

**College of Pharmacy**  
**The University of Texas at Austin**  
**Strategic Plan 2015-20**

**Vision**

To be the leading college of pharmacy for innovative interdisciplinary education, research, and service, revolutionizing patient care and health outcomes in Texas and the world.

**Mission**

To provide exemplary education, training, research, and professional development for Pharm.D. students, graduate students, and postgraduates in the pharmaceutical sciences. To advance discovery, innovation, and patient care; and to provide service to the university, professional and scientific communities, and society.

**Core Values (As adapted from the UT Austin core values.)**

Learning – Foster a community of students and teachers who learn from one another.

Discovery – Expand knowledge and understanding.

Freedom – Seek and express the truth.

Leadership – Identify and act upon new opportunities, with the integrity and spirit that nothing is impossible.

Responsibility – Serve as a catalyst for positive change in Texas and beyond.

**Executive Summary (Transformative Goals)**

1. Capitalize upon emerging interprofessional partnerships and innovations in education and health care, together with new clinical, entrepreneurial, scientific, and public policy content, to fundamentally transform Pharm.D. education in a manner that uniquely prepares our graduates to adapt, to excel, and to become leaders.
2. Build an organizational structure to attract the best graduate and postdoctoral candidates, provide them with the highest possible quality of training and productivity, and mentor them to be competitive for the top jobs in their fields.
3. Become a top five research program that fosters and rewards research excellence, including a culture of leadership, risk-taking, and collaboration for translating innovations to improve health.
4. Recruit, develop, and mentor a diverse group of faculty and staff, and provide them the opportunity to reach their individual potential for career and professional development in education, research, and service.
5. Develop an assessment plan for each area of the college that is reported at least annually, implemented, continuously reviewed, and serves as a catalyst for program improvement.

**Abbreviations**

SD – Strategic Direction

OBJ – Objective

IND – Indicator

**Strategic Planning Steering Committee**

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<b>Key Priority 1: Professional Pharmacy Education, Training, and Service in a Transformed Health Care Environment</b>
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**SD1:** Develop and implement a Doctor of Pharmacy educational program in which student pharmacists across campuses commit to rigorous opportunities for professional differentiation and interprofessional education while in the program, and excel in their chosen career pathways after graduation.

**OBJ1:** By September 2016, identify professional and interprofessional core competencies expected for UT Austin Doctor of Pharmacy graduates and continually assess the curriculum to ensure that adopted core competencies are achieved.

Accountable: program assessment team, curriculum committee, regional internship personnel, director of interprofessional education & community engagement. New

Resources Needed: personnel (faculty/preceptors from the College of Pharmacy and other colleges/schools), physical (practice sites).

**IND1:** Interprofessional education is implemented throughout the four years of the Pharm.D. program.

**IND2:** Course syllabi and objectives are reviewed each semester to ensure that core professional and interprofessional competencies are taught and assessed prior to the fourth professional year.

**IND3:** Advanced pharmacy practice experiences are reviewed annually to ensure that core professional and interprofessional competencies are practiced and assessed during the fourth professional year.

**IND4:** Additional community partners are engaged to capitalize on past successes in community service-learning and to expand co-curricular opportunities for professional students in all regions.

**IND5:** Programmatic opportunities are in place to foster leadership development, professional identity formation, and engagement in community service.

**OBJ2:** By September 2015, conduct a rigorous assessment and revision of the pre-pharmacy curriculum to address the expected background for a differentiated curriculum, the increased expectations of the Pharmacy College Admission Test, and the fourth (affective) domain of the Center for the Advancement of Pharmacy Education Outcomes.

Accountable: curriculum committee.

**IND1:** An assessment is completed and used to develop a new pre-pharmacy curriculum.

**IND2:** The new pre-pharmacy curriculum is revised and publicized for the class entering in Fall 2019.

**OBJ3:** By September 2016, conduct a rigorous assessment to identify the attributes needed for Doctor of Pharmacy student applicants to be successful in a differentiated curriculum. Accountable: assistant dean of admissions & advising, admissions committee.

