

Strategic Plan

2022 Tracking Document

Fall 2020 Update



VISION

Faculty, students, and alumni of the College of Pharmacy lead transformative advances in healthcare, improving health and wellness through the discovery, translation, and application of research and scholarship.

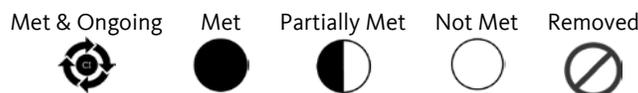
MISSION

To advance societal health and wellness through leadership in pharmacy education, research, community engagement, and patient care.

CRITICAL FACTORS FOR SUCCESS

- Recruit and nurture diverse and high-achieving students, faculty, and staff to address the healthcare needs of a diverse population
- Create professional leaders who advance societal health by building a culture of critical thinking, evidence-based decision making, and interprofessional team-based patient care.
- Create scientific leaders whose innovative ideas and strategies advance new options to improve health
- Engage in and disseminate impactful scholarship, ranging from foundational research to applications in patient care to scholarship of teaching and learning.
- Equip students and faculty with academic, professional, and leadership skills required to compete successfully and sustain satisfaction, both personally and professionally
- Enhance alumni relationships through a partnership that assures continuing competence, awareness of contemporary practice issues, and engages alumni with faculty and current students for reciprocal benefits
- Establish key partnerships, collaborations and strategic alliances that will advance the mission of the College
- Be Oregon's pharmacy resource, advancing healthcare regionally, nationally, and globally.

The following indicators are used throughout this document to indicate the status of each element.



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Critical Issue I: Cultivating a Climate in Support of Personal and Professional Success

The personal and professional success of students, faculty, and staff is dependent upon cultivating a climate in which all persons are valued, heard, supported, and aware.

- *Valuing* all persons and opinions is a dynamic process and required to sustain a welcoming community.
- *Hearing* contrasting views, concerns, and potential strategies advance our capabilities and results from efforts to engage in active listening.
- *Support* must be dynamic, adapting each individual's aspirations and challenges in an ever-changing personal and professional environment.
- *Awareness* is dependent on full transparency in processes to create a clear understanding of expectations and opportunities.

SG1. Diversity, Inclusive Excellence, Multiculturalism, and Wellbeing: Create, cultivate, and sustain an open and welcoming community that respects differences and advances diversity¹, inclusive excellence, and multiculturalism². The personal wellbeing³ of students, staff, and faculty are valued and prioritized as key aspects toward accomplishing our mission in advancing societal health.

Related Definitions

¹ *Definition of diversity: Groups or individuals with differences in culture or background, including, but not limited to, race, sex, gender identity, socioeconomic status, ethnicity, sexual orientation, age, disability, nationality, religion, military status, marital/parental status, professional or life experiences, viewpoint, and communication styles. The term diversity is fluid in that the status and representations of groups shifts over time.*

² *Definition of multiculturalism: more than noticing diversity. Focuses on development of a strong understanding of how power in society can be unequal due to race, gender, sexual orientation, power, and privilege.*

³ *Definition of wellbeing: Wellbeing is a state of being comfortable, healthy, or happy. At OSU, we believe wellbeing encompasses attention toward the following key elements: career, social, financial, physical, community, spiritual, resiliency, discomfort, and psychological.*

