

ACCREDITATION COUNCIL FOR PHARMACY EDUCATION



THE UNIVERSITY OF WISCONSIN - MADISON

SCHOOL OF PHARMACY

MADISON, WISCONSIN

THE EVALUATION TEAM REPORT

OF THE

PROFESSIONAL PROGRAM LEADING TO THE

DOCTOR OF PHARMACY DEGREE

APRIL 5-7 , 2006

THE UNIVERSITY OF WISCONSIN - MADISON
SCHOOL OF PHARMACY

DOCTOR OF PHARMACY PROGRAM

EVALUATION TEAM REPORT

TABLE OF CONTENTS

	<u>PAGE</u>
I. <u>INTRODUCTION</u>	
A. Purpose	1
B. Evaluation Team	1
C. Evaluation Procedure	1
II. <u>FINDINGS AND RECOMMENDATIONS</u>	
A. Changes Since the Last On-Site Evaluation	3
B. Self-Study Assessment	5
C. Overall Assessment	5
D. Programmatic Strengths	8
E. Comments and Recommendations	
Standards for Mission, Planning and Assessment	9
Standards for Organization and Administration	10
Standards for Curriculum	11
Standards for Students	12

**THE UNIVERSITY OF WISCONSIN - MADISON
SCHOOL OF PHARMACY**

	<u>PAGE</u>
Standards for Faculty	13
Standards for Library and Learning Resources	14
Standards for Physical and Pharmacy Practice Facilities	15
Standard for Financial Resources	16
<u>APPENDIX I:</u> Student Enrollment	17
<u>APPENDIX II:</u> Faculty Addendum	18
<u>APPENDIX III:</u> Faculty Resource Report	22
<u>APPENDIX IV:</u> Review of Published Documents For Adequacy and Accuracy of Information	24
<u>APPENDIX V:</u> Review of Student Complaints Policy and File	25

**THE UNIVERSITY OF WISCONSIN - MADISON
SCHOOL OF PHARMACY**

DOCTOR OF PHARMACY PROGRAM

THE EVALUATION TEAM REPORT

I. INTRODUCTION

A. Purpose The on-site evaluation is a component of the accreditation review that results in the Evaluation Team Report to be used for purposes of considering the continued accreditation of the Doctor of Pharmacy program. The evaluation process gave particular attention to the progress made and the changes that have occurred since the last on-site evaluation, which occurred September 8-10, 1999, as well as to plans for continuing development.

B. Evaluation Team The evaluation team consisted of: Dr. Joseph O. Dean, Jr., Dean and Professor, Samford University McWhorter School of Pharmacy, Birmingham, AL, an observer for the Accreditation Council for Pharmacy Education (ACPE); Dr. David E. Holmstrom, pharmacy practitioner and a member of the ACPE Board of Directors, Apple Valley, MN; Dr. John Murphy, Professor of Pharmacy Practice and Associate Dean, University of Arizona College of Pharmacy, Tucson, AZ; Dr. Marilyn K. Speedie, Dean and Professor, University of Minnesota College of Pharmacy, Minneapolis, MN; and, Dr. Jeffrey W. Wadelin, Associate Executive Director and Director, Professional Degree Program Accreditation, ACPE, Chicago, IL. Working with the team was Ms. Jeanne M. Severson, Madison, WI, representing the Wisconsin Pharmacy Examining Board.

C. Evaluation Procedure The accreditation review was based upon the Accreditation Standards and Guidelines for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree, Adopted June 14, 1997, and implemented as of July 1, 2000 ("Standards 2000"). As a part of the accreditation review, the School of Pharmacy provided a self-study describing and assessing the School and the Doctor of

**THE UNIVERSITY OF WISCONSIN - MADISON
SCHOOL OF PHARMACY**

Pharmacy program, as well as other materials, including application materials and references to online information such as the School and University bulletin and catalog. The on-site evaluation included interviews with the dean, associate deans, division chairs, faculty, staff, preceptors, and students of the School. A review was conducted of the physical facilities occupied and utilized by the School on the campus of the University of Wisconsin-Madison. Other resources made available to the School, including library and information resources, and computer facilities, were also reviewed. On-site reviews were conducted at a sampling of pharmacy practice facilities utilized by the School, and a focus group session was conducted with preceptors who provide guidance, instruction, and mentoring to students in the professional experience area of the curriculum. The on-site evaluation supported independent assessment of the School's self-study and enabled review of the School's published materials (both hard copy and electronic) in accord with the expectations of the U.S. Secretary of Education (cf. **APPENDIX IV: Review of Published Documents for Adequacy and Accuracy of Information**). A review was also conducted of the School's complaint policies and procedures, which included an inspection of the School's complaint file. This review indicated that the complaint policies and procedures were satisfactory, and that the complaint file was empty (cf. **APPENDIX V: Review of Student Complaints Policy and File**). A summary of the evaluation team's findings and recommendations was presented at the conclusion of the on-site evaluation to the Chancellor of the University, and to the Dean of the School of Pharmacy and the Dean's Advisory Council. The Evaluation Team Report, the School's self-study, and any additional communications and/or information received from the University and/or the School will be considered by the ACPE Board of Directors at its June 21-25, 2006, meeting. The Accreditation Action and Recommendations of the Board will be transmitted to the institution as soon as feasible following this meeting.

