

# Interim Report to ACPE

University of Wisconsin-Madison  
School of Pharmacy

October 18, 2007

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## **I. Copy of:**

### **A. *Any updates to the School's strategic plan.***

The seven strategic priorities of the School have remained constant since adoption of the 2005-2010 strategic plan in 2005. Each summer, the Academic Planning Council (APC) proposes specific action items for the upcoming academic year in support of the strategic priorities. The Dean's Advisory Council (DAC) reviews and revises the action items, and presents the action plan for the year at an annual fall retreat for discussion and adoption. Attachment A presents a brief outline of the School's strategic priorities with the inclusion of the action items for AY2007-08.

### **B. *School-specific bylaws.***

An organization and governance document (Attachment B) is under development that is intended to clarify the roles and responsibilities of administrative positions, school committees, and other related activities.

## **II. Brief Description of:**

### **A. *Steps taken to clarify the roles, responsibilities, and authorities of key School leaders, and toward gaining consensus on a common culture for the School. This should also address how resolution of the cultural issues at work in the School reduce divisiveness and enable opportunities for further development.***

As mentioned in I.B above, an organization and governance document is under development that is intended to clarify the roles and responsibilities of administrators and committees. Sections III.A, III.B, and IV.A also address various areas where roles and responsibilities continue to crystallize.

Broad-based involvement of faculty and staff in decision-making is a relatively new development at the School and will take further time to fully evolve and mature. In the eyes of the University, we are a single department with the dean serving also as department chair. Because of the difficulties with that construction, more local responsibility and authority is moving to the division chairs. This is another culture change that is not fully developed but is a work in progress.

Working toward a common, shared culture for the school is critical but more difficult. The breadth of disciplines within the school, as well as the physical lay-out of Rennebohm Hall, naturally creates silos. Several activities, many of them social events, have been initiated to bring various groups together in multiple ways to promote a sense of community and shared culture. The following annual events have been recently initiated in this direction: (1) faculty recognition day (2007 program, Attachment C); (2) staff recognition day (2007 program, Attachment D); (3) adding a "Getting to Know Us" section to all faculty/staff meetings. A new fund, the Building Community Fund, has been created to permit food and beverages to be provided for such events; no university

funds can be used for this sort of thing. These approaches are not likely to resolve all the cultural issues, but they are key elements.

In more of the academic or professional dimension, several initiatives have begun as well. (1) The rebirth of the Committee on Academic Staff Issues (CASI) has brought the voice of the academic staff back to our shared governance model. (2) The Research Innovation Award, initiated in 2005, provides \$25,000 for projects involving collaboration between faculty in different divisions of the School. (3) Likewise, the Teaching Innovation Award, initiated in 2006, provides funding (\$2,500 for each faculty member involved) for new courses or substantial changes to existing courses that involve faculty from more than one division of the School. (4) A school-wide orientation program for new faculty, focusing on those without a pharmacy background, is planned for January 2008. These new faculty will also be invited to attend the second offering of a highly integrated course, developed with Teaching Innovation Award funds, that will be taught in spring semester 2008. (5) During recent planning and curriculum review and revision discussions, the concept of a shared culture and owning the curriculum as a whole was repeatedly included in the discussions.

*B. Enrollment management efforts, particularly to maintain an appropriate balance with available resources.*

The Pharm.D. program was originally designed for 110 students per class. Enrollment was increased to 130 per class in 2002 in response to the pharmacy workforce needs of the state. This enrollment is seen as reasonable and sustainable. We have been investigating a distance delivery option in partnership with other UW System campuses which could increase enrollment, but those discussions are at very early stages. Concordia University of Wisconsin's announcement of a new Pharm.D. program with its initial class starting in 2009 is a new element in the external environment.

*C. Assessment of the need to enable additional capacity in research space and enrollment limits dictated by existing educational facilities.*

As of September 1, 2007, the School has entered into a lease agreement with the UW School of Nursing to occupy almost 10,000 square feet of laboratory space in the Clinical Sciences Center (CSC) of the University of Wisconsin Hospital and Clinics (UWHC), across the street from Rennebohm Hall. This space has been initially designated as an Emeritus Lab to accommodate retired faculty continuing limited laboratory-based research activities, which will free up substantial space in Rennebohm Hall for new faculty hires. Laboratory space will also be available to the School in 3-5 years in the Interdisciplinary Research Complex (IRC) currently under construction across the street from Rennebohm Hall. These new areas should accommodate laboratory space needs of the School for the foreseeable future.

