

**College of Pharmacy
Five-Year Strategic Plan**

University of Florida College of Pharmacy: Climate of Discovery

Vision Statement

Preeminence in education, pharmaceutical sciences research, and patient care that optimizes the health and wellness of individuals and communities.

Mission Statement

We improve the lives of others locally and globally through a climate of discovery to develop future leaders in pharmacy practice and science, support research across the spectrum from drug discovery to medication use in society, advance pharmacy practice to optimize patient-centered care and healthcare delivery, and foster lifelong learning.

College Goals

College Goal 1:

Discover new knowledge to improve the lives of others through high impact research and provide outstanding research training in areas core to the college.

College Goal 2:

Create, evaluate and disseminate innovative and transformative pharmacy practice models that result in high quality, cost-effective, patient-centered care that improves lives.

College Goal 3:

Prepare Pharm.D. graduates to become leaders who improve the health and wellness of individuals and communities and advance pharmacy practice into the future.

Goal 4:

Stimulate a culture that promotes diversity of thought and lifelong learning within an exceptional community of students, faculty and staff.

College of Pharmacy Five-Year Strategic Plan

College Goal 1:

Discover new knowledge to improve the lives of others through high impact research and provide outstanding research training in areas core to the college.

5-Year Objective:					
1.1 Accomplish National and Global recognition in high impact core college research areas.					
Strategic Initiatives	Outcome (What Will be Accomplished at 3-5 yrs)	Tactics (Achieved at 1-3 years)	Timeline	Metrics To Monitor Achievement	Required Resources
Establish 4-5 high impact core college research areas	Each high impact core college research area has achieved at least 1 national/global recognition.	Identify core college areas of research (both emergent areas and already preeminent areas) Identify faculty within each core area Produce an annual report for each of the core areas	Within 1 year Within 1 year Annually	At least 5 key areas identified Major national and international awards to faculty 4-5 centers in college with major federal grant (T, P, U)	Staff assigned to assist in monitoring awards and annual progress
Establish a Center/Institute for each core research areas	Annual pilot funding in place to promote initiatives in core areas Formalized in-house peer review system Be recognized as extramural center of excellence when opportunity exists for such within core areas Centers established with active funding and training grants	Proposals submitted to UF to establish a Center/Institute for core research areas Provide consistent and annual pilot funding to support research programs in each core area Identify and facilitate faculty use of institutional research	3 years, review at 5 years 2 years Review annually 1 years, 5 years	Approval of 4-5 Centers/Institutes for core research areas with directors and funding in place 2-3 pilot grants directed at core research areas funded per year Faculty ratings of core service area as excellent	Staff to assist with Center administration Identify mechanisms for promotion of and investment in core areas Pilot fund mechanisms established within centers/institutes

5-Year Objective:					
1.1 Accomplish National and Global recognition in high impact core college research areas.					
Strategic Initiatives	Outcome (What Will be Accomplished at 3-5 yrs)	Tactics (Achieved at 1-3 years)	Timeline	Metrics To Monitor Achievement	Required Resources
	associated with each center	<p>core service areas to support investigators; for example biometry/biostatistics core, bioinformatics core, metabolomics core, survey core, tissue core, genomics core, library resources</p> <p>Create a meaningful mechanism of internal peer review of research applications and/or provide funding support for external peer review</p>	1 year	<p>Established review system for new faculty grants, review 5-10 grants per year</p> <p>Support for external review of 1 large (P.U) grant per year</p>	Staff to support administration of centers and grant review processes

5-Year Objective					
1.2 Increase the COP portfolio of interdisciplinary large multi-center grants and contracts.					
Strategic Initiatives	Outcome (What Will be Accomplished at 3-5 yrs)	Tactics (Achieved at 1-3 years)	Timeline	Metrics To Monitor Achievement	Required Resources
Cross-center, cross-college cross-institution interdisciplinary collaborations	<p>Program grants centered in the College</p> <p>COP faculty are co-Is or major contributors to</p>	Creation of teams of investigators to submit one each in P, T, U, multiple R applications	1-2 years	<p>2-3 P or U grants with COP PIs</p> <p>COP faculty contributors or co-Is on 1-2 other P or U</p>	Provide PROSPER funding category with appropriate funding for seeding large grants

5-Year Objective

1.2 Increase the COP portfolio of interdisciplinary large multi-center grants and contracts.

Strategic Initiatives	Outcome (What Will be Accomplished at 3-5 yrs)	Tactics (Achieved at 1-3 years)	Timeline	Metrics To Monitor Achievement	Required Resources
	<p>other HSC Program grants</p> <p>COP faculty involved in cross- institution grants</p> <p>Increased number of interdisciplinary funded PIs (multiple R applications)</p>	<p>Implement software-database to facilitate networking</p> <p>Institute mechanism for identifying faculty research interests and core skills and identify center/institute memberships of COP faculty</p> <p>interface with COM and invite complementary expertise from clinical departments to focus group meetings</p> <p>Establishment of multi-disciplinary seminars and focused mini-retreat</p> <p>Establish a team of experienced P/U faculty/reviewer to assist others in preparing grants</p> <p>Use teams identified in curricular teams to enhance faculty interaction between basic and clinical faculty</p>	<p>1 year</p> <p>1 year</p> <p>1 year</p> <p>1 year</p> <p>1 year, updated annually</p> <p>1 year, update annually</p>	<p>At least 1 team based retreat each year</p> <p>Yearly meetings of core research groups with inclusion of clinical faculty, distance campus faculty and other HSC collaborators</p> <p>At least 8 college seminars per year</p>	<p>Provide support at college and department level for external review of application in timely manner</p> <p>Provide incentives in faculty effort/workload report for internal review by faculty</p> <p>Enhance research support infrastructure to optimally and proactively support preaward grant preparation</p> <p>Enhance research support and specific support staff to aid faculty, staff and students in the design, implementation and management of research, including IRB and IACUC, EH&S and progress reporting</p>

