SPRING FACULTY MEETING
DEAN’S UPDATES
Updates

1. HR - Recruitment Updates
2. Budget
3. SHS Pharmacy
4. General College Wins
5. Diversity, Equity & Inclusion
Recruitment Updates

1. Office Manager-Portland (Interview Phase)
2. Executive Assistant to the Dean (Screening Phase)
3. Chair of Pharmacy Practice (Interview Phase)
4. Pharmacy Practice Clinical Assistant Professor (Interview Phase)
5. Associate Dean for Research (Dr. Fred Stevens)
6. Student Advisor (?)
Training & Compliance

1. HR Critical Training
2. Research Training
Budget Update

• Overall college budget for AY21
  • No new updates regarding % cut for expense reduction
  • Waiting for budget guidance and workbook from University’s Budget and Resource Planning Office

• In Progress
  • Working with HSBC and unit directors on expense reduction planning for travel, events, and supplies

• Budget management structure (new)
  • Working with HSBC and unit directors
  • Starting on July 1, 2020
## Salary Reduction

<table>
<thead>
<tr>
<th>Projected Corvallis E&amp;G revenues</th>
<th>$597.0M</th>
<th>$592.5M</th>
<th>$588.0M</th>
<th>$583.0M</th>
<th>$578.5M</th>
<th>$574.0M</th>
<th>$569.0M</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projected revenue gap ($M) to historical expenses</td>
<td>$35.0M</td>
<td>$39.5M</td>
<td>$44.0M</td>
<td>$49.0M</td>
<td>$53.5M</td>
<td>$58.0M</td>
<td>$63.0M</td>
</tr>
<tr>
<td>Target savings</td>
<td>$0.0M</td>
<td>$3.9M</td>
<td>$7.7M</td>
<td>$12.0M</td>
<td>$15.9M</td>
<td>$19.7M</td>
<td>$24.0M</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Annual salary rate :</th>
<th>Temporary reduction to annual salary rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>up to $30,000</td>
<td>0.00% 0.00% 0.00% 0.00% 0.00% 0.00% 0.00%</td>
</tr>
<tr>
<td>$30,001 to $50,000</td>
<td>0.00% 0.00% 0.00% 0.00% 0.00% 0.00% 0.00%</td>
</tr>
<tr>
<td>$50,001 to $70,000</td>
<td>0.00% 0.56% 1.10% 1.72% 2.28% 2.82% 3.44%</td>
</tr>
<tr>
<td>$70,001 to $90,000</td>
<td>0.00% 0.98% 1.93% 3.01% 3.98% 4.94% 6.02%</td>
</tr>
<tr>
<td>$90,001 to $110,000</td>
<td>0.00% 1.31% 2.58% 4.02% 5.33% 6.60% 8.04%</td>
</tr>
<tr>
<td>$110,001 to $130,000</td>
<td>0.00% 1.59% 3.13% 4.88% 6.47% 8.01% 9.76%</td>
</tr>
<tr>
<td>$130,001 to $150,000</td>
<td>0.00% 1.82% 3.60% 5.61% 7.44% 9.22% 11.23%</td>
</tr>
<tr>
<td>$150,001 to $170,000</td>
<td>0.00% 2.04% 4.04% 6.29% 8.33% 10.32% 12.58%</td>
</tr>
<tr>
<td>$170,001 to $190,000</td>
<td>0.00% 2.25% 4.43% 6.91% 9.15% 11.34% 13.82%</td>
</tr>
<tr>
<td>$190,001 to $220,000</td>
<td>0.00% 2.52% 4.98% 7.76% 10.28% 12.74% 15.52%</td>
</tr>
<tr>
<td>$220,001 to $240,000</td>
<td>0.00% 2.69% 5.31% 8.27% 10.96% 13.58% 16.55%</td>
</tr>
<tr>
<td>$240,001 to $260,000</td>
<td>0.00% 2.85% 5.62% 8.77% 11.61% 14.39% 17.53%</td>
</tr>
<tr>
<td>$260,001 to $280,000</td>
<td>0.00% 3.00% 5.93% 9.24% 12.24% 15.17% 18.48%</td>
</tr>
<tr>
<td>$280,001 to $300,000</td>
<td>0.00% 3.15% 6.23% 9.70% 12.85% 15.93% 19.40%</td>
</tr>
<tr>
<td>$300,001 to $400,000</td>
<td>0.00% 3.71% 7.32% 11.41% 15.12% 18.73% 22.82%</td>
</tr>
<tr>
<td>$400,001 to $600,000</td>
<td>0.00% 4.31% 8.50% 13.25% 17.55% 21.75% 26.49%</td>
</tr>
<tr>
<td>over $601,000</td>
<td>0.00% 4.49% 8.87% 13.82% 18.32% 22.70% 27.65%</td>
</tr>
</tbody>
</table>
SHS PHARMACY
SHS Pharmacy Closure Update