As mentioned above in II.B, enrollment currently rests at 130 students per class. This is partially due to lecture hall seating capacity, but is mostly due to teaching

laboratory space. The teaching labs were designed to accommodate sections of 25-30 students each 5 days per week. So the Pharm.D. program is at a reasonable and sustainable class size.

*D. Progress toward establishing formal affiliation agreements with all pharmacy practice affiliates.*

In order to accommodate the growing amount of administrative and clerical requirements like management of formal affiliation agreements with all teaching sites, a new support staff position was recently created within the Experiential Education Office. Audrey Fish was hired into this new position. Audrey has been with the School for over 30 years and specifically assigned to the Pharmacy Practice Division for many years. She assisted with the Experiential Education Program on a part-time basis, but is now dedicated to that area full-time.

In consultation with UW Legal Counsel, the attached cover letter (Attachment E) and affiliation agreement (Attachment F) were developed. There are three required APPEs in our curriculum: Phm Prac 740, Acute Pharmaceutical Care Clerkship; Phm Prac 741, Ambulatory Pharmaceutical Care Clerkship; and Phm Prac 760, Pharmaceutical Care Specialty Clerkship. Our clinical training network is composed of six "hubs" around the state plus many out-of-state opportunities for a total of almost 300 sites and over 850 clinical instructors.

Starting in June 2007, contract packets were mailed to all Phm Prac 740 sites. As of October 1, 60% have been executed and are on file. Starting in August 2007, Phm Prac 741 sites were contacted with 36% returned and on file to date. Phm Prac 760 sites will be contacted starting in June 2008. The completion date goal for all affiliation agreements is June 2009.

*E. Progress toward achievement of increased financial stability.*

The Governor's budget was favorable to the UW System and was approved as proposed by the State Senate. The State Assembly, however, proposed a budget that called for a \$120M cut to the UW System, \$45.6M of which was targeted to UW-Madison. As of October 18, 2007, the Wisconsin State Legislature still had not passed any state budget for the 2007-2009 biennium, intended to begin on July 1, 2007. If the budget languishes with no attention, the UW System will incur a 6.56% budget cut by default largely due to utilities, debt service, etc. that would continue to be funded at 2005-2007 levels. The best guess at the moment is that a compromise will be reached at some point with a budget cut to UW-Madison in the 3% range. The situation remains unclear, however.

As one element to try to achieve financial stability, significant effort is being expended on fund raising activities. Total gifts to the School for the period 2000 to 2006 are presented in Attachment G. This activity will be dramatically elevated during 2008, which represents the 125<sup>th</sup> anniversary of the UW School of Pharmacy. In addition to

celebrating this milestone, the anniversary will be used as a focal point to launch the public phase of a capital campaign with a goal of adding \$18M to the School's endowment by the end of calendar year 2009. Again, this is aimed, in part, at providing a stable source of resources in light of diminishing state funds to support faculty, staff, and students and our mission-critical operations.

### **III. Detailed Description of:**

- A. *The continued development and implementation of the School's assessment plans, including advancing the model of assessment to incorporate course level assessments.*

To facilitate and support our growing assessment activities, resources have been allocated to strengthen and expand the School's assessment program. A new Assessment Committee was created starting in fall semester 2007 and we are currently recruiting a 0.5 FTE Director of Assessment to be added to the Student and Academic Affairs Office.

1. Creation of a free-standing Assessment Committee. Previously, the School's Educational Policy and Planning Committee held responsibility for both curriculum and assessment activities. In Fall 2007, these responsibilities were divided into two separate committees (Curriculum Committee plus Assessment Committee) to facilitate expanded activity and provide clearer roles for each. (The School's mandated Academic Planning Council continues to provide a general oversight role with respect to curriculum and assessment.) Because this is a new arrangement, we are in the process of sorting out functions that are unique to each of these groups and building coordinative mechanisms where their functions interface.

