

Successful Practices In  
**Organization and Structure**  
Pharmaceutical Education 2002

# University of Minnesota

College of Pharmacy  
Minneapolis, Minnesota 55455

## Organization and Structure Creating an Office of Educational Development

### Description

In June 2002, the University of Minnesota College of Pharmacy appointed an Assistant Dean of Educational Development to lead an Office of Educational Development. The goals of the Office are to:

- Serve Minnesota pharmacists through a non-traditional degree program, certificate programs and continuing education
- Design and deliver pharmacy-related instruction for non-pharmacists
- Provide technology-related, instructional and curriculum support to the College and its faculty
- Develop coursework that generates new revenue for the College

To fulfill these goals, the Office houses three distinct teams that serve different audiences. Each team is responsible for the design, development, delivery and evaluation of instruction. In so doing, each team uses educational technology and distance education. Therefore, housing the teams together allows for optimal sharing of resources and expertise.

The **External Education Team** produces pharmacy related educational programs for those outside of pharmacy. To date, groups served include:

- undergraduate university students,
- pre-professional students,
- graduate students and
- other professional students (e.g. Physiotherapy).

This team runs two medical terminology courses that enroll approximately 900 university students/year. Tuition income from these courses is approximately \$300,000/year.

This fall a new course entitled “Self Care: A Guide to Today’s Nonprescription Pharmacy” was launched for university students. The course uses the same self-study structure as the medical terminology courses and was tailored from content taught to pharmacy students in the College’s OTC course. In its first offering, the course enrolled 100 students, the majority of whom had previously taken medical terminology with the Office.

In addition to the Twin Cities campus, both the medical terminology and self care courses will be offered on our Rochester campus this Spring. Expansion to additional campuses is being evaluated.

This summer, External Education will be launching a pharmacotherapy course for the new Doctor of Physiotherapy program in the Medical School. After its initial offering, this online course will be evaluated for its potential as a continuing education program for physiotherapists in practice.

In addition, online pharmacotherapy instruction is currently being planned for Radiation Therapy, Respiratory Care and Nursing students.

The **Pharmacist Education Team** develops and delivers our non-traditional Pharm.D. program. The program recently concluded admissions. As the didactic portion of the program concludes, academic credit coursework is being repackaged into certificate programs and online continuing education. To

date, five certificate programs have been developed and offered with a projected annual income of approximately \$60,000/year.

The **Pharmacy Student Education Team** has assisted faculty in the development of over twenty web enhanced courses. This team has also provided grant writing assistance and work on the incorporation of new technologies into the traditional program. Recently, this team has transitioned to include support for the College's expansion to the Duluth campus. In this role, instructional design staff will assist faculty in considering new teaching methods and optimal use of technology. Lessons learned from the Pharmacist Education and External Education groups will be used in the construction of ITV, web-enhanced and online courses for the College's traditional program for offering on both campuses.

Beginning with 2.0 FTE in 1998, this Office now supports eight full time staff and eight part time student workers and teaching assistants. In addition to the functions described above, the Office is actively involved with educational research. In the past year, the staff have hosted two (2) mentees, four (4) honors students, two (2) interns, two (2) Pharm.D. project students and four (4) clerkship students.

## **CONTACT**

Dr. Kristin Janke  
Assistant Dean for Educational Development  
University of Minnesota College of Pharmacy  
308 Harvard St. SE  
Minneapolis, MN 55455  
Phone: 612-626-6468  
Email: [janke006@umn.edu](mailto:janke006@umn.edu)

# The Ohio State University

College of Pharmacy  
Columbus, Ohio 43210

## Organization and Structure

Preprofessional Programming

### Description

Preprofessional students at Ohio State may connect with the College of Pharmacy in a variety of ways. These opportunities are designed to provide important information to students and to allow them to network with other students, faculty and staff. The following components comprise this initiative:

