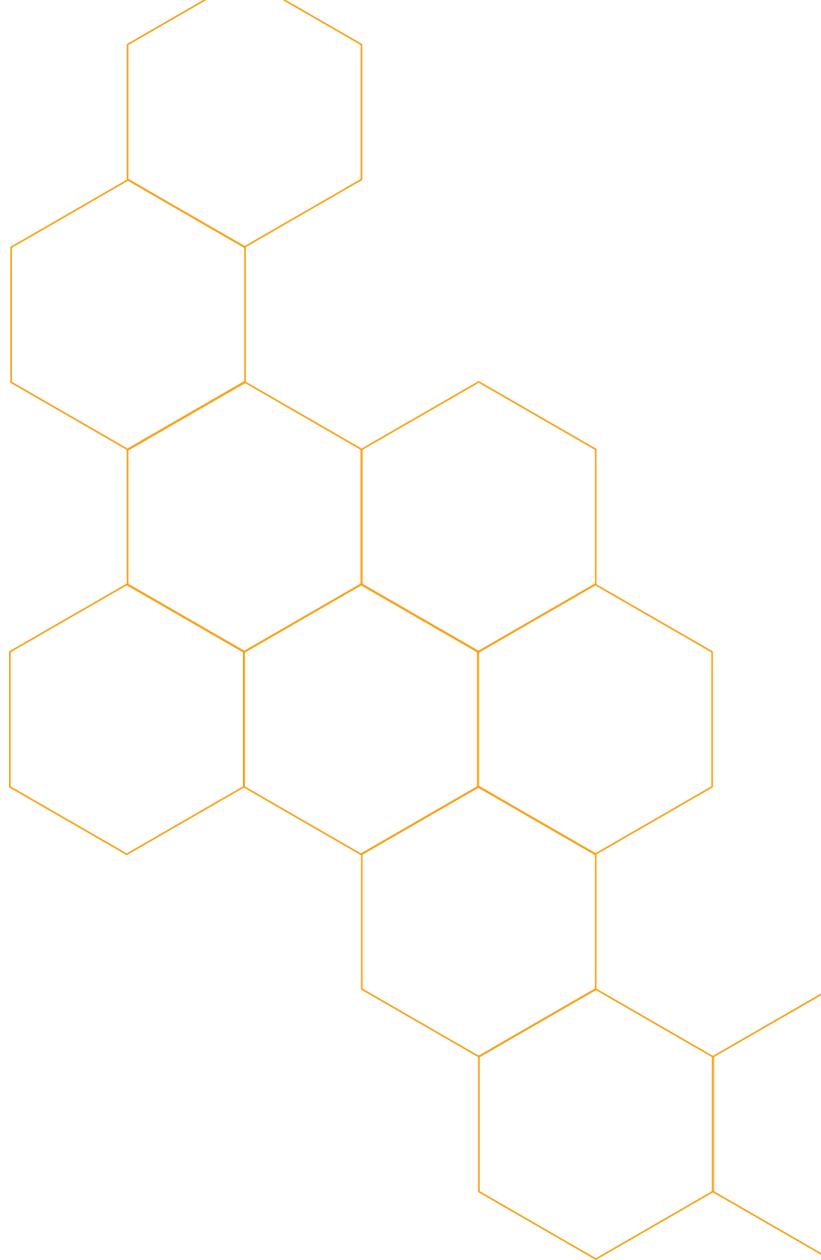
COLLEGE OF PHARMACY

UNIVERSITY OF MINNESOTA

Driven to DiscoverSM

2017-2022





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Dear College of Pharmacy Faculty, Staff, Alumni and Friends

I am pleased to present the College of Pharmacy 2017-2022 Strategic Plan, which has evolved over several months of work.

In spring 2016, I asked faculty and staff in different areas of the college to present lists of the top issues they believed the college will face in the next few years. The process of developing the plan evolved over the next eight to 10 months with wide involvement from faculty, staff, students and pharmacist stakeholders. The details of this process are outlined on page 6.

I'd like to note that there was some discussion of "why now?" since earlier in 2016 I also announced my retirement as dean. However, the college was due a new strategic plan and we felt it was important to present dean candidates with a picture of the college's goals. We did not, however, take the plan all the way to specific strategies. Each goal has a background statement that points to strategies.

Moving forward, detailed strategies and prioritization will be developed annually during our compact process. That keeps the strategic plan a living document that guides our annual plans, budget requests and decisions, and allows some flexibility as opportunities arise or circumstances change over the five-year period. It also allows the new dean's priorities to influence the process.

I would like to thank the faculty, staff and students, as well as preceptors, alumni and professional colleagues who participated in the strategic planning process. I greatly appreciate your input, enthusiasm and participation.

The 2017-2022 Strategic Plan lays out an ambitious path for the College of Pharmacy. I count on your continued input to help steer the college through another successful five-year plan.

Best wishes,



Marilyn K. Speedie, Ph.D.