**IND1:** Attributes are identified and incorporated into the admissions process and communicated to pre-pharmacy applicants.

**IND2:** Attributes are reviewed annually and modified, as necessary, driven by student performance in relationship to those attributes.

**OBJ4:** By September 2020, develop and implement dual-degree programs and transcriptable certificates/minors that complement the rigorously defined and demanding differentiated paths for Doctor of Pharmacy students in all regions. Accountable: assistant dean for admissions & advising, admissions committee, curriculum committee. New Resources Needed: personnel (faculty from other colleges/schools), physical (rooms for interprofessional education to occur).

**IND1:** Eight new transcriptable certificates/minors and three new dual-degree programs are developed.

**IND2:** The Honors and Pharm.D./Ph.D. programs are aligned with the new, transformed Pharm.D. curriculum.

**OBJ5:** By September 2016, support, escalate and enhance efforts to transform professional Pharm.D. degree coursework (elective and required to focus on active learning engagement, on student accountability for their own learning, on flexibility in offerings (e.g., online, asynchronous, hybrid, semester and partial-semester courses), and on enhanced use of appropriate technology to support student learning. Accountable: senior associate dean for academic affairs. New Resources Needed: physical (large multi-functional rooms), technology (software, hardware), personnel (user training and support).

**IND1:** Faculty interested in transforming their courses are identified and provided with the physical, financial, technological and personnel resources to do so.

**OBJ6:** By September 2019, identify new and emerging pharmacy practice residency and fellowship opportunities (e.g., transitional and ambulatory care) that develop advanced practitioners with a focus on the provision of patient centered, pharmacy care. Accountable: associate dean for clinical programs. New Resources Needed: personnel (residency directors, preceptors), physical (practice sites).

**IND1:** Four new residency opportunities are developed with partner institutions.

## **Key Priority 2: Infrastructure and Support of Graduate and Postdoctoral Education and Training**

**SD1:** Evaluate and improve the organizational structure of the graduate student and postdoctoral programs.

**OBJ1:** By September 2016, conduct a thorough evaluation of the graduate programmatic organization to identify strengths, weaknesses, and needs. Reorganize as needed.

Accountable: associate dean for research & graduate studies, graduate studies committee.

**IND1:** Reorganization is accomplished, as deemed necessary.

**OBJ2:** By September 2016, determine and implement mechanisms for creating and funding an autonomous postdoctoral program in the college.

Accountable: associate dean for research & graduate studies.

**IND1:** A postdoctoral program is established and leadership is identified.

**IND2:** Funding mechanisms are identified for short-term (social events, networking) and long-term (stipends, meetings) activities.

**SD2:** Maximize recruitment and retention of top-tier graduate students and postdoctoral fellows.

**OBJ1:** By September 2017, graduate student stipends will increase to be competitive with national and campus standards. Accountable: associate dean for research & graduate studies, principal investigators/mentors.

**OBJ2:** By January 2016, each division will establish a plan to identify, attract and fund top-tier graduate students. Accountable: division graduate advisors, division appointee.

**OBJ3:** By September 2017, postdoctoral fellowships will increase to be competitive with national and campus standards. Accountable: associate dean for research & graduate studies, principal investigators/mentors.

**OBJ4:** By September 2016, each division will establish a plan to identify, attract and fund top-tier postdoctoral fellows, as applicable. Accountable: division appointee.

**OBJ5:** By January 2017, evaluate retention of graduate students and fellows to determine underlying causes for termination or departure prior to degree or completion of fellowship. Accountable: division graduate advisors, division appointee.

**OBJ6:** By January 2016, remodel the relevant websites to highlight programs and feature accomplishments of graduate students and fellows. Accountable: associate dean for research & graduate studies, college communications coordinator, division appointee.