- **Early Admissions Pathway (EAP).** The EAP program provides the opportunity for high school seniors who are admitted to OSU's Honors Program to apply for an early admission decision for the PharmD program. EAP students engage in mentoring and undergraduate research activities and must maintain specified academic criteria.
- **Direct Enrollment.** Effective 2003, new first-year students will have the opportunity for direct enrollment in the Bachelor of Science in the Pharmaceutical Sciences (BSPS) Program. Eligible students must meet specified academic criteria.
- **Pharmacy House.** This living-learning community provides an opportunity for prepharmacy students to live and learn together. The College of Pharmacy provides programming for Pharmacy House residents as well.
- **PrePharmacy Club.** PrePharmacy Club meets regularly throughout the school year and provides guest presenters, social activities, field trips, and faculty/staff connections.
- **Quarterly Open House Functions.** Open house information sessions for interested students are conducted each quarter.
- **Honors & Scholars Programs.** Prepharmacy students who meet specified criteria are eligible for participation in the Pharmacy Honors & Scholars or Health Science Scholars Programs.
- **Undergraduate Courses.** Students may enroll in several courses designed to provide basic information: Pharmacy 200 (The Rational and Irrational Use of Drugs), Pharmacy 300 (Introduction to the Health Professions), and Pharmacy 400 (Introduction to Pharmacy).
- **Undergraduate Research.** Undergraduate students have the opportunity to engage in mentored undergraduate research projects with faculty in the College of Pharmacy.
- **Advising Services.** Academic advising services are offered through the Colleges of the Arts and Sciences, Undergraduate Student Academic Services, and the College of Pharmacy Office of Student Affairs.
- **Orientation Services.** New students are provided orientation programming as well as University survey courses specific to pharmacy if enrolling directly.

- **Mentoring Services.** Professional student mentors are available for prepharmacy students. This service provides an opportunity to benefit from the perspective of a student who has completed prepharmacy training and been successful in the PharmD admission process.

### **Outcomes**

These opportunities for prepharmacy students have generated a stronger connection between our prospective professional students and the College of Pharmacy. Student interest is also increasing, with over 200 prepharmacy students entering the University as freshmen this year, 25-30 students per year residing in the Pharmacy House living learning program, approximately 50-70 students attending PrePharmacy Club meetings, and 12 students enrolled in each of the first two years of the Early Admissions Pathway Program.

### **CONTACT**

Dr. Kenneth M. Hale  
Assistant Dean for Student Affairs  
The Ohio State University  
College of Pharmacy  
500 W. 12<sup>th</sup> Ave.  
Columbus, Ohio 43210  
614/292-4717  
hale.3@osu.edu

# **The Ohio State University**

College of Pharmacy  
Columbus, Ohio 43210

## **Organization and Structure**

### **Space Assignment Policy**

The College of Pharmacy is housed in L.M. Parks Hall and in a portion of Riffe Building; space in these buildings includes class and conference rooms, offices, teaching laboratories, and research laboratories. In addition, there are specialized spaces such as rooms for housing animals, cell and tissue culture rooms, controlled environment rooms, and shared instrumentation rooms. Some of this space is not under the control of the College; e.g., ULAR assigns space in the vivarium and classroom use is determined by the Registrar's Office. The remainder of the space is controlled by the College; it is used to support the programs of the College and it is assigned by the dean. This document describes the policy that is used to make this assignment.

Some differences in the layout and proximity of Parks Hall and Riffe Building affect the quantitative assignment of laboratory space. In Parks Hall, laboratory personnel generally have desk space in the laboratory in which they work, while in Riffe Building, office space is outside the laboratory. As a consequence, the office space for research personnel in Riffe Building is considered to be laboratory space; e.g., a 600 sq. ft lab in Riffe Building used by personnel having desks in an associated 300 sq. ft office will generally be considered as equivalent to 900 sq ft of lab space in Parks Hall.

The following paragraphs describe the policy for allocation of space by the dean to divisions, and by division chairs to the faculty. Factors that will be considered in assignment of lab space include the research productivity of the faculty member's group; i.e., group size, extramural support, and scholarly productivity. To the extent possible, space allocated to the divisions should be contiguous, and laboratory and office space assigned to each faculty member should be in close proximity.