Dean

University of Minnesota College of Pharmacy

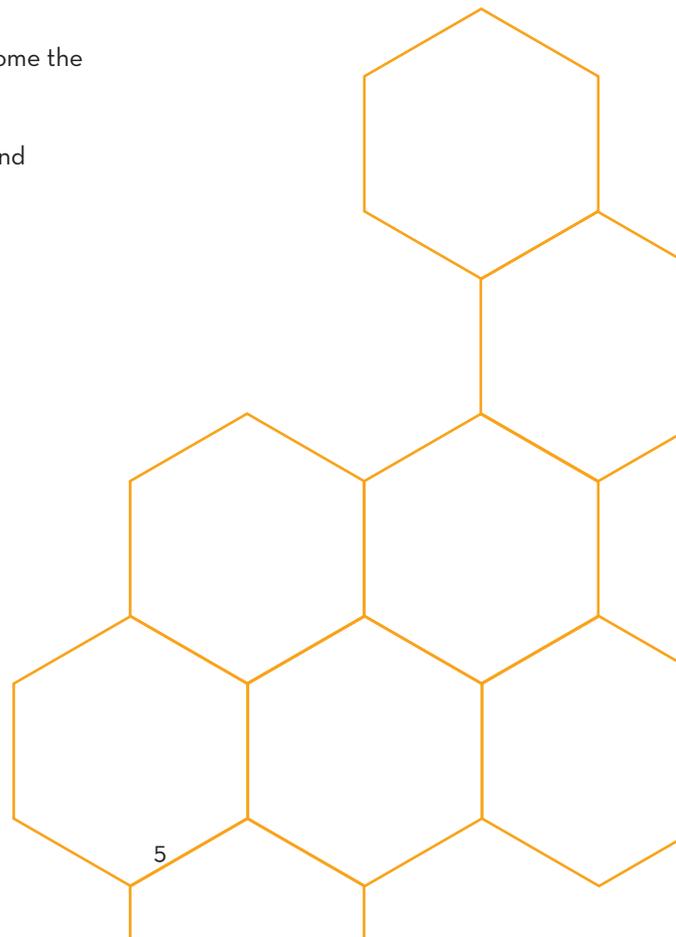
Our Mission

The College of Pharmacy improves health through innovative education, pioneering research, and interdisciplinary practice development that attends to the diverse needs of the people of Minnesota and the world.

Our Vision

The University of Minnesota College of Pharmacy will be a leader that enhances health in Minnesota, the nation and around the globe through innovation in pharmacy education, research and practice. We will:

- Nurture exceptional and visionary pharmacy thought leaders rooted in a culture of excellence and innovation in education, research, practice and community engagement.
- Provide a dynamic educational experience to a high-achieving, diverse student body, thus empowering them to become leaders in patient-centered, interprofessional care.
- Lead innovative research in pharmaceutical sciences and patient care through embracing the value of interdisciplinary work.
- Cultivate relationships with patients, decision makers, practitioners, and other key stakeholders to meet changing needs, model patient-centered care, and shape the evolving health care system.
- Prepare graduate students, residents and post-doctoral fellows to become the next generation of scientists, advanced practitioners and educators.
- Foster a culture of inclusivity that attracts and retains an outstanding and diverse faculty and staff.



Evolution

The College of Pharmacy 2017-2022 Strategic Plan is the result of several months of work.

In spring 2016, a faculty and staff retreat was held to identify critical issues and identify broad goals. The mission and vision statements were also developed at this retreat.