• Closure generated lots of conversations
• Operations
  • SHS staff is working diligently
  • CoP faculty transition team (Roberto, Juancho, Stacy R, Gary M, Andrea)
  • Pharmacy records
  • Inventory
  • Fixtures
GENERAL COLLEGE WINS
College Wins

- Grants and Contracts
- Education - remote teaching
- Students
Research & Contracts

FY 2020 Awards to Date = $13,858,747
- Practice: $8,935,514
- Science: $4,923,233

CoP Share of F&A Awarded (26%) = $372,457
- Practice: $113,483
- Science: $258,974
DIVERSITY, EQUITY, INCLUSION
Pharmacy Practice Highlights and Acknowledgements

• Dan Hartung promoted to Full Professor

• Jessina McGregor received the OHSU Women in Academic Health and Medicine Research Mentoring Award

• Adriane Irwin received the University of New Mexico COP Emerging Leader Alumni Award

• Adriane Irwin led the student team awarded 1st Place in the ACCP Clinical Research Challenge

• Gregory Zumach elected as Chair-elect of the AACP Leadership Development SIG

• Harleen Singh, Zain Al-Jamalli, Ali Olyaei, Stacey Olstad (and many others) led the Block 1 Telepharmacy APPE Elective
Pharmaceutical Sciences News

• Graduate program activity, recruitment and student awards: Kerry will cover
• A Center for Innovative Drug Delivery is moving forward
• Research resumption plans being approved for OSU and OHSU
• Gaurav Sahay received the OSU Phi Kappa Phi Emerging Scholar Award
• Aleksandra Sikora won the Women in Academic Health and Medicine Discovery Award from OHSU
• Chrissa Kioussi is editor on a just released book: Stem Cells and Tissue repair in the Springer Protocols series
• 21 new grants submitted since Jan 1, 2020 with lead PI in Pharm Sci
Pharmaceutical Sciences News
New Grants received since Jan 1

• R15 grant to A. Alani as co-PI
• NIFA-USDA 5 yr grant to F. Stevens and E. Ho
• R21 grant to O. Taratula
• R01 grant to O. Taratula
• Cystic Fibrosis Foundation grant to G. Sahay
• NSF-USDA 4 yr grant to T. Mahmud and J. Chang
• OSU VDF funding to A. Sikora
• JGI grant to BJ Philmus
• ABTA travel award to Jane Ishmael
• R01 grant to S. Gibbs with A. Alani as Co-I
COLLEGE COUNCIL
College Council

“The College Council receives information regarding items of general interest or concern. It serves as a conduit for coordination and dissemination of information regarding College activities and direction to faculty, staff, and students at large. The College Council is not a policy-making entity but may advise the Executive Committee in identifying the appropriate department, non-departmental unit, or committee to address concerns or advance achieving the College mission.”

• CoP By-laws

• College Council is the location to synthesize different viewpoints from around the college to provide guidance for administrators.
College Council

Agenda released on Friday prior to meeting (held on Tuesday, 9:00 – 10:30 am)
• Released to faculty for provide questions and opinions to be brought to College Council
• Standing items:
  • Budget items/discussions
  • Hiring discussions/prioritization
  • Provost’s council updates (both OSU and OHSU)

• Pharmaceuticals Sciences Representative: BJ Philmus
  Pharmacy Practice Representative: Gregory Zumach

• Request: Committee leads to provide the agendas from their meetings with 1-2 sentences describing each agenda item.
Accreditation Evaluation Team Review (ETR)

- Conduct and content of the Self Study met all expectations
- Site visit was completed in full, in spite of pending closures
- 18 of 25 standards ‘fully compliant’
- 6 standards ‘compliant with monitoring’, require written update in about 18 mo
  - Stnd 8 Organization and Compliance
  - Stnd 10 Curricular Design, Delivery, and Oversight
  - Stnd 18 Faculty and Staff - Quantitative Factors
  - Stnd 20 Physical Facilities and Educational Resources
  - Stnd 23 Financial Resources
  - Stnd 25 Assessment Elements for Section II: Structure and Process
Accreditation Evaluation Team Review (ETR)

1 Standard ‘Partially Compliant’ (Initiates a two year clock)
   Stnd 24   Assessment Elements for section I: Educational Outcomes
   (Working to flip this standard to ‘Compliant with Monitoring’ prior to full board meeting)