1. Each faculty member is entitled to an office. Each full time postdoctoral and graduate student, and laboratory research technician is entitled to a desk. Part time personnel will be provided with a desk, but they may share a desk with other part time personnel. Research scientists and emeritus faculty will be assigned offices as space is available; regular, full-time faculty will have priority.
2. Research laboratory space will be assigned by the Dean to the divisions of the College; each division will receive a base allocation of 900 ft<sup>2</sup> for each full time division faculty member who has a laboratory-based research program. Part-time faculty will be considered in the space allocation in proportion to their fractional appointment. The remainder of the College's research laboratory space will be assigned to divisions by the dean on a temporary basis. These assignments will generally be reviewed on an annual basis and adjusted if necessary in response to written requests and justification by division chairs, and after discussion by the Executive Committee. The justification for additional space should generally be related to the number of full-time equivalent laboratory personnel in the division. Laboratory space will also be provided to emeritus faculty and research scientists, to the extent justified by their research programs. As a general guide, 150 ft<sup>2</sup> will be assigned to their division for each full time person working in their laboratory.
3. Laboratory space allotted to each division will be assigned by the division chair to each full-time faculty member who has a laboratory-based research program. Each such faculty member is entitled to appropriate laboratory space, not less than 200 ft<sup>2</sup>, for their personal use.

4. In addition to the laboratory space entitlement described in Item 3., additional space will be assigned to each faculty member to support their laboratory personnel. Consideration will be given for extraordinary needs such as for equipment and dedicated facilities; e.g., tissue culture and animal holding. As a guide, 150 ft<sup>2</sup> will be assigned for each full time person. Full time personnel are full time graduate and postdoctoral students, and full time technicians. Consideration will be made for graduate students not actively working in the lab, e.g., first year students and students writing the dissertation, and for part time personnel, including undergraduate researchers. Assignment of space as described in this paragraph is temporary and as the need for laboratory space expands and contracts, so may the amount of space assigned.

5. Reassignment of space among division faculty will normally be triggered by a request from faculty for additional space to support an increase in the number of laboratory personnel. When there is insufficient space within a division to accommodate the needs of division faculty, the division chair will request additional space from the dean, as described in paragraph 2.

6. Faculty vacating laboratory space will leave the space clean and free of chemicals, reagents, etc.

## **CONTACT**

Dr. William L. Hayton  
Professor & Interim Associate Dean  
for Graduate Studies & Research  
The Ohio State University  
College of Pharmacy  
500 West 12th Avenue  
Columbus, OH 43210-1291  
614-292-1288  
Email: Hayton.1@osu.edu

Union University  
**Albany College of Pharmacy**  
Albany, New York 12208

**Organization and Structure**

**Description**

*Common Problem:*

The responsibilities of the Pharmacy Practice Department Chair are daunting. Often the job expectations expand beyond traditional management duties to include incorporating educational innovations, meeting increased experiential needs, integrating technology into the curriculum and practice, identifying new avenues for research funding in a tight economy and developing creative approaches to resource management - all while contributing as a faculty member. Individuals in these positions must be leaders with administrative, teaching, research and clinical experience who are creative, dynamic, dedicated and have limitless time. As a result, recruitment of a qualified individual for a Pharmacy Practice Department Chair's position has become more difficult. Rather than creating additional positions, such as vice chairs, to support the traditional position of Department Chair, the Albany College of Pharmacy developed and implemented an innovative approach to departmental management.

*Unique Solution:*

A new management structure, the Coordinating Council for the Pharmacy Practice Department, was created that was equivalent in function and responsibility to a Department Chair. After nominations/volunteers were sought from within the Pharmacy Practice Department, five individuals were selected by the Dean to form the Coordinating Council. Selection was made to ensure representation of different groups within the department (i.e. non-tenure and tenure), some prior administrative experience, enthusiasm for new endeavors and ability to commit time and redirect other faculty responsibilities. One individual was appointed as Manager of the Coordinating Council and was designated the "point person" until roles of individual members could be better defined. The Manager was also assigned the responsibility of faculty evaluations. The department endorsed the Council concept and individuals selected.