5-Year Objective					
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Strategic Initiatives	Outcome (What Will be Accomplished at 3-5 yrs)	Tactics (Achieved at 1-3 years)	Timeline	Metrics To Monitor Achievement	Required Resources
		<p>Inform faculty regarding resources in DSP, at HSC level, Opportunity funds, CTSI etc to assist in large grants</p> <p>Increase awareness of research opportunities at other campuses</p>	<p>Monthly updates</p> <p>annually</p>		Maintain and support IT infrastructure to support research
Increase number of active research faculty		<p>enhance faculty recruitment/retention for core research areas</p> <p>increase affiliate faculty in other colleges</p> <p>increase involvement of clinical faculty in research</p>	<p>3 years, 5 years</p> <p>5 years</p> <p>3 years</p>	<p>Number of funded research faculty</p> <p>Number of affiliated faculty from other colleges</p>	<p>increase research space</p> <p>increase number of research FTE in college</p> <p>Leverage existing resources by facilitating cooperation between organizations on campus (COP, COM, ACS, etc.)</p>

5-Year Objective					
1.3 Establish preeminent pre- and post-doctoral research training programs in the Pharmaceutical Sciences.					
Strategic Initiatives	Outcome (What Will be Accomplished at 3-5 yrs)	Tactics (Achieved at 1-3 years)	Timeline	Metrics To Monitor Achievement	Required Resources
Develop an outstanding pre- doctoral research	Students with first authorship on multiple publications	Conduct assessment of current structure of graduate program	Within next year	For each graduate program, performance	Increase tuition support by college

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Strategic Initiatives	Outcome (What Will be Accomplished at 3-5 yrs)	Tactics (Achieved at 1-3 years)	Timeline	Metrics To Monitor Achievement	Required Resources
training program	<p>resulting from dissertation work</p> <p>Increase # of trainees with predoctoral fellowship awards</p> <p>Graduates will have multiple, desirable job or postdoc offers at the time of graduation</p>	<p>Evaluate sources of funding for support of stipends and tuition, level of stipends across departments</p> <p>Establish a plan for College graduate programs</p> <p>Implement a plan for graduate programs in College aligning with core research areas</p> <p>Identify common metrics for success</p> <p>Centralize information on funding opportunities</p> <p>Increase number of extramural grants, contracts, agreements to support path to independence</p> <p>Identify coursework in other key areas across HSC</p>	<p>Within next year</p> <p>Within next year</p> <p>Begin fall 2016, fully implement Fall 2017</p> <p>Within next year</p> <p>Within next year</p> <p>Within next 3 years</p> <p>Within next 3 years</p>	<p>that meets or exceeds peer institutions in:</p> <ul style="list-style-type: none"> • Honors received (fellowships, awards for presentations, etc.) • Student publications • Admission yield • Retention rate • Time to degree • Postgraduation employment rate • diversity 	<p>Obtain additional fellowship funding through philanthropy</p> <p>Funding for outside speakers for seminars in all fields</p> <p>Obtain philanthropy to support named lectureship/Visiting Professorships</p> <p>Provide access to coursework for graduate students at Orlando campus</p>
Postdoctoral training will be preeminent	Graduates will have multiple, desirable job offers at the time of graduation	Centralize information on funding opportunities	Within next year	Placement in job at end of postdoctoral training	

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		Increase number of extramural grants, contracts, agreements to support path to independence	Within next 2-3 years	Postdocs with independent (F or other) grant awards	
Develop College-level career development support for pre and postdoctoral trainees	regular seminars on career development Make teaching certification available to graduate students and postdocs Increase internship opportunities in industry	Gather information from other successful programs Work with other HSC colleges to establish programs that complement each other	Within next year Within 2 years	Placement in job or postdoc at graduation Placement in job at 5 years post-graduation	Staff support Funding for bringing speakers in for these seminars Utilize HSC/CTSI resources
Improve recruitment	Increased number of high quality applicants Diversity in trainees Increased number of domestic trainees eligible for training grants	Centralize recruiting site/ marketing of graduate program Recruiting presence at appropriate national meetings Identify "feeder" schools for recruitment	Begin before fall 2016, fully implement by Fall 2017 Within next year Within next year	undergraduate GPA, GRE in same range as our peer institutions 20% improvement in number of students of diverse backgrounds	Provide support at college or departmental level for interviewing Funds for recruitment at national meetings
Training grants reflecting core areas of research/ research training	Increased number of training grants	Increase number of domestic trainees Increase faculty training in T grant submissions	3 years 3 years	Obtain 1-2 training grants centered in the College and/or College faculty will be co-Is or major contributors to at least 1-2 other training grants	Recruitment/marketing resources HSC and college resources in support of T grants

College Goal 2:

Create, evaluate and disseminate innovative and transformative pharmacy practice models that result in high quality, cost-effective, patient-centered care that improves lives.

5-Year Objective					
2.1 Achieve national recognition for creating, evaluating, and disseminating innovative and transformative pharmacy practice approaches.					
Strategic Initiatives	Outcome (What Will be Accomplished at 3-5 yrs.)	Tactics (Achieved at 1-3 years)	Timeline	Metrics To Monitor Achievement	Required Resources
Develop Clinical Practice Performance, Economic Metrics, and/or Outcomes Data within COP Clinical practices	Internal standardization and validation of practice performance, economics, and/or outcomes data metrics for COP clinical practices	<ul style="list-style-type: none"> -Create a clinical coordinator position to lead -Develop and implement performance metrics in various practice settings -explore billing options for existing and new opportunities to provide salary offset -identify faculty as primarily either primarily clinical or teaching (or form practice partnerships) -increase residency positions (joint or multi-site focus) 	1 year: assign clinical coordinator, clinical vs teaching faculty (or practice partnerships) 2-3 years: develop and roll out use/assessment of metrics in practice; expand residency positions; implement new billing opportunities 3-5 years: analyze, present and publish results	<ul style="list-style-type: none"> -development of measurable metrics -collection of data by faculty -professional presentations and publications -assignment of faculty as clinical or teaching (or practice partnerships developed) -residency positions -salary offset/money egenerated 	<ul style="list-style-type: none"> -Effort assigned to faculty member to serve as clinical coordinator -informatics support --financial support to present results at national meetings -financial support for residents
Publish Clinical Practice Performance, Economic Metrics, and/or Outcomes Data within	Publication in peer-reviewed journal of practice performance, economic, and/or outcomes data collection metrics and strategies for clinical practices	Clinical coordinator lead review of literature to identify existing clinical practice, economic, and/or outcomes metrics	1 yr: literature review and analysis 2-3 years: development and assessment of metrics	Result of literature review Ongoing process in place for prioritizing clinical initiatives and	<ul style="list-style-type: none"> -Effort assigned to faculty member to serve as clinical coordinator -informatics support --financial support to present results at national meetings