Concerns and Plan:
• NAPLEX results from 3rd trimester of 2019 (Ramirez / DeLander / Zumach)
• Cohesive, comprehensive Annual Assessment Plan (Ostrogrosky)
• Individualized assessment of P-SLO achievement (Faculty / Bookman / Ostrogorsky)
• Objective assessment of student achievement for Cape Domains 3 & 4 (ACPE Stnds 3 & 4)
   (Olstad / Faculty / DeLander)

The full ACPE Board will consider any additional information submitted 21 days in advance prior to making a final decision on compliance with all accreditation standards
Complete comprehensive practice exams are the most highly ranked type of preparatory support among all three cohorts. Example questions were the second most highly ranked support by all groups, who uniformly ranked college assistance in organizing study groups as the least preferred type of support.

<table>
<thead>
<tr>
<th>Support</th>
<th>Class of 2021</th>
<th>Class of 2020</th>
<th>Class of 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete comprehensive practice exams</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Examples of exam questions made available online</td>
<td>6</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>A general overview highlighting anticipated content of comprehensive exams</td>
<td>6</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>An actual preparatory course taught throughout the P4 year</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>A better understanding of exam format and requirements</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>A prescriptive timeline that I can follow to organize my study efforts</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>College assistance in organizing study groups with colleagues</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
</tbody>
</table>
A strong majority of respondents from all groups listed a review book, online reviews, and online practice exams among their desired method of delivery for preparatory support. As with preference for type of support, the three cohorts showed similar patterns of preference for the suggested methods of delivery.

<table>
<thead>
<tr>
<th>Method of Delivery</th>
<th>Class of 2019</th>
<th>Class of 2020</th>
<th>Class of 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>A NAPLEX/MPJE review book</td>
<td>95%</td>
<td>91%</td>
<td>95%</td>
</tr>
<tr>
<td>Online delivery of test strategies, sample questions, and review areas</td>
<td>92%</td>
<td>88%</td>
<td>70%</td>
</tr>
<tr>
<td>Online delivery of a comprehensive practice exam</td>
<td>82%</td>
<td>90%</td>
<td>81%</td>
</tr>
<tr>
<td>Online delivery of study prompts, distributed throughout the P4 year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-person guided reviews, distributed throughout the P4 year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A comprehensive practice exam that is proctored and time limited</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A two-day, in-person review sessions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A one-day, in-person review sessions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two one-day, in-person review sessions</td>
<td></td>
<td></td>
<td></td>
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</table>

% of Respondents
Consistency of responses between cohorts remained true for preference of timing of support, with all groups indicating **strong preference for the spring**, either in P3 or P4 year.

Support was least desired during the first two-thirds of the APPE year, possibly reflecting a desire to focus on rotations and prepare for the PGY1 residency application process.

### Class of 2019

<table>
<thead>
<tr>
<th></th>
<th>Class of 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>P3 Year – Spring</td>
<td>36%</td>
</tr>
<tr>
<td>P4 Year – Summer</td>
<td>24%</td>
</tr>
<tr>
<td>P4 Year – Fall</td>
<td>29%</td>
</tr>
<tr>
<td>P4 Year – Winter</td>
<td>47%</td>
</tr>
<tr>
<td>P4 Year – Spring</td>
<td>46%</td>
</tr>
</tbody>
</table>

### Class of 2020

<table>
<thead>
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### Class of 2021

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<tr>
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</tr>
</tbody>
</table>

Comments from the survey suggest that students would prefer self-paced supports – such as a review book – in spring of P3 year, with more structured support like comprehensive practice exams delivered in spring of P4 year.
The majority of students in the class of 2021 were willing to spend up to $200, while the majority of the class of 2020 were only willing to spend up to $100. Each increase of $100 had about twice as much support from the 2021 cohort as the 2020 cohort.
Strategic Plan
CURRICULUM COMMITTEE
Recent Discussions and Accomplishments

• ACPE site visit
• Discussion of benchmark exams
• “Block 1” for APPE students and other Spring Covid 19 course adjustments
• NAPLEX preparation improvements
Future Directions

• Various subcommittees working on strategic plan deliverables:
  • Elective offerings including course needs and evaluation of potential to develop elective tracks and integrated APPE/didactic offerings (Zumach Chair)
  • IPE comprehensive plan (Morley Chair)
  • IPPE review and recommendations for optimization (Starwalt Chair)
  • APPE/PAR Block review and recommendations for optimization (Singh Chair)
• SLOs linking to exams/rubrics -“Standard 24” statement and plan
• Pilot proposal to have Portland based students for P1 and P2 years starting Fall 2021
• Course review process
Linking SLOs to Exams/Rubrics

• Recommendation from both Assessment and Curriculum Committees: In addition to linking summative assessments to course SLOs, course coordinators and/or instructors will link individual elements of summative assessments - such as exam questions or rubric components - to course SLOs. These linkages will be clearly indicated to students on their paper or electronic exams, in their grading rubrics, or via other appropriate scoring systems related to those assessments.