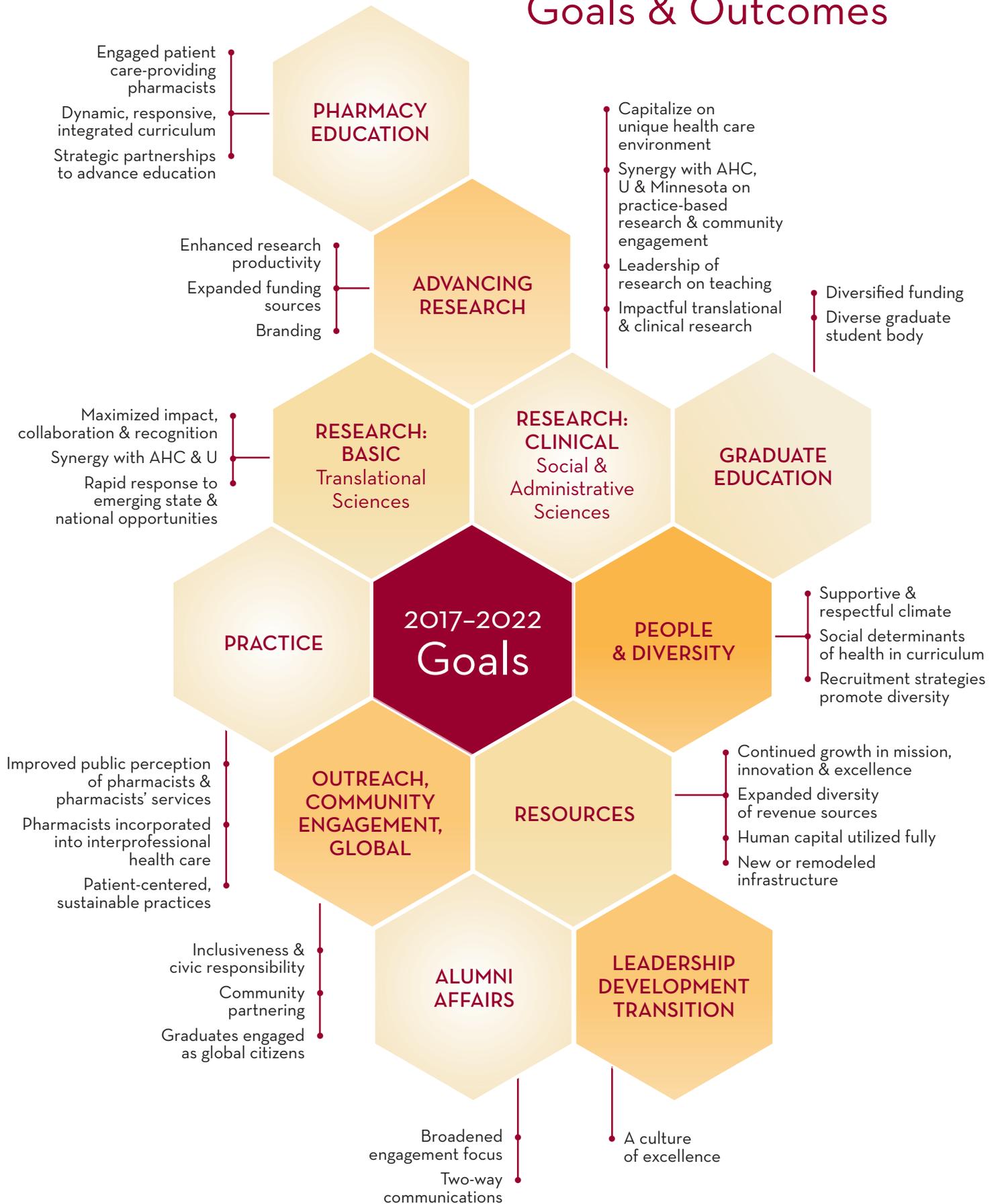
Eleven subcommittees – including faculty, staff, students and alumni – were then formed to work on goals in 11 areas. These areas were identified at the strategic planning retreat and through examination of key external themes identified by the college's Board of Advisors.

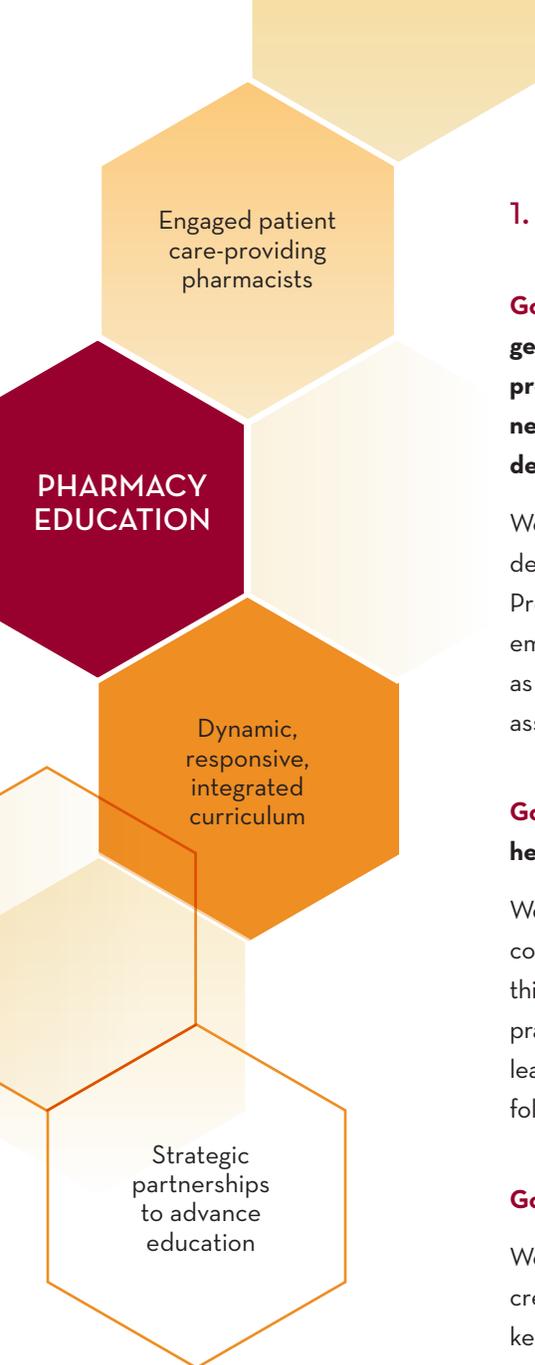
Throughout the summer and fall, the subcommittees met a minimum of two times in person and also worked outside of the committee meetings to further refine goals and paragraphs. The output from the subcommittee work included goal statements and supporting paragraphs that provide direction for the strategic planning goals.