Because assessment necessarily engages a wide array of School groups/units beyond the Curriculum Committee, membership of the Assessment Committee has been designed to provide linkage to all major School constituencies. Committee members (and assessment-related responsibilities they represent) include: the Academic Planning Council (general oversight), Curriculum Committee (student learning outcome assessment), Experiential Education Program (clinical performance assessment), Dean's Advisory Council (programmatic assessment), Office of Instructional and Information Technology (data gathering and processing), and Student and Academic Affairs Office (data gathering, analysis and reporting). Each of the School's academic divisions is represented on the Committee to facilitate information-sharing and encourage their roles in assessment and improvement efforts. Three student representatives are included on the Committee to provide a user perspective. The final member of the Committee, a School alumnus who is a clinical instructor and recently served on our Admissions Committee, provides an external perspective.

2. Hiring a Director of Assessment. Successful implementation of the School's assessment plans requires converting large amounts of data gathered through ongoing assessment activities into information that is usable – and used – by faculty, staff and administration throughout the School. To provide increased emphasis and continuity in our assessment efforts, we are in the process of recruiting a 0.5 FTE Director of Assessment to join the Student and Academic Affairs Office. Assessment Committee members played an active role in identifying the need for and in recruiting this new staff member.

3. Review and revision of assessment plans and activities. The Assessment Committee has been charged to review and revise the School's assessment plan. This activity was initiated by members' participation in the 2007 AACP Institute, "Evaluation, Assessment, and Outcomes: Responding to ACPE Standards 2007." Several areas are receiving special attention in this effort:

- Coordinating curriculum revision with revision of the assessment plan: With revision of the curriculum, we need to re-evaluate our assessment plan to make certain that assessment activities focus on the right student learning outcomes at the right time and in the right course/curricular context.

- Strengthening course-level assessment: As described in III.B.1 below, a key aspect of our curriculum review is examining each core course and mapping its content and objectives to student learning outcomes for the PharmD program. We expect that mapping will continue on a cyclic basis and reinforce the importance of understanding how specific courses contribute to student learning. We note that not all of our core courses currently have formally stated learning objectives. This weakness will be addressed as courses are developed for our revised curriculum. This, in turn, will enable us to strengthen assessment that is focused at the course-level.

- Developing a plan for programmatic assessment: The Assessment Committee has been charged to develop a plan for systematically assessing the School's achievement of its mission, goals, and objectives, as specified in *Standards 2007*. This work will be carried out in collaboration with members of the Dean's Advisory Council.

*B. The results of curricular review and revision efforts, including fostering a sense of ownership of the curriculum at the total faculty level.*

In AY 2006-07, the School's Educational Policy and Planning Committee was charged with the task of initiating a full review of the PharmD curriculum during AY2006-07, with the goal of proposing revisions during AY2007-08. This charge has been assumed by the new Curriculum Committee.

1. Curriculum review and revision. Efforts in AY2006-07 began with examination of information from three key sources: information from our on-going assessment efforts (including our 2005-06 self study), findings and recommendations from our 2006 accreditation review, and *Standards 2007*. Through this process, we developed a shared understanding of areas of program strength and areas where revision is needed.

With this background, a systematic review of all core courses in the current Pharm.D. curriculum was initiated, with the content and objectives of each course being mapped to elements of the Learning Outcomes and Competencies for our Pharm.D. program. This review is in process with completion expected in early November. Results will be used in two different ways. They will inform development of the revised curriculum and of specific courses included in that curriculum. They also will be used to improve courses in the current curriculum that will be offered until the revised curriculum is fully implemented.

2. Curriculum Committee organization and charges. As noted in III.A.1, curriculum and assessment have been separated into two different standing committees of the School; these replace the Educational Policy and Planning (EPP) Committee that existed previously. All AY2006-07 members of the EPP Committee continue as members of the AY2007-08 Curriculum Committee. Membership was expanded to include an additional faculty member and three additional student representatives. The Committee has been charged to develop a revised PharmD curriculum for recommendation to the faculty. We anticipate this work will be completed by spring 2008.

3. All-School retreat. Discussion of curricular revision was broadened to include the entire School by dedicating the majority of a recent all-day School retreat to this topic. Goals of the retreat were: (1) to provide faculty, staff and students with further understanding of *Standards 2007* and their implications, (2) to discuss potential strategies for revision of the PharmD curriculum, and (3) gather feedback from faculty, staff and students regarding their level of support for specific revision strategies to provide guidance to the Curriculum Committee in the next stages of its work. This is one of several efforts aimed at fostering a sense of faculty-wide ownership of the revised curriculum.

