

VISION:

The faculty and students of the College of Pharmacy will be innovators and leaders in transforming health care to create positive patient outcomes through the discovery and translation of research and scholarship.

MISSION:

Our mission is to advance societal health through leadership in pharmacy education, research, community engagement, and improved patient care.

CRITICAL FACTORS FOR SUCCESS:

- Be the pharmacy resource for the State of Oregon
- Position our students to be the most competitive and sought after for employment and post-graduate success
- Promote a culture of critical thinking and evidence-based decision making
- Recruit and retain diverse and high-achieving students, faculty, and staff
- Develop leaders who will positively impact society
- Establish key partnerships, collaborations and strategic alliances
- Enhance our relationship with alumni
- Strengthen our research program, and promote the dissemination and application of scholarship

INDICATORS:**1. Leadership**

- a. Alumni satisfaction with and support of the CoP
- b. Graduates of the program entering into leadership positions
- c. Selection on local and national committees, boards, and advisory roles
- d. Student confidence in their capacity to be innovators and leaders

2. Innovation in Education and Research

- a. Increase in number and quality of grants, patents and publications
- b. The CoP program is referenced by others and used as a resource
- c. Increase in students and alumni who participate in research and scholarship
- d. Leadership in interdisciplinary educational and research collaborations
- e. Awards won from local, national and international organizations by students and faculty
- f. The numbers and quality of partnerships, collaborations and strategic alliances have increased
- g. Increased numbers of students pursuing training or certification beyond the PharmD or PhD

3. Transformation of Health Care

- a. More progressive pharmacy practice models in the state
- b. The CoP program is referenced by others and used as a resource
- c. Interprofessional education; anything relating to medication use system is taught by the CoP
- d. Increase in students/graduates who drive change in the delivery of patient care
- e. Confidence of preceptors that students are well prepared to provide a level of patient care above baseline MTM
- f. Increased number of faculty working in clinical research and innovative clinical practice models
- g. Leadership in interdisciplinary research collaborations

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





College of Pharmacy Strategic Plan: 2012-2017 Accomplishments to Date (September 2017)

Critical Issue 1: How do we best prepare students to be competitive in the market?






Current Situation: Students in the College of Pharmacy will be presented with a unique diversity of opportunities upon graduation. Challenges for students, and for the College, are equally significant and diverse.

- Pharmacy manpower discussions are littered with failed predictions, but recent analysis identifies a decreasing demand since 2006 moving from a high index of 4.1 in 2006 to the current index of 3.14 in January 2012 (3.0 is considered to be balanced supply and demand)
- Widespread recognition that models of care and pharmacists roles are evolving rapidly is coupled with a parallel concern that these changes may be driven by market forces, rather than by the profession.
- It is becoming increasingly evident the quality of a pharmacist's education and preparation will be primary determinants of whether individuals can meet the expectation that they practice at 'the top of their license'.
- Graduate education, in all forms, is recognized as the foundation for creative inquiry and is critical to the innovation in healthcare. However, the commitment to scholarship, a hallmark of comprehensive educational programs, has diminished significantly in many Colleges/Schools of Pharmacy nationwide. The emphasis on research and scholarship at our College of Pharmacy provides an opportunity for our graduates to distinguish themselves.
- Consolidation in the pharmaceutical industry, increasing international outsourcing of research, continuously evolving research methodology and shifting priorities of funding agencies, requires that regular review and modernization of the graduate program curricula to ensure robust employment opportunities for our graduate student alumni.

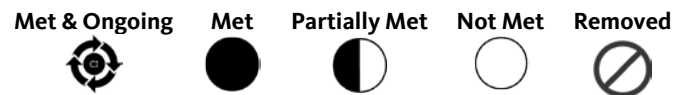
To address these challenges it is our responsibility to assure that our students and trainees have the knowledge, skills, and attitudes that will allow them to not only be competitive, but to be change agents, innovators and leaders in a dynamic healthcare environment.




SD 1. Ensure the professional curriculum is relevant, forward-looking and innovative, and ensures highest-quality patient care.






Note: "Curriculum" refers to didactic, experiential, and professional development

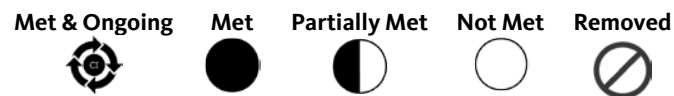
Objective	Accountable	Indicators/Target or Notes	Outcomes/Evidence	Status
Obj 1.1 By December 31, 2013, complete a critical evaluation of the professional curriculum to identify gaps with regard to relevance, future trends and needs, and innovation.	Chair, Curriculum Committee	Full 4-year redesigned curriculum to be offered by AY 17-18.	Redesigned curriculum offered to begin AY14-15 Implementation of new curriculum complete; Addition of specific support for assessment will allow for continued monitoring and modifications to assure curricular goals are being met	
Obj 1.2 By 2015, establish a continuum of interprofessional courses and experiences vertically throughout the curriculum that includes expansion of interactions with other schools at OHSU, and introduction of P1, P2, and P3 students to colleagues in other health professions through selected didactic or practice experiences.	Chair, Curriculum Committee	P1 IPE Western and LBCC is currently being redesigned to provide the Oregon participating programs additional roles and ability to shape the content. P2 IPE with OHSU stable, new elective coursework with OHSU being developed. The OSU Pharmacy Practice chair continues to be the co-lead for the "Foundations" course.	P1 IPE under redesign but stable P2 IPE stable http://www.ohsu.edu/xd/education/student-services/about-us/provost/interprofessional-educatio-ipe.cfm P3 IPE available elective coursework. P4 IPE perspective added to student evaluation for APPE	
Obj 1.3 By 2015, ensure the professional program prepares students to understand, evaluate, and capitalize on market forces that impact health care concerns.	Chair, Curriculum Committee	Opportunities to understand personal SWOT and begin to develop areas of strength or emphasis is one key goal of curricular revision	90% of graduates over past two years employed or in residency. ¹ (remaining 10% has largely been lost to tracking, so 100% of known graduates employed)	
Obj 1.4 By 2017, all students will be involved in organizing and implementing interprofessional clinics, with professional oversight, to promote leadership, practice management, population management, direct patient care, and program evaluation.	Chair of Pharmacy Practice	The Bridges Collaborative Care Clinic , in partnership with Transitions Project working to establish a student, led safety net health clinic in Southeast Portland. Not student led, but several P2 and some P1 students are engaged in InReach clinic in Lebanon, a partnership between Linn county health and Western.	College of Pharmacy students have been instrumental and provided leadership to Interprofessional student led the development of Bridges Collaborative. Scheduled to open on a limited basis fall 2017. Expected to provide a co-curricular experience for many P3 and P4 students.	
Obj. 1.5 By 2017, all students will demonstrate the ability to identify a research question and develop a research plan. Additionally, 50% of students will complete the project with faculty mentoring, before graduation, and present their results.	Chair, Curriculum Committee	On average approximately 20 % of each P4 class are presenting research at national or state meetings. Perhaps 5% of students engage in research activities that do not result in presentations. 'EBM faculty' in particular have been active in exploring how to increase capacity for students with research interests.	A reasonable estimate of students that have engaged in meaningful research experiences or efforts to develop an understanding of how to conduct research before graduation is 35 – 40%	