**IND1:** All graduate student admits have highly competitive GPA and GRE scores and research experience, commensurate with top 10% programs.

**IND2:** Postdoctoral fellows are nationally competitive with strong credentials.

**IND3:** The College of Pharmacy website is used to recruit applicants and to increase visibility of the programs.

**SD3:** Achieve excellence in graduate education.

**OBJ1:** By September 2016, review the graduate curriculum in each division and implement improvements based on input from faculty members and graduate students. Accountable: associate dean for research & graduate studies, division graduate advisors, course directors.

**IND1:** Graduate courses are evaluated annually using course instructor surveys, and results are being used for course improvement.

**IND2:** Focus groups are used to identify gaps/shortcomings, and outcomes are communicated to course coordinators and instructors for implementation.

**OBJ2:** By September 2016, document a system that enables graduate students to develop individualized curricula consistent with programmatic expectations and that ensures an appropriate timeline of progress. Accountable: principal investigators/mentors, division graduate advisors.

**IND1:** Within six months of matriculation, each first-year graduate student develops a program of study that includes coursework and a calendar for milestones.

**IND2:** All graduate students meet annually with a committee (division or thesis/dissertation) to discuss both curricular and research progress towards candidacy or degree requirements.

**IND3:** A system is implemented whereby graduating students conduct an exit interview to give quantifiable feedback on their graduate experience and how it prepared them for the next career step.

**OBJ3:** By September 2017, provide interdisciplinary opportunities, when desired, to engage graduate students in population health, health care redesign, community service, community engagement and others.

Accountable: associate dean for research & graduate studies.

**IND1:** The college and each division creates a list of opportunities to facilitate interdisciplinary training and are evaluating and updating these regularly.

**IND2:** Students who pursued these routes attain successful placements and opportunities.

**SD4:** Achieve excellent quality graduate student and postdoctoral research.

**OBJ1:** By September 2016, each division develops a set of expectations for publications and other products expected at the time of graduation or departure.

Accountable: division graduate advisors.

**IND1:** By the time of graduation, 100% of Ph.D. students submit at least one first-author research paper to a peer-reviewed journal in the discipline.

**IND2:** All postdoctoral fellows publish at least one paper per year.

**IND3:** Postdoctoral fellows are given opportunities to initiate independent work in preparation for the next career step.

**SD5:** Ensure that all graduate students and postdoctoral fellows are adequately prepared to pursue an independent career within their discipline.

**OBJ1:** By September 2016, develop a formalized mentoring program for postdoctoral fellows, that includes a postdoctoral mentor/office for the College of Pharmacy.

Accountable: associate dean for research & graduate studies.

**IND1:** A mentorship program has been established.

**OBJ2:** By September 2016, provide opportunities for graduate students and postdoctoral fellows interested in careers in academia to engage in teaching where appropriate and provide formal feedback on teaching. Accountable: division heads, division graduate advisors, principal investigators/mentors.

**IND1:** Teaching opportunities are provided, as desired.

**OBJ3:** By September 2016, provide opportunities, encouragement, and support to graduate students and postdoctoral fellows who work to complete internships, attend events, workshops, or fairs for careers in academia, industry, or other mechanisms within their discipline. Accountable: associate dean for research & graduate studies.

**OBJ4:** By June 2016, ensure a formalized, individualized graduate and postdoctoral mentoring program in response to published NSF and NIH guidelines to ensure adequate preparation for graduate students and postdoctoral trainees, where appropriate.

Accountable: associate dean for research & graduate studies, division graduate advisors, principal investigators/mentors.

**OBJ5:** By September 2016, ensure that Ph.D. students and postdoctoral fellows receive guidance and are involved in the writing and submission of at least one grant proposal within the first three years in the program. Accountable: principal investigators/mentors.

**IND1:** All Ph.D. students and postdoctoral fellows write and (when eligible) submit a grant proposal within their first three years in the program.

