AACP REPORT

Leading the Way in Pharmacy Education: Diversity, Equity and Inclusion, Wellness and Resilience

Address of the 2018-2019 President to the Opening General Session at the 2019 Annual Meeting

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This has been a tremendous year at AACP. I feel immensely privileged to have been able to serve as president of our organization. I have truly enjoyed working with members of the association to further our goals for academic pharmacy and the profession as a whole.

As you know, this year I asked our committees to focus on enhancing the leadership training and development options for our members and for the pharmacy academy. I believe providing our members and our profession with leadership training will help to create a culture of increased innovation and collaboration that is so essential to expanding pharmacists' patient care responsibilities.

We know that we thrive when we have people with a diverse set of skills and experiences in leadership. Making leadership training available to all can help encourage some to lead who may not have considered themselves to be leaders.

I want to sincerely thank all of you for the work you have done to contribute to these charges. It has been truly outstanding to see this work come to fruition, and the committees have done a tremendous job this year of working within this initiative. I am extremely pleased with their ideas and their findings, and I feel confident in the plans and proposals they have put together.

At this time, I'd like to update you on the committees' work from this past year, beginning with the Academic Affairs Committee. I asked the 2018-2019 Academic Affairs Committee, which was chaired by David Gregory, to study the leadership characteristics most often associated with effective change, as well as those that promote wellness and leadership competency for faculty, staff and learners.

Wellness, in this context, can include access to resources, professional development opportunities and support from leadership. These building blocks create the foundation for lifelong learning and can impact the culture of an institution.

The committee identified specific faculty competencies and considered the large-scale changes in health care education and within AACP that would be needed to help

the profession focus on wellness. The committee suggested incorporating these competencies into continuing professional development certificate programs.

The committee also encouraged the Academy to consider how new curricular models could use personalized learning to engage students and promote lifelong learning. Transformational leadership, investment in and support for faculty and students and new assessment strategies and resources would be needed in order to create such change.

Now, I would like to move on to the Argus Commission, which was chaired by Peggy Piascik. The Argus Commission examined the practice leadership demonstrated by federal pharmacists in federal agencies, such as the Department of Veterans Affairs, the Department of Defense and the U.S. Public Health Service.

The commission's goal was to determine how AACP could work with our federal partners to expand academic partnerships. The commission delved into the history of pharmacy practice development within these government agencies, and they also considered how the agencies currently prioritize their pharmacists' time. Using this history, as well as a 2011 report from the Surgeon General that concluded that pharmacists must be recognized as health care providers or practitioners in national policy, the commission recommended strengthening collaboration between colleges and schools of pharmacy, AACP and federal pharmacy services, with special attention to the Department of Veterans Affairs.

Specific recommendations included working with federal pharmacy to learn best leadership practices, forming an advisory council to keep curricula updated with industry needs and increasing residency opportunities. We can look to the federal sector's emphasis on leadership development as an example for our own continuing education certifications and training.

Partnering with federal colleagues can also provide excellent learning environments for student pharmacists, employment opportunities for our graduates and potential

collaboration in our research programs. These potential benefits may also incentivize our schools and colleges of pharmacy to become more knowledgeable about federal programs related to pharmacy practice, education and research.

The Professional Affairs Committee, chaired by Philip Hall, was tasked with examining what faculty and preceptors need to lead transformation in pharmacy practice. This included examining what influences clinician resilience, well-being and involvement in practice transformation. They also looked at how successful pharmacy practice transformation can be replicated and celebrated.

Some of the conclusions in the committee's report focused on the importance of advocacy, collaboration and continuing professional development in fostering pharmacy practice transformation. To promote practice transformation, the committee suggested that colleges and schools of pharmacy collaborate with partner institutions to support continuing professional development, as well as encourage faculty and preceptors to discuss practice transformation with patients, other health care professionals and policy makers.

The committee recommended that AACP invest in continuing professional development for transforming pharmacy practice that would include components of well-being, resilience, interdisciplinary care and collaborative practice. Finally, the committee recommended that practice transformation be recognized in schools and colleges of pharmacy, by the Joint Commission of Pharmacy Practitioners, with an award from AACP and with a featured article in the *American Journal of Pharmaceutical Education*.

The Research and Graduate Affairs Committee, which was chaired by Jim O'Donnell, assessed the leadership development support pharmacy researchers and postdoctoral trainees would need in order to learn to build, sustain and lead successful research programs. The committee also examined how well those needs were met by existing programs both within AACP and at other organizations. The committee then administered two surveys to learn about training needs, programming and support available for research leadership development.