#	Objective	Accountable	Indicators/Target or Notes	Outcomes/Evidence	Status
1.1.1	Collaboratively develop a vision of our desired culture of the College in support of diversity, inclusive excellence, multiculturalism, and wellbeing for students, staff, and faculty.	DEI Director and committee / Student Success Task Force	Reach out to stakeholders to gather input on the desired culture during winter/spring 2021. Share vision in the Winter 2022.	Discussed in Wellness Task Force, action pending Director of DEI hire.	
1.1.2	Perform a needs assessment related to diversity, multiculturalism, and personal wellbeing of students, faculty, and staff to determine appropriate next steps.	DEI Director and committee	Research appropriate needs assessment tools during winter/spring 2021. Implement needs assessment(s) during spring 2021.	Discussed in Wellness Task Force, action pending Director of DEI hire.	
1.1.3	Create infrastructure where students, faculty, and staff are supported and empowered in academic, social, research, and professional endeavors.	DEI Director and committee / Office of Student Success & Engagement / Student Success TF	Examine current infrastructure and determine necessary changes, in partnership with College Administration. Begin implementation Fall 2022.	Discussed in Wellness Task Force, action pending Director of DEI hire.	
1.1.4	Develop and present material that includes concepts and terminology encompassing diversity, inclusive excellence, multiculturalism, and wellbeing and how their significance pertains to the mission and vision of the College of Pharmacy.	DEI Director and committee	Partner with Office of Institutional Diversity at OSU and the equivalent OHSU office on best practices and implement programming Fall 2021. Use data from needs assessment to inform programming.	Pending Director of DEI hire.	
1.1.5	In partnership with OSU and OHSU campus resources, begin the development of a robust Diversity and Inclusive Excellence program that focuses on achieving the goals of the College and meeting the needs of the community.	Director of DEI Director and committee	Identify, plan, and implement at least one presentation, activity, or workshop each term that support faculty, staff and student efforts to achieve of diversity goals beginning in spring 2021	Training from OID with 40 attendees in leadership roles on 8/13 about "Growing Culture of Dialogue." Trainings with EOA being planned now. Specific goal setting and measures	

				pending Director of DEI hire	
1.1.6	Establish transparent and accountable measures that identify and address the issues of <u>Diversity</u> , inclusive excellence, and multiculturalism across all aspects of hiring, recruiting, teaching, service and practice within the OSU College of Pharmacy.	DEI Director and committee / Executive Committee	Working with the Diversity committee, inventory and identify specific goals related to multiculturalism and inclusiveness across varied aspects of diversity. Research and apply best practices to achieve student diversity that exceeds the demographics of Oregon. September 2020	As detailed in 1.5 above	
1.1.7	In partnership with OSU and OHSU campus resources, begin development of a robust <u>Wellbeing</u> program that focuses on achieving the goals of the College and meeting the needs of the community.	DEI Director and committee / Office of Student Success & Engagement / Student Success Task Force	Using data from the needs assessment and best practices from campus resources and other Pharm.D. programs, develop a Wellbeing program beginning Winter 2021.	Fall 2020, will review the scope of Objective 1.7 to identify methods to assess current wellbeing.	
1.1.8	Establish transparent and accountable measures that identify and address the issues of wellbeing across all aspects of hiring, recruiting, teaching, service, and practice within the OSU College of Pharmacy.	Office of Student Success & Engagement and Executive Committee	Working with the Wellness Taskforce* actively identifies appropriate measures of the wellbeing of students, faculty, and staff. Define and seek to implement policies that enhance measurable increased well being September 2021. *Change to Office of Student Success & Engagement going forward.	Transforming the Office of Student Services to an Office of Student Success & Engagement will include programs and resources that develop and track students progression in terms of their personal and professional growth from PO to P4. Also included is a wellbeing section. Staffing shortage will delay build out of this section Dept Chairs and Operations Manager working to identify strategies to alleviate some stressors on faculty; once identified will be communicated at the Fall 2020 Faculty Meeting. Request for material or other needs sent by A. Friesen to faculty in late Aug 2020.	

Critical Issue II: Delivery of Exemplary Pharmacy, Post-graduate, Research, and Continuing Educational Programs

Transformative leadership in healthcare requires a comprehensive commitment to education that facilitates the discovery, translation, and application of advances in our knowledge to improving health and wellness. An educational continuum throughout the career of each pharmacist and research scientist is required. Educational initiatives in support this commitment must include:

- *Selection of individuals with required professional perspectives and academic strengths* to advance science and their profession upon completion of their chosen path.
- *A progressively challenging curriculum* that clearly identifies individual capabilities required to succeed, delivered within a collaborative learning environment.
- *Attention to learning strategies* that provide all students opportunities to reach their highest potential.
- *Opportunities and support for individuals to explore advanced education* within their chosen profession or specialty.
- *Continuing educational opportunities that enhance existing competence and advance new capabilities* to assure currency in a highly dynamic healthcare environment.