**OBJ6:** By January 2016, provide resources and mechanisms for division members (graduate students, postdoctoral fellows, and faculty) to participate in annual national meetings to promote recruitment of students and postdocs and increase the visibility of the program. Accountable: associate dean for research & graduate studies, division heads.

**OBJ7:** By January 2016, implement a system to collect data on graduate students and fellows in future positions. Accountable: college graduate coordinator, division graduate advisors, principal investigators/mentors, college communications coordinator.

**IND1:** All graduate students and postdoctoral fellows obtain jobs within their desired discipline within a year of leaving the College of Pharmacy.

**IND2:** A centralized system is established to keep a record of post-training placement.

**OBJ8:** By September 2016, create a webpage summarizing funding opportunities for graduate students and postdoctoral fellows. Accountable: college grants & contracts specialist, associate dean for research & graduate studies.

**SD6:** Expand graduate and postdoctoral experiences to maximize networking and build allegiance to each division and to the college.

**OBJ1:** By September 2016, postdoctoral fellows and graduate students hold networking activities to build a sense of community. Accountable: associate dean for research & graduate studies, college graduate coordinator, division graduate advisors.

**OBJ2:** By September 2016, enhance Graduate program events (TGI Pharm, Research Day) and encourage attendance by students, fellows, and faculty in the College of Pharmacy and other laboratory and group members. Accountable: associate dean for research & graduate studies, college graduate coordinator, division graduate advisors.

**OBJ3:** By September 2017, enhance relationships between alumni and current students and fellows through website updates, newsletter(s), and alumni invitations to events. Accountable: division graduate advisors, college communications coordinator, assistant dean for development and alumni relations.

**IND1:** Establish an annual networking event for graduate students and postdoctoral fellows.

IND2: Invitations are sent to alumni, current students, and fellows.

<b>Key Priority 3: Excellence in Research and Scholarship</b>
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**SD1:** Develop and implement strategies to increase funding for research.

**OBJ1:** By September 2017, significantly increase the number of grant proposal submissions by 15%, and re-evaluate every two years.

Accountable: division heads, associate dean for research & graduate studies.

**IND1:** Numbers of grant submissions, funded proposals, and overall extramural funding increase compared to the previous evaluation cycle.

**IND2:** Different types of funding mechanisms are utilized beyond traditional sources (e.g., industry contracts, foundation gifts, limited submission opportunities, instrumentation grants, other alternative funding sources).

**OBJ2:** By September 2016, develop mechanisms and incentives to facilitate grant submissions and other funding mechanisms. Accountable: division heads, college grants & contracts specialist, associate dean for research & graduate studies.

**IND1:** A grants calendar and grant submission policy and procedure manual are developed and updated monthly for deadlines of major federal and state agencies, and internal (UT) deadlines that must be met to enable timely submission.

**OBJ3:** By January 2016, identify and establish contact with foundations, non-federal agencies, not-for-profits, and other non-governmental agencies. Accountable: college grants & contracts specialist, assistant dean for development & alumni relations.

**IND1:** Appropriate program officers and agency officials are identified as points of contact for proposal submissions, and are provided to, and utilized by PIs interested in applying for funding.

**IND2:** The number of successful applications from non-governmental agencies increases by 25% annually.

**SD2:** Strategically position and provide an infrastructure for collaborative, multidisciplinary research at all levels.

**OBJ1:** By September 2017, update, prioritize, implement and fund the collaborative areas of research excellence to facilitate collaborative research in the college.

Accountable: associate dean for research & graduate studies.

**IND1:** Collaborative areas of research excellence are established, prioritized, and leadership and members are identified.

**IND2:** The college website is updated to support and educate about opportunities for both internal and external collaborations.

**IND3:** Tenure track faculty hires are consistent with research interests in these areas.

**IND4:** Pilot project seed funding is used to fund collaborations among COP faculty for new, interdisciplinary work that would not otherwise have been initiated.