**THE UNIVERSITY OF WISCONSIN - MADISON
SCHOOL OF PHARMACY**

II. FINDINGS AND RECOMMENDATIONS

A. Changes Since the Last On-Site Evaluation The last comprehensive on-site evaluation occurred September 8-10, 1999, and the report of the evaluation team was reviewed during the January 14-16, 2000, meeting of the ACPE Board of Directors for purposes of considering the continued accreditation of the Doctor of Pharmacy program. Among the highlighted areas for focus at that time were the following recommendations:

- the need to revise and update the School's strategic plan, incorporating issues identified in the self-study and raised by the evaluation team;
- the continued development of the School's new organizational and administrative configuration, with particular attention to increasing cohesiveness and collaboration among the divisions, so as to ensure the achievement of a shared vision for the school;
- the provision of enhanced support for the continued development of pharmacy practice faculty in the CHS and clinical tracks, including continued assurances for their appropriate participation in decisions and policy making;
- the continued implementation and refinement of the new curriculum for the Doctor of Pharmacy program, including attention to both the traditional and non-traditional pathways;
- the continued development of the School's plans for programmatic outcomes assessment, including the systematic application of data obtained for purposes of continuous improvement;
- the provision of enhanced support for the continuing professional development of students, including enhanced sensitivity to the unique needs of students associated with the implementation of the School's plans for professional education;
- the continued expansion and in-depth academic development of the School's cadre of pharmacy faculty resources and preceptors; the completion and move into the new pharmacy building.

**THE UNIVERSITY OF WISCONSIN - MADISON
SCHOOL OF PHARMACY**

At that time, the accreditation of the program was continued for the customary term of six years through academic year 2005-2006. These areas of focus were monitored by ACPE through a written interim report in December 2000.

The evaluation team observes a number of changes and the continued development that has occurred since the last on-site evaluation in September 1999. These changes are chronicled in the School's self-study, which was prepared in advance of the on-site evaluation. These changes center around the continued implementation of the plans previously set forth for the continued development of the School and the Doctor of Pharmacy program, and in response to the issues identified by the ACPE Board at the time of the last comprehensive review.

A more detailed description of the changes that have occurred since the last on-site evaluation follows:

- a new dean of the School of Pharmacy appointed in 2003 has moved deliberately to implement a revised administrative structure;
- the faculty revised the School's vision and mission statements, added a values statement and have articulated strategic initiatives that are being implemented in the new strategic plan, which was initiated in 2004;
- curricular changes have been ongoing with attention to both content development and course delivery;
- student services support has been enhanced by enlargement of staff assigned and focused efforts to address diversity of the student body;
- new facilities were occupied which provide state-of-the-art lecture halls, laboratories, incorporating study and gathering places for students;
- establishment of practice affiliations in geographic clusters enables regionally focused development of preceptors and practice sites;

**THE UNIVERSITY OF WISCONSIN - MADISON
SCHOOL OF PHARMACY**

- enhancements to health science library and the school's technology infrastructure provide greater access to learning resources both locally and remotely; and,
- significant recent reductions in state allocations resulting in budget cuts, including the loss of faculty positions, have taken a toll across divisions.

The evaluation team wishes to acknowledge and commend the efforts of the Dean, faculty, staff, and students of the School for their attentiveness to the various challenges associated with the continued development of the School and Doctor of Pharmacy program. The attention devoted to addressing the issues and concerns of the ACPE Board is duly noted. The evaluation team would also like to acknowledge and commend the University administration for providing the fiscal resources, support, and encouragement that has made the aforementioned progress possible.

B. Self-Study Assessment As a component of the on-site evaluation, the evaluation team spent considerable time reviewing and evaluating the self-study prepared by the School for purposes of validation. In the view of the evaluation team, the self-study prepared by the School in preparation for the on-site evaluation presents a comprehensive description and a candid assessment of the School and its various programs. A detailed chronicle of progress since the last comprehensive review is included. It is also notable that the self-study was tied directly into the School's strategic planning activities. The inclusion of a section with detail of action plans for measuring progress was helpful. Some of the self-study findings have already been addressed, and plans have been developed to address many remaining issues. The evaluation team concurs with the self-study findings, as being accurate and complete, and commends those who led the self-study process and those who were involved for their efforts and the quality of their work.