SG1. PharmD Program: Ensure that Pharm.D. program graduates are well positioned to distinguish themselves in a highly-competitive market, and continue to obtain full employment or selection to postgraduate training opportunities.

#	Objective	Accountable	Indicators/Target or Notes	Outcomes/Evidence	Status
2.1.1	Re-examine, revise as necessary, and implement a recruitment strategy to identify and enroll high-quality prospective students.	Recruiter	Revise Strategic Recruitment Plan to effectively address and meet enrollment goals. Implement revised plan for Fall 2021 recruitment cycle.	Developed Comprehensive Recruitment Plan for Fall 2021 Cycle and presented to EC on 7/29/20. Implementing Plan for AY 2020-2021 and beyond. Purchased SLATE to manage recruitment contacts and communications	
2.1.2	Re-examine, revise as necessary, and implement processes to formally evaluate didactic courses.	Assessment Committee	By Sept 2020, design and implement a full Course Review Policy and Procedure. First series of courses to be reviewed in Spring 2020 with revisions to the process over Summer 2020 for full implementation Fall 2020.	Course Review Policy, related procedures, and schedule to be approved at Sept 2020 Curriculum Committee. Shift was made from 3-year to a 5-year cycle. First set of courses to be reviewed for AY 20-21 in progress.	
2.1.3	Increase visibility of residency and fellowship opportunities, and preparation of students for those opportunities, early and throughout the professional program.	Student Success TF	Formalize, coordinate, and standardize the progression of the presentations of postgraduate opportunities P1,2,3 classes	The student services office is transforming to a student success and engagement office that will be able to more effectively create and track programs and resources required to address this.	
2.1.4	Develop a comprehensive plan for Interprofessional Education (IPE) across the curriculum.	Curriculum Committee	Form a subcommittee by 1/31/2020 Draft plan to CC by 1/31/2021 including resources needed. Submit plan and resource needs to executive committee by 6/1/2021 Based on resources available, develop implementation plan by /9/10/2021.	P1 and P2 IPE courses without any changes at this time (except being completely online for this year) Exploring expansion of opportunities for IPE experiences throughout the curriculum. Emphasis is on individual courses to collaborate with one, or multiple disciplines, vs creating a P3 IPE	

				course or more OHSU IPE approved electives. Eventually, the College could create a list of IPE opportunities and IPE requirements for each student before they graduate, similar to co-curricular	
2.1.5	Evaluate, and redesign if necessary, the scope and content of Introductory Pharmacy Practice Experiences (IPPE) to ensure optimal student preparedness for Advanced Pharmacy Practice Experiences (APPE).	Curriculum Committee & Experiential Office	Form a subcommittee by 1/31/2020. Evaluate current program and identify possible improvements and resources needed by 03/15/2021 . Submit plan and resource needs to executive committee by 07/01/2021 . Include increasing patient care opportunities and begin to identify EPAs associated with all 3 IPPE courses; community, ambulatory care, and hospital. Based on resources available, develop implementation plan by 9/15/2021	The IPPE Subcommittee was convened by the Curriculum Committee with the goal of investigating the current structure and the delivery of the P1-P3 courses. The subcommittee is in the initial phases of the process..	
2.1.6	Optimize the effectiveness of PAR block and extended APPE year to enhance progression to practice readiness.	Curriculum Committee & Assessment	By Jan 2021, conduct full evaluation of 4-years of PAR Block data and related outcomes. Develop process to evaluate expanded APPEs by 04/01/2021 and evaluate data by 12/2021.	Subcommittee has started work in context of new course review process to review student feedback and re-examine the mission and outcomes related to the PAR Block.	
2.1.7	Explore integration of didactic or capstone coursework into, or in parallel with, selected APPEs in the P4 year	Curriculum Committee	Form electives subcommittee by 1/2020. By 3/2021 develop prioritized list of areas where this could be done and present to Curriculum Committee By 9/2021 identify resources to pilot a priority area. By 11/2021 approve plan to pilot one area for AY 2023.	Subcommittee has begun its work, initially focusing on review of current elective syllabuses.	
2.1.8	Evaluate and enhance current elective course offerings.	Curriculum Committee	Form electives subcommittee by 1/2020. By 01/01/2021 review current offerings and begin to identify priority areas for enhancement. By 12/2021 work with executive committee to resource at least two new offerings in AY 2023.	Subcommittee has begun its work, initially focusing on review of current elective syllabuses.	
2.1.9	Explore elective tracks to develop specific areas of expertise or emphasis that include both didactic coursework and Advanced Pharmacy Practice Experiences.	Curriculum Committee & Experiential Office	Form electives subcommittee by 1/2020. Assess other models and make initial recommendations and resource needs by 9/2021 to Curriculum Committee. Consider creating a centralized system that utilize existing methods/services in order to	Subcommittee has begun its work and is developing a plan for elective syllabus review.	