Draft statements were presented at an October 2016 all-college retreat. Feedback and suggestions for modifications were discussed. All goals were voted on "in principle" at that retreat with unanimous support for all 31 drafted goals.

After minor edits, the strategic plan was voted on and approved at an all-faculty meeting in January 2017.

Goals & Outcomes





1. Pharmacy Education

Goal 1: Recruit and matriculate candidates with high potential to graduate as engaged, generalist pharmacist practitioners* who are patient care providers and change agents, prepared to practice interprofessionally across diverse practice settings to meet the needs of patients and communities, as well as pursue post-graduate training/dual degree programs.

We will engage in strategic hiring of a diverse faculty and faculty development, preceptor development, and thoughtful recruitment of a diverse pool of candidates to our Pharm.D. Program. Student development will be based in a patient care practice model that emphasizes leadership and interprofessional communication. Graduates will be prepared as generalist practitioners who are able to pursue further specialty training. Longitudinal assessment of the curriculum is essential to meeting this goal.

Goal 2: Cultivate a dynamic, cutting-edge, integrated curriculum responsive to a changing health care environment and changing patient/population health needs.

We will focus on continuous quality improvement process to ensure an innovative, responsive, contemporary pharmacy curriculum in which evidence-based teaching is practiced. To achieve this standard, we will seek input from a variety of stakeholders adapting the curriculum to practice changes. Our faculty will engage in educational initiatives aimed at improving student learning. The outcome will create a focused, deliberate, and systematic curricular innovation followed by rigorous evaluative research and dissemination of outcomes.

Goal 3: Develop and expand strategic partnerships for advancing pharmacy education.

We will be strategic and proactive in our partnerships, identifying the strongest, most creative collaborators that advance the college's vision for practice and education in key focus areas including, but not limited to, global health, mental health, rural practice, leadership, interprofessional education and practice. Also, partnerships that support professional education may be internal, within the Academic Health Center, with local groups and organizations, or with other schools, institutions or agencies within the U.S. or internationally that may allow our students to engage in stretch experiences that expand their vision of future employment opportunities. A well-educated pharmacy technician workforce will support the vision of pharmacists as providers in any setting.

* The generalist practitioner is a clinician who provides continuing, comprehensive, and coordinated pharmaceutical care to patients regardless of age, gender, disease state, or drug treatment. The generalist considers the appropriateness of all aspects of drug therapy and addresses all of the drug therapy problems of each patient with the same standard of care. Care given by a pharmacy generalist is essential to patients in all health care settings. The generalist practitioner takes responsibility for the delivery of pharmaceutical care as an integral member of the patient's interprofessional health care team. The pharmacy generalist utilizes the expertise of specialists for the resolution of specific, complex drug therapy problems while maintaining the ongoing care of the patients. [Note: this definition will need regular review and updating as necessary]

2. Advancing Research

Goal 1: Expand overall support for the research enterprise at the College of Pharmacy.

We will have services, resources and facilities that enhance research productivity. This includes expanding administrative support for grant applications, attracting and retaining top researchers, adding endowed chairs, identifying funding mechanisms by which faculty can maintain and grow their research programs, continuously supporting technologies for research, keeping faculty updated about how to navigate the research enterprise, and enhancing communication with faculty about the resources available to support researchers in writing grants. We will foster collaborative and interprofessional research that reaches across laboratories, departments and campuses, and within the AHC, the Mayo Clinic, the Hormel Institute, local health care institutions, and outside UMN.

Goal 2: Identify unexplored or under-explored funding sources, and cultivate and strengthen existing connections between researchers and funding sources and across campuses.

We will assist in establishing relationships with funding sources and face-to-face meetings between faculty and potential funding sources. These would include federal (i.e. NIH, NSF, etc.) and state funding sources, as well as private foundations, community, NPO, and pharmaceutical industry sources. We must initiate and maintain a broad-based program to identify new and broadening potential funding opportunities and keep faculty informed as to their suitability and availability.

Goal 3: Develop a “brand” for the College of Pharmacy, and publicize our intellectual capital to target audiences.

Our brand will emerge as we summarize current research strengths in the college, and assemble and publicize a list of experts in these fields. This will assist in attracting new faculty, scientific staff, and outstanding students to the college. We will increase our visibility by nominating faculty and students for national awards, and provide resources to increase faculty participation in research conferences and workshops. The college will also work closely with local and national media to promote key research breakthroughs, and expand its role in relevant national and international organizations.