¹ Office of Alumni & Professional Development to track.






SD2. Recruit students who are diverse, mature and high-achieving.				
Objective	Accountable	Indicators/Target or Notes	Outcomes/Evidence	Status
Obj 2.1 By 2013, develop and implement a comprehensive college-wide recruiting plan to improve diversity, attract the best students, and ensure a consistent recruitment message.	Director of Student Services	Under continual evaluation. Have expanded on site visits, EAP program, and marketing efforts	Implemented; efforts to enhance diversity of applicant pool still a priority	
Obj 2.2 By 2015, implement the multi mini-interview or comparable alternative for the interview process to better evaluate the students' readiness and professional maturity for the program.	Chair, Admissions Committee	MMI has been in place for about five years with modest modifications each year based on our experiences	Implemented	
Obj 2.3 By 2015, 95% of entering students will have a bachelor's degree prior to admission to the PharmD program.	Chair, Admissions Committee	Curricular change for prepharmacy requirements and qualifications has driven vast majority of incoming students to complete a B.S. before beginning the professional program.	Over the past 5 or 6 years, an average of 95+% of P1 students are post-bac. (100% several years)	

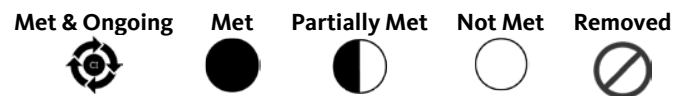
SD3. Expand, create, develop and promote PharmD post-graduate opportunities.				
Objective	Accountable	Indicators/Target or Notes	Outcomes/Evidence	Status
Obj 3.1 By 2014, develop a targeted program that informs students of the post-graduate offerings each year of the program.	Chair of Pharmacy Practice & Director of Student Services	Career Development Curriculum addresses this need. The programming is designed to build horizontally and vertically, so the P4s are ready for post-grad opportunities. Discussions are ongoing concerning how much of this should be required student activities	Career Development Curriculum (CDC) formalized for P1s with the requirement of PHAR 707: Career Perspectives & Professional Development (2 cr.). Annual advising also leads to completion of a personal and professional development plan, part of which is consideration of career goals	
Obj 3.2 By 2017, develop a collaborative plan to expand the number of PGY1 and PGY2 residencies with an expectation that all will be accredited.	Associate Dean for Clinical Education & Chair, Pharmacy Practice	There are currently three PGY1 and two PGY2 ambulatory care residencies sponsored or co-sponsored by the College. Discussions to increase partnerships with the College with OHSU and other health systems are ongoing.	A specific plan for expansion has not been developed, but there has been an expansion of College involvement in and delivery of residencies at PGY1 and PGY2 level. All College sponsored residencies are accredited.	
Obj 3.3 By 2016 establish four to five innovative PGY2 residencies or fellowships that leverage the College's areas of strength.	Associate Dean for Clinical Education & Chair, Pharmacy Practice	2014: 2 PGY2 ambulatory care established with CCC 2014: Managed care fellowship 2014: Pharmacy outcomes fellowship 2015: ID Fellowship started 2016: 3 community residencies based out of student health center	A specific plan for expansion has not been developed, but there has been significant expansion of College involvement in post Pharm.D. clinical education, residencies and fellowships	
Obj 3.4 By 2017, establish a position or accountability for residency coordination.	Associate Dean for Clinical Education & Chair, Pharmacy Practice	No specific plan at this time.	Some increase in monitoring of groups of residents, but no individual accountable for coordination and growth	
Obj 3.5 By 2016, increase the number of PharmD students seeking additional certifications, post-graduate opportunities (residencies), or dual degrees to 50%.	Executive Associate Dean	Residencies: 2010 – 15% (13 grads) 2011 – 13% (12 grads) 2012 – 20% (17 grads) 2013 – 24% (20 grads) 2014 – 31% (29 grads)	Strong progress, currently leveled off at approximately 35 - 40% of graduates having completed or having plans for additional degrees or certification	





		<p>2015 – 24% (28 grads) 2016 – 34% (25 grads) 2017 - 30% (22 grads) Completed MBA: 2016: 3; 2017: 1</p> <p>Intended postgrad education: 2016: 9 indicating additional plans 1 MPH, 3 MBA 3, MPH 1, Business Admin 2, Other health professions (MD, DDS, DVM) 2, Business Admin/Public Health 1, fellowship 1 2017: 9 indicating additional plans MBA 5, MPH 1, fellowship 1 other (MD DDS...) 2</p>		
Obj 3.6 By 2015, identify selected areas of post-graduate education & continuing education, to promote and market to our alums (e.g. informatics).	Director of Alumni Relations & Professional Development	<p>Several practice -focused online (not for credit) courses have been developed, Dual Pharm.D./MBA; Pharm.D./Ph.D and Executive MBA are in place.</p> <p>The not-for-credit online CE programming has seen the development of a statewide certification program that certifies the first pharmacists in the nation to prescribe hormonal birth control therapies.</p>	<p>Online catalog available: http://pharmacy.oregonstate.edu/online_ce</p> <p>A few examples of graduates returning to complete Exec MBA</p>	

SD4. Capitalize on the advantages of two campuses/two university systems.				
Objective	Accountable	Indicators/Target or Notes	Outcomes/Evidence	Status
Obj 4.1 By 2015, create a comprehensive transition strategy to provide information to upcoming students easing the transitions between Corvallis and Portland, between academic years, and into alumni status.	Director of Student Services	Enhanced advising and orientation activities have been initiated	Continuing to monitor through surveys, but improved in part through stronger student engagement and communication, and in part due to College sponsored orientation. Recently replaced Portland Advisor which should continue to improve student support	
Obj 4.2 By 2016 create an internal and external campaign that creates visibility for our unique shared relationship with OHSU and highlights the value of our unique, diverse and robust academic environments and experience.	Director of Student Services & Director of Alumni Relations	Specific plan not developed, but ongoing efforts to highlight facilities and faculty, in addition to hosting profession wide events	CLSB used to host a variety of high profile events: Apo Ball BC education and rollout Professional Roundtables OSHP fall seminars Women in Pharmacy event.	