Rationale: Per the ACPE evaluation team report on Standard 24 (currently Partially Compliant): “The evaluation team recommends the College develop a comprehensive plan to measure student achievement of all P-SLOs for evaluation at both the individual and aggregate level beyond student self-reported data.”

Need a faculty vote to approve
Proposal For Portland Based Students

• The Executive Committee asked the Committee to review a concept proposal to initiate a pilot program having Portland-based students starting in the fall of 2021.

• The model would be similar to what we currently offer P3s that stay in Corvallis for lectures but commute to Portland for in-person activities.

• The primary goal is to enhance recruitment efforts as many of our students are from the Portland area and we compete with Pacific as well as other distance programs for students.

• The concept for a pilot was approved unanimously by the Committee with a referral to the full faculty for a vote.
Course Review Process

• In 2019 the Committee approved a formal course review process to meet ACPE requirements and this is an area under monitoring by ACPE to ensure we get this fully implemented. It is also part of our strategic plan.

• Required courses are to be reviewed at least every 3 years and elective offerings every 5 years

• The plan is to review all courses in a sequence at the same time

• The Assessment Committee will coordinate the process and the Curriculum Committee will review any course changes that result

• Committees will be formed including course coordinators, a representative from both CC and AC and at least one pharmacist.

• Please see the document that was sent out for more detail and the plan is to start with the first groups of courses this summer
EXTENDED EDUCATION
Reformatting
P4 Interview Day
& Career Days

Paige Clark, Stacey Olstad, & Shannon Starwalt
We need to begin communications and planning early due to the complexity of this virtual provision.

Corporate partners/recruiters have asked that the dates remain the same and that we expedite the planning process.

- We need to know the number of virtual interviewers,
- Early engagement allows both students and interviewers time to prepare,
- Huge technical undertaking.

Faculty assistance will be welcomed to help monitor:

- Career Fair- assistance in helping our team monitor rooms,
- Point of contact for interview rooms (to help mitigate technical difficulties).

Due to the complexity and level of engagement needed from both faculty and students- no classes or labs January 20th & 21st.
Reasons for a virtual ID & CD:

• Many skills to be acquired with virtual interviews, applicable beyond COVID-19
• OHSU & OSU may not allow an in-person gathering the size of Career Days (180 students & 50 reps)
• It would be costly and distracting to provide proper PPE for all students and interviewers
• We may have more companies participate due to not having to travel (which means more opportunities for the students)

Student preparation:

• Potential group mock interview skill session in preparation
• There are available resources on how to interview virtually (identifying/building healthcare/pharmacy specific)

Logistics:

• Multiple
• Faculty assistance will help us manage flow
• Strict parameters and expectations for students
• Ideally 4 interviews per student
• Leaving some interview slots open at the end of each day for “technical glitch” make-up slots
Assessment Update
WHERE DO I FIND INFORMATION ABOUT ASSESSMENT COMMITTEE OR DATA REPORTS?
1 CoP Faculty Resources Page
2 Committees
3 Assessment Committee
ACPE (Recovery &) Follow-Up: Focus on Standard 24
1. Plans to increase NAPLEX pass rate
2. More detailed assessment plan
3. Objective assessment of co-curriculum
4. Individual-level assessment of P-SLOs
1. Board Exam Preparation
   Surveys & Data Report

Internal Reports (By Year)

[2020] ACPE Self-Study || ACPE Self-Study Addendum (Charts & Tables) || Supporting Board Exam Preparation || PAR Block Performance (2017-2020)
More detailed assessment plan is being developed
Objective assessment of co-curriculum.

Student forms are revised to directly link to P-SLOs and faculty reviewers indicate one of three levels of competency.
4 Individual-level assessment of P-SLOs

- Increased transparency about linkages between assessments and P-SLOs are needed.