			absorb, organize, and track student data relative to their individual career goals as they progress from the P1-P3 years. After revisions, submit proposal to executive committee with resource needs by 6/2022 Develop implementation plan by 12/2022		
2.1.10	Conduct a workforce analysis to evaluate the competitiveness of our graduates in terms of securing entry-level jobs and develop projections on the future state of the pharmacy workforce in the state of Oregon and the nation.	Student Success TF / Director of Alumni Relations	Conduct interviews with a diversity of employers to identify employment criteria, projections for opportunities, and clearly defined skills required to assure job/residency readiness. Accept strong clinical expertise as the baseline, but identify the most desirable ways in which students can be more competitive through pursuit of additional focused expertise, development of specialty skills, and enhanced professional development.	Create employer survey for Career Days 2021 in virtual welcome packets. Researching workforce projections (ASHP, APHA) for inclusion in analysis. Proposed due August 2021 for faculty presentation Sept 2021.	

SG2. Pedagogy: Examine and improve instructional delivery and methods to improve student engagement and achievement of learning outcomes.					
#	Objective	Accountable	Indicators/Target or Notes	Outcomes/Evidence	Status
2.2.1	Examine alternative class scheduling strategies and innovative teaching methods (e.g., class length, frequency, the spacing between sessions, time of day, and the number of weeks) to increase student engagement and facilitating learning.	Office of Student Success & Engagement / Department Chairs	Examine current structure, gather input from stakeholders, and research best practices during winter/spring 2021. Develop plan beginning summer 2021 with anticipated fall 2022 implementation.	The move to primarily distance learning in spring 2020 and during AY2021 under COVID restrictions created a new set of challenges and opportunities for faculty to re-imagine teaching and learning. P1, and subsequently P2, cohorts in Portland have been approved, and work to enable this change is in progress for fall term 2021. Additional discussion for any potential changes delayed until 2021.	
2.2.2	Evaluate faculty readiness and curriculum potential to implement effective alternative pedagogy.	Assessment Committee / Curriculum Committee	By Sept 2021, Develop needs assessment to identify faculty readiness for exploration and adoption of non-lecture based pedagogy. By Sept 2021, Identify national conference to send several faculty	Objective tabled for AY 20-21 year due to challenges presented to adapt to fully remote learning in 2020	

			members to identify pedagogies appropriate for curriculum. By December 2022, evaluate curriculum teaching methods and identify areas in which non-lecture methods could be effective.		
2.2.3	Invest resources to increase support for faculty in course administration, active learning activities, and alternative assessment strategies.	Assessment Committee / Curriculum Committee	By 01/01/2022, Develop a needs assessment to identify areas in which College investment would have the greatest impact. By 06/15/23, make recommendations for budgetary allocations.	Original objective tabled for AY 20-21 year, but several mini-teaching workshops were provided to adapt more easily to remote learning in 2020.	