C. Overall Assessment Based on the changes and progress described earlier, and the School and programmatic strengths noted above, the evaluation team characterizes the School as an entity that is dedicated to ensuring exceptional student outcomes and committed to service to the profession. In this regard, the School is recognized for its

THE UNIVERSITY OF WISCONSIN - MADISON
SCHOOL OF PHARMACY

achievements in professional, graduate, and post-doctoral education, in the discovery and dissemination of new knowledge through sponsored research and scholarship, and in the development and implementation of innovations in pharmacy practice that have had significant impact on the quality of patient care. The array of resources available in the School and elsewhere in the University create the potential for further achievement and development. The success of the School's Doctor of Pharmacy graduates on the standardized licensing examination (NAPLEX) and their accomplishments as alumni attest to the quality of the professional program. It is particularly notable that the School has been able to progress and maintain quality in all areas despite the resource challenges it has faced in multiple areas. This has come in significant measure through the School's ability to finance and support its own successes from school-specific development activities and outreach.

The School and the professional degree program have made important progress since the last accreditation visit and have systematically addressed most prior accreditation concerns. A number of key strengths of the program that contribute to the high quality of the program at this time were identified by the evaluation team and are delineated below. Continuous quality improvement needs have been identified in the School's self-study process in a number of areas. The evaluation team has affirmed these needs and has provided additional items for consideration in program enhancement. Addressing the noted improvement needs in a timely manner will ensure further growth and development of the both the professional degree program and expanding research enterprise, while avoiding potential problems. Key challenges are posed by:

- the continued development and implementation of the School's plans for systematic assessment of the achievement of its mission, goals, and objectives; this applies not only to assessing student learning in the professional program but also to the School's research/scholarship and service activities;
- the need to continue strategic planning activities using the self-study and evaluation team report as a guide;

**THE UNIVERSITY OF WISCONSIN - MADISON
SCHOOL OF PHARMACY**

- identifying and coordinating common threads in the divisions' strategic plans and links to the mission of the school;
- gaining consensus on a common culture for the school;
- advancing the model of assessment to incorporate course level assessments;
- clarifying the roles of the associate dean for academic affairs, educational policy and planning committee and academic planning council in strategic planning and assessment;
- continuing to clarify the operational roles, responsibilities and authorities of the school's administrators;
- developing specific School by-laws assuring consistency with University policies, procedures, rules, Legislative statues, etc.;
- conducting the comprehensive review of the curriculum as proposed to commence in 2006-2007.
- fostering a sense of ownership of the curriculum at the total faculty level, not individual faculty level;
- ensuring use of Standards 2007 as the backdrop for review and revision of the curriculum;
- continuing to assure students take ownership of their appropriate roles in learning and leadership;
- continuing to monitor enrollment management to assure a balance is maintained with resources and any predicted enrollment increases in Madison or via distance delivery;
- continuing to encourage healthy student/faculty relationships;
- addressing issues pertaining to faculty appointment and titles;
- attending to issues pertaining to recruitment and retention of faculty;
- implementing proactive planning for successions due to retirements;
- incorporating teaching and assessment skills training in faculty development programming;
- assessing the perceived need to enable additional capacity in research space and the enrollment limits dictated by existing educational facilities; and,

**THE UNIVERSITY OF WISCONSIN - MADISON
SCHOOL OF PHARMACY**

- developing required affiliation agreements with all practice sites.

Additional detail regarding these challenges, as well as other issues, will be provided in a subsequent section of this report.

D. Programmatic Strengths Review of the School's self-study and the evaluation team's observations during the on-site evaluation have allowed the team to identify a number of School and programmatic strengths. These strengths, which deserve commendation by the team, are summarized, as follows:

- the vision of the Dean and her attention to building a responsive leadership structure in the school and her demonstrated commitment to external relations and development activities;
- the new mission and vision for the School that have been set forth, and faculty buy-in as attested to in the new strategic plan;
- the School's impressive new physical facilities and notably the direct enclosed walkway connection to the hospital and other University of Wisconsin - Madison health sciences facilities and programs;
- the foresight to add a values statement to the School's expression of its mission and vision;
- the comprehensive faculty mentoring and development system;
- the quality of the faculty as a whole and in their individual disciplines;
- the overall quality of the student body, their enthusiasm, professionalism and demonstrated successful academic outcomes evidenced by the school's graduates' performance on NAPLEX ;
- the useful and functional relationship between the School and the University of Wisconsin Foundation to further grantsmanship and fund development initiatives;
- the well developed and maturing regional model for organizing, managing and implementing Advanced Pharmacy Practice Experiences;

**THE UNIVERSITY OF WISCONSIN - MADISON
SCHOOL OF PHARMACY**

- a noteworthy Health Sciences Library to support student and faculty learning and research; and,
- the University administration's acknowledgement of the need to provide financial resources to assure programmatic success.