**IND5:** The number of papers/grants from multi-PI collaborations is increased by 50%.

**OBJ2:** By September 2018, develop new interactions with the Dell Medical School and other units on campus and beyond, to build collaborative research projects. Accountable: dean, dean's cabinet.

**IND1:** Websites, brochures, and other media are developed and disseminated to faculty members.

**IND2:** Collaborations are tracked as proposals are submitted and awarded.

**SD3:** Develop and implement strategies to facilitate research and increase rewards and efficiencies.

**OBJ1:** By September 2016, increase administrative support in the Office of Research and Graduate Studies by 50% to facilitate the grant preparation and submission process. Accountable: dean, dean's cabinet. Resources Needed: new administrative position.

**IND1:** A 50% FTE is hired and trained, who will report directly to the senior grants & contracts specialist.

**OBJ2:** By January 2016, initiate a discussion regarding "faculty culture", including a) the meaning of "scholarship" in its broadest sense and how it should be rewarded, b) methods to recognize and appreciate all types of research (e.g., basic, discovery and application, translational, clinical, educational) within the college, and c) possible committee reorganization and prioritization to better preserve faculty time for research. Accountable: dean, division heads, associate dean for research & graduate studies.

**IND1:** A formalized plan for preserving faculty time for research is implemented and undergoes periodic assessment.

**OBJ3:** By September 2016, provide support and incentives for submitting grant proposals by a) reducing committee service and/or teaching for faculty members who are actively (and genuinely) submitting proposals in a particular semester, b) providing competitive seed funds for small pilot studies, etc.), c) enabling bridge funding when appropriate. Accountable: dean, dean's cabinet, division heads.

**IND1:** These mechanisms are being utilized by faculty, and faculty have increased time for grants and research.

**OBJ4:** By September 2016, enhance student and fellow involvement in, and funding of, college research programs that includes undergraduate, professional, graduate, resident, and postdoctoral fellows. Define an administrative 'home' that provides a structure supporting and promoting undergraduate and Pharm.D. student research (perhaps through expansion of the associate dean for research portfolio). Accountable: dean, division heads, associate dean for research & graduate studies.

**IND1:** The number of research-active graduate, undergraduate, and professional students and fellows increases.

**IND2:** The number of graduate, undergraduate and professional students and fellows submitting and obtaining individual grant and fellowship support increases.

**OBJ5:** By January 2016, organize a research leadership committee devoted to developing and implementing innovative funding strategies. Accountable: associate dean for research & graduate studies, division heads.

**IND1:** The number of various grant proposal types increases compared to previous evaluation cycles.

**OBJ6:** By January 2016, develop a method for promoting the use of shared instrumentation and core facilities. Accountable: dean, division heads, assistant dean for administration.

**IND1:** A list of shared instrumentation with guidelines as to whom to contact for use and other stipulations for use is created and distributed.

**IND2:** Financial resources, and potentially FTEs, are provided to develop and grow existing cores through assistance in submitting instrument grants and STARS applications.

**SD4:** Develop and implement a strong mentorship program for research.

**OBJ1:** By January 2016, implement incentives for research mentors. For example, mentorship should be considered as part of research and/or educational service to the university in promotion and review processes. Accountable: dean, dean's cabinet.

**IND1:** Each faculty member engaged in research identifies at least one research mentor (can be inside or outside the college or university).

**IND2:** Every research proposal is completed at least one month prior to the submission deadline to enable a feedback period between mentor and mentee.

**OBJ2:** By January 2016, develop and implement a) an internal grant review committee; b) an incentives system for research mentors to play a role in grant review; and/or c) a pay-for-service mechanism for external expert critique and editing of grant proposals. Accountable: associate dean for research & graduate studies.

**IND1:** The internal grant review committee is established.

**OBJ3:** By January 2016, establish an assistant professor seminar series for junior faculty to learn about one another's research and establish a sense of community. Accountable: dean.