3. Areas of Research *Basic/Translational Sciences*

Goal 1: Prominently feature and capitalize upon our unique strengths in basic pharmacy-based research in order to maximize impact, collaboration, and recognition.

Basic research disciplines rooted in pharmacy represent areas of expertise distinct from those centered in other health science professions. By promoting our strength in these areas, we can attract interdisciplinary collaboration and create ongoing and new revenue streams to the college. Additionally, we will provide leadership in the development, implementation, or the contributions of specific tools and methods unique to the domain of pharmacy, including molecular imaging of selective molecules, development of diagnostic agents, targeted drug delivery, nanotechnology, epigenetics, pharmacogenetics and drug interactions.

Goal 2: Support our basic and translational science research foci to synergize with the research and therapeutic emphasis areas of the Academic Health Center and the University.

The basic and translational research disciplines represented in the college include areas of expertise that align with the Academic Health Center's prioritized enduring therapeutic areas which have included cancer, cardiovascular disease, infectious disease, and neurological disorders. Maintaining and expanding our strength in these key therapeutic areas will ensure that we continue to capture both recognition and revenue for the college. Prioritization of specific therapeutic areas will take into account present funding strength and our critical mass of investigators.

Goal 3: Monitor the state and national clinical and research climate in order to recognize and respond expeditiously to emerging cutting edge research opportunities.

Areas of basic, clinical and translational research emphasis can rapidly change and emerge as high priorities in response to state and national trends or urgent needs. As the leader in pharmacy research in Minnesota, the College of Pharmacy will be prepared to respond to state and national calls (for example: neurological disorders, opioid-induced addiction and respiratory depression, and infectious diseases) to address these challenges by working with others in the University, the state and the federal government.



4. Areas of Research

Clinical/Social and Administrative Sciences

Goal 1: Invest in research that capitalizes on the unique health care environment of Minnesota to develop and test equitable models of care that support patients in achieving optimal outcomes and value from medications use.

Enhancing the vitality of the research mission of the college will require investment in research that leverages its presence in a state where health care delivery is on the forefront of national trends of health care reform. Strategic partnerships for community-engaged research will produce a research agenda that is rooted in quality and economic drivers prioritized through state and federal health policy. Exploring the intersection of medication use, care delivery systems, consumerism and health care finance with community partners heavily invested in adopting principles of valued-based health care will create an opportunity for national distinction and influence during a period when the foundational role of pharmacists in an evolved health system must be established. Success will require establishing infrastructure that includes committed leadership and organizational relationship management, attention to building diverse faculty expertise and capacity, and tools and resources that support inter-organizational research activities.

Goal 2: Support our practice-based research foci to synergize with the health care challenges prioritized by the AHC, University and state of Minnesota.

Pharmacists are well prepared to meet some of the challenges identified by AHC, University Grand Challenges, and state health officials. The college will prioritize activities that align with these challenges, including (but not limited to) pharmacotherapy of an aging population, ineffective and excessive medication use, health care disparities, substance abuse and misuse, mental health and access to quality, timely and evidence-based care in underserved communities. A consistent strategy for success will be enhanced engagement of community members affected by the challenges, contributing perspective and experience that will produce a community-orientation to solution development and research design. This alignment of a practice-based research agenda with priorities established by influential entities and communities will provide a powerful opportunity to define the value of pharmacy services in high profile areas of need.

Goal 3: Invest in research that supports impactful and cutting-edge translational and clinical research, which synergizes with the health emphasis areas prioritized by the AHC, University, State of MN and globally.

The evolution of health care is dependent on the successful translation of basic pharmaceutical discoveries into clinical trials, and the translation of clinical research findings into practice and policy. Fundamental to the translation of discoveries of high clinical impact is the collaboration and integration of academic scientists with emerging technologies, clinicians, the health care

Capitalize
on unique
health care
environment

RESEARCH:
*Clinical/Social &
Administrative
Sciences*

Leadership
of research
on teaching

Synergy
with AHC, U &
Minnesota on
practice-based
research & community
engagement

Impactful
translational &
clinical research

model, and the health care industry. Interinstitutional and multidisciplinary collaborations are ever more important in the new health research environment. We must quickly embrace and utilize new tools to inform and hasten research such as large multi-dimensional data, genomics, and bioengineering, while at the same time stay grounded in pharmacy. The new research paradigm of citizen science, crowd-sourcing, mobile technologies and wellness is driving new innovation and we must embrace these new types of partnerships.

Goal 4: Establish a national and international leadership role in evidence-building research on teaching and learning strategies that best prepare pharmacists to meet society’s medication-related needs.