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Strategic Initiatives	Outcome (What Will be Accomplished at 3-5 yrs.)	Tactics (Achieved at 1-3 years)	Timeline	Metrics To Monitor Achievement	Required Resources
COP Clinical practices		Prioritize those initiatives within COP most appropriate for publication based on alignment between professional needs (e.g., lack of metrics) and COP clinical practices	3-5 years: pursue publication of clinical practice performance, economic, and/or outcomes data according to COP Clinical Practices priorities and needs within the profession	aligning with professional needs Assignment of faculty to lead individual tactics as appropriate	
Clinical Research	Increase in practice-based research and grants focusing on patient outcomes and impact of clinical pharmacy.	-Create research networks/Team faculty together with similar interests. - Include interprofessional collaboration	1 year: form networks 2-3 years: seek grants/begin research 3-5 years: present and publish results	-Networks formed -IRB proposals -grants obtained -professional presentations -publications	-research coordinator support -financial support to present results at national meetings

5-Year Objective:

2.2 Develop and sustain partnership models, within UF Health and externally, to advance clinical teaching, integrated residency training, and, practice-based research.

Strategic Initiatives	Outcomes (3- 5 year target)	Tactics (1 – 3 year target)	Timeline	Metrics	Required Resources
<p>Increase the number of clinical partnerships within identified areas of need identified by UF Health and community partners</p>	<p>Established clinical partnerships will demonstrate improvements in patient safety, quality of care, and patient satisfaction in alignment with organizational goals</p>	<p>Conduct a needs assessment within UF Health and external sites to determine potential clinical areas for collaboration, which may be internally and/or externally driven</p> <p>Develop consensus goals for the clinical partnership; then implement strategy to attain goal; utilize scorecard to assess impact of intervention and communicate performance to the partners</p>		<p>Number of clinical partnerships established</p> <p>Number of shared stakeholders identified/partnered with</p> <p>Completion of needs assessment</p>	<p>Existing faculty practices must provide data on patient outcomes with existing models ->to do this need less burdensome structure to get reports.</p> <p>Need administrative structure process in place to facilitate creation of partnerships (e.g., UF Legal/contracts, decrease the administrative burdens, template for MOUs, etc.).</p>

5-Year Objective:
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Strategic Initiatives	Outcomes (3- 5 year target)	Tactics (1 – 3 year target)	Timeline	Metrics	Required Resources
<p>Advance patient health and well-being by optimizing the role of pharmacists in providing direct patient care</p>	<p>Establish innovative, patient-centered practices in inpatient and outpatient settings as part of a multi-disciplinary team.</p> <p>Practices will serve as a training ground for students and residents.</p> <p>Pharmacists are accountable for medication-related outcomes</p> <p>Pharmacists involved with clinical practice will achieve required credentials/certification</p>	<p>Establish joint partnerships with healthcare entities to enhance personalized medicine provided by pharmacists</p> <p>Increase APPE and residency training opportunities within collaborative programs</p> <p>Establish baseline credentials required for clinical practice initiatives</p> <p>Establish baseline metrics coinciding with goals established with clinical partner</p>		<p>Develop processes to standardize practice and improve care</p> <p>Measure contribution of medication-related outcomes by pharmacist towards overall patient quality and safety</p> <p>Development of a “clinical scorecard” to document the benefits and areas of pharmacy intervention to identify areas for research</p> <p>Develop advanced elective opportunities</p> <p>Achieve necessary credentials as directed by regulatory or organizational directives</p>	<p>Monetary support for credentialing</p> <p>Time support for credentialing, clinical activities, and teaching</p> <p>Data support for assessment and delivery of medication-related interventions</p>

5-Year Objective:

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Strategic Initiatives	Outcomes (3- 5 year target)	Tactics (1 – 3 year target)	Timeline	Metrics	Required Resources
<p>Clinical partnerships will provide for increased high-quality IPPE, APPE, and residency program training sites within diverse interprofessional teams.</p>	<p>Established clinical partnerships will provide high-quality, interprofessional clinical training opportunities for IPPE/APPE students and residents that demonstrate contributions to improved patient safety, quality, and patient satisfaction.</p>	<p>Identify existing models of collaborative practice within UF Health or external partners that successfully deliver high-quality training for IPPE/APPE students and residents in order to establish best practices for success and replication in new partnerships.</p> <p>Develop and implement a competency framework for interprofessional team-based care that can be used to assess IPPE/APPE and resident performance within clinical partnerships</p> <p>Demonstrate contributions of IPPE/APPE students and/or residents to</p>		<p>Number of IPPE training sites</p> <p>Number of APPE student rotation months offered</p> <p>% of IPPE/APPE that are high quality per Experiential office evaluation</p> <p>Number of residency rotations offered</p> <p>Number of additional residency programs established through partnerships</p> <p>Development of competency framework to assess IPPE/APPE and resident performance in team-based care</p>	<p>Residency training and program administration requires significant time and resources- recommend establishing an administrative position to centralize residency program administration</p> <p>IT support to build competency framework for student/resident evaluation</p> <p>Improved advertising and recruitment for existing and future residency programs</p> <p>Preceptor development program will need to be established for partnership preceptors in order to achieve high-quality training</p>

5-Year Objective:

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Strategic Initiatives	Outcomes (3- 5 year target)	Tactics (1 – 3 year target)	Timeline	Metrics	Required Resources
		improvements in patient safety, quality, or patient satisfaction			

5-Year Objective:

2.2 Develop and sustain partnership models, within UF Health and externally, to advance clinical teaching, integrated residency training, and, practice-based research.