SD5. Ensure the <u>graduate</u> curriculum is innovative and prepares our students to be successful and competitive in their desired fields.				
Objective	Accountable	Indicators/Target or Notes	Outcomes/Evidence	Status
Obj 5.1 By 2016, complete a critical evaluation of the graduate curriculum to identify gaps about relevance, future trends and needs, and innovation.	Director of Graduate Studies	Graduate Studies committee has been engaged in ongoing efforts to define discipline specific curriculum. The move of most pharmaceuticals faculty to the Portland campus creates both new	OSU 10-year Academic Program Review currently was successfully completed in summer 2017.	



		opportunities for collaboration and new challenges for providing foundational courses. The Graduate committee and OSU Graduate Council are collaborating to provide more structured assessment policies and tracking for students.		
Obj 5.2 By 2017, increase the number of corporate internships.	Graduate Studies Committee	No specific plan at this time. Some internal discussion about the value of this experience for all students 1 student completed internship the past year	Working to increase the number of seminar speakers from industry; increased contact with grad alumni from industry as a result of self-study; web redesign in progress that should better highlight opportunities.	
Obj 5.3 By 2017, evaluation feasibility for establishing a health care outcomes graduate program.	Faculty	Outcomes group funding success has grown, two fellows and a number of professional students involved. No specific plan for graduate program, not yet explored.	After review and discussion, not pursuing degree program but creating fellowships.	


Critical Issue #1 Summary

Implementation of curricular revisions for the professional program is complete, and continuing efforts are being made to fine tune changes that balance student experiences and provide a clear incremental path toward successful preparation for APPE and career readiness. APPE extended to allow students greater variety and opportunity to prepare for post grad or career options. Push of students toward greater engagement in clinical and research initiatives and the pursuit of an additional degree or certifications during or post PharmD has been strong, though have not hit projected targets. Efforts of faculty to expand postgraduate residency and fellowship opportunities have similarly been strong. Addition of dedicated faculty to assessment and support for assessment and experiential will be important to monitor the success of curricular changes and any needed modifications. Recruiting efforts have been flexible and responsive both regarding holistic student evaluation and marketing, and to date have continued to meet goals both in numbers and quality. The graduate program has invested significant time into self-reflection and improvement of all aspects of the program as part of a self-study process. Self-study concluded with a successful external review and approval of 10 year review from the graduate school.





The primary challenges include continuing to explore strategies to maintain a strong candidate pipeline for the professional program in the face of decreased applicants and increased numbers of seats being made available by schools and colleges of pharmacy. Monitoring and adjustments of the revised curriculum based on ongoing assessments will be needed to assure curricular goals are met as intended. Similarly, as student preparation continues to improve it is hoped that targets will be reached regarding students seeking additional degrees, residencies or certification to enhance competitiveness. College expansion of involvement in residency and fellowship training is significant but is unlikely to grow further or be sustained without specific attention to some targeted support for postgraduate clinical education.


Critical Issue 2: How do we optimize our educational and research relationship with our degree partner OHSU, while strengthening other partnerships, to advance our mission?

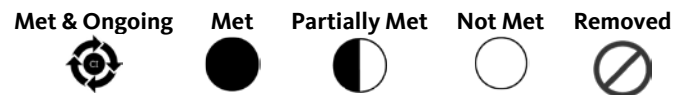
Current Situation: Incorporation of the College into OHSU at a University level has been slowly increasing, with greater recognition under the OHSU school/college umbrella. As an academic partner, University relationships have been solidified at administrative levels, with modest, but gaining results. The planning and construction of the Collaborative Life Sciences building represent a major catalyst for further integration on all mission levels. Individual faculty in both departments in the College have research and departmental affiliations with several OHSU programs in the School of Medicine. The relationship with OHSU Pharmacy Services is one that, until recently, has been relatively unstructured for a number of years. Many OHSU Pharmacy Department staff teach didactic courses for the college and interact with faculty for research projects. Also, Pharmacy Services has taken less than half of the OSU APPE students on one experiential rotation per year. There has been no involvement with IPPE students. Selective research and educational opportunities have been undertaken with a variety of other partners, but have primarily developed from individual faculty relationships.

SD1. Increase and enhance faculty and student integration between OHSU and OSU. Structure/initiatives are in place to address student integration with OHSU. Issue now is to increase student experiences within their department.				
Objective	Accountable	Indicators/Target or Notes	Outcomes/Evidence	Status
Obj 1.1 Beginning 2014, all P1s and P2s will participate in activities at the OHSU campus annually to expose them to the campus, faculty, and other colleges.	Director of Experiential Programs	All P2 students now participate in an OHSU – based IPE course that requires them being present on OHSU campus.	Beginning in 2014 P2s participate in the OHSU Interprofessional Education Initiative which in on	