E. Comments and Recommendations The evaluation team also offers the following Comments and Recommendations, organized in accord with Standards 2000, as means of facilitating the continuing development of the School and the Doctor of Pharmacy program:

STANDARDS FOR MISSION, PLANNING, AND ASSESSMENT

- The evaluation team notes the School's recognition of the need for and value of strategic planning, and the positive initiatives that have been undertaken in this regard, to date. The School should use the self-study and the Evaluation Team Report as aids to ongoing planning activities and its continuous quality improvement (CQI) initiatives. The School should continue broad-based involvement and team building as key elements of achieving buy-in to the strategic plan. As noted in the self-study, the assignment of responsibilities with appropriate authority to ensure execution of action plans should continue to accompany the strategic planning process.
- Focused and detailed attention will need to be provided with regard to the coordination of Division strategic plans and action plans to identify and maximize the common threads of the individual Divisions to assure the school-wide mission and vision are accomplished.
- It is evident from faculty perspectives that independent cultures exist in the Divisions and that a common culture for the School is lacking. This is a fundamental issue which faculty and administration should address to assure a healthy and productive community.

**THE UNIVERSITY OF WISCONSIN - MADISON
SCHOOL OF PHARMACY**

- The evaluation team reiterates and concurs with the stated importance of a comprehensive plan for outcomes assessment, both in terms of student achievement (i.e., professional competencies and outcome expectations) and in terms of the School's goals for graduate education, research, and service. The schematic outline for comprehensive assessment of the program is noteworthy but needs advancing to assure course level outcomes are accomplished. Accordingly, the need for clarity in terms of roles, operational responsibilities and authorities within the overall area of assessment exists. It is unclear how the variety of individuals and committees, i.e., Associate Dean for Academic Affairs, Educational Policy and Planning Committee, Academic Planning Council, each with some connection to assessment, interrelate in strategic planning and assessment, and ultimately communicate expectations pertaining to assessment to the faculty, students and administration. The sustainability of the assessment plan should be of key consideration as the School's continuing developmental efforts move forward.

STANDARDS FOR ORGANIZATION AND ADMINISTRATION

- The evaluation team acknowledges the Dean's positive efforts to implement a decentralized leadership and management structure conducive to achieving the School's mission, goals and objectives. It is critical that the Dean and faculty (governance system) are in alignment with this operational model, recognizing that creative tension is expected but should not be problematic, rather focusing on effectiveness.
- Some confusion and difference of opinion among faculty exists regarding the School's organizational and administrative structure and its suitability relative to the School's various and wide-ranging needs. This structure should be monitored, evaluated, and refined, as necessary, to ensure adequate and ongoing support. And, as stated before, a need exists to clarify the roles, responsibilities and authorities of administrators (and committees) in this decentralized model.

**THE UNIVERSITY OF WISCONSIN - MADISON
SCHOOL OF PHARMACY**

- The evaluation team emphasizes the need for continued effective and consistent communications between and among administration, faculty, students, and other constituents of the School. This will be particularly important as the School moves forward toward a common culture for the School and articulation of Divisions' goals and objectives with the mission and vision of the School.
- School of Pharmacy-specific bylaws (cf. 6.3), consistent with University policies, procedures, rules and Legislative statutes, are expected.

STANDARDS FOR CURRICULUM

- The evaluation team commends the School for its efforts to review and refine the curriculum, and for the establishment of plans for and a commitment to ongoing curricular review and reform. Evidence of this is noted in adjustments made in implementation of the last new courses for current P3 students.
- Student learning and understanding in the basic biomedical and pharmaceutical sciences sequence is seen as benefiting from the effective use of laboratories. The team notes that this approach should provide an even stronger and more solid grounding in the foundational basic biomedical and pharmaceutical sciences.
- The team urges continued refinement of the use of portfolios to document student progression and learning and the further development of OSCEs to assure mastery of clinical skills and applications. These, along with the substantial and advanced instructional technology infrastructure provide an effective platform for strengthening and advancing curriculum reform and innovation.
- Efforts should be continued to assure ownership of the curriculum by the total faculty, as opposed to individual faculty at the course level.
- The development of generalist practitioners able to provide patient care in a variety of practice settings should be fundamental to the vision of the product of the Doctor of Pharmacy program. Given the School's curricular reform goals, consideration should be given to the new accreditation standards ("Standards 2007") and their implementation as of July 1, 2007.
- The renovated curricular model should be attentive to:

**THE UNIVERSITY OF WISCONSIN - MADISON
SCHOOL OF PHARMACY**

- scheduling of required courses in the prepharmacy curriculum sequence which includes assuring access to needed courses in a timely manner
- coordination/integration of material, including blending of science and clinical aspects throughout
- content emphasis in pediatrics and psychiatric pharmacy, non prescription drugs, human resources (support personnel) and fiscal management areas
- factors contributing to perceived load/stress issues in P2 year
- content, length/number, coverage and diversity of professional experiences offered in introductory and advanced pharmacy practice courses
- development of content and competency maps to assure coverage of learning objectives identified as integral to the curriculum;
- The evaluation team encourages continued utilization of pedagogical techniques that support active learning within the context of the comprehensive curriculum and assessment plan. This should continue to be supported by appropriate faculty development activities.

