Education Blue Sky Ideas Summary
Fall 2014 faculty retreat
January 21, 2014

Exceed the nation's expectations of pharmacists… through a PharmD graduate who thinks critically, works collaboratively, communicates effectively, learns continually, and leads as if it were second nature.

- Ensure our PharmD's stand out prominently from the increasing number of pharmacists on the market
- Clearly identify the profile of the new graduate we aim to educate; make sure the profile meets a future need either recognized by the nation or not but clear from data trends
- Fashion a new curriculum from the ground up to meet that profile
- Think big about the new curriculum apart from the current curriculum; start with a clean slate
- Consider eliminating the pathways
- Partner with the School of Medicine and the Medical Center to learn from their experiences and leverage existing programs
- Teach professional students together across disciplines, from day one, before they move into their individual professional programs; consider block teaching Teach students across disciplines to think critically and act confidently based on analysis—make this a distinguishing hallmark of the curriculum, implement it at the outset of the program, perhaps in a shared course for all professional students
- Teach faculty members the subject of critical thinking, so they can carry it through in their teaching
- Continually inject new School of Pharmacy research and direction into the curriculum via perhaps a seminar series—make this a distinguishing hallmark of the curriculum
- Tag-team courses across the three departments
- Consider additional postdoctoral degrees that give value to our students and make them highly competitive, such as a PharmD master's degree (i.e., clinical informatics in one or more subjects); look at joint programs in law and business
- Flip the classroom, bringing students to the classroom for team-based learning after they have mastered the facts online
- Introduce the concept of team-based competencies, stemming from trans-disciplinary learning, early in the curriculum
- Develop as a campus a systems map of all the courses taught; needed first step for integration, trans-disciplinary education
- Place a high bar on written communications skills, and if we admit a stellar student who has poor communication skills, have in place a defined ancillary program to address deficiencies in written communication
- Include in the curriculum training in leadership, advocacy, and entrepreneurship; essential if our students are to lead the profession in new directions post-graduation
- Offer laboratory and clinical experiences very early in the curriculum to give students an idea of their personal interests, and add career counseling early in the program to help students identify a direction to pursue
- Eliminate grades
- Incorporate educational technologies across the spectrum of our teaching as appropriate
- Include sterile compounding in the curriculum
- Graduate students who are all prepared for advanced practice

- Consider more intense external experiences, for example in government and industry, for our students to give them a practical leg-up on other graduates
- Share the Schools clinical drug expertise with residents and interns in the SOM

Support the science and art of PharmD and PhD teaching

Enliven our evolving professional and graduate curricula… through expert teaching that is evidence-based and geared to the contemporary needs of learners.

- Institute peer review of teaching
- Make faculty teaching development part of onboarding
- Mandate periodic assessment of teaching effectiveness and enable faculty members to improve teaching effectiveness through a program similar to one run by the School of Medicine's Academy of Medical Educators
- Incentivize innovation in the classroom
- Receive greater academic career credit for teaching, CAP
- Teach/learn across departments—"cross pollinate" teaching
- Purposefully plan and execute tactical collaborations between scientists and clinicians for full mutual understanding and ultimately better teaching
- Train faculty members to become early adopters and leaders in educational technology
- Excel in the area of education research; rigorously study innovations in teaching and the impact of new technologies; don't assume new is better
- Apply hypothesis-driven research to our PhD and PharmD curricula, and publish prolifically in the most prestigious education journals
- Team PharmD students/residents/fellows and PhD students around collaborations that integrate therapeutics and science
- Consider other teaching resources to free the faculty to innovate—PhD students, non-WOS resources, adjunct, and in residence, industry
- Establish a joint seminar series between clinical and science faculty members to trigger collaboration

Become THE postdoctoral training ground for innovative therapeutics-related degrees