		P1s are not yet required to visit OHSU, although 'all college events' are held at CLSB. EAP visits OHSU campus occur.	campus three times a year with interim online work. P2s also utilized the OHSU Simulation center for Pharm Practice closeouts	
Obj 1.2 By 2013, enhance the P3 rotations with the Pharmacy Department for all students to assure students readiness for advanced pharmacy practice experience.	Director of Experiential Programs	Ongoing discussions with OHSU have solidified recognition of their role as our degree partner. This has resulted in a significant expansion at OHSU and to a lesser extent the Portland VA, of both experiential opportunities for students and pharmacist interactions in the educational program.	Since 2103 all or nearly all P3 students complete IPPE activities at OHSU or the Portland VA. Activities include Intro to Health Sys. procedures, clinical rounds observations, and Med Rec. The Pre-APPE Readiness (PAR) Block was implemented 2017 to assure readiness. OHSU pharmacists, residents, and members of the Ethics center contributed to implementation.	
Obj 1.3 By 2013, integrate pharmacy students into the annual OHSU showcase (Research Week).	Chair, Pharmacy Practice	Pharmacy students (professional and graduate trainees) are now invited to submit abstracts regularly for this annual event and encouraged to do so by faculty mentors 2013: 6 Professional student posters 1 Fellow poster, 1 Ph.D. student platform presentation, 1 FRA poster, one fellow served as a poster evaluator. 2014: Ten presentations, involving nine professional students, five graduate students, two undergraduate students and eight faculty.	Integration of professional and graduate students into OHSU Research Week is ongoing at this time.	
Obj 1.4 By 2016, increase the number of shared faculty positions with the Pharmacy Department and academic units at OHSU.	Chair of Pharmacy Practice & Associate Dean of Clinical Education	Faculty in drug delivery have moved to the Portland campus. Four Pharmacy Practice faculty hold joint appts with OHSU. Dept. Chair for Pharm. Practice holds an admin appt. with OHSU pharmacy	Faculty on Portland campus are well integrated with OHSU either through shared positions, or adjunct appts.	
Obj 1.5 By 2017, convene a meeting with OHSU to jointly identify and pursue additional opportunities for collaboration with other organizations or academic units.	Chair of Pharmacy Practice & Associate Dean for Research	A single specific meeting did not occur, but multiple individual efforts continue to advance collaborations on the academic operations.	Collaborations exist in research initiatives, including the Knight Cancer Inst.; and education initiatives, including IPE and use of the SIM center. Utilization of OHSU for APPE sites has also increased significantly.	

SD2. Optimize involvement of the college with partner organizations.				
Objective	Accountable	Indicators/Target or Notes	Outcomes/Evidence	Status
Obj 2.1 By 2014 identify potential partners to establish formalized collaborations or strategic partnerships to create shared faculty positions and advance our mission and vision.	Faculty and Chairs	The relationship between the College and OHSU Pharmacy Services has been formalized with the Pharmacy Practice chair becoming an Asst. Director of Pharmacy and the Director of Pharmacy being appointed Assoc. Dean for Clinical Education.	In addition to OHSU relationships: <ul style="list-style-type: none"> Portland VA partners to assist with IPPE, APPE, and MBA education for interested residents. There are 5 – 6 co-funded clinical-track positions at varied sites including with Central City Concern (Portland), Richmond Clinic (Portland), Samaritan 	



			Hospital (Corvallis) and Benton County Health Dept. <ul style="list-style-type: none"> • Three additional joint shared positions that 100% paid by OSU • We also partner with several sites to share support for residency training 	
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Critical Issue #2 Summary

The College has made a strong effort in recognizing and expanding our interactions with our degree partner OHSU. Active work to provide innovative educational opportunities has also significantly expanded our relationship with the Portland VA. The Good Samaritan Health system based in Corvallis is increasingly utilized as a training site for students and clinical site for shared faculty positions. Partnerships with a number of community health clinics have provided needed expansion in clinical ambulatory care practice sites for faculty and educational sites for professional students and residents. The depth of integration of the college faculty and educational programs into a variety of health systems is a strength of the program.






The effort of the Asst. Dean for Experiential Education has accounted, to a significant degree, for our expanded access to health systems for professional education. Increasing integration of embedded faculty is also an important contributor, but care should be taken to assure that maintenance of educational inroads achieved has a broad base and is not excessively dependent on one individual.




Critical Issue 3: How do we advance the research mission?

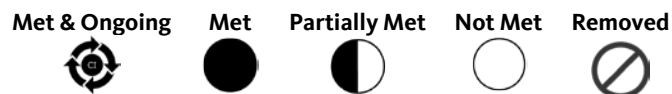
Current Situation: Over the past decade, the College of Pharmacy has realized a steady increase in external research funding and publications with no increase in faculty size. Despite an austere federal funding climate, in FY11 faculty secured external grants and contracts totaling \$5.6M. With the addition of several new research faculty in the Departments of Pharmaceutical Sciences and Pharmacy Practice and collaborations with on-campus and external partners such as OHSU, the College is poised to continue this trend of expanded research and scholarship. The challenges to maintaining the recent growth and increased productivity as federal dollars dwindle include the need to identify new funding sources and strategic collaborations while simultaneously addressing the strain on limited space and aging infrastructure that accompany the increase in research personnel.


SD1. Maintain and promote high quality and innovative research with a focus on cancer, infectious disease, genetic approaches to disease therapy, and patient outcomes research.				
Objective	Accountable	Indicators/Target or Notes	Outcomes/Evidence	Status
Obj 1.1: By 2015, facilitate an increase in collaborations between basic science and clinical investigators that promote translational research in the College.	Faculty and Chairs	Currently common for multiple faculty to be on grant applications and publications. Plans for a research symposium led by the pharmaceuticals group in collaboration with OHSU researchers is underway.	Internal presentations between departments to increase awareness of opportunities. Scheduled: Nano DDS Symposium Sept 21-23, 2018.	
Obj 1.2 By 2015, establish collaborations led by College faculty to conduct pre-clinical research from discovery to development.	Associate Dean for Research	Included in one program project grant application to date, expected to increase with pharmaceuticals faculty moving to Portland.	Several collaborations established with OHSU Radiation Medicine, Cardiology and Radiology departments to develop nanotechnology-based agents.	
Obj 1.3 By 2015, increase our capacity (via faculty positions) for patient-centered outcomes research.	Chair, Pharmacy Practice	Federal and other funding for outcomes research efforts have been successful, and the faculty in this group are rapidly progressing in research efforts.	Two tenure track faculty were added in outcomes research. Additional clinical faculty have skill sets to add to these research efforts. Fellows, research assistants have been used. Presence of DURM and OHSU DI group also add to the environment.	