STANDARDS FOR STUDENTS

- The team notes the substantial infrastructure in place to support student services, but senses students are neither well aware of the roles and responsibilities of staff, nor the full scope of support services available to them.
- Continued support for student involvement in professional associations and community outreach is strongly encouraged as a means of supporting enhanced student professional development and socialization.
- The steps taken, to date, to strengthen recruitment efforts to improve diversity of the student body are commended. The presence of an individual (Director of Diversity) with specific responsibilities in this area should continue to enhance positive results.

**THE UNIVERSITY OF WISCONSIN - MADISON
SCHOOL OF PHARMACY**

- Refinement of policies and procedures to assure sound enrollment management and progression are supported. The development of appropriate thresholds for admissions screening is encouraged.
- Enrollment management should be a top priority as the capacity of facilities are reached and potential increases in numbers of on-campus students and/or extending the program via satellite campus(es) or distance delivery are considered. It is emphasized that an appropriate balance between enrollment and resources is essential to supporting and ensuring the quality of the Doctor of Pharmacy program.
- It is noted that student representation is good and student perspectives, gathered via effective instruments, are welcomed by faculty and administration. Efforts should be continued to improve faculty/student and student/faculty interactions in formal and informal settings. The appointment of a faculty advisor for each class might be considered as one means to further develop a good communications process.
- Continued strengthening of career development and advising systems are encouraged.

STANDARDS FOR FACULTY

- The evaluation team notes the dedication of the current cadre of faculty. Adequate support should continue to be provided to ensure that this dedication is maintained.
- The evaluation team is sensitive to the complex issues surrounding the appointment, advancement and titling series for regular tenure track faculty and other faculty appointed as ‘staff.’ While the tendency to develop ‘workarounds’ may suffice in the short term, these matters of fundamental equity for faculty ultimately should be addressed through proper channels to assure a permanent resolution. Failure to resolve these issues could adversely affect the School’s potential for growth and development, e.g., NIH and CTSA programs, graduate faculty status, etc.

**THE UNIVERSITY OF WISCONSIN - MADISON
SCHOOL OF PHARMACY**

- It will be important to fill existing vacancies as quickly as possible with the right individuals to address the School's needs in terms of appropriate credentials and expertise. Effective faculty recruitment and retention need to be supported by compensation that is sensitive to an increasingly competitive market for pharmaceutical educators, practitioners, and scientists. In this regard, specific attention should be made to addressing issues of having competitive salary and start-up packages, facilities and opportunities for collaboration in research and scholarship.
- Continued and enhanced support for faculty development is urged, particularly in introduction to the profession for non-pharmacy trained faculty, and should continue to include support for development related to teaching and learning methods as well as scholarship.
- The evaluation team commends the program for implementing a sophisticated model of faculty review/evaluation and mentoring.
- Succession planning should be in place in anticipation of the upcoming retirements of senior faculty and division leadership.

STANDARDS FOR LIBRARY AND LEARNING RESOURCES

- The Health Science Library, particularly the contemporary design for learning spaces with outstanding technology for knowledge management, provides an exemplary array of holdings and access to electronic resources for both students and faculty. Access to library and information resources, particularly by students and faculty at geographically dispersed locations is noteworthy.
- Having a pharmacy practice faculty member assigned as director of instructional technology is a plus for the School.

**THE UNIVERSITY OF WISCONSIN - MADISON
SCHOOL OF PHARMACY**

STANDARDS FOR PHYSICAL AND PHARMACY PRACTICE FACILITIES

- The evaluation team again acknowledges the new and renovated physical facilities for the School that have been completed and occupied since the last site visit. These facilities provide a state of the art environment for professional pharmacy education, as well as an enhanced environment for research. However, questions were raised regarding capacity of classrooms and adequacy of appropriate research space in view of future enrollment growth and faculty expansion. Attending to such concerns can improve prospects for faculty recruitment and retention. In this regard, the team is encouraged by the announcement of significant additions of biomedical facilities at the University and prospects for pharmacy having access to them for collaborative ventures.
- The School benefits from strong support from a broad array of pharmacy practice facilities throughout the state. This resource base should continue to be expanded and supported to accommodate the experiential support needs inherent in the curriculum. This strong and diverse base was evidenced and supported by the commitment and dedication expressed by the preceptors who met with the evaluation team and the practice venues they represented. The School is encouraged to enhance the involvement of preceptors in affairs of the School.
- A key challenge is improving the consistency of the practice model across the diverse array of sites. The abilities of volunteer preceptors to be effective practitioner/educators should also be supported, and two-way communication between preceptors and faculty enhanced.
- In order to comply with the Council's 1997 Standards and Guidelines (Standard No. 29, Guideline 29.5), the School must attend with alacrity to establishing formal affiliation agreements with all practice sites.

