**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 status of each element.**

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| Met & Ongoing | Met | Partially Met | Not Met | Removed |
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| **Critical Issue I: Cultivating a Climate in Support of Personal and Professional Success**  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 advances 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 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 wellbeing2 of students, staff, and faculty are valued and prioritized as a 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.* | | | | | |
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| **#** | **Objective** | **Accountable** | **Indicators/Target or Notes** | **Outcomes/Evidence** | **Status** |
| 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. | | Task Force for Wellness | | --- | | Reach out to stakeholders to gather input on desired culture during winter/spring 2020. Share vision during Winter 2021. |  |  |
| 1.2 | Perform a needs assessment related to diversity, multiculturalism, and personal wellbeing of students, faculty, and staff to determine appropriate next steps. | | Task Force for Wellness | | --- | | Research appropriate needs assessment tools during winter/spring 2020. Implement needs assessment(s) during spring 2020. |  |  |
| 1.3 | Create infrastructure where students, faculty and staff are supported and empowered in academic, social, research, and professional endeavors. | | Task Force for Wellness | | --- | | Examine current infrastructure and determine necessary changes, in partnership with College Administration. Begin implementation Fall 2021. |  |  |
| 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 vison of the College of Pharmacy. | | Task Force for Wellness in conjunction with  Student Services | | --- | | Partner with Office of Institutional Diversity at OSU and the equivalent OHSU office on best practices and implement programming Fall 2020. Use data from needs assessment to inform programming. |  |  |
| 1.5 | In partnership with OSU and OHSU campus resources, begin 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. | | Diversity 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 2020 |  |  |
| 1.6 | Establish transparent and accountable measures that identify and address the issues of diversity, inclusive excellence, and multiculturalism across all aspects of hiring, recruiting, teaching, service and practice within the OSU College of Pharmacy. | | Diversity 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 |  |  |
| 1.7 | In partnership with OSU and OHSU campus resources, begin development of a robust Wellbeing program that focuses on achieving the goals of the college and meeting the needs of the community. | | Task Force for Wellness | | --- | | Using data from the needs assessment and best practices from campus resources and other Pharm.D. programs, develop a Wellbeing program beginning Fall 2020. |  |  |

| 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. | | Task Force for Wellness & Executive Committee | | --- | | Working with the Wellness Taskforce actively identify appropriate measures of the wellbeing of students, faculty and staff. Define and seek to implement policies that enhance measurable increased well being September 2020 |  |  |
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| **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. | | | | | |
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| **#** | **Objective** | **Accountable** | **Indicators/Target or Notes** | **Outcomes/Evidence** | **Status** |
| 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. |  |  |
| 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. |  |  |
| 1.3 | Increase visibility of residency and fellowship opportunities, and preparation of students for those opportunities, early and throughout the professional program. | Task Force on Professionalism | Formalize, coordinate, and standardize the progression of the presentations of post-graduate opportunities P1,2,3 classes |  |  |
| 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 9/30/2020  including resources needed. Submit plan and resource needs to executive committee by 12/2020. Based on resources available, develop implementation plan by 6/30/2021. |  |  |
| 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 9/30/2020. Submit plan and resource needs to executive committee by 12/2020. 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 6/30/2021 |  |  |
| 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 1/2021 and evaluate data by 12/2021 |  |  |
| 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 CC.  By 9/2021 identify resources to pilot a priority area  By 11/2021 approve plan to pilot one area for AY 2023 |  |  |
| 1.8 | Evaluate and enhance current elective course offerings. | Curriculum Committee | Form electives subcommittee by 1/2020. By 6/2020 review current offerings and identify priority areas for enhancement.  By 12/2020 work with executive committee to resource at least two new offerings in AY 2022 |  |  |
| 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 12/2020 to CC. Consider creating a centralized system that utilize existing methods/services in order to 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 6/2021. Develop implementation plan by 12/2021 |  |  |
| 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. | Task Force on Professionalism &  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. |  |  |