SD2. Increase research funding, as evidenced by improvement of ranking in terms of per capita funding, to the top 1/3 of research active colleges of pharmacy				
Objective	Accountable	Indicators/Target or Notes	Outcomes/Evidence	Status
Obj 2.1 By 2013, complete a needs analysis for research coordination and support, particularly for Portland-based faculty and staff, to coordinate more effectively between the OSU and OHSU institutions.	Research and Scholarship Committee	2013 – 2015 began to build capacity for an individual focused on grant support College has provided support for bridge funding and some matching funds for non-faculty positions in support of research.	Hire of full-time grants administrator has been a significant advance, in addition to assistance as need to provide bridge funding and other support.	
Obj 2.2 By 2013, facilitate creation of a subcommittee of the OSU and OHSU accounting groups to develop coordinated mechanisms for financial transactions and oversight between OSU and OHSU.	Dean	Addressed through alternative channels.	---	 Removed (2013)
Obj 2.3 By 2015, increase external funding by 10%	Associate Dean of Research	Significant challenges faced all research funding in 2012, but funding has rebounded significantly and the outlook to achieve this objective is positive.	Using 2012 as the base, awards totaled \$ 1.67 and have steadily increased to \$5.9 in FY 2016 (most recent data) Numbers of funded grant applications (29) are also at an all-time high.	
Obj 2.4 By 2016, increase the annual number of peer-reviewed publications by 10%.	Associate Dean of Research	Publications have maintained strength in spite of funding challenges. Typically, about 25% have multiple OSU COP authors	Using 2012 as the base with 61 titles, the past several years, including 2016 (most recent data) average approximately 72 titles.	
Obj 2.5 By 2016, submit a minimum of two multi-investigator, large grant applications with the PI based in the College.	Associate Dean of Research	2013: One PO1 submitted 2014: One PO1 submitted	Goal achieved, continuing focus has moved more toward awards with multiple investigators, but not project grants.	

SD3. Leverage resources and infrastructure of both institutions to expand innovative research.				
Objective	Accountable	Indicators/Target or Notes	Outcomes/Evidence	Status
Obj 3.1 By 2015, increase formal collaborations with partners that have the greatest potential to advance our shared research missions.	Dean	McGregor (OHSU School of Public Health, graduate student partnership); Hartung (Evidence Based Practice Center) & Drug Delivery team (4); Mark Leid (Dentistry); Arup (Derm) (Knight Cancer Inst).	Collaborations with OHSU, in particular, have strengthened significantly. Partnership with Samaritan Health Services has also strengthened in support of clinical faculty in Corvallis. Pharmaceuticals group (Biomed Engin).	
Obj 3.2 By 2014, establish more basic science/clinical research ties between OSU and OHSU.	Dean & Associate Dean of Research	See above, and also SD1, Obj 1.2	Strong collaborations and continuing growth.	
Obj 3.3 By 2014, establish pharmaceutical science faculty at the Portland campus.	Dean & Associate Dean of Research	Four faculty, two junior faculty and two new hires, that conduct research on the use of nanotechnology for drug delivery	Faculty established, two now through tenure, and graduate program has also been extended to CLSB labs.	



		have been located on the OHSU campus in the new CLSB building.		
Obj 3.4 By 2017, host a symposium at OHSU that includes OHSU, OSU and PSU speakers to foster interactions between OSU, OHSU and PSU faculty.	Associate Dean of Research	Plans for a research symposium led by the pharmaceuticals group in collaboration with OHSU researchers is underway.	In 2015, a joint symposium with OHSU occurred for the Knight Cancer Institute Kick Off. Plans in process for Nano DDS Symposium Sept 21-23, 2018.	

Critical Issue #3 Summary



The growth of the research and scholarship shows steady growth and a significant recovery from the federal challenges in the early 2000's. All faculty have been active in scholarship and college support in both bridge funding, and personnel has been a key. The growth of capacity and productivity of the Outcomes group has been especially successful, and the establishment of pharmaceuticals group on the OHSU campus has been similarly successful. This has helped to push forward greater strength and diversity of collaborations with OHSU.

Primary challenges remain in creating partnerships that truly support bench to bedside research initiatives. Targeted increases in 'intracollege' collaborations between departments have not expanded as targeted, but this objective may deserve reconsideration, and possibly removal, as research partnerships typically evolve naturally. Internal partnerships should still be sought, but partnerships with OHSU clinicians may be a more likely fit based on the collaborations that have matured to date. The biggest decision for the College may be whether to pursue growth in research and scholarship that is less incremental. Research productivity is notable and reflects a vibrant College with an emphasis on scholarship. We are secure in rankings of between about the 20 – 30th percentile among Colleges of Pharmacy. Breaking above this group into the top 10 or 15% of pharmacy research institutions would require further investments and creative strategic thinking to identify specific partnerships and targeted areas for growth.







Critical Issue 4: How do we ensure we have an environment that supports the financial and human resource needs of the College?

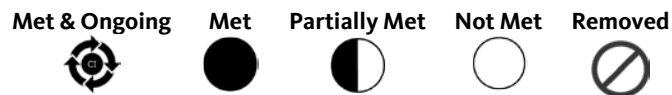
Current Situation: Despite a prolonged period of declining state support for higher education, the financial health of OSU and the College of Pharmacy continues to improve. This was accomplished through austerity measures, increases in overall enrollment at OSU, savings from delayed faculty hires and deferred maintenance, increased indirect costs returned to the College and higher differential tuition for the PharmD program. The College ended FY 2011 with a positive fund balance, the majority of which is encumbered in faculty-controlled start up or salary savings accounts.



The addition of eight new faculty and four support personnel since AY 2011, planned investments in several high cost infrastructure projects and the unique demands of our two campus program create financial, technological, logistical and facilities challenges that must be addressed to effectively meet our missions. The challenges will be to find creative sources of funding that will support programmatic expansions and improvements to facilities while permitting tuition levels to remain competitive with regional and conference alternatives.