Strategies available to guide curricular revision are numerous, range widely in scope, and offer different strengths and weaknesses. Each has the potential to foster a different type of change. At the all-School retreat, we considered 10 specific strategies for revising the Pharm.D. curriculum (e.g., integration of course content, development of concentrations or tracks, adoption of problem-based learning, reassignment of course credits). Discussion of these strategies and a follow-up survey provided substantial feedback to the Curriculum Committee regarding the level of support for each of these strategies. This will provide guidance to the Committee as it continues its work.

4. Experiential education working group. A subgroup of the School's Experiential Learning Program Committee has been meeting to address issues specifically associated with changes in IPPEs. Work of this group began with attendance at the 2006 AACP Institute, "Building an Effective Structure and Process for Experiential Education." A plan has been developed for how to distribute the required 300 hours across the P1, P2 and P3 years. Because this has significant implications for credit allocation in the overall curriculum, we are making sure that this group's efforts are coordinated with on-going work of the Curriculum Committee.

Options for expanding the number of IPPE sites are being explored. Availability of sites is a significant concern, particularly in light of the fact that Wisconsin law that establishes a 1:1 staffing ratio for pharmacists and pharmacy interns. We are pursuing discussions with the Pharmacy Examining Board regarding potential flexibility and/or change in this law. This issue will take on added importance as Concordia University initiates their program in Milwaukee along with other growth near-by (Chicago State University and a satellite of the University of Illinois-Chicago in Rockford, IL).

5. Collective ownership initiatives. In each of the initiatives just described, specific efforts have been made to increase and assure participation of all members of the School, particularly the faculty. In addition, faculty who are members of the Curriculum Committee have begun making regular reports in division faculty meetings about the Committee's discussions and progress.

C. *Steps taken to address the variety of faculty issues identified by the evaluation team, including student/faculty relationships, faculty appointments and titles, equity issues pertaining to faculty participation in School and University governance, recruitment and retention, and faculty development.*

Substantial energy is being directed in these important areas. All are long-term, multifaceted issues that will require School- and University-level changes in culture and procedures to fully mature.

1. Student/faculty relationships. The Student/Faculty Relations Committee has been recomposed and reinvigorated for AY2007-08. More student participation will be evident, including naming a student to serve as co-chair of the committee. This group will be the focal point for discussions about wide-ranging relationship issues, beginning with a thorough understanding of new requirements in *Standards 2007*. Working closely with the new Diversity and Climate Committee, we hope to work toward better mutual understanding and positive relationships, stronger student governance, and a better sense of community from this direction as well as others already described.

In addition to these specific committees, more student participation is occurring throughout school committees. Student members (usually more than one) can be found on the Assessment, Awards and Citations, Curriculum, Diversity and Climate, Experiential Learning Program, Graduate Studies, and Student/Faculty Relations Committees. Four planning groups are also in place to organize various events and activities for the School's 125<sup>th</sup> anniversary celebrations in 2008. Students are part of all those committees, and one is chaired by a student and dedicated to student activities during the anniversary. Student leaders are invited to the School's annual fall retreats.

A faculty mentoring program was initiated in AY2006-07. In the program's first year, 23 students were matched with 14 faculty who provided students with career mentoring. Students came from the P1, P2 and P3 classes and faculty came from every division/department in the School. In addition to introducing students to a wide array of traditional and non-traditional career options, the program provides opportunity for participating students to get to know a member of the faculty in a supportive, personal, one-on-one situation.

2. Faculty appointments and titles. School procedures were found recently to be out of compliance with university policies and procedures with regard to tenure and CHS/clinical faculty roles in governance. In the eyes of the University, individuals in the CHS and clinical tracks are not faculty, but academic staff, a confusing and poorly conceived categorization for many reasons. New operating procedures for our Executive Committee were developed (see section III.G.10 of Attachment B) that brought us into necessary alignment with UW policy, but maximized the voice of the CHS and clinical faculty in this important governance body of the School.