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| **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** |
| 2.1 | Examine alternative class scheduling strategies and innovative teaching methods (e.g., class length, frequency, the spacing between sessions, time of day, and number of weeks) with the goal of increasing student engagement and facilitating learning. | Student Services & Department Chairs | Examine current structure, gather input from stakeholders, and research best practices during winter/spring 2020.  Develop plan beginning summer 2020 with anticipated fall 2021 implementation. |  |  |
| 2.2 | Evaluate faculty readiness and curriculum potential to implement alternative effective pedagogy. | Assessment Committee &  Curriculum Committee | By Sept 2020, Develop needs assessment to identify faculty readiness for exploration and adoption of non-lecture based pedagogy.  By Sept 2020, Identify national conference to send several faculty members to identify pedagogies appropriate for curriculum.  By December 2021, evaluate curriculum teaching methods and identify areas in which non-lecture methods could be effective. |  |  |
| 2.3 | Invest resources to increase support for faculty in course administration, active learning activities, and alternative assessment strategies. | Assessment Committee &  Curriculum Committee | By Sept 2020, Develop needs assessment to identify areas in which college investment would have greatest impact. By March 2021, make recommendations for budgetary allocations. |  |  |

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| **SG3. Post-Graduate Education:** Achieve and maintain excellence in post-graduate education by providing relevant and robust training including graduate and postdoctoral residency and fellowship programs. | | | | | |
| **#** | **Objective** | **Accountable** | **Indicators/Target or Notes** | **Outcomes/Evidence** | **Status** |
| 3.1 | Improve research infrastructure to ensure graduate students have access to 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 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 need for graduate students to engage in technology rotation experiences to allow learning of technologies that may not be utilized in their own primary research |  |  |
| 3.2 | Coordinate orientation to institutional and research support protocols, and provision of professional development opportunities for all post-graduate 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 post graduate learners. September 2020 |  |  |
| 3.3 | Identify additional funding and other resources to support existing residency / fellowship training programs | Task Force for Professionalism | Continue to engage with our external stakeholders to identify opportunities for partnership that will grow our pgy1, pgy2, or fellowship programs. |  |  |
| 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 Post-graduate Pharmacy Education if appropriate. | Executive Committee &  Task Force on Professionalism | The creation of a Director of post graduate pharmacy education and the resources to support this position.  The goal is to increase match rates for general employment, pgy1, and fellowships |  |  |
| 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 |  |  |
| 3.6 | Intentionally seek relationships with industry that can expand and support training opportunities for all post-graduate trainees (i.e. residency, fellowship, masters, doctoral and post-doctoral) | Research & Scholarship | Develop directory of MSL contacts with industry that includes faculty who have existing relationships with that contact; Develop list of industry partners that COP would like to target for development of new partnership opportunities; Invite key MSLs/industry partners for PI meet & greets and lab tours |  |  |

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| **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** |
| 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, that also outlines the financial components of various relationships. The report will outline the CE endeavors, their relationships to various entities, and how the projects contribute to the visibility, viability,  and relevance of the college in advancing the profession. |  |  |
| 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. |  |  |
| 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. |  |  |

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| **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. | | | | | |
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| **#** | **Objective** | **Accountable** | **Indicators/Target or Notes** | **Outcomes/Evidence** | **Status** |
| 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 |  |  |
| 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 in conversation with College Council | Review with CC and faculty whether comm. structure adequately meets needs and facilitates faculty awareness of key issues. Implement any revisions by September 2020 |  |  |
| 1.3 | Evaluate the roles of individuals providing administrative and faculty support, and develop a plan for optimization. | 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 |  |  |
| 1.4 | Enhance technology training and support with an 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 |  |  |

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| **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** |
| 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 |  |  |
| 2.2 | Implement programs to support success and growth of research programs of faculty, especially mid-career faculty, to support retention. | Research & Scholarships Department Chairs &  Associate Dean for Research | 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 provision of relief for existing duties.  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. All clinical and tenure track faculty will publish a minimum of one peer-reviewed manuscript per year by June 2022.  By June 2022, all faculty will report satisfaction with mentoring and support. We will have retained productive faculty in all ranks. |  |  |
| 2.3 | Expand research opportunities and increase research funding to become ranked in the top 25% of research active Colleges of Pharmacy. | Research & Scholarships 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)  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.  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. |  |  |
| 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. |  |  |
| 2.5 | Evaluate, improve, and sustain 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 | Provost has authorized funds to increase storage capacity Oct 2019 |  |
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| **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** |
| 3.1 | 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 & Student Services | 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 |  |  |
| 3.2 | Implement a strategy to improve the profile of graduate and post-graduate pharmacy programs regionally, nationally, and internationally. | Dean, Executive Committee,  Director of Graduate Studies  Alumni Relations & Student Services | Identify existing tools that can be optimized to increase visibility and profile of graduate and post-graduate pharmacy programs June 2020 |  |  |