Strategic Initiatives	Outcomes (3- 5 year target)	Tactics (1 – 3 year target)	Timeline	Metrics	Required Resources
<p>Clinical partnerships will increase research and scholarly activity related to patient-care outcomes, education of residents, students, and other healthcare professionals, and benefits of interdisciplinary care models</p>	<p>Partnerships and established clinical sites will allow for:</p> <p>Established clinical partnership will allow for practice-based research projects demonstrating the impact and contribution of clinical pharmacy to patient safety, and quality, as well as clinical teaching</p> <p>Establish a structure for practice-based research networks that can collaborate with internal and external sites</p> <p>Clinical sites as well as development of practice-based research networks will increase competitiveness in seeking extramural grant funding</p>	<p>Peer reviewed manuscripts and regional/national poster presentations highlighting the role and benefits of clinical pharmacy as part of a multidisciplinary team to improve patient outcomes</p> <p>Pharmacist development related to scholarly activity such as manuscript writing, grant writing, study design, and IRB requirements</p>		<p>Number of peer reviewed articles</p> <p>Number of poster presentations</p> <p>Number of platform presentations at regional or national meetings</p> <p>Number of IRB approved studies</p> <p>Extramural funding</p>	<p>Clinical scorecard</p> <p>Dedicated research/scholarly activity time</p> <p>Assistance with IRB approval process (or time to do this)</p> <p>Assistance with statistics</p> <p>Assistance with research design</p> <p>Assistance with expenses related to travel for regional or national meetings to present research results</p>

5-Year Objective					
2.3 UF COP faculty are leaders of change and innovation through advocacy for the profession.					
Strategic Initiatives	Outcome (What Will be Accomplished at 3-5 yrs.)	Tactics (Achieved at 1-3 years)	Timeline	Metrics To Monitor Achievement	Required Resources
Determine the College of Pharmacy's perspectives for advocacy efforts	There will be clear consensus positions for the University of Florida College of Pharmacy on the important issues for the profession.	<p>-White paper done and approved by 1 year</p> <p>-The white paper lists the impact of COP advocacy on different constituents (i.e., future pharmacists, alumni, chain pharmacies, independent pharmacies, hospitals, industry, benefactors, other health professionals, and the public).</p> <p>-Establish consensus positions on important topics (e.g., should a residency be required for hospital practice, should there be more residencies, what should be the structure and purpose of residencies, should there be new college of pharmacies in the State of Florida)</p>	-Annual review and update of this paper	<ul style="list-style-type: none"> ● Public display of this paper on the College's website ● Number of page views of this position paper per year ● Number of references to this paper per year in the press 	-Faculty time and credit on their Faculty Activity Reports

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Strategic Initiatives	Outcome (What Will be Accomplished at 3-5 yrs.)	Tactics (Achieved at 1-3 years)	Timeline	Metrics To Monitor Achievement	Required Resources
Influence the political process by faculty activity in state and national pharmacy organizations	State and national pharmacy organizations recognize the University of Florida College of Pharmacy for advocacy for the profession	Increased faculty involvement in professional organizations	3 years	<p>All licensed faculty should be a member of FPA, FSHP, or both.</p> <p>Number [or percentage] of faculty members in the following roles:</p> <ul style="list-style-type: none"> ● Board of Pharmacy member ● President/Board of Directors member of FPA or FSHP ● Chair/Member of Legal and Regulatory Affairs Committee of FPA/FSHP ● Chair/Member of other state Committees of FPA/FSHP ● Officer of local/regional pharmacy organization ● Equivalent metrics for national organizations. 	<p>- College of Pharmacy provides membership fees for at least one state pharmacy organization per faculty member in clinical practice who serves in advocacy leadership role</p> <p>-Travel time and expenses for conferences, Legislative Days, etc.</p> <p>-Credit awarded on the Faculty Activity Report</p>
Influence the political process by developing pharmacists for political office	Pharmacists will consistently hold elected office in the State of Florida	Identification, grooming, and support for students, alumni, and benefactors who might be candidates for political office	-5 years	Number of pharmacists in the legislature	<p>-Money and faculty time to develop curricular and extra-curricular activities</p> <p>-Resources allocated to</p>

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					identify pharmacists with characteristics that would make them good potential candidates
Establish the Center for Florida Pharmacy Advocacy	<p>The University of Florida College of Pharmacy Center for Pharmacy Advocacy will be nationally recognized for promoting the profession of pharmacy.</p> <p>This center should be provocative and stimulate discussion on forward-thinking roles for pharmacists.</p>	<p>-Dedicated web page on the College's website for this Center organized by concepts</p> <p>-Use Twitter to promote the role of pharmacist around the country and world</p> <p>-Establish a Facebook site to promote the roles of pharmacist around the country and around the world</p> <p>-Write scholarly articles justifying the expanded role for pharmacists</p>	<p>-Faculty director of the Center appointed within 3 months</p> <p>-Twitter and Facebook sites established within 6 months</p> <p>-Scholarly articles accepted for publication within 1 year</p>	<ul style="list-style-type: none"> ● Number of links per year to articles promoting the roles of pharmacists ● Number of times per year that legislators or staffers request briefings on topics on legislation that affects pharmacy ● Number of model letters written by faculty per year for state or national advocacy ● Number of times per year that faculty members testify before Florida House or Senate Committees ● Number of times per year that faculty meet with national legislators ● Number of times per year that faculty testify before Federal legislative or regulatory committees ● Number of times per year that faculty meet with stakeholders about expanded roles for pharmacists (e.g., 	<p>-Financial support to fund part of a faculty line for a director of the center, which would be a virtual center.</p> <p>-Financial support for faculty travel to the activities listed</p> <p>-Credit on Faculty Activity Reports for preparing for and participating in the activities listed.</p>