3. Equity issues pertaining to faculty participation in School and University governance. Based on the recently-developed Executive Committee policy discussed above, CHS and clinical faculty at the associate and full professor levels function as advisory members of one of the school's main governance bodies, the Executive Committee. Each year, the Executive Committee must vote to include all CHS and clinical track faculty (assistant, associate, and full) as voting members of the departmental (school) faculty. This distinction carries full voting rights on matters of School policy, curriculum revision, etc., as well as full participatory rights on School committees and task forces. Only tenure track faculty are eligible for participation in faculty governance at the University level. CHS and clinical faculty can participate in University governance, but as members of the academic staff not as members of the faculty.

The deans of pharmacy, nursing, medicine and public health, and veterinary medicine continue to work with the Provost and others leaders on campus to reevaluate and rethink these distinctions and categorizations, the role/nature of tenure, and related issues.

4. Recruitment and retention. Since the last site visit by ACPE, there has been one retention case for a Pharmacy Practice Division faculty member, and we were successful in retaining this key member of the faculty. Several pre-emptive salary adjustments have also been made in an effort to discourage faculty from entertaining invitations from other institutions. We have been very active in the faculty recruitment mode. Four new faculty members have been hired into the Pharmaceutical Sciences Division. Two are already in place and two will be starting in November 2007. One new faculty member will be joining the Social and Administrative Sciences Division in March 2008 and an offer to a second person has been conditionally accepted, pending a suitable position for the spouse. One member of the Pharmacy Practice Division successfully transitioned from the clinical to the CHS track, better reflecting enhanced research activities. In addition, two new faculty were hired in Pharmacy Practice, one on the clinical track and one on the CHS track. Two searches are on-going in Pharmaceutical Sciences, and one open position remains in Pharmacy Practice.

5. Faculty development. The Associate Dean for Faculty Affairs position was instituted in July 2004 to manage several aspects of faculty life including professional development. Among significant advancements, the required annual review of all faculty, carried out by the Faculty Activities Review Committee, has been streamlined and simplified, but made more meaningful as a faculty development tool. The importance of the junior faculty mentoring system is being revisited with the senior faculty, and a better understanding of mentoring committee roles and responsibilities is being shaped. Information is also being better organized to promote sabbatical leaves and other renewal and development opportunities for our faculty.

#### **IV. Recent Administrative Changes at School/University**

##### **A. School changes**

1. Resignation of Associate Dean for Student Affairs Kathy Skibinski. Ms. Skibinski returned to her faculty position in Extension Services in Pharmacy in spring semester 2007. Associate Dean for Academic Affairs Jeanine Mount assumed responsibility for student affairs. The unit formerly referred to as the Student Services Office has been renamed the Student and Academic Affairs Office, reflecting the merger, and a comprehensive reorganization has been completed.

2. Retirement of Associate Dean for Research and Graduate Programs Dan Rich. Dr. Rich retired from university service in early 2006. Due to the growing complexity and workload associated with this position, the responsibilities were subdivided. Dr. Warren Heideman was selected to assume the role of Associate

Dean for Research and Dr. Charles Lauhon was selected for the position of Assistant Dean for Graduate Studies beginning July 1, 2006.

3. Appointment of Associate Dean for Faculty Affairs Ronald Burnette. Dr. Heideman was the first person appointed to this new position in 2005. Because of Dr. Heideman's move to the Associate Dean for Research responsibilities, Dr. Ronald Burnette was appointed Associate Dean for Faculty Affairs beginning July 1, 2006.

4. Retirement of Assistant Dean for Research Administration LaVon Flynn. Ms. Flynn recently retired after decades of service to UW-Madison and the School of Pharmacy. Ms. Sharon Vetter was hired to fill this position in summer 2007.

5. Election of Social and Administrative Sciences Division Chair. As outlined in Attachment B, division chairs are elected every 3 years. Dr. David Kreling was elected to serve as the new Division Chair for the term of July 1, 2006 to June 30, 2009.

6. Election of Pharmacy Practice Division Chair. Dr. Gordon Sacks was elected to serve as the new Division Chair for the term of July 1, 2007 to June 30, 2010.

*B. University changes*

1. Appointment of Provost Patrick Farrell. Provost Farrell was appointed in early 2006.

2. Appointment of new deans. Since mid-2005, new deans/directors have been appointed in the College of Agriculture and Life Sciences, the School of Medicine and Public Health, the School of Education, and the Gaylord Nelson Institute of Environmental Studies.