SG3. Post-Graduate Education: Achieve and maintain excellence in postgraduate education by providing relevant and robust training, including graduate and postdoctoral residency and fellowship programs.					
#	Objective	Accountable	Indicators/Target or Notes	Outcomes/Evidence	Status
2.3.1	Improve research infrastructure to ensure graduate students have access to the state-of-the-art technology, a modern learning experience, and a competitive start in the job market.	Research & Scholarship / Graduate Studies	Update COP Website to include a list of core resources (with contacts) on both campuses; survey faculty to identify resources within individual labs that may be shared and identify infrastructure gaps; evaluate the need for graduate students to engage in technology rotation experiences to allow learning of technologies that may not be utilized in their primary research.	<p>Research infrastructure needs will always be ongoing but have been addressed in several ways over the past year, as noted below. Evidence suggests that current efforts are adequate to address the research needs of Ph.D. students. Survey of specific faculty resources desired, evaluation of professional or technology development needs of students, and website updates are in plans.</p> <p>The College upgraded computational storage capacity and servers at OSU using Dean's start-up funds. The College has responded to requests to support College instrument maintenance and RERF matching funds (e.g., Agilent qToF. Top-of-the-line Electron Microscopy, NMR and Mass Spectrometry facilities are supported on an ongoing basis (annual contribution) by the College or upon</p>	

				request; the College supports the HTSSL facility which is providing training for ~50% of College PhD students, external graduate and some undergraduate students. Travel awards to attend scientific conferences were given by the Graduate Program to PhD students in 2019-20 and leveraged faculty development funds to broadly support student travel to conferences. Students are supported on GTAs which allows them to do research rotations to learn cutting-edge technologies in different research labs. CGRB and SARL (zebrafish laboratory) have provided a range of training to PhD students, including CRISPR technology.	
2.3.2	Coordinate orientation to institutional and research support protocols, and provision of professional development opportunities for all postgraduate trainees (Residency, Fellowship, M.S., Ph.D., Post-doctoral)	Executive Committee	Identify, catalog, and schedule sessions to learn critical research protocols and professional development skills that are in common for all or most postgraduate learners. June 2021.	The Research and Scholarship committee has not yet had discussions specific to this area of interest. Future conversations should clarify where overlap exists with residency/fellow onboarding needs.	<input type="radio"/>
2.3.3	Identify additional funding and other resources to support existing residency/fellowship training programs	Task Force for Professionalism / Office of Student Success and Engagement	Continue to engage with our external stakeholders to identify opportunities for partnerships that will grow our PGY1, PGY2, or fellowship programs.	The creation of the Director for Postgraduate Pharmacy Education is proposed below. The Office of Student Services will be transformed into the Office of Student Success and Engagement. Programs and resources will focus on tracking student progression in terms of their personal and professional growth at all levels of the program.	<input type="radio"/>

2.3.4	Design and implement a clear structure to support postgraduate pharmacy education, including the creation of a standing committee and position of Director of Postgraduate Pharmacy Education if appropriate.	Executive Committee / Task Force for Professionalism / Office of Student Success and Engagement	The creation of a Director of Postgraduate Pharmacy Education and the resources to support this position. The goal is to increase match rates for general employment, PGY1, and fellowships	The creation of the Director for Post Graduate Pharmacy Ed is proposed, but delayed due to budgetary constraints. Creation of a Standing committee will be considered Fall 2020. The Office of Student Services will be transformed into the Office of Student Success and Engagement. Programs and resources will focus on tracking student progression in terms of their personal and professional growth at all levels of the program.	
2.3.5	Expand College-sponsored PGY2 and fellowships.	Executive Committee / Pharmacy Practice Department	Identify and support specific faculty or faculty groups to design sustainable PGY2 or fellowship opportunities. January 2022	Pending discussion and decision regarding reinstating the Graduate Professional Education Committee to focus on this area.	
2.3.6	Intentionally seek relationships with industry that can expand and support training opportunities for all postgraduate trainees (i.e., residency, fellowship, masters, doctoral and postdoctoral)	Research & Scholarship	Develop a directory of MSL contacts with industry that includes faculty who have existing relationships with that contact; Develop a list of industry partners that COP would like to target for the development of new partnership opportunities; Invite key MSLs/industry partners for PI meet & greets and lab tours	Extension requested; Currently only virtual MSL meetings are possible. R&S will work on developing directory of contacts by June 2021; Virtual visits will be scheduled as possible.	