SD1. Increase targeted philanthropy to support research, faculty and scholarships.				
Objective	Accountable	Indicators/Target or Notes	Outcomes/Evidence	Status
Obj 1.1 By 2013 develop and maintain a current, comprehensive, organized research inventory (portfolio) that can be used externally to coordinate and attract funding. Include research around our targeted research focus areas of cancer, infectious disease, genetic approaches to disease therapy and patient outcomes; and research collaborations across disciplines.	Associate Dean for Research	The graduate program self-study assisted in updating information for many faculty.	Updated CoP Research Brochure in 2016. There are currently efforts to purchase access to <i>Digital Measures</i> , a tracking tool that the University has invested in.	
Obj 1.2 By 2014, identify diverse industry and corporate partners who have the highest potential for research support and licensing of IP.	Dean & Associate Dean for Research	OSU has increasingly emphasized the importance of industry collaborations.	Collaborations developed include: Cubist (Furuno, McGregor), Merck (Zabriskie), Topical Remedy LLC (Indra), Kowa Pharmaceuticals (Ito), mAbDx (Leid). Moderna (Sahay), AGAE Technologies (Yin), and Cascade	

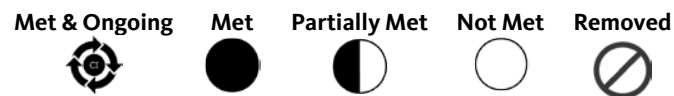




			Prodrug (Alani). Some have significant opportunity for licensing.	
Obj 1.3 By 2015 create an outreach and communications plan coordinating the Alumni Relations office, the Development Office, and Executive committee to optimize identification, development, and timely and ongoing recognition of philanthropic interactions with the College.	Director of Alumni Relations & Director of Development	Philanthropic annual giving at an all-time high and links between Alumni relations and Development evident. WE continue to have the highest percentage of numbers of alumni giving. Although current efforts are being continued, no specific plan to enhance is recognition is in place.	The Partners program is the strongest example of ongoing efforts to nurture development beyond annual giving and direct explorations by the Dean and Foundation. The recent Graduate program self-study has also reignited interest among grad alumni.	
Obj 1.4 By 2015 create a means to encourage and recognize mid-level philanthropy (giving from \$1,000 to \$25,000).	Dean & OSU Foundation representative	All contributors are recognized through some means. Encouragement is largely left to the College, not the Foundation. There have been some targeted efforts through appeals to faculty, Women in Pharmacy and Young Pharmacists group to encourage donations for specific purposes (e.g. white coats) or scholarships. Overall, annual giving at an all-time high due to more targeted requests.	Recognition is in the form of notes from the Dean and President. The University identifies midlevel through the President's circle. Donors to the College scholarship program are recognized annually at the Benefactor's reception and with notes from recipients. Additional members of the Executive team are engaged in development training.	
Obj 1.5 By 2016, establish a second endowed faculty scholar.	Dean	Part of ongoing development efforts	Future funding for endowed faculty position in place	
Obj 1.6 By 2017, establish one endowed professorship.	Dean	Part of ongoing development efforts	Funding in place for future endowed professorship	
SD2. Increase self-generated revenue.				
Objective	Accountable	Indicators/Target or Notes	Outcomes/Evidence	Status
Obj 2.1 By 2015, convene a session involving faculty and other stakeholders to brainstorm and identify mechanisms for self-generated revenue.	Dean	There has been no meeting to specifically explore focused development. Revenues from CE have increased. Potential revenue streams through research services (high throughput screening and NMR) have been put in place but are yet to generate significant revenue.	Increased online continuing education revenue. Acquisition of OCTADI.	
SD3. Establish and maintain state-of-the-art facilities and resources.				
Objective	Accountable	Indicators/Target or Notes	Outcomes/Evidence	Status
Obj 3.1 By 2015, establish a central instrumentation facility and a data and computer infrastructure, that will allow all college researchers to access shared instrumentation (lowers costs and increases productivity and collaboration).	Associate Dean for Research	Firewalls between institutions limit achieving this objective fully. Campus specific gains have been made.	CGRB & College support added to investigator funds at CLSB for higher speed computing and storage needs of outcomes researchers. Improved access, backup and data protection has been achieved for researchers using 'big data' sets in sciences	



Obj 3.2 By 2017, develop a plan to secure a facility that will house all pharmacy personnel and research laboratories in Corvallis in one building in order to promote collaboration and shared knowledge.	Dean	Efforts to date have consolidated most Drug Discovery/Med Chem faculty in Weniger. Pcol faculty and practice faculty are all located in the Pharmacy Bldg.	Complete remodel and expansion of the Pharmacy Bldg to include all Corvallis faculty continues to be a development priority.	
Obj 3.3 By 2015, identify the technology and technology support needs to more effectively support the curriculum, the research efforts, and the business of the college between OSU and OHSU.	Dean & Executive committee	Ongoing efforts, several research equipment purchases were made to duplicate needed resources in Corvallis and Portland campuses. Integration of all students with OHSU resources have been enhanced.	Addition of independent power generating capacity in Pharmacy Bldg was a critical improvement. All faculty and students now also have access to the OHSU library. OSU support internal environmental control (e.g. AC) and for state of the art technology in support of video conferencing or distance education remain the largest obstacles.	

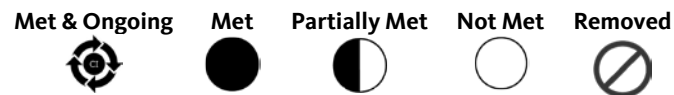
SD4. Optimize the culture and experiences of faculty, staff and students across the two campuses.				
Objective	Accountable	Indicators/Target or Notes	Outcomes/Evidence	Status
Obj 4.1 By 2014, reinvent/re-engineer an effective communication system between the two campuses to ensure continuity between the experiences of the students and faculty.	Director of Student Affairs & Executive Associate Dean	ONID and OHSU emails added to the PHAR lists. Both campuses use OSU's Blackboard (converted to Canvas in Fall 2015). Student services has enhanced coordination and communications with faculty regarding student performance, and scheduling of assessments and events. Increased frequency of communications from the alumni office has also increased awareness of events on both campuses.	Created CoP Faculty Resource page in 2015 replacing Faculty Handbook; resources range from travel forms to current course syllabus available on faculty resource page. Created a lecture repository in 2016 for faculty to view course presentations from courses prior to them in sequence to reduce unplanned redundancy. All committee / student meetings have video conference capacity.	
Obj 4.2 By 2013, task the student societies to focus on coordination and bi-directional campus communication, such as Blackboard chat rooms, videoconferencing or other creative means to enhance transitions and inter-campus collaborations and identify ways to improve institutional memory within these groups.	Director of Student Affairs & Executive Associate Dean	Student Executive Council Committee was initially formed to study issue. Outcomes include suggested revisions/improvements to Wiki and posting of student events. OSSP comm. Determining common communication platform to be used by all committees and placed in transition booklets. Designed/implemented Facebook for all Pharm.D students (preferred over email) Declined need for additional video conferencing. Exec and class officers evaluating all campus opps for students meeting in person. Advisors at both campuses facilitating communication needs of students. Increased attention to faculty liaisons.	Video conferencing of all student governance occurs and is encouraged for professional organization activities. The College maintains Facebook pages for each class and is in the process of creating class Canvas sites to archive for non-course specific communications. Student professional organizations maintain Google doc sites as a repository for documents commonly needed on both campuses (eg. governance policies, reporting templates, officer/chair lists).	