## **UW-Madison School of Pharmacy Strategic Plan 2005-2010**

### **Mission**

The mission of the University of Wisconsin-Madison School of Pharmacy is to educate, train, and maintain competency of highly-skilled pharmacists and scientists; to create, transmit, and apply new knowledge based on cutting-edge research in the pharmaceutical, social, and clinical sciences; and to enhance the quality of life through improved health for the people of Wisconsin and the global community.

### **Vision**

The School of Pharmacy will hold a position of national and international preeminence in creative, dynamic programs that train the next generation of pharmacists, scientists, and educators. We will expand and enhance our commitment to excellence, achievement, and innovation in pharmacy education at all levels, and we will be an intellectually superior school in which to study and work, an inclusive and welcoming environment, and an institution that develops the leaders of tomorrow.

### **Values**

The School of Pharmacy promotes an environment of civility, diversity, collaboration, and mutual respect based on the fundamental principles of quality, productivity, and centrality to the School's and the University's academic missions and to the needs of the people of Wisconsin, the nation, and the world. We will instill the key values of professionalism, including integrity, responsibility, leadership, and patient-centered care, provide the tools for ethical decision-making in practice and research, create a framework for continual professional development, and strive for excellence in all we do.

*2005-2010 Strategic Plan Adopted September 13, 2005  
2007-2008 Action Items Adopted August 27, 2007*

## **School of Pharmacy**

### **Strategic Priorities 2005-2010**

#### ***Priority 1. Assure that our students are of the highest quality and exhibit the attributes necessary for success.***

Identifying, recruiting, and admitting a diverse student population of the highest quality will require a reassessment and revision of the School of Pharmacy's admissions policies and process and will require engagement of the faculty in recruitment and mentoring prospective and enrolled students.

##### Action Items 2007/08:

- Increase faculty representation on PharmD Admissions Committee.
- Expand the diversity, broadly defined, of PharmD Admissions Committee members.
- Develop a training manual for PharmD Admissions Committee members and applicant interviewers.

#### ***Priority 2. Integrate and enhance learning.***

The School of Pharmacy has cultivated a tradition of high quality education in all programmatic areas. Faculty and staff recognize that the complexity, depth, and breadth of current content in the curriculum requires a fresh look at approaches to update the curriculum. Furthermore, the School through its outreach efforts plays a fundamental and significant role in the promotion and support of life-long learning for our graduates.

##### Action items 2007/08:

- Review and revise PharmD curriculum in view of new accreditation standards and desired modifications.
- Continue discussions about opportunities for and barriers against curricular content integration across the disciplines.
- Continue fall and spring meetings with core course coordinators in each year to coordinate exam schedules, etc.
- Finalize formative and summative assessment processes and better couple assessment of didactic and experiential portions of the curriculum.
- Conduct a needs assessment in order to develop a comprehensive plan for instructional and information technology (staff, equipment, etc.) that provides adequate support for faculty interested in using new technologies to enhance teaching and learning and/or to accomplish distance delivery.
- Help faculty understand the implications of IT in the classroom and provide faculty training.
- Continue to develop ideas for distance delivery of PharmD curriculum.

#### ***Priority 3. Attract, recruit and retain PharmDs, pharmacy graduates, and other students into graduate programs.***

Innovative approaches for attracting pharmacy and other students to pharmacy graduate programs must be a priority for the School because individuals with pharmacy backgrounds are urgently needed to serve as pharmacy school faculty. To complement this effort, there must be an on-going commitment to support current initiatives to sustain excellence in the School's graduate programs.

##### Action items 2007/08:

- Increase the exposure to and interest in research among PharmD students.
  - Develop additional research clerkships and additional 699 research options and design a communication strategy to better inform students.
  - Develop additional summer research opportunities.

- Include information about research when providing academic or career advising.
- Restructure annual colloquium presenting research activities of the faculty.
- Consider a course from TEAM/ICTR that teaches basic and clinical research methods for elective credit.
- Continue development of PharmD/PhD dual degree programs.
- In conjunction with ICTR, continue development of the MS/PhD in Clinical Investigation.
- Consider new AACP stance on the PhD in Experimental Pharmacotherapeutics.
- Review all graduate programs and develop comprehensive plans for improving recruitment, curriculum, skill development, assessment, climate, etc.