**IND1:** Assistant professors present college-wide seminars on a regular basis.

**IND2:** Numbers of research collaborations, shared facilities/equipment, and co-PI grants are increased.

**SD5:** Develop and implement a plan to increase publications and dissemination of scholarship efforts in the college to the scientific, health, and lay communities.

**OBJ1:** Increase the quantity of scientific publications in high-quality peer-reviewed journals in the discipline. Accountable: associate dean for research & graduate studies, assistant dean for development & alumni relations, college communications coordinator.

**IND1:** Publication output increases commensurate with division expectations.

**OBJ2:** By January 2016, increase public visibility of research and scholarship to the general public, and focus on targeting alumni. Accountable: college communications coordinator, associate dean for research & graduate studies, research leadership committee.

**IND1:** The number of public events in which faculty research is publicized increases compared to prior years.

**IND2:** Numbers of presentations, patents, awards, reviews, conferences, press releases, newspaper articles, monthly email blasts, press releases to PhRMA, TED talks, YouTube and short video messages on college website, Twitter, etc.) increases.

**IND3:** An annual event is established to recognize scholarly activities from tenured, tenure-track, and non-tenure-track faculty, including traditional research activities and other non-traditional scholarly activities.

**OBJ3:** By May 2016, increase the external visibility of college research and scholarship. Accountable: college communications coordinator, associate dean for research & graduate studies, assistant dean for development & alumni relations.

**IND1:** A ‘brand’ is developed that signifies collaborative research opportunities, synergies, progression, etc.

**IND2:** Social media are used to give regular updates on faculty and student research and scholarship

**IND3:** A named seminar series is developed with invitations restricted to world-renowned scientists.

**OBJ4:** By September 2016, increase educational involvement with the public and community. Accountable: assistant dean for development & alumni relations, assistant dean for student affairs, assistant dean for experiential & professional affairs, pharmacy council, associate dean for research & graduate studies.

**IND1:** The number of public events to highlight research and scholarship is increased.

**IND2:** Graduate students increase their involvement in education and research events to highlight research and scholarship to the public.

<b>Key Priority 4: Recruitment, Retention, and Recognition of an Outstanding and Diverse Faculty and Staff</b>
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**SD1:** Focus faculty and staff recruitment efforts to ensure the continued maintenance of a highly qualified and diverse faculty and staff.

**Faculty**

**OBJ1:** By September 2016, establish a process to discern and regularly re-evaluate the necessary critical mass of faculty members needed to effectively and efficiently address

the academic, research, and service mission of the college. Accountable: dean, dean's cabinet.

**IND1:** An adequate depth and breadth of faculty is in place to achieve the college's mission and vision.

**OBJ2:** By September 2016, building on the best practices identified by the Office of Diversity and Community Engagement, enact a prescribed process to ensure the recruitment of a highly qualified and diverse faculty to adequately address the mission of the college. Accountable: dean's cabinet, human resources representative, faculty development committee.

**IND1:** The new process has been created and distributed to faculty.

### **Staff**

**OBJ1:** By September 2016, establish a process to discern and regularly re-evaluate the necessary critical mass of staff members needed to effectively and efficiently address the academic, research and service missions of the college. Accountable: assistant dean for administration, dean's cabinet.

**IND1:** Scores on staff surveys are higher than the previous survey periods

**IND2:** An adequate depth and breadth of staff is in place to achieve the college's mission and vision.

**OBJ2:** By September 2016, building on the best practices identified by the Office of Diversity and Community Engagement, enact a prescribed process to ensure the recruitment of a highly qualified and diverse staff to adequately address the mission of the college. Accountable: assistant dean for administration, staff development committee.

**IND1:** The new process has been created and distributed to staff.

**SD2:** Evaluate and improve the college's infrastructure and culture to promote the retention of faculty and staff by enhancing job satisfaction and creating an inclusive environment.

### **Faculty**

**OBJ1:** By September 2016, formalize a process to discern and periodically re-evaluate the mechanisms to facilitate collaboration in research and teaching within the college and university. Accountable: dean's cabinet, faculty development committee.