The college has a rich history of influencing pharmacy education nationally and globally, specifically through defining and disseminating the pharmaceutical care model that underpins the comprehensive medication management services provided by pharmacists. The collective commitments to advance interprofessional education, renew our curricular approach to professional education and development of coordinated educational research activities across faculty and graduate learners presents an opportunity to extend the college’s influence as a global leader in multiple areas of pharmacy education. Establishing strategic partnerships with other health discipline educators, education scholars and our practice community within focused lines of inquiry will establish a foundation of science and evidence often lacking in the teaching and learning strategies applied to pharmacy education. This prioritization of the scholarship of teaching and learning will promote an inclusive and collaborative culture of academic excellence that will influence pharmacy education well beyond the education initiatives of the college, serving as a noteworthy point of pride within the research mission of the college.



5. Graduate Education

Goal 1: Diversify funding mechanisms to provide competitive financial support to students in all college graduate programs.

Alternative mechanisms will be developed to ensure full funding for graduate student stipends. We should strengthen relationships with alumni, foundations, government agencies, and health-related industry to develop student sponsorships that constitute longer-term investment in the training and personal development of future researchers and educators. We also should increase interaction and integration between the Pharm.D. and Ph.D. programs, and among the different Ph.D. programs. The PharmD Research Emphasis should be used to recruit students from Pharm.D. program to Ph.D. programs. An interdisciplinary Pharm.D. to Ph.D. training grant might be developed to provide funding for this. Graduate Teaching Assistantships that exist to support professional education can be better aligned to serve the needs of both educational

missions when the programs are more integrated. We must evaluate the TA Pool concept to comprehensively assess benefits to students and faculty.

Goal 2: Recruit and improve support for a diverse graduate student body that includes underrepresented domestic and international students.

The college needs to aggressively recruit, including the use of a dynamic web-based presence, domestic students from underrepresented groups in order to create a more diverse and inclusive student body. Outreach to prospective students must be expanded and resources allocated to reach prospective undergraduates before other career choices are made, perhaps through college participation in career fairs and via scientific presentations at feeder institutions at the College of Pharmacy's expense. Aggressively recruit, including use of a dynamic web-based presence. We need to ensure that adequate logistical, educational, and social resources exist to support students who come from diverse backgrounds.

6. Practice

Goal 1: Lead the profession in evolving the public perception of pharmacists and pharmacists' services to recognize their critical role as providers on health care teams.

Despite major advances in the practice of pharmacy, advanced training, and wide acceptance of the pharmacist's role on the health care team, society continues to view pharmacists predominantly as providers of drug product. We will change this perception among public, payers, policy-makers, employers, other health care professionals, and health care institutions by advancing the pharmacist as a primary care provider and full-fledged member of the health care team. This should include innovative, sustainable partnerships with community-pharmacy leaders in the state, and hiring more faculty with an emphasis in community practice.

Goal 2: Lead the profession in transforming pharmacy services to fit into the evolving, value-based, interprofessional health care environment by advocating and advancing the essential role of pharmacists in the full continuum of patient care.

We will advocate for pharmacists' value with lawmakers, regulators, payers and employers to remove barriers to optimizing the role of the pharmacist on the health care team - from community care to acute care to transitional care to home care. We will continue to establish and expand sustainable practices that extend the reach of the pharmacists' services, and identify pharmacy advocates in the physician and nursing communities to further validate our role on interprofessional health care teams. We will educate students on the importance of building and maintaining collaborative partnerships with other health care providers, e.g. physicians and nurses. Experiential teaching sites must integrate best practices that reflect our values and our vision for the future of practice.





Goal 3: Lead the profession in developing patient-centered pharmacy practices to fulfill unmet health care needs of our communities, and create highly-valued, sustainable practice models as opportunities emerge.

Pharmacists can improve health care access and outcomes by developing innovative, collaborative solutions and partnerships that address the unmet needs of patients. Some examples include a sustainable patient-centered practice that positions the pharmacy as the wellness center of a community and addresses the primary care gap; practice models that integrate pharmacists into the mental health care team; practice models that establish the role of the pharmacist in applying precision medicine to patient care; and expanding the role of pharmacists in serving the needs of older adults with multiple comorbidities.

Operating assumption: "Practice" is direct patient care and/or direct influence on patient care

7. People and Diversity

Goal 1: Establish and foster a climate in the college that recognizes the importance of cultural diversity and inclusion and demonstrates a commitment to health justice.

The college seeks to create a supportive and respectful workplace and learning community where the values and behaviors expected of health care professionals are modeled in our daily cross-cultural interactions. This includes valuing diversity in race, ethnicity, gender, age, ability, beliefs, sexual identity or orientation, or socio-economic status. In addition, we will create and sustain spaces and opportunities for cross-cultural dialogue. We will create a framework that fosters a common understanding of expectations for college members. We will develop and provide training, education and self-development opportunities; and recruit, develop, and support leaders at all levels of the college community who value health equity and diversity in all its aspects, e.g., students, employees, preceptors and alumni. We will be able to demonstrate actions that recognize a sincere desire to increase personal awareness of implicit biases.