- Nic Bookman is working on a P-SLO dashboard that would be driven by this data.
Strategic Plan 2022 Assignments
Optimize PAR Block and extended APPE

Internal Reports (By Year)

[2020] ACPE Self-Study | ACPE Self-Study Addendum (Charts & Tables) | Supporting Board Exam Preparation | PAR Block Performance (2017-2020)
1. Optimize PAR Block and extended APPE
2. Work group identified and beginning July
Other Assessment Activities Underway
1. AACP Surveys x 4
2. Data Reports: NAPLEX, MPJE, PCOA
3. Individual-level assessment of P-SLOs
4. Providing individual faculty support
5. Partnering with Curriculum Committee on Strategic Plan 2022
Questions?
DIVERSITY COMMITTEE
Diversity, Equity and Inclusion committee

• This academic year we have been meeting 2x/month

• We have created climate surveys that are being put into Qualtrics now and hope to disseminate them shortly

• We are drafting policies and procedures on how to deal with bias incidents and follow up for those incidents

• We have created a bias training for PharmD interviews

• We are going to start a speaker series in the fall
RESEARCH & SCHOLARSHIP
Research and Scholarship Committee: Summary of AY19-20 Activities

• PharmD student research
  • IRB Compliance
  • Funding for presenting authors to ASHP Midyear
    • 31 presenting authors for 27 student posters ($11,200)

• Proposal of faculty research awards

• Informational programming for faculty

• Strategic Plan brainstorming
  • 5 objectives under 2 strategic goals for Critical Issue II

• R2R Planning
Members: McPhail (Chair), Ishmael (Grad Admissions Director), Peters - (program coordinator), Furuno (Pharmacy Practice representative), Kioussi, Philmus, Sahay (Graduate Retreat Co-Chair), Taratula (Graduate Retreat Co-Chair), van Breemen, Filtz (ex officio), Paraiso, Ines (student member)
Graduate Admissions

MATRICULATING STUDENTS – FALL 2020

Pharmaceutics
• Eunseo Choi (international)
• Syed Rizvi (international)  Provost Scholarship - $10,000

Medicinal Chemistry
• Margaret Redick (domestic)  ARCS Foundation Scholarship – $18,000
• Samuel Tanoeyadi (international)
• Annalisa Sileo (international)

Pharmacology
• Natalie Wolske (domestic)  Provost Scholarship - $3,000
• Sophia Bonar (domestic)
Graduate Program Status and News

- 8 incoming students (7 first year, 1 second year)
- 8 students graduated in the past academic year or anticipated in summer 2020
- There will be 33 graduate students in the program in Fall term:
  - 6 Pharmacology, 12 Pharmaceutics, 15 Med Chem
  - (up to 6 of these may graduate by December 2020)
- Most recent awards are TWO AFPE fellowships (American Foundation for Pharmaceutical Education)
  - Madeleine Landry (Sun Lab)
  - Fabian Martinez (Sikora Lab)
- Third year interim report to follow up 2017 program review will be merged with the new ‘Unit Review’ process under discussion with the university.
- Applications for affiliate faculty status will be reviewed and approved by the Graduate Studies Committee when the only purpose is to serve on a graduate student committee.
Graduate Fellowships

- NIH/NCCIH Natural Products T32 started December 2019:
  - Daniel Back (Philmus Lab)
  - Evan Carpenter (Indra Lab)
  - Daphne Mattos (Ishmael Lab)
  - Daniel Nosal (van Breemen Lab)
  - Richard Tehan (McPhail Lab)

- NIH F31: Alan Wong (van Breemen Lab)
- Fulbright: Syed Rizvi (Alani Lab)

- Graduate Fellowship Task Force lead by Lisa Silbernagel to redesign and support processing of fellowships at OSU.

- Support the graduate program by considering a second NIH T32 application – ‘drug and vaccine delivery’??
AY20-21 Action Item Highlights

• Virtual student symposium in planning for September 21 and 22 (Monday and Tuesday before Fall term starts on Wednesday 23) – Oleh and Gaurav.

• Initiate activities to create online M.S. program(s), e.g. M.S. in Nanomedicine.
  • It takes about a year to get a course fully online (note from meeting pre-pandemic!)
  • Chrissa and BJ have courses (e.g. PHAR 525) that they are working or planning to take online.
  • Kerry will work with GSC to review all graduate course syllabi – identify those for potential online, and review core curricula for all sub-disciplines
  • GSC proposes that all new courses be planned for online
  • Please let me/the GSC know if you have an idea for an online course.
  • Summer workshop to discuss online courses concepts
Questions / Comments?
ADMISSIONS & RECRUITMENT
Pharm.D. Admissions Committee

Current Numbers:
• 61 admitted for fall 2020
• 7 pending offers of admission
• Applications still being submitted
• July 1 deadline

Changes for Fall 2021
• Full review of admissions process to be more holistic, remove barriers
• Remove minimum GPA for file review
• Remove supplemental questions
AWARDS