**THE UNIVERSITY OF WISCONSIN - MADISON
SCHOOL OF PHARMACY**

STANDARD FOR FINANCIAL RESOURCES

- The evaluation team notes the School's progress made in light of the budget constraints manifest by reductions in state funding for higher education. The School is commended for maintaining its programs and forward momentum as budgetary support from the state has slackened.
- A key concern of the evaluation team is the School's ability to sustain the gains accomplished through difficult financial times without intervention and support at the campus level. Assurances are needed that an adequate base of financial resources will continue to be provided to ensure adequate support for the Doctor of Pharmacy program at agreed upon enrollment levels. The provision of these resources is viewed to be a good investment that will yield positive results.
- The School is viewed to be a very good steward of the funds it is provided. The evaluation team also notes the School's substantial and growing success in financing its own enhancements through grants and other fundraising activities. The resources and support of the University of Wisconsin Foundation in fund development is seen as a strength upon which the Dean has wisely capitalized. The UW-Foundation and W.A.R.F. are seen as significant advantages for the School of Pharmacy and its faculty.
- The evaluation team underscores the need for enrollment management that ensures an adequate and appropriate balance between enrollment and resources.

**THE UNIVERSITY OF WISCONSIN - MADISON
SCHOOL OF PHARMACY**

APPENDIX II

FACULTY ADDENDUM

KEY UNIVERSITY ADMINISTRATION

UW System
President: Kevin P. Reilly, Ph.D.

UW-Madison
Chancellor: John D. Wiley, Ph.D.

Provost (Interim): Virginia Sapiro, Ph.D.

KEY SCHOOL OFFICERS

Dean: Jeanette C. Roberts

Associate Deans: Timothy J. Gossens (Administration)
Alan L. Hanson (Outreach)
Warren Heideman (Faculty Affairs)
Jeanine K. Mount (Academic Affairs)
Daniel H. Rich (Research and Graduate Programs)
Kathleen A. Skibinski (Student Affairs)

Assistant Deans: LaVon E. Flynn (Research Administration)
Mara A. Kieser (Experiential Education)

FACULTY

Pharmacy Practice

Chair Ronald L. Sorkness, Ph.D.

Full Time

Robert M. Breslow, Clinical Associate Professor; B.S., University of Wisconsin (1975);
R.Ph., WI.

John M. Dopp, Assistant Professor (CHS); Pharm.D., University of Wisconsin (1999);
R.Ph., WI.

Mary E. Elliott, Associate Professor (CHS); Ph.D., University of Wisconsin (1983);
Pharm.D., University of Wisconsin (1997); R.Ph., WI.

**THE UNIVERSITY OF WISCONSIN - MADISON
SCHOOL OF PHARMACY**

Barry E. Gidal, Professor (CHS); Pharm.D., University of Washington (1990); R.Ph., WI, CA, UT.

Mary S. Hayney, Associate Professor (CHS); Pharm.D., University of Minnesota (1993); R.Ph., WI, MN.

Paul R. Hutson, Associate Professor (CHS); Pharm.D., University of Tennessee (1981); R.Ph., WI.

Connie K. Kraus, Clinical Associate Professor; Pharm.D., University of Wisconsin (1993); R.Ph., WI.

Mara A. Kieser, Clinical Assistant Professor; M.S., University of Wisconsin (1984); R.Ph., WI.

Jill M. Kolesar, Associate Professor (CHS); Pharm.D., University of Texas (1994); R.Ph., WI.

Karen J. Kopacek, Clinical Assistant Professor; B.S., University of Iowa (1988); R.Ph., WI.

Michael E. Pitterle, Associate Professor (CHS); M.S., University of Wisconsin (1983); R.Ph., WI.

Gordon S. Sacks, Clinical Associate Professor; Pharm.D., University of Texas (1992); R.Ph., WI, AL, TN.

Trisha Seys Ranola, Clinical Instructor; Pharm.D., University of Wisconsin (2002); R.Ph., WI.

Christine A. Sorkness, Professor (CHS); Pharm.D., State University of New York-Buffalo (1975); R.Ph., WI, NY.