***Priority 4. Attract outside resources and provide opportunities for faculty, staff, and student support and development.***

The School of Pharmacy has a long history of first-class research, a nationally and internationally recognized and respected faculty, a cutting-edge professional curriculum, a first-rate graduate program, and a staff that is fully committed to the School's activities. In order to maintain preeminence, it is fundamental to our mission that the School recruits and retains outstanding faculty and staff and maintains and enhances our physical facilities and infrastructure.

**Action items 2007/08:**

- Continue to pursue fund raising activities to increase the endowment to support faculty recruitment and retention; graduate student fellowships, awards, and activities; professional student scholarships, awards, and activities; and building and infrastructure needs.
- Work with UW central administration to insure adequate institutional support.
- Better assist faculty in their research and scholarship.
  - Continue to encourage interdisciplinary research projects that bring together collaborators with extensive experience in research and extramural funding with those with less.
  - Develop partnerships across divisions for new PhD or dual degree opportunities.
  - Provide additional training and services from the Research Administration Office to assist faculty and staff with grant preparation, submission, and management.
  - Develop and implement a training program for faculty and staff that assists them with funding opportunity database searches, funding alerts, and the identification of potential colleague collaborations.
- Expand faculty and staff development efforts.
  - Continue to strengthen the junior faculty mentorship program, incorporating principles of continuing professional development.
  - Create a process for listing and disseminating information about faculty and staff professional development opportunities.
  - Develop an introduction to the profession for non-pharmacy trained faculty and staff and an orientation to the School for all new hires.
- Continue to refine merit policy to reward faculty for exceptional performance and productivity in research, teaching, service, and practice.
- Develop a staff evaluation system and associated merit policy to reward staff for exceptional performance.
- Emphasize the importance/stature of annual faculty teaching awards and explore ideas for an annual faculty research award.
- Continue to develop a TA assignment policy that best considers the multiple factors involved.
- Continue to develop plans for teaching load distribution that is sensitive to the time demands of a large research enterprise and of graduate student teaching and mentorship.
- Continually assess space allocations and utilizations within divisions and plan aggressively for future space needs.

***Priority 5. Improve internal and external collaboration and further a sense of community within the School of Pharmacy.***

Teamwork and collaboration are time tested concepts that have benefited research, teaching, and practice. It is critical that the School supports, promotes, and rewards efforts to increase opportunities for collaboration and community-building within and outside the School.

Action items 2007/08:

- Continue to build consensus and/or develop common theme across the School to ensure support of mission, vision, and values by all.
- Continue to build consensus and/or develop common theme across the School to assure ownership of the curriculum by the total faculty, as opposed to individual faculty at the course level.
- Better coordinate/integrate material, including blending of science and clinical aspects, throughout the curriculum.
- Continue mechanisms to acknowledge/reward internal/external collaboration and continue to address barriers to interdivisional partnerships.
- Review/reinvigorate Division strategic plans and action items to identify and maximize the common threads and to assure the School-wide mission and vision are accomplished.
- Continue to develop effective and consistent communications between and among administration, faculty, staff, students, and other constituents of the School.
- Continue to work on the complex issues surrounding appointment, advancement and titling series for faculty.

***Priority 6. Increase diversity.***

The School of Pharmacy must have a commitment to increasing diversity within the faculty and staff ranks, and among undergraduate, graduate, and professional students, and a commitment to achieving the goals of the University's Plan 2008. Furthermore, the School must assure, to the greatest extent possible, that the curriculum, research, and faculty/staff recruitment and retention efforts reflect the importance of diversity in education and training.

Action items 2007/08:

- Increase recruitment and admission of qualified students from diverse backgrounds and under-represented groups.
- Continue to refine faculty and staff recruitment processes in order to improve outreach to diverse candidates and to increase the number of faculty and staff members from diverse backgrounds and under-represented groups.
- Survey other universities to gather information about opportunities and experiences that are available to help diverse students, broadly defined, prepare and compete for admission and about initiatives designed to recruit students from diverse background.
- Offer multiple events, programs, initiatives, etc. that provide on-going opportunities for all students, staff, and faculty to enhance their cultural sensitivity and competence.