SG4. Continuing Education: Sustain a preeminent, high-impact, Continuing Education program focused on supporting life-long learning for alumni in dynamic practice environments, while concurrently seeking to address critical educational needs for healthcare professionals and healthcare concerns throughout the nation.					
#	Objective	Accountable	Indicators/Target or Notes	Outcomes/Evidence	Status
2.4.1	Further develop and communicate a business plan for Continuing Education that is fully integrated and defines its relationship with alumni relations, that complements professional education (Pharm.D. and post-Pharm.D.), and that contributes to the vitality and financial health of the College.	Dean & Alumni Office	Further develop an annual business plan to continue to meet the professional development needs of alumni and others, which also outlines the financial components of various relationships. The report will describe the CE endeavors, their relationships to	Management converted to the in-house software management system and staffing in July 2019. Continue to build out systems to meet this objective. The business plan continues to be developed and refined in response to stakeholder needs	

			various entities, and how the projects contribute to the visibility, viability, and relevance of the College in advancing the profession.	and requests. The finalized plan is projected in July 2021.	
2.4.2	Activate the Continuing Education standing committee, more clearly defining its role in helping to advance the program through semi-annual meetings.	Alumni Office	Suggest possible topics for Continuing Education programming, coordinate faculty engagement for association programming, and encourage faculty participation on various statewide committees to ensure engagement of the College with practitioners in Oregon.	Continuing Education Committee was reactivated (June 2020), and an action plan developed. The next meeting is scheduled for Jan 2021 after consult with EC.	
2.4.3	Provide faculty a stronger understanding of Continuing Education efforts and how CE integrates with goals for education and alumni relations to support the mission of the College.	Alumni Office	Provide at faculty meetings during the year, with a highlight of programming built, programming coming, and opportunities for faculty engagement in both internal CE online programming, and in external statewide engagement in committees and as presenters.	1) Provide overview at Fall 2020 faculty meeting; 2) Per guidance from CE Committee, Office of CE will host a meeting with faculty to allow for more detailed Q & A. (Nov 2020)	

Critical Issue III: Crafting and Sustaining 'Distinction'

'Distinction' is an appropriate characterization of the individual and collective accomplishments of students, faculty, staff, and alumni of Oregon State University College of Pharmacy. Making 'Distinction' visible is wholly dependent upon:

- *An empowered, efficient administrative structure that values our traditions of excellence, but reacts nimbly to a dynamic biomedical enterprise*
- *Operational support and facilities that amplify faculty success in advancing healthcare through research and scholarship.*
- *Proactive and sustained efforts to share accomplishments of students, faculty, staff, and alumni.*

SG1. Organizational Structure: Ensure that faculty and staff have the tools and resources necessary for promotion, advancement, work/life integration, and job satisfaction.

#	Objective	Accountable	Indicators/Target or Notes	Outcomes/Evidence	Status
3.1.1	Evaluate, and if needed, reorganize leadership appointments to most effectively support the College mission.	Executive Committee	Examine leadership and organizational structure, share possible changes with faculty. Begin implementation by May 2020	During AY2019-2020, the Dean and the Executive Committee started to examine leadership and organizational structures. There are four planned recruitments at the senior admin level. the Executive Associate Dean. In AY 2020-2021, the EC will examine organizational structures and conduct unit reviews and workforce analysis of faculty and staff.	