Ronald L. Sorkness, Professor (CHS); Ph.D., University of Wisconsin (1986); R.Ph., WI.

Orly Vardeny, Assistant Professor (CHS); Pharm.D., University of Utah (2000); R.Ph., UT.

Denise L. Walbrandt Pigarelli, Clinical Associate Professor; Pharm.D., University of Wisconsin (1993); R.Ph., WI.

Part Time

Beth A. Martin, Clinical Assistant Professor; M.S., University of Wisconsin (2003); R.Ph., WI.

Curtis A. Johnson, Professor Emeritus; Pharm.D., University of Kentucky (1975); R.Ph., WI.

Glynis Kinney, Clinical Instructor; PharmD, Butler University (2003); R.Ph., WI.

Pharmaceutical Sciences

Chair Richard E. Peterson, Ph.D.

Full Time

Maureen M. Barr, Assistant Professor; Ph.D., Columbia University (1995).

Ronald R. Burnette, Associate Professor; Ph.D., University of California (1982).

Melgardt M. de Villiers, Associate Professor (CHS); Ph.D., North-West University, Potchefstroom, South Africa (1993).

Darin Y. Furgeson, Assistant Professor; Ph.D., University of Utah (2003).

**THE UNIVERSITY OF WISCONSIN - MADISON
SCHOOL OF PHARMACY**

Timothy D. Heath, Associate Professor; Ph.D., Charing Cross Hospital, London (1976).
Warren Heideman, Professor; Ph.D., University of Washington (1983).
Ulfert Hornemann, Professor; Ph.D., Technische Universität, Munich (1966).
Jeffrey A. Johnson, Associate Professor; Ph.D., University of Wisconsin (1992).
Weiyuan John Kao, Associate Professor; Ph.D., Case Western Reserve University (1996).
Glen S. Kwon, Associate Professor; Ph.D., University of Utah (1991).
Charles T. Lauhon, Associate Professor; Ph.D., University of California-Berkeley (1992).
Lingjun Li, Assistant Professor; Ph.D., University of Illinois (2000).
Sandro Mecozzi, Assistant Professor; Ph.D., California Institute of Technology (1996).
Dexter B. Northrop, Professor; Ph.D., Case Western Reserve University (1969).
Richard E. Peterson, Professor; Ph.D., Marquette University (1972).
Scott R. Rajski, Assistant Professor; Ph.D., Colorado State University (1997).
Jeanette C. Roberts, Professor; Ph.D., University of Minnesota (1986).
Daniel H. Rich, Professor; Ph.D., Cornell University (1968).
Thomas A. Rudy, Professor; Ph.D., Ohio State University (1970).
Ben Shen, Professor; Ph.D., Oregon State University (1991).
Jon S. Thorson, Professor; Ph.D., University of Minnesota (1993).
Lian Yu, Associate Professor; Ph.D., Ohio State University (1991).

Part Time

Margaret Clagett-Dame, Professor; Ph.D., University of Wisconsin (1985).
Charles R. Hutchinson, Professor Emeritus; Ph.D., University of Minnesota (1970).
William S. Mellon, Professor; Ph.D., Ohio State University (1976).
Joseph R. Robinson, Professor Emeritus; Ph.D., University of Wisconsin (1966).
Charles J. Sih, Professor Emeritus; Ph.D., University of Wisconsin (1958).
George Zografis, Professor Emeritus; Ph.D., University of Michigan (1960).

Social and Administrative Pharmacy

Chair Jeanine K. Mount, Ph.D.

Full Time

Joseph K. Bonnarens, Assistant Professor; Ph.D., University of Mississippi (2003).
Betty A. Chewning, Associate Professor; Ph.D., University of Wisconsin (1973).
David H. Kreling, Professor; Ph.D., University of Texas (1984).
David A. Mott, Associate Professor; Ph.D., University of Wisconsin (1995); R.Ph., WI.
Jeanine K. Mount, Associate Professor; Ph.D., Purdue University (1985); R.Ph., IN
John Scarborough, Professor; Ph.D., University of Illinois (1967).
Henry N. Young, Assistant Professor; Ph.D., University of Florida (2002).

**THE UNIVERSITY OF WISCONSIN - MADISON
SCHOOL OF PHARMACY**

Part Time

Bonnie L. Svarstad, Professor Emerita; Ph.D., University of Wisconsin (1974).
Geraldine M. Bleifuss, Clinical Instructor; M.S.N., University of Wisconsin (1983).

Extension Services (Continuing Education)

Chair Alan L. Hanson, Ph.D.