To define how the Council was to operate, several extended Council meetings were held. These preliminary meetings were facilitated by an individual external to the department. Several activities were conducted to help the Council work as a team, identify concerns and develop "rules" of conduct. After consulting various internal College documents, a list of Department Chair responsibilities was developed and assignments of Council members to these responsibilities were made. Next, a timeline of department activities was developed that included strategic planning, scheduled academic activities (i.e. assignment of teaching/committee activities) and College efforts in which the department would be participating (i.e. accreditation). A Department Retreat introduced the Department to the Council's preliminary activities and provided an opportunity for department members to give feedback on the direction the Council concept was taking.

The Council has been functioning since July 2002 and has undertaken a number of projects. Priority was given to developing a strategic plan. The Council developed one year department goals, outcomes, objectives and action plans with input from department members and administration. Longer term goals will be developed in 2003. The Council meets on a weekly basis (3 times/month) and operates on a consensus decision-making model. Mechanisms of communication with the department have been developed and implemented (i.e. updates at department meetings, website, Council member liaisons with key committees). Activities in the first 3-4 months consisted primarily of general department and Council

housekeeping tasks, as the College, department and Council adapted to the new management structure and managed previously accumulated department issues.

New initiatives developed by the Council specifically or as a result of Council leadership have included: Strategic hiring plan; guidelines for startup, site maintenance, research and travel funds; process for submitting new initiative ideas/requests to Council; initiation of faculty goals/aspirations inventory; approval of new telemedicine fellowship position; lunchtime Christmas program; office/computer planning; initiation of consulting opportunity with Department of Health; development of orientation plan for new faculty; development of pharmaceutical care assessment tool to determine preceptors' perception of student skill level on clerkship; and development of assessment tool to determine whether clerkships are of an acceptable quality.

The Council's next six months of activity will focus on broader, long-term planning to meet department and administrative needs and will include: Identification of focus areas to be developed, encouraged, supported within the department; mechanisms to obtain external funding for several new initiatives; new ways to meet expanding clerkship needs; responding to administrative proposals for new curricular initiatives; refinement of department website; January/June retreat planning; development of long-term department goals; revision of faculty evaluation process; and reassessment of workload allocation process.

### **Outcomes**

The Council has functioned extremely well as a team, with five diverse personalities, talents and interests pulling together to identify and meet department and College needs. The learning curve was steep for the first several months as everyone adapted and learned how to interact as and with a Council. The next six months brings exciting opportunities to rethink and plan how we meet programmatic needs while effectively using resources. The dynamics of the Council bode well for interesting and fruitful discussions.

Two formal evaluations of the Council are underway. The department has developed a Council evaluation tool for individual department members to provide feedback to the Dean and Council. An evaluation was completed in December and feedback is forthcoming. The Dean and Council will respond to the results. The Council also developed and completed an evaluation of itself. A facilitated meeting was held where feedback was discussed. The group identified areas of accomplishment, areas for improvement and individual needs such as workload.

Council members have indicated a willingness to continue on in these positions, suggesting satisfaction with the initial design of the Council. Rewards for participation have been modest salary augmentation and reassignment of some responsibilities to permit increase allocation of time to Council activities.

### **CONTACT**

Nancy Waite PharmD  
Manager, Coordinating Council  
Department of Pharmacy Practice  
Albany College of Pharmacy  
106 New Scotland Ave  
Albany, NY 12208  
(518)445-7315  
waiten@acp.edu

### **Coordinating Council Members:**

Laurie Briceland, Pharm.D.  
(518)445-7272 \* bricelal@acp.edu  
Robert Hamilton, Pharm.D.  
(518)445-7249 \* hamiltor@acp.edu  
Aimee Strang, Pharm.D.  
(518)445-7320 \* stranga@acp.edu  
Darren Triller, Pharm.D.  
(518)445-7233 \* trillerd@acp.edu