SG1. Organizational Structure: Ensure that faculty and staff have the tools and resources necessary for promotion, advancement, work/life integration, and job satisfaction.					
3.1.2	Conduct a review of College standing committee structure and function as it pertains to the capacity to support the College mission, enable shared governance, and facilitate communication.	Executive Committee/College Council	Review with CC and faculty whether the committee structure adequately meets needs and facilitates faculty awareness of key issues. Implement any revisions by December 2020.	Additional emphasis has been placed on efforts to clearly identify faculty interests and to identify instructional faculty chairs of each committee for the AY20-21 committee appointments. A 'Committee on Committees' workgroup comprised of faculty will be convened to look at other potential areas of interest, such as additional committees, term limits, and more accurately assessing faculty interest. Due date for any ByLaw changes required to enact changes has been moved to December 2020.	
3.1.3	Evaluate the roles of individuals providing administrative and faculty support, and develop an optimization plan.	Executive Committee & Directors	Assess needs for admin, program, & faculty support staff and an ideal org structure of staffing for efficiency & critical redundancy. Begin implementation May 2020.	Currently evaluating the structure and the processes and procedures currently in place. Working on creating them if not already established. Evaluating how we can streamline certain processes and simplify the workflow to make a better suggestion on support and administrative staff needed.	
3.1.4	Enhance technology training and support with the objective of creating seamless, high definition, reliable communication.	College IT Office	Continue to identify the most current technology for communication between campuses and provide verbal and written instruction in its use	Initial steps toward conference room conversions were explored but tabled due to budget. More detailed needs assessment and evaluation of current tech to be completed by Feb 2021 with recommendations to EC following.	

SG2. Research and Scholarship: Improve and sustain infrastructure, programming, and faculty support necessary for growth in research and scholarship that impacts societal health.					
#	Objective	Accountable	Indicators/Target or Notes	Outcomes/Evidence	Status
3.2.1	Develop a strategy and timeline to enhance the physical infrastructure of the Corvallis campus to best support advancements in research and scholarship.	Executive Committee	Define a plan and timeline to resolve physical infrastructure needs in Corvallis June 2021.	A/C is repaired in the north end of the Pharmacy building and is nearly completed in room 305 which should alleviate major concerns. With retirements and departures, lab space	

				is available in the Pharmacy building for expansion as needed. Offices have opened for reassignment post-COVID, creating enough space for all faculty to have single occupancy offices. Acquisition of additional permanent research space in RLSB will be pursued as opportunities open.	
3.2.2	Implement programs to support the success and growth of research programs of faculty, especially mid-career faculty, to support retention.	Research & Scholarship / Department Chairs / Associate Dean for Research	<p>Dept Chairs will expand upon mentoring polices to include mentoring of mid-career faculty, including, as appropriate, external reviewers for advice and dossier preparation support. Actively enable sabbaticals through information sessions and the provision of relief for existing duties.</p> <p>Chairs with ADR will advocate to Dean for targeted incentive funding and proposal coaching/editing services. By Dec 2021, all Assistant and Associate Professor levels will have documented annual meetings with mentoring committees, or have been promoted or have a clear plan for promotion to Full Professor.</p> <p>All clinical and tenure track faculty will publish a minimum of one peer-reviewed manuscript per year by June 2022.</p> <p>By June 2022, all faculty will report satisfaction with mentoring and support. We will have retained productive faculty in all ranks.</p>	Currently incorporated into and provided greater attention within annual reviews. Current focus on return to research and preparing for remote learning.	
3.2.3	Expand research opportunities and increase research funding to become ranked in the top 25% of research-active Colleges of Pharmacy.	Research & Scholarship / Department Chairs / Associate Dean for Research	The Chairs and ADR will advocate to the Dean for targeted incentive funding to build and/or expand strategic research areas by Sept 2020. (see 2.4 also)	ADR and staff currently overseeing emails sent for new and recurring FOAs; making grant applications available to faculty upon request; support for	