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				industry, PBMs, hospital associations) <ul style="list-style-type: none"> ● Number of scholarly articles per year by faculty and the Center regarding the rationale for the expanding scope of practice for pharmacists ● Pass new legislation and/or update older legislation that allows pharmacists to prescribe in a limited manner in a community / ambulatory setting ● Passed legislation that allows pharmacists to prescribe in the hospital setting and upon discharge ● Establish an ASHP Accredited residency in pharmacy advocacy ● Offering an elective in innovative roles of pharmacists around the country and the world 	
Develop strategic partnerships to expand the practice of pharmacy (including but not limited to industry, PBMs, and	Previously appreciated benefits of pharmacists will be recognized by the pharmaceutical industry (pharmacist prescribing), PBMs (pharmacist managed drug-	-Within 2 years write a white paper what identifies potential strategic partners and initiatives that would be mutually beneficial. -Establish strategic partnerships with 2	5 years	-Number of meetings per year with strategic partners.	-Travel time and expenses for conferences, Legislative Days, etc. -Credit awarded on the Faculty Activity Report

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hospital associations)	intensive therapy), and hospitals (discharge prescribing and resource utilization control), and other health care professionals.	major stakeholders within 3 years			
Empower student pharmacists, alumni, and pharmacists in the state to be advocates for the profession	<p>-Upon graduation, all pharmacy students will appreciate the role of advocacy for their future</p> <p>-All UF COP alumni will better understand the need for pharmacy advocacy</p>	<p>-Develop elective focused on advocacy and pharmacy organization involvement</p> <p>-The need for advocacy will be an organized message in routine College communications to faculty and students</p> <p>-The need for advocacy will be an organized message to alumni</p> <p>-Continuing professional development regarding advocacy will be ongoing</p>	5 years	<p>Percentage of students who:</p> <p>Attend Legislative Days Contact legislators about pharmacy-specific legislation</p> <p>Participate in state and national pharmacy organizations</p> <p>Percentage of alumni and pharmacists in the state who do the above.</p>	<p>-Funding to support student travel to Legislative Days and other professional events</p> <p>-Communication to students and alumni when legislation of importance is proposed or pending</p>

College Goal 3:

Prepare Pharm.D. graduates to become leaders who improve the health and wellness of individuals and communities and advance pharmacy practice into the future.

5-Year Objective					
3.1 Pharm.D. graduates demonstrate the ability to provide interprofessional patient-centered care in a safe, timely, effective, efficient and equitable manner through learning activities that include longitudinal interprofessional education clinical experiences.					
Strategic Initiatives	Outcome (What Will be Accomplished at 3-5 yrs.)	Tactics (Achieved at 1-3 years)	Timeline	Metrics To Monitor Achievement	Required Resources
Pre-APPE coursework is developed to include: 1) didactic & skills-based activities focusing on collaborative clinical teamwork, 2) interprofessional experiences that use “real problems,” (eg, similar to Clarion), and 3) Institutional IPPEs that include observation of collaborative interprofessional teams.	<u>Pre-APPE coursework</u> includes longitudinal interprofessional education clinical experiences and there is a 10% improvement in student readiness to be a team member during APPEs.	Partnerships with at least one other HSC College are established to implement Team-OSCEs and project-based learning activities.	1 Year	Percent of 3PD students who successfully demonstrate interprofessional patient-centered care on first attempt just prior to APPEs.	College needs to strengthen the culture where interprofessional collaboration among faculty is an expected attribute within both clinical practice and education.
		Eight (8) standardized patient scenarios are piloted in skills lab and milestone OSCEs; these are then used to develop scenarios for interprofessional Team-OSCEs.	1 Year	Number of Collaborative teamwork activities (eg, team-OSCEs, IPPE experiences) each class cohort encounters during a year.	The HSC IPE Office will provide guidance and support in garnering partner College involvement, guiding logistic issues, etc.
		A Team-OSCE is piloted and the results are used to plan full implementation of Team-OSCEs.	2 Years		Faculty development and funding to support development and conduction of Team OSCEs is supported.
		An interprofessional	2 Years		College faculty will contribute to developing didactic and skills-based coursework that prepares students for collaborative clinical teamwork.

5-Year Objective					
3.1 Pharm.D. graduates demonstrate the ability to provide interprofessional patient-centered care in a safe, timely, effective, efficient and equitable manner through learning activities that include longitudinal interprofessional education clinical experiences.					
Strategic Initiatives	Outcome (What Will be Accomplished at 3-5 yrs.)	Tactics (Achieved at 1-3 years)	Timeline	Metrics To Monitor Achievement	Required Resources
		<p>learning experience that includes at least one other health profession and is based on real practice problems is piloted.</p> <p>IPPE sites are certified as providing an opportunity for students to observe collaborative team skills.</p>	2 Years		
The College refines APPEs so that the majority of a student’s rotations provide high quality interprofessional collaboration experiences.	<p>There is a 20% increase from baseline in APPEs that are certified as exemplars for interprofessional education.</p> <p>(Exemplars provide high quality interprofessional collaboration experiences. The criteria define the attributes of the interprofessional teams and collaboration that are typical during the rotation.)</p>	<p>Develop criteria that define exemplary IPE experiences for patient-care and non-patient-care practice experiences.</p> <p>Develop a baseline assessment of what percent of APPEs meet the criteria as an IPE exemplar.</p> <p>Criteria defining best practices for interprofessional education are established and</p>	<p>1 Year</p> <p>2 Years</p> <p>3 Years</p>	Percent of APPEs that are certified as IPE exemplars.	Experiential Office provides support to establish criteria that define a quality site for interprofessional clinical education and the Office certifies the sites.