Goal 2: Infuse an awareness of/and advocate for diversity and demonstrate an understanding of concepts of social determinants of health, including social justice, health equity, and cultural humility throughout the entire professional (didactic and experiential) and graduate curricula.

To meet this goal, we will encourage diverse alumni to engage with the college as mentors, recruiters, educators and preceptors; and deliver a curriculum that "meets students where they are" and provides the resources they need in order to be successful. We will educate our faculty, students and staff about culturally consistent approaches to scholarship and research. Throughout the professional curriculum the college will encourage and support

the development of cases, lecture content, exercises, and experiences that address the health needs of diverse populations. Students will be sensitized to cultural differences and demonstrate the ability to display cultural humility prior to beginning their 4th year rotation experiences. The college will seek out and develop experiential sites/experiences in diverse communities so that students will have pharmacy experiences with patients from diverse populations.

Goal 3: Continue to develop recruitment strategies that celebrate and promote diversity as well as being reflective of the greater population of Minnesota.

We will tailor recruitment efforts to help prospective students understand how pharmacists connect and serve their diverse communities. By investigating current and potential pipeline programs and expanding our mentorship program to include high school students and pre-pharmacy students outside the University of Minnesota system, we facilitate diverse students in having greater access to the Pharm.D. and graduate programs. We will also reach out to communities to expand our pipeline programs. We will ensure that adequate resources and assistance are in place to support the unique and diverse needs of each student and ensure their success once they have enrolled in our program. These resources to support current students will be equitable across campuses and adequately prepare students to provide inclusive health care for the increasingly diverse population.

Definitions

Health Justice is a term used to describe health equity – an attainment of the highest level of health for all people. Achieving health equity requires valuing everyone equally as well as focused and ongoing societal efforts to address avoidable inequalities, historical and contemporary injustices, and the elimination of health and health care disparities. (Definition adapted from the Office of Minority Health).

Diversity: We define “diversity” in the broadest sense of the word. Our University community is strengthened by our students representing different races, religions, ethnicities, economic backgrounds, geographic origins, genders, sexualities, and beliefs. (U of Minnesota. <http://admissions.tc.umn.edu/diversity/>).

A **respectful workplace** is one where all employees are treated fairly, difference is acknowledged and valued, communication is open and civil, conflict is addressed early and there is a culture of empowerment and cooperation. Therefore, it is the intent of the State of Minnesota to: (1) ensure a respectful workplace and public service environment free of disrespectful or unprofessional communications or behavior; and (2) provide effective and non-retaliatory problem-solving processes that address concerns regarding respectful or professional communications or behavior.



8. Outreach, Community Engagement, Global

Goal 1: Foster a culture within the college that promotes inclusiveness and civic responsibility toward public engagement, population health and the development and implementation of quality public health partnerships and collaborations.

Continued support, incentives, and recognition of engagement efforts are important to ensure widespread participation within the college and alignment with the University goals and definitions of public engagement.

Goal 2: Partner with local and national professional and global communities to join University knowledge and resources with those of the public and private knowledge and resources sectors to enrich scholarship, research, service, practice and teaching to address critical societal issues.

To demonstrate the value of community engagement, college faculty must be supported in initiatives and activities that exemplify the quad-partite mission of Research, Practice, Teaching and Service. Continuation of the work on opioid abuse in Northern Minnesota exemplifies pharmacist's answering a call for a public health crisis where pharmacists are lending expertise and leadership in developing strategic partnerships with those with similar goals for addressing a critical issue.

Goal 3: Graduate pharmacists who are engaged in their communities and become global citizens and advocates for public policy by teaching a curriculum and offering co-curricular experiences that include ample chances to learn about, and participate in, local, regional, national and global opportunities.

Ensure the curriculum instills in students an appreciation for community engagement and an understanding of the pharmacist's role in public health. We can do this by engaging our preceptors and mentors to highlight community engagement examples, and including community engagement in APPE experiences. We can also support continuously improving the public health domain in our curriculum and expanding opportunities for global experiences for students. Finally, we can identify opportunities to align the college curriculum with the University regarding efforts to internationalize the curriculum.

Goal 4: Increase awareness among all various stakeholders in local, state, national, federal and global communities of the value of the pharmacist to our communities.

We will create a culture both within and outside the college that recognizes the value of the pharmacist in the community by engaging them in partnerships, sharing college-led initiatives, and creating opportunities for public awareness of the pharmacist's role in public health and health care. The creation of this "social capital" will support greater public understanding of pharmacy's role, recognize community-engaged activities, and enhance engagement of various partners to address societal needs.

9. Resources

Goal 1: Stimulate continued growth in mission, innovation and excellence in the next five years to meet the health care needs of Minnesota and the nation.