Obj 4.3 By 2013, explore additional mechanisms that provide various user groups (faculty, staff, students, alumni, and external stakeholders) greater ease in interacting with the College website; and provide a structure for assuring currency of all website content.	Director of Alumni Relations and Professional Development	Frequency of and quality of postings related to College and alumni news increased. Ongoing review occurs, although broad changes are subject to university review. The university has, when requested, met to discuss college needs. Availability of faculty and student resources is improved significantly.	Currency and utility of the website is a continuing priority. Current efforts are focused on updating research graduate studies content and visibility. Section ownership and a consistent structure review process is still somewhat inconsistent.	
Obj 4.4 Identify, pilot and evaluate mechanisms to continue to enhance and promote a culture of mutual respect and support among all faculty, students and staff in the College.	Diversity & Faculty Development Committees.	The Diversity Committee has used information from the Learning Environment Survey identify potential areas for attention. A SNAPhA chapter was established in 2014 to help encourage involvement of student from minority populations. Faculty Development Committee was dissolved in 2014 and professional development activities were redistributed to newly hired Director of Assessment & Faculty Development and the Diversity Committee.	Surveys generally indicate that the culture and learning environment of the College is welcoming. The College regularly assists in funding of events that facilitate faculty and/or student gatherings. Students are active in a variety of outreach program that require interactions with diverse populations.	
Obj 4.5 By 2013, strengthen formal mentoring programs for faculty and staff.	Executive Committee & Assessment Committee & Director of Assessment & Faculty Development.	The College has been a model for faculty mentoring at OSU. Although initially less formal activities have included peer teaching review, mid-year evals for junior faculty, and enhanced mentoring on grantsmanship provided by Assc. Dean Res. The assessment committee led a review of peer teaching processes, but the faculty chose not to change procedures.	All new faculty now are assigned a mentoring committee, and interactions are monitored by dept chairs at annual reviews. Curricular evaluation have evolved to clearly differentiate between course and instructor evaluation to aid in faculty development.	
Obj 4.6 By 2014, establish formal partnerships across the two campuses that encourage and facilitate collegiality.	Executive Committee	Ongoing conversations regarding changes in professional and graduate education and assessment have brought together faculty to discuss common curricular concerns and development of assessment strategies. Faculty work on specific tasks is well integrated and collaborative, opportunities for college wide interactions on more general concerns or relationship building is still challenging.	Both campuses participate in a balanced manner in College committees and Faculty Governance. Administrators are regularly on both campuses. Some integration of teaching in courses and consistent use of video conferencing for committee meetings occurs.	

Critical Issue #4 Summary

The College has made a strong effort in providing support and maintaining open communications, particularly given the challenges of a two campus model. Philanthropy has a strong foundation and represents strong support among alumni and other stakeholders for the mission and vision of the College. Utilizing a variety of resources the financial status of the College is strong, allowing for a number of initiatives that provide ongoing and special needs support for faculty, students and staff. Challenges remain, but facilities have improved significantly. Faculty with common interests are in common locations, the move into CLSB was achieved effectively and backup systems are stronger. Access of students and faculty to needed resources is significantly improved through the use of repositories for documents or information and videoconferencing. Faculty mentoring has moved from an ad hoc to expected aspect for all new hires and information or workshops to assist in improvements are more useful. The overall climate of the College is strong and faculty and students consistently show respect for each other and are collegial.





The challenges that remain include infrastructure needs that are substantive and will require outside resources to solve. A complete remodel of the pharmacy building allowing for relocation of all research and education into a common building with an appropriate environment is a top priority. Similarly, the current ability of the University to support education, including distance education, with state of the art technology is inadequate. Philanthropy has reflected support for the College, but with turnover of lead individuals in both the College and Foundation achieving the required private support could prove challenging. Faculty and students have maintained a culture of respect and collegiality throughout the College, however continuing attention to intentionally nurturing faculty relationships across campuses, in particular, is important to support this culture into the future.


Critical Issue 5: How do we increase the reputation, visibility and value of the College statewide, regionally, nationally, and internationally?


Current Situation: Effective outreach and messaging are critical for the visibility and reputation of the College, its faculty and students. To date, the College has not regularly maintained a cohesive and consistent campaign that promotes awareness of our impact on the state and citizens of Oregon, our relevance to alumni and other stakeholders, and the ways we advance patient care and fundamental and clinical research. In the absence of coordinated messaging from the College, our image can be influenced by external sources.



Recent efforts to showcase new research and education initiatives and promote faculty and student successes through university publications, electronic media and various outreach forums are beginning to have positive results. New challenges are arising as we expand our presence in Portland and partnership with OHSU, work to drive new research initiatives at OSU, lead innovation in the practice of pharmacy in Oregon and juggle the myriad demands for faculty and student time. To meet these challenges, it is imperative that new engagement and communication strategies are introduced that highlight the achievements of our students, alumni and faculty and reinforce our identity as the premier Pharmacy program in the region and underscore our value and relevance to all stakeholders.