5-Year Objective
3.1 Pharm.D. graduates demonstrate the ability to provide interprofessional patient-centered care in a safe, timely, effective, efficient and equitable manner through learning activities that include longitudinal interprofessional education clinical experiences.

Strategic Initiatives	Outcome (What Will be Accomplished at 3-5 yrs.)	Tactics (Achieved at 1-3 years)	Timeline	Metrics To Monitor Achievement	Required Resources
	Collaborative Interprofessional Education via community engagement are offered to 100% of students.	community is piloted and then duplicated across other community sites (eg, Access Clinic, other co-curricular activities).			
<p>A longitudinal formative and summative assessment system is established that documents students can provide collaborative interprofessional patient-centered care.</p> <p>(The premise is that longitudinal feedback will better prepare students to be “team-ready” as a 4PD.)</p>	<p>All students achieve 1PD and 3PD milestones documenting they are growing towards “team-ready.” (Milestones document they are progressively developing skills needed to provide collaborative interprofessional patient-centered care in a safe, timely, effective, efficient, and equitable manner. This is measured via simulated and real clinical experiences.)</p> <p>All 4PD students are “team-ready.” (ie, they demonstrate via simulated and real clinical experiences they</p>	<p>An electronic system is established to track individual student performance.</p> <p>Minimum pass scores are established for the following assessments: Pre-APPE Milestone OSCE, Team OSCEs, project-based learning activities.</p> <p>Minimum pass scores are established for EPAs, other APPE assessments, and 4th year Milestone OSCEs.</p>	<p>1 Year</p> <p>3Years</p> <p>4 Years</p>	<p>Percent of 1PD students who successfully demonstrate the milestone related to interprofessional patient-centered care.</p> <p>Percent of 3PD students who successfully demonstrate the milestone related to interprofessional patient-centered care.</p> <p>Percent of 1PD students who successfully demonstrate the milestone related to interprofessional patient-centered care.</p>	<p>Electronic system to track student performance data related to milestones.</p>

5-Year Objective

3.2 Learners experience individualized experiences from recruitment to post-graduate practice that: 1) build strong connections with the College, 2) provide continuous feedback about learning accomplishments and needs, 3) promote durable and efficient learning, and 4) enable continuing professional development.

Strategic Initiatives	Outcome (What Will be Accomplished at 3-5 yrs.)	Tactics (Achieved at 1-3 years)	Timeline	Metrics To Monitor Achievement	Required Resources
		<p>student-centered experience as a student.</p> <p>Use the initial results/data to develop interventions that will provide enhanced individualized experiences.</p> <p>Provide faculty development so that faculty understand how to build effective student:faculty interaction.</p> <p>Identify best-practices and strategies for engaging students and faculty in interactions that promote meaningful learning, readiness to practice, and career success.</p> <p>Implement interventions that will provide enhanced</p>	<p>1 Year</p> <p>2 Years</p> <p>2 Years</p> <p>2 Years</p>		

5-Year Objective					
3.2 Learners experience individualized experiences from recruitment to post-graduate practice that: 1) build strong connections with the College, 2) provide continuous feedback about learning accomplishments and needs, 3) promote durable and efficient learning, and 4) enable continuing professional development.					
Strategic Initiatives	Outcome (What Will be Accomplished at 3-5 yrs.)	Tactics (Achieved at 1-3 years)	Timeline	Metrics To Monitor Achievement	Required Resources
		individualized experiences.			
<p>The College offers courses where cognitive science principles underpin learning.</p> <p>Definition: Cognitive learning principles promote the following: 1) instructional design that promotes long-term memory of the information, 2) developing reasoning that promotes retention, and 3) learning in the context of how the information will be used in practice (situated cognition). Carnegie Mellon U is a leader in developing</p>	<p>All courses have at least one element that aligns with cognitive science principles as part of the instructional design. Also, there is at least 1 course per block that is extensively designed using cognitive science principles.</p> <p>Learning within continuing pharmacy education (CPE) is based on cognitive science in at least 5 CE offerings.</p>	<p>Provide faculty development related to developing a course using cognitive science principles.</p> <p>Pilot at least 5 entry-level courses that are redesigned using cognitive science principles.</p> <p>Pilot at least 1 CE course that is redesigned using cognitive science principles.</p>	<p>1 Year</p> <p>3 Years</p> <p>3 Years</p>	<p>Number of Courses that are redesigned/ developed using cognitive science principles.</p>	<p>Faculty development on applying the principles of cognitive science to teaching.</p>

5-Year Objective					
3.2 Learners experience individualized experiences from recruitment to post-graduate practice that: 1) build strong connections with the College, 2) provide continuous feedback about learning accomplishments and needs, 3) promote durable and efficient learning, and 4) enable continuing professional development.					
Strategic Initiatives	Outcome (What Will be Accomplished at 3-5 yrs.)	Tactics (Achieved at 1-3 years)	Timeline	Metrics To Monitor Achievement	Required Resources
		recruitment, b) during learning and assessment in the Pharm.D. , and c) in post-graduate continuous professional development programs.			