Upon analyzing the survey results, the committee recommended that AACP promote strategies to ensure sustained and individualized professional development, as well as explore research leadership development collaborations between faculty at both research-intensive and non-research-intensive institutions.

The Strategic Engagement Committee, chaired by Diane Ginsburg, explored faculty leadership and development as they relate to strategic engagement, which is understood as being part of the service mission of academic institutions. The committee found that faculty ser-

vice can often be overlooked in favor of research and teaching efforts, especially when considering promotion and tenure. The committee then identified barriers to faculty participation, faculty engagement and professional development. Although strategic engagement in national organizations can create opportunities for faculty, the committee found that many national organizations lack a defined path to leadership. The committee recommended that AACP create clear and defined pathways to leadership and share stories of those who have pursued leadership so that junior members have the tools to chart their own leadership path. Additionally, the committee recommended that AACP proactively cultivate leaders within its membership through training, community-building with people of similar interests and by establishing a service mentors program.

Lastly, the Student Affairs Committee, which was chaired by Jennifer Williams, examined the institutional leadership models and faculty and staff professional development opportunities that would help to enhance the applicant pipeline. The committee worked to develop personalized leadership training for admissions personnel on topics such as holistic thinking, problem solving and professional development, as well as mentorship programs. Using the results of a Fall 2018 survey on current recruitment activities and their perceived effectiveness, the committee outlined ways institutions can encourage students, faculty and other stakeholders to participate in recruitment activities that would help improve volume, yield or diversity.

The recommendations included cross-academy collaboration to promote the benefits of pharmacy to prospective students, as well as increased responsiveness to the expectations of Gen Z students. Specifically, the committee recommended that the annual admissions workshop include leadership skills development and formal mentorship programs for admissions and student affairs personnel. Well-trained recruitment leaders are better able to develop, improve and extend partnerships and relationships, including with colleges and programs that serve underrepresented student populations.

The committee suggested that AACP include questions in the PharmCAS application about which recruitment activities applicants participated in and which activities best informed their decisions. In addition, the committee suggested developing and promoting a comprehensive evaluation of successful recruitment of underrepresented minorities, students from lower socioeconomic statuses and first-generation students.

Also noted was the importance of providing faculty and student recruiters with specific guidance on how they can assist in recruitment efforts. If we can share our

recruitment challenges and triumphs with our faculty, they will gain a better understanding of how recruitment and retention impact them. This is another area in which administration can recognize faculty leadership. Although strategic priority number one, "Enriching the Applicant Pipeline," is foremost on our minds, the committee suggested that focusing on the profession, rather than the competition, will ultimately yield better results.

On July 15, you will have an opportunity to hear from the standing committee chairs on their key recommendations and to participate in discussions on the reports and their implementation strategies. The session will take place at 8:00 a.m. in the Grand Ballroom.

I hope that you will take these ideas back with you to your institutions. It is one thing for us to speak about them here, but real change happens incrementally when stakeholders take the first of many steps to create a cultural shift in their environments. I encourage you to read the reports to gain a better understanding of the specific recommendations laid out by the committees.

I am also pleased to report that the work of the Leadership Task Force, which was chaired this year by Steve Cutler, has been so robust that Todd Sorenson and the members of the task force have agreed that the Leadership Task Force will continue working toward achieving their initiatives for the time being. I am very grateful to that group for their efforts.

As we wrap up this year's work of exploring how we can expand leadership opportunities, I want to appeal to each of you personally, whether you are someone comfortable in leadership roles, or someone who is consider-

ing ways to lead from where you are. I hope you will remember that leadership is an act of service. Leadership is not effective if it is sought in pursuit of personal gain. For those who may not consider themselves to be leaders, I want to ask you this: Do you consider yourself to be in the service of the profession and your patients? I believe that when you serve, you lead, and when you lead, you serve.

Finally, although leadership is best understood as an act of service, we must remember that leadership should be supported, encouraged and recognized. In the same way that we document our teaching, research and service activities, leadership is a skill that we should develop, a professional attribute we should seek and a personal accomplishment that should be formally recognized.

As we transition into the 2019-2020 cycle, I am thrilled that Todd Sorensen is poised to lead this organization. I am confident that we will continue to thrive and innovate under his leadership.

Finally, I would again like to thank all of you and the committees for truly outstanding work this year. It is nothing short of inspiring to see what this group can accomplish as a whole. I would also like to thank my mentors and colleagues over the years, the schools of pharmacy of which I have been fortunate to be a part, especially my alma mater the University of Kentucky, as well as the University of Mississippi and the faculty, staff and students there. And lastly, a very special thank you to my family, my wife Loree, and my sons Drew and David.

Thank you for allowing me to serve you as president this past year.