SD1. Strategically and formally increase faculty prominence through leadership positions and involvement on national, regional, state, and local levels.				
Objective	Accountable	Indicators/Target or Notes	Outcomes/Evidence	Status
Obj 1.1 By 2014, analyze current involvement, and identify a strategy to encourage and recognize faculty participation in service and leadership roles in support of <u>community organizations and statewide</u> professional associations.	Director of Alumni Relations and Professional Development	A specific strategy has not been developed, but faculty have served as officers, members of Boards of Directors, and on committees of state pharmacy associations. Faculty are also active in state legislative coalition and Board of Pharmacy. Community involvement has not been specifically tracked.	Examples: State Assn Board of Directors (J. Ramirez, Rackham, Suchy, Zweber) St. Assn committees (Irwin, DeLander, Coon, Munar, Clark, Singh, Zweber) State assn office (DeLander) Board of Pharmacy (Linares) BOP comm. (Sanderson, Hartung, Clark)	
Obj 1.2 By 2015, analyze current involvement, and identify a strategy to encourage and recognize faculty participation in service and leadership roles in support of <u>regional, national or international</u> professional pharmacy or discipline specific organizations.	Director of Alumni Relations and Professional Development & Executive committee	No specific plans are in place at this time, but faculty have been active in this regard and faculty involvement has been highlighted in electronic newsletter communications focus on faculty seminars to professional organizations, service to the state and national organizations. Increased showcasing of faculty engagement occurs in the annual BeaverRx through featured stories. Development of a comprehensive research focused publication---that highlights faculty engagement with specific disciplines or research was developed culminating in January 2016 first printing. Faculty are highlighted frequently in University Research publication Terra.	Bearden: National president of Society of Infectious Disease Pharmacists. Williams: ADA involvement. Delander: AACP national committee. Clark: National role out of BC legislation. Proteau, Mahmud, Philmus, McPhail: leads for national Pharmacognosy meeting. All faculty are members of at least one scientific society relevant to their discipline, many participate in several. Graduate students have initiated a chapter of the Amer. Assoc of Pharmaceutical Scientists.	





Obj 1.3 By 2014, create a plan for effective and timely triage of information inquiries, requests for speakers, and other resource requests made of the college by alumni or other external parties.	Director of Alumni Relations and Professional Development	Communication of information within the college is improved. We still lack a formal mechanism to triage resource requests.	Requests funneled to Office of Alumni & Professional Development.	
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SD2. Improve external and internal awareness of faculty expertise and College accomplishments.				
Objective	Accountable	Indicators/Target or Notes	Outcomes/Evidence	Status
Obj 2.1 By 2014, assign the Executive Committee to identify and guide marketing efforts of the college.	Dean, Executive Committee, & Director of Alumni Relations and Professional Development	The Executive committee, Office of Alumni relations and several faculty worked together to rebuild the current website. Visibility of the College is high, but no specific plan has been developed.	BeaverRx, Research Brochure, CLSB, OSU Today, and CE programming. Student Services annually reviews materials used for recruiting and has increased visibility through contracting for some services such as echo targeting.	

SD3. Leverage and expand the College's international relationships to enhance our educational and research missions.				
Objective	Accountable	Indicators/Target or Notes	Outcomes/Evidence	Status
Obj 3.1 By 2014, examine how we can facilitate participation of international students in experiential education.	Executive Associate Dean	Informal discussions with the State Board of Pharmacy have occurred.	BOP has signaled that they are willing to develop a mechanism that will allow short term international students to be present in pharmacies. We continue to host 1 – 3 student from U. Portiere in France each year.	
Obj 3.2 By 2015, identify opportunities for professional and graduate students and faculty to be engaged in international experiences.	Executive Associate Dean & Pharm Science Department Chair	Responsibility for formal engagement has largely shifted to the Dean and Chair of Pharmacy Practice (See Obj. 3.3); and to a lesser extent Asst. Dean for Experiential Education. Students have also been active in seeking these types of experiences personally.	In 2017, a group of five students participated in an international outreach to Nigeria, and in 2012 a similar outreach occurred in central Africa. These have been student organized. The College in partnership with OHSU has initiated formal relationships with health institutions in Thailand and we anticipate exchange of students and faculty. Additional partnerships have been explored in India and Myanmar. Since 2009, Professional students (approx. 3 a year) have done international experiences through personal involvement in medical missions or experiential rotations that included international outreach. Faculty have ongoing collaborations with colleagues in Saudi Arabia, the Netherlands, Japan, South Africa, India, Myanmar, Thailand. Faculty are active in presenting scholarly work at international meetings. Visiting graduate students or scientists have been hosted from France, Thailand, Russia, Japan, Indonesia, and Brazil. International graduate students and professional students have enrolled over the past five years from Saudi Arabia,	



			Libya, Iraq, Iran, India, Korea, Japan, Nigeria, Ukraine, China, Vietnam, and Poland.	
Obj 3.3 By 2015, identify and support opportunities for international partnerships and collaborations.	Dean & Executive Committee	Both OSU and OHSU continue to develop a stronger international presence. OSU partnership through INTO has been a focus; OHSU efforts are identified as OHSU Global.	Formal partnership with Kuwait government for 3 PharmD students. OHSU Global partnership for faculty and student exchanges, primarily in Thailand. University of Basilicata (Italy) partnership. Grad Student/Faculty side: See info above.	

SD4. Develop a planned continuing education outreach for alumni.				
Objective	Accountable	Indicators/Target or Notes	Outcomes/Evidence	Status
Obj 4.1 By 2014, refine and publish an annual CE plan.	Director of Alumni Relations and Professional Development	CE committee meets annually to advise the Director, CE programming is determined by need.	ACPE accreditation review occurred in the past year and approved for the maximum cycle is expected. Online CE programs have been developed in support of BC prescribing. Additional programs included including Patient Safety, Stress Management, Law and HR / Management skills.	

Critical Issue #5 Summary

The intent of critical issue 5 is largely fulfilled. Students, faculty and the College are active in pursuing initiatives outside the ‘walls’ of the College. Students and faculty have been active and provide leadership in local, state, regional, national, and international professional organizations and settings. They have participated in international collaborations and are welcoming of international individuals involvement in research, and graduate and professional education. The College and University have sought partnerships and are developing additional opportunities for outreach. Development and provision of high end CE has expanded dramatically and is recognized as an important resource. The College remains the primary source for ACPE accredited CE in the state. Marketing of accomplishments within our alumni base, and possibly the state, are strong; as are marketing efforts specifically targeted towards potential professional students.

The challenges that remain are to have an intentional effort in advancing these initiatives and making them visible. Engagement in leadership and contributions to professional initiatives is valued, but not intentionally designed. It relies primarily on the initiative of individuals and opportunistic engagement. A strategic effort to plot a more focused path forward in faculty and student professional engagement, international activities, and professional continuing education could dramatically enhance the already significant contributions being made by the College. Again, while the accomplishments and involvement are substantive; the absence of a strategic focus and faculty involvement in consistent planning, that extends beyond individual initiatives, to encourage engagement continues to limit high visibility of accomplishments to persons outside the alumni base.

INSERT CLOSING COMMENTS/STATUS ABOUT STRATEGIC PLANNING