5-Year Objective					
3.3 Pharm.D. graduates have distinguishing affective skills that are known to promote career success.					
Strategic Initiatives	Outcome (What Will be Accomplished at 3-5 yrs.)	Tactics (Achieved at 1-3 years)	Timeline	Metrics To Monitor Achievement	Required Resources
<p>Assessment tools/metrics for measuring affective skills are implemented.</p> <p>A learning management system for assessing affective skills of entry-level students is implemented.</p> <p>(The premise is that formative feedback about affective skills during years 1-3 will improve</p>	<p>A longitudinal system tracks student development of affective skills and 90% of students achieve the established 4PD milestone on first attempt.</p>	<p>Assessment tools completed by Career Coaches that measure skills known to enhance career prospects (eg, soft skills) are refined and validated.</p> <p>Skills lab and OSCE scenarios are refined/developed so they measure the skills in CAPE Domains 3 and 4.</p> <p>A learning management system that tracks performance</p>	<p>1 year</p> <p>2 Years</p> <p>2 Years</p>	<p>Assessment data/metrics that measure skills in CAPE Domains 3 and 4 (e.g., career coach assessments, skills lab scenario assessments, OSCE results.</p>	<p>Support from the Co-Curriculum program in the development of assessment systems that measure skills related to CAPE Domains 3 and 4.</p> <p>Learning management system to gather and report assessments of student skills related to CAPE Domains 3 and 4.</p>

5-Year Objective					
3.3 Pharm.D. graduates have distinguishing affective skills that are known to promote career success.					
Strategic Initiatives	Outcome (What Will be Accomplished at 3-5 yrs.)	Tactics (Achieved at 1-3 years)	Timeline	Metrics To Monitor Achievement	Required Resources
achievement of the desired attributes by year 4.)		across years 1 through 4 is implemented.			

5-Year Objective					
3.4 Increase the Pharm.D. program applicant pool to maintain admission of highly qualified individuals into the program.					
Strategic Initiatives	Outcome (What Will be Accomplished at 3-5 yrs.)	Tactics (Achieved at 1-3 years)	Timeline	Metrics To Monitor Achievement	Required Resources
Will be completed once new ADSA is hired.					

College Goal 4:

Stimulate a culture that promotes diversity of thought and lifelong learning within an exceptional community of students, faculty and staff.

5-Year Objective					
4.1 Enhance diversity among faculty, students, pre- and postdoctoral research trainees, and staff.					
Strategic Initiatives	Outcome (What Will be Accomplished at 3-5 yrs.)	Tactics (Achieved at 1-3 years)	Timeline	Metrics To Monitor Achievement	Required Resources
COP students, faculty and staff with increasingly diverse demographic and geographic characteristics (To be further	Every faculty search will show adherence to the diversity recruitment strategy	Develop a recruitment strategy to promote recruitment of a diverse faculty in each department to facilitate	1 year	Geographical diversity, including out-of-state and international students, faculty, and staff	

<p>developed by Diversity and Inclusion Committee)</p>	<p>When candidate pool of qualified candidates include an individual who will increase diversity, at least one of such candidates interviewed</p> <p>Holistic admissions process will reflect candidate characteristics that improve diversity</p>	<p>recruiting a diverse student and pre- and postdoctoral research trainee group</p> <p>Enhance community and institutional public relations and advertisement efforts to recruit the highest quality applicants of diverse backgrounds</p> <p>Support a variety of recruitment enhancements for professional students and pre- and postdoctoral research trainees aimed at increasing diversity</p>	<p>1 year</p> <p>2 years</p>	<p>Racial/ethnic, cultural and socioeconomic diversity</p> <p>Diversity across other demographic characteristics (e.g., gender, LGBT, disabilities)</p>	
<p>A College climate that is inclusive, supportive and respectful to all (To be further developed by Diversity and Inclusion Committee)</p>		<p>Nurture and support faculty, staff, students and trainees from diverse backgrounds</p> <p>Encourage participation by students in community engagement activities, such as health fairs in local schools, churches, community centers and other venues.</p>	<p>2 years</p> <p>1 year</p>	<p>A climate survey for students, faculty, and staff to identify areas of improvement</p> <p>Number and scope of activities and programs that promote diversity</p> <p>Opportunities for interactions among people having a diversity of experiences and backgrounds</p>	

		Integrate the humanities and patient “stories” into the pharmacy curriculum to promote reflection, humanism, compassion and empathy among students and faculty	1 year	Annual reports from Office of Student Affairs and Professionalism Committee regarding discriminatory activity	
Promote the career development of faculty and staff	Establish effective mentoring and feedback mechanisms to foster optimal performance of faculty and staff Establish an expectation that all faculty will have a continuously updated Individual Development Plan (IDP)	Refine the formal mentoring program for faculty Implement Individual Development Plans (IDPs) for all Assistant Professors and faculty at other ranks requested by Chair Ensure that effective professional development programs are offered regularly Enhance teaching skills by encouraging faculty to complete teaching workshops	1 year 1 year 2 years 1 year	Percentage of assistant professors with mentoring committee Percentage of faculty with updated IDP Number and types of professional development programs available to faculty Percentage of faculty who teach in the professional program completing teaching workshops	
Increased globalization to enhance our effectiveness as world citizens				Percentage of professional students participating in	

<p>(pending further input by the COP International Committee)</p>				<p>experiences abroad</p> <p>Percentage of faculty and graduate students participating in international conferences as participants, speakers, and leaders</p> <p>Number of international collaborative agreements in educational programs and research</p> <p>Percent of graduate and professional international students at COP</p> <p>Number of courses, activities and organizations that promote globalization</p>	
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5-Year Objective

4.2 COP leads the Office of Lifelong Learning Programs that serves as a turn-key process and provides a business infrastructure for lifelong learning programs that are developed by the COP, HSC and other nationally and internationally and are entrepreneurial. (Will be successful in competing in the for-profit market). Across the HSC, the COP leads faculty development opportunities that allow faculty and external individuals to develop an entrepreneurial mindset and get guidance in taking an idea to success.