**OBJ2:** By September 2016, implement a process for faculty members to report roadblocks to their success and to collaborate in discovering innovative solutions to resolve them. Accountable: dean's cabinet, faculty development committee.

**IND1:** Faculty are more satisfied with their career progression, as measured by relevant questions on the AACCP survey, as compared to the prior survey period.

**IND2:** There is a low rate of faculty turnover.

**OBJ3:** By September 2018, ascertain and implement strategies to promote work/life balance. Accountable: dean's cabinet, faculty development committee.

**OBJ4:** By September 2016, review the participation and structure of the existing mentoring program for junior faculty and modify if necessary. Accountable: executive committee, dean's cabinet.

**IND1:** All Assistant Professors have documentation that describes a mentoring relationship on file with their Division Head.

**IND2:** All Assistant Professors are meeting at least annually with each of their official mentors.

**OBJ5:** By September 2016, create an orientation process for newly hired faculty at all ranks to orient them to the policies and procedures of the college and university, as well as to initiate them into the "culture" of the college. Accountable: dean's cabinet, human resources representative, faculty development committee.

**OBJ6:** By September 2017, complete an assessment of the effectiveness and transparency of the existing structure and processes involved in faculty annual reviews and promotion/merit decisions. Accountable: executive committee, dean's cabinet.

**OBJ7:** By September 2018, establish a reward system for research faculty members to incentivize them to increase the number of grants acquired, such as permitting the use of grant funding for extra compensation based on number of grants. Accountable: executive committee, dean's cabinet.

## **Staff**

**OBJ1:** By September 2016, formalize a process to discern and periodically re-evaluate the barriers to, and opportunities for, retaining highly skilled and proficient staff. Accountable: dean, staff development committee, assistant dean for administration.

**IND1:** Barriers to staff development retention are identified.

**OBJ2:** By September 2016, implement a process for staff to report roadblocks to their success and to collaborate in discovering innovation solutions to resolve them. Accountable: assistant dean for administration, staff development committee.

**IND1:** The College has positive results on the University staff surveys

**OBJ3:** By September 2018, implement policies and programs to promote work/life balance. Accountable: assistant dean for administration, staff development committee.

**IND1:** Policies and programs that promote work/life balance have been developed and distributed to staff.

**OBJ4:** By September 2016, create and implement a formal staff mentoring program that includes the formulation of an individualized career track for staff, when suitable. Accountable: staff development committee, assistant dean for administration.

**IND1:** All staff have documentation on file that describes a mentoring relationship

**IND2:** All staff are meeting at least annually with their official mentors.

**OBJ5:** By September 2016, establish an orientation process for newly hired staff at all ranks to train them in the policies and procedures of the college and university as well as to initiate them into the “culture” of the college. Accountable: staff development committee, assistant dean for administration.

**OBJ6:** By September 2018, develop a plan to address the unexpected coverage of workload responsibilities when individual staff members are on personal leave. Accountable: assistant dean for administration.

**OBJ7:** By September 2017, promote a college culture that encourages staff professional development through formal or informal classes that are provided by various university departments or through external professional development courses. Accountable: assistant dean for administration, staff development committee.

**IND1:** More than 50% of staff members annually participate in individual or group professional development opportunities.

**SD3:** Review and improve mechanisms to recognize faculty and staff members for outstanding service that supports the mission of the college.

## Faculty

**OBJ1:** By September 2017, develop a mechanism to support faculty service including innovative, successful educational practices in the classroom. Accountable: senior associate dean for academic affairs, academic support committee.

**IND1:** New awards/recognitions are created to honor faculty service, including effective educational delivery methods that enrich student learning.

## Staff

**OBJ1:** By September 2016, review the existing staff awards process, improve as necessary, enhance the transparency of the process, and publicly recognize staff through website and/or newsletter. Accountable: assistant dean for administration, staff development committee

**IND1:** A written narrative describing the awards process is circulated to all faculty and staff prior to solicitation for award nominations.