Full Time

Ruth H. Bruskiwitz, Clinical Associate Professor; M.S., University of Wisconsin (1987);
R.Ph., WI.
James E. De Muth, Professor; Ph.D., University of Wisconsin (1974); R.Ph., WI, IA.
Alan L. Hanson, Professor; Ph.D., University of Wisconsin (1978); R.Ph., WI.
Anna Legreid Dopp, Clinical Assistant Professor; Pharm.D., University of Minnesota
(2002); R.Ph., MN.
Kathleen A. Skibinski, Clinical Assistant Professor; M.S., University of Wisconsin
(1988); R.Ph., WI.

Part Time

Melvin H. Weinswig, Professor and Dean Emeritus; Ph.D., University of Illinois (1961);
R.Ph., WI.

**THE UNIVERSITY OF WISCONSIN - MADISON
SCHOOL OF PHARMACY**

APPENDIX III

FACULTY RESOURCE REPORT

Section A – FTE Totals						
	Academic Year					
<u>Pharmacy Faculty</u>	<u>03-04</u>		<u>04-05</u>		<u>05-06</u>	
FTE (total # paid FTE)	Total # FTE Filled	Total # FTE Vacant	Total # FTE Filled	Total # FTE Vacant	Total # FTE Filled	Total # FTE Vacant
Pharm Science	21.00	2.00	22.00	1.00	22.05	1.00
Pharm Practice	18.71	1.00	17.86	2.00	16.76	3.00
Other department (specify)						
Social & Administrative Sciences	7.00	--	6.70	--	6.70	--
Extension Services	4.20	--	3.20	1.00	4.20	--
Administration	2.00	--	2.30	--	3.00	--
Total # FTE (filled/vacant)	52.91	3.00	52.06	4.00	52.71	4.00
Section B – FTE Changes						
<u>Pharmacy Faculty</u>	<u>03-04</u>		<u>04-05</u>		<u>05-06</u>	
Total Resignations during year	1		3		1	
Total Retirements during year	1		1		2	
Total New Hires during year	1		5		3	
Total Newly Approved Positions during year	--		--		--	
Section C – Students Enrolled						
	<u>03-04</u>		<u>04-05</u>		<u>05-06</u>	
Total Student FTE (professional years only)	132		130		129	

**THE UNIVERSITY OF WISCONSIN - MADISON
SCHOOL OF PHARMACY**

Section D – Experiential Program			
<u>Practice Experience Instructors</u>	<u>03-04</u>	<u>04-05</u>	<u>05-06</u>
% of advanced pharmacy practice experiences precepted by full-time faculty	2%	3%	3%
% of advanced pharmacy practice experiences precepted by contract/volunteer instructors	98%	97%	97%

**THE UNIVERSITY OF WISCONSIN - MADISON
SCHOOL OF PHARMACY**

APPENDIX IV

**REVIEW OF PUBLISHED DOCUMENTS
FOR ADEQUACY AND ACCURACY OF INFORMATION**

BACKGROUND

The U.S. Secretary of Education firmly believes that an accrediting agency should have a responsibility for assuring adequate and accurate public disclosure by educational institutions and programs. This expectation is reflected in Criterion 602.18 of the Secretary's Procedures and Criteria for Recognition of Accreditation Agencies, which holds accrediting agencies responsible for reviewing elements of institutional or program integrity as demonstrated by the adequacy and accuracy of disclosure of information that does not mislead the public. The types of information specified for inclusion in this review are: a) the institution's or program's resources, admission policies and standards, academic offerings, policies with respect to satisfactory academic progress, fees and other charges, refund policies, and graduation rates and requirements; b) the institution's or program's educational objectives and data regarding educational achievement; and c) employment statistics regarding recent graduates. Because such information is vital to students making educational decisions, the Secretary believes that an accrediting agency can not be considered a reliable authority as to the quality of training offered if it does not play an oversight role in this area.

PROCEDURE AND FINDINGS

The Accreditation Council for Pharmacy Education utilizes a checklist to facilitate standardized review of the published documents made available by colleges and schools of pharmacy. The checklist is completed by evaluation team members in conjunction with the on-site review. The information obtained from this checklist is used to assist the evaluation team in making its overall assessment regarding the adequacy and accuracy of information provided.

As a component of the on-site evaluation and review process, the University of Wisconsin - Madison, School of Pharmacy, provided the Evaluation Team with copies of documents that described the School and its professional programs. Based on a review of these documents, the evaluation team finds that the information disclosed to the public (especially prospective students) is adequate, generally accurate, and not misleading.

**THE UNIVERSITY OF WISCONSIN - MADISON
SCHOOL OF PHARMACY**

APPENDIX V

REVIEW OF STUDENT COMPLAINTS POLICY AND FILE

In accordance with the requirement of the United States Department of Education criteria for recognition of accrediting bodies, ACPE reviewed the recently developed policy on student complaints. The policy has been published and has been made available to students. Inspection of the file revealed no complaints had been filed since the announcement of the policy.