Strategic Initiatives	Outcome (What Will be Accomplished at 3-5 yrs.)	Tactics (Achieved at 1-3 years)	Timeline	Metrics To Monitor Achievement	Required Resources
<p>An Office of Lifelong Learning is established and promotes the growth of online educational programs across the HSC.</p>	<p>The portfolio of programs is expanded by 20% in the COP and 30% in the HSC.</p> <p>The Office of Lifelong Learning is nationally and internationally recognized as a model for interdisciplinary collaboration and education.</p> <p>All lifelong learning programs exemplify excellence (graduates are competent and valued by employers, graduates are satisfied with their experience, programs are recognized at a national level by organizations). See the last impact goal.</p>	<p>Authority is given by HSC leadership to establish an OEP office.</p> <p>Funds are established for competitive awards/grant funding that incentivizes and assists faculty to establish a program that is deemed to be successful.</p>	<p>< 1 year</p>	<p>Percent of new programs annually within the College of Pharmacy and across the HSC</p> <p>Graduate Satisfaction</p> <p>Employer Satisfaction</p> <p>Percent of Programs that achieve National Recognition</p> <p>Perceptions of participating faculty about the effectiveness of the “turn-key” process/system</p> <p>Percent of programs that are interdisciplinary/interprofessional</p>	<p>There is support for an Office of Lifelong Learning by the Senior Vice-President for Health Affairs, HSC College Deans, HSC faculty to develop and use the resources of an OEP office.</p>
<p>There is a “turn-key” process (ie, business model, support for instructional design, guidance in how to deliver the planned educational program, support for marketing)</p>	<p>90% of participating faculty perceive the Office of Lifelong Learning as an effective support system and the budget shows the model is cost-effective.</p>	<p>A marketing/support system that is financially viable is established.</p> <p>A quick process for approval of contractual agreements is established (eg, legal counsel)</p> <p>A formal relationship with HSC IT is established so their resources are part of the turn-key process. Two – three pilots are conducted to optimize the turn-key process.</p>	<p>1 year</p>		<p>Startup Funds are available to initiate the competitive awards process.</p>

5-Year Objective

4.2 COP leads the Office of Lifelong Learning Programs that serves as a turn-key process and provides a business infrastructure for lifelong learning programs that are developed by the COP, HSC and other nationally and internationally and are entrepreneurial. (Will be successful in competing in the for-profit market). Across the HSC, the COP leads faculty development opportunities that allow faculty and external individuals to develop an entrepreneurial mindset and get guidance in taking an idea to success.

Strategic Initiatives	Outcome (What Will be Accomplished at 3-5 yrs.)	Tactics (Achieved at 1-3 years)	Timeline	Metrics To Monitor Achievement	Required Resources
Interdisciplinary models are encouraged and nurtured.	15% of programs that include interdisciplinary/interprofessional activities. (The HSC prospectively and strategically collaborates to maximize product development)	Funds are established for competitive awards/grant funding that incentivizes development of interdisciplinary programs. (A component of the competitive awards/grant funding listed in row 1)	1 year		

5-Year Objective

4.3 Across the HSC, the COP leads faculty development opportunities that allow faculty and external individuals to develop an entrepreneurial mindset and get guidance in taking an idea to success.

Strategic Initiatives	Outcome (What Will be Accomplished at 3-5 yrs.)	Tactics (Achieved at 1-3 years)	Timeline	Metrics To Monitor Achievement	Required Resources
<p>Faculty development opportunities are available to stimulate development of entrepreneurial educational programs.</p> <p>There is faculty awareness that community/service type educational activities can be written into grants.</p>	<p>There is a 15% increase in percent of faculty members who develop an entrepreneurial program that helps them meet the FTE requirements of the college. <i>(COP requires 30% external support; COM requires 50% external support).</i></p> <p>15% of faculty who complete an entrepreneurial faculty fellows program or attend a core set of workshops eventually develop an entrepreneurial program.</p>	<p>An Entrepreneurial Faculty Fellows program is established to build a cadre of faculty in the HSC with entrepreneurial expertise.</p> <p>A variety of CE-type programs and workshops are offered to help faculty become entrepreneurial (eg, how to get started, technology licensing, taking ideas to the incubator)</p> <p>Seminars and discussions are offered where faculty who have entrepreneurial programs share their experiences.</p>	<p>1-2 years</p>	<p>Percent of faculty members who develop an entrepreneurial program and it helps them meet their FTE requirements.</p> <p>Percent of faculty who complete an entrepreneurial faculty fellows program or attend a core set of workshops and eventually develop an educational program.</p>	

5-Year Objective

4.4 A variety of programs impact a broad audience (students, practitioners, other professionals, community, public) and efficiencies are developed by using reusable content.

Strategic Initiatives	Outcome (What Will be Accomplished at 3-5 yrs.)	Tactics (Achieved at 1-3 years)	Timeline	Metrics To Monitor Achievement	Required Resources
Faculty develop a mindset that program content can be reused and applied across multiple audiences.	20% of content has been repurposed. 15% percent of programs impact audiences beyond health professionals (esp community and public programs).	A list of reusable content results from a call to HSC faculty. Markets for new programs and the audience needs are identified.	1 year	Percent of content that has been repurposed. Percent of programs that impact audiences beyond health professionals.	
Learner needs are identified and communicated to HSC faculty.					

5-Year Objective

4.5 The learning needs of program participants and graduates are met and they accomplish new career goals/paths.

Strategic Initiatives	Outcome (What Will be Accomplished at 3-5 yrs.)	Tactics (Achieved at 1-3 years)	Timeline	Metrics To Monitor Achievement	Required Resources
Data are continuously gathered to document how programs impact the careers of participants.	Practitioner growth and career accomplishments are longitudinally documented. (How programs enable learners to accomplish career goals/new career paths). (These data will be beneficial for ACPE Accreditation reports (PharmD	Establish a feedback mechanism so that program graduates provide feedback about how a program impacts their career	1-2 years	Longitudinal data documenting learner satisfaction and how completion of a program impacted an individual's career Number of programs that achieve national recognition.	

	<p>and CE) and CE office tracking of graduates.)</p> <p>All lifelong learning programs exemplify excellence (Perception surveys of graduates show 95% agreement that they are competent and valued by employers, and satisfied with their experience).</p>				
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