**OBJ2:** By September 2016, develop a new mechanism to reward staff for incorporating effective work practices and for sharing professional development skills throughout the year. Accountable: assistant dean for administration.

**IND1:** New awards/recognitions are created to honor staff members who provide new methods for the efficient integration of work practices.

<b>Key Priority 5: Performance Excellence</b>
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**SD1:** Position the college to achieve its mission and vision.

**OBJ1:** By January 2016, develop an accountability system that includes an annual review of the college's strategic plan. Accountable: dean's cabinet, pharmacy assessment council. New Resources Needed: personnel (systems expert for the development of the accountability and monitoring systems, internal and external reviewers).

**IND1:** An accountability system is developed and is used to evaluate each objective of the strategic plan.

**IND2:** Internal and external reviews are completed.

**IND3:** Reviewers' feedback is shared with the dean's cabinet, other college representatives and key stakeholders.

**IND4:** An open forum is created and is used for all stakeholders to voice concerns, describe new proposals, and provide data and rationale for those proposals.

**IND5:** College leaders revise the strategic plan in response to feedback from reviewers, the dean's cabinet, other college representatives, and key stakeholders.

**OBJ2:** By September 2016, develop contingency plans to resolve or address any new issues that may hinder the advancement of the strategic plan. Accountable: dean's cabinet.

**IND1:** A monitoring system is established and is used to respond to new issues.

**IND2:** College leaders and key stakeholders are trained to use the monitoring system.

**IND3:** Action plans are developed to address and resolve new issues as they arise.

**SD2:** Foster performance excellence in key priority areas of the strategic plan.

**OBJ1:** By September 2016, implement a dynamic, online mechanism to submit, revise, and review detailed progress on each strategic plan objective at least annually. Accountable: director of assessment. New Resources Needed: personnel (research assistant for notifications, analyses, and reports).

**IND1:** A mechanism is established and tested for usability.

**IND2:** Quarterly or semester reports are submitted.

**IND3:** Data from the monitoring system is used to inform decisions.

**IND4:** Strengths and weaknesses are identified.

**IND5:** Pharmacy assessment council members report progress on strategic plan objectives that are relevant to his/her portfolio.

**OBJ2:** By September 2016, and at least annually thereafter, report new opportunities, innovations, or challenges that have emerged, and determine their impact on the strategic plan. Accountable: pharmacy assessment council.

**IND1:** Stakeholders submit at least one new opportunity, innovation, or challenge.

**IND2:** The college communicates with stakeholders about positive outcomes in student learning, faculty development, etc. that have resulted from each opportunity or innovation.

**OBJ3:** By December 2016, for each area of the college, develop an assessment plan that is implemented, continuously reviewed, and reported at least annually. Accountable: pharmacy assessment council.

**IND1:** Assessment plans for each area of the college rely on evidence-based decision making to make improvements.

**IND2:** Stakeholders contribute to the development, implementation, monitoring and reporting of each assessment plan.

**SD3:** Communicate with transparency the progress of the strategic plan in all key priority areas.

**OBJ1:** By January 2016, evaluate college communications at least annually to ensure easy access to information and mechanisms to submit feedback to the college. Accountable: assistant dean for development & alumni affairs.

**IND1:** A written narrative regarding college communication is distributed to faculty and staff annually.

**OBJ2:** By September 2016, disseminate an annual report on the college's strategic plan progress, and solicit feedback from stakeholders. Accountable: dean, director of assessment.

**IND1:** A report on the college's strategic plan is prepared annually.

**IND2:** Progress reports are presented at stakeholder meetings (e.g., faculty retreats, advisory council meetings, regional internship personnel meetings, preceptor conferences).

**IND3:** Stakeholders provide feedback.

(Approved by the UTCOP voting faculty on April 13, 2015.)