			<p>By Sept 2020, chairs and the ADR will promote/incentivize multi-PI/Program-project grants creating a mechanism for faculty release time, clerical support, and advocating for seed funding. A minimum of two multi-PI/Program projects grants will be submitted by June 2022.</p> <p>The Chairs and ADR will advocate to the Dean for additional tenure-track and/or research-track faculty hires. The College will develop a repository of successful applications and hold informational sessions to introduce faculty to new funding sources and support faculty in diversifying sources of funding.</p>	<p>clinical track faculty in grant development; providing limited funds for assistance with development of grant applications through grant writing workshops and contracting with grant writers; research credit for use of central facilities to generate preliminary data for grant applications.</p>	
3.2.4	Identify and evaluate opportunities to create Centers in targeted research areas that support the mission and vision of the College.	Research & Scholarships Department Chairs & Associate Dean for Research	Plans for two research Centers of uniqueness and distinction will be complete and ready for implementation by June 2022, including identification of leaders, scope, external funding mechanisms, and support for related symposia.	One center is in preliminary planning stages.	
3.2.5	Evaluate, improve, and sustain the computational capacity required to support College research needs.	Executive Committee	Project and seek to meet, with the Research and Scholarship committee, computational needs to support research. October 2019.	The Dean upgraded the computational storage capacity and servers at OSU using start-up funds.	

SG3. External Brand Visibility and Reputation: Branding and external communication strategies should support high visibility for education and training programs, and achievements of faculty, staff, and students in all domains of the College mission and vision.

#	Objective	Accountable	Indicators/Target or Notes	Outcomes/Evidence	Status
3.3.1	Engage external expertise to develop a marketing and communications plan to enhance visibility and branding and highlight College programs, and faculty, staff, and student accomplishments.	Dean, Executive Committee, Director of Graduate Studies, Alumni Relations, Operations Manager / Office of Student Success and Engagement	Self-inventory (with alumni, student services, Director of Grad Studies) external marketing and communications from all sources in preparation to engage professional expertise September 2020	<p>Alumni Office partnered with the Recruitment Coordinator to develop alumni profiles for branding and marketing.</p> <p>Marketing piece of this objective has been delayed in the back burner in order to address other critical issues such as the accreditation, DEI, pandemic and the subsequent constraints to our budget. Also determined that, prior to addressing any branding/marketing campaign, we need to first complete other elements of the strategic plan which will drive our culture and other themes to consider our future brand and marketing campaign,</p> <p>A communication task force has clarified and enhanced internal communication strategies and communication assignments. In turn this will support improved and more timely updates of outward facing documents and postings.</p>	
3.3.2	Implement a strategy to improve the profile of graduate and postgraduate pharmacy programs regionally, nationally, and internationally.	Dean, Executive Committee, Director of Graduate Studies, Alumni Relations, Office of Student Success and Engagement	Identify existing tools that can be optimized to increase visibility and profile of graduate and postgraduate pharmacy programs in June 2020	<p>Alumni Office building alumni profiles (Standard, EA, Dual Degree, Post-Grad MBA, PharmD/Ph.D.) for branding and marketing.</p> <p>An early February recruitment weekend in which all research faculty and current graduate students participate to showcase our program and engage visiting students.</p> <p>Normally around April – providing (small) sponsorship for the annual ASPET (The American Society for</p>	

				<p>Pharmacology and Experimental Therapeutics) conference, which then lists us in their program and distributes flyers/booklets that we supply.</p> <p>In summer/fall, we have people taking flyers/booklets to URM and a couple of other conferences (SACNAS, AISES, etc.). This year, Jane Ishmael and Richard van Breemen hosted a virtual booth at the Institute of Cannabis Research Conference, August 11-12, 2020 (CSU Pueblo) to advertise the NIH T32 training grant in natural products as well as to recruit diverse students, Anne Taylor will attend the American Indian Science & Engineering Society (AISES) National Conference from October 15-17, together with a current graduate fellow (supported by the NIH T32).</p> <p>We advertise our program on professional association and society webpages: we have two pages (one for PhD, one for MS) on the new AACP PharmGrad website launched in the past month (https://www.pharmgrad.org/program-directory/graduate-directory/); we also have our graduate programs listed on the American Society of Pharmacognosy website (https://www.pharmacognosy.us/pharmacognosy-links/pharmacognosy-graduate-programs/), and specific natural products research labs listed in the ASP 'Natural Products Locator App' (http://www.pharmacognosy.us/natural-product-programs-and-research/).</p>
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