In all activities, the college will achieve organizational excellence by continuous quality review and improvement, by evaluating and improving both effectiveness and efficiency, and sun-setting ineffective or inefficient programs or policies. The college will continue innovative growth in areas critical to meet the goal of excellence. The College will ensure quality in the professional program so that pharmacists will continue to be leaders in meeting the health care needs of Minnesota and the nation. The college will use collaborative and transparent decision-making processes for setting its priorities and making decisions about allocations for finances and other resources. To support continued growth, the college will use space and technological resources effectively and efficiently and will support and expand these resources on both campuses to sustain this growth. In particular, we will seek and support new space solutions on the Duluth campus.

Goal 2: Capitalize on diverse opportunities for resource growth.

The college will actively pursue resources to support growth and excellence in pharmacy practice, research, education and community engagement. The college will explore growth in existing funding sources and will seek new funding sources for its activities including all types of funding from government entities, non-profit organizations, philanthropic opportunities, clinical income, entrepreneurial endeavors, intellectual property and royalties, strategic partnerships, and other funding opportunities. The college will intentionally seek diversity in funding sources to minimize risk and to stabilize resources for its core activities. Resource acquisition and use will take into account both the short-term and the long-term risks and benefits of various sources for expanding funding.

Goal 3. Build on the strengths of our human capital.

A major strength of the college is the excellence and diversity of its faculty, staff and students. One important component of the college's national and international reputation is the breadth of areas addressed by top-notch faculty and staff with substantial depth in critical areas of pharmacy practice, education and research. The college will attract, motivate and retain the best and brightest faculty and staff with competitive salaries as well as with other professional and research resources.

Goal 4: Facilitate the mission of college infrastructure via new buildings or remodel on both campuses.

In keeping with the goals of attracting and retaining excellent faculty, maintaining excellent professional and graduate programs and supporting cutting-edge research, infrastructure needs to be supported. A new building or remodeling of current buildings needs to occur to support our multiple missions. This is especially acute for the Duluth campus and probably will involve a broad multi-school effort to get a new building.



10. Alumni Affairs

Goal 1: Broaden our engagement focus from “alumni and friends” to “alumni and pharmacy community.”

The term “alumni” includes all B.S., Pharm.D., M.S. and Ph.D. graduates, as well as fellows, residents and any individual who is attending or has attended the College of Pharmacy for a portion of their educational career.

The term “pharmacy community” includes college preceptors and mentors; all MN pharmacists; college faculty, administration and staff; other pharmacists, professionals, organizations, and associates that are current or potential college stakeholders.

We aim to facilitate and develop meaningful, broad-ranging internal and external relations and effectively communicate our commitment to engage alumni and other stakeholders in more expansive and inclusive roles in the college. We will increase our visibility and continue to promote the college. We will also foster national and international alumni as well. This intensified synergy will provide: improved external visibility of the college, enhanced rate of transfer and increased volume of information to and from the college, thus elevating the profession as a whole and improving pharmacist enabled public health outcomes.

Goal 2: Strengthen relationships by enhancing two-way communication with our “alumni and pharmacy community” (APC) by creating programming and other opportunities that identify and act upon mutual needs that elevate the profession and improve pharmacist enabled public health outcomes.

Through the use of personal touch and pharmacy champion “ambassadors,” we will reach out to define and address the wants and needs of our APC. We will create activities that meet our constituents’ personal and professional needs. We will provide value to our APC by collaborating with them to advance the science and practice of pharmacy, engaging them during strategic planning and curriculum development/improvement, creating post-graduation mentorship opportunities, and providing a platform to recognize our APC stakeholders for involvement and support of the college (time/talent/treasure). Take full advantage of the AHC’s special opportunities created by the joint accreditation for continuing education. To support accomplishment of this goal, we support the creation of a unified, integrated database of APC contact and professional information. A database needs to be developed to track and organize alumni and faculty engagement with the college. This database should contain information on all APC stakeholders, provide for a formal process for updating information in real time or ASAP, and allow for opt out if desired by alumni or stakeholders. This database should also be consolidated with other databases to ensure up-to-date and accurate information. The database will be centrally controlled at the college but will be made available to all departments/divisions based on their needs.



11. Leadership Development Transition

Goal 1: Foster a culture of excellence that encourages and promotes passionate individuals who take ownership for the college’s mission and vision to ensure successful leadership transitions.

The college must assess future needs and trends and continue to foster an environment and culture that embraces and prepares individuals for leadership, faculty and staff transitions. The college must identify, encourage, develop and support all faculty to become positional and non-positional leaders within the college and in relevant external professional organizations that continue to cultivate each person’s leadership skills. The college also needs to encourage all employees to further advance their knowledge and abilities, key competencies, and professional attributes through developmental opportunities. Likewise, the college needs to attract and develop leaders committed to mutual respect and equity across our diverse spectrum of professional roles, research disciplines, and other health care professions, etc. Finally, leadership transition can be used as a strategic opportunity to further advance the college’s relationship with internal and external stakeholders.



A culture
of excellence





COLLEGE OF PHARMACY

UNIVERSITY OF MINNESOTA

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