***Priority 7. Influence the practice of pharmacy and health care delivery.***

Pharmacists are an integral part of a successful health care system. School of Pharmacy faculty are an invaluable resource for pharmacy practitioners and numerous private and public groups, organizations, and agencies. The faculty and students can have a significant influence on the pharmacy practice environment by helping to enhance awareness of the profession and through governmental advocacy. Furthermore, the School and its faculty can influence practice by supporting collaboration between faculty and practitioners, by promoting innovative practice models and by supporting the School's outreach activities. Finally, the School

will have a significant impact on practice by assuring that pharmacy education is first-rate and relevant in the “real world” of contemporary practice.

Action items 2007/08:

- Continue to support student involvement in professional associations and community outreach to support enhanced student professional development and socialization.
- Develop comprehensive calendar of dates for local, regional, and national meetings, career fair, etc. to interface with exam scheduling and other academic requirements.
- Partner with PSW and ESP to assess the potential for residency and fellowship training program expansion in WI.
- Collaborate with PSW on practitioner needs for research data and/or willingness to participate in SOP-led research.
- Collaborate with professional organizations on a demo project to measure the value of clinical pharmacy services on overall healthcare costs and quality in both ambulatory and inpatient settings.
- Work with interested groups around the state to understand and address the shortage of pharmacists in the rural WI and Milwaukee.

Faculty: Defined in this document to include tenure track, CHS track, and clinical track individuals.

Staff: Defined as any classified and unclassified staff who do not fall under the faculty definition.

## ORGANIZATION AND GOVERNANCE

### SCHOOL OF PHARMACY UNIVERSITY OF WISCONSIN-MADISON

#### I. PREAMBLE

This organization and governance document is intended to summarize and clarify the roles and responsibilities of individuals and groups involved in the work and governance of the school of pharmacy.

#### II. MISSION, VISION, AND VALUES

The mission of the University of Wisconsin-Madison School of Pharmacy is to educate, train, and maintain competency of highly-skilled pharmacists and scientists; to create, transmit, and apply new knowledge based on cutting-edge research in the pharmaceutical, social, and clinical sciences; and to enhance the quality of life through improved health for the people of Wisconsin and the global community.

The School of Pharmacy will hold a position of national and international preeminence in creative, dynamic programs that train the next generation of pharmacists, scientists, and educators. We will expand and enhance our commitment to excellence, achievement, and innovation in pharmacy education at all levels, and we will be an intellectually superior school in which to study and work, an inclusive and welcoming environment, and an institution that develops the leaders of tomorrow.

The School of Pharmacy promotes an environment of civility, diversity, collaboration, and mutual respect based on the fundamental principles of quality, productivity, and centrality to the School's and the University's academic missions and to the needs of the people of Wisconsin, the nation, and the world. We will instill the key values of professionalism, including integrity, responsibility, leadership, and patient-centered care, provide the tools for ethical decision-making in practice and research, create a framework for continual professional development, and strive for excellence in all we do.

#### III. DEFINITIONS

##### A. Organization

The school is composed of three academic divisions: pharmaceutical sciences, pharmacy practice, and social and administrative sciences. Extension services in pharmacy is technically a department within UW Extension, but operates in many respects like the other divisions. Support units include the analytical instrumentation

center, the business office, the experiential education program office, the instructional and information technology group, the research administration office, and the student and academic affairs office. The dean's office staff includes directors of communication, development (from the UW Foundation), and diversity and the dean's executive assistant.

## B. Administration

The administration of the school includes the dean, the associate and assistant deans, and the division/department chairs and vice chairs.

### 1. Dean

The dean reports to the chancellor and the provost and serves as the chief academic and executive officer of the school with responsibility for faculty and staff development, personnel oversight, budget planning and management, research, curriculum, student academic affairs, and fund raising. The dean chairs the executive committee, the dean's advisory council, and the academic planning council and is an *ex officio* member of all other school-level committees.

### 2. Associate Deans

Associate deans may be full-time members of the academic staff or selected from the faculty for part-time administrative responsibilities. Associate deans are appointed by the dean.

#### 2.1. Associate Dean for Academic Affairs

The associate dean for student and academic affairs is responsible for all PharmD and BS student-related academic issues, such as academic and professional misconduct, academic progress, assessment, curriculum development and refinement, policy and procedure review and revision, with an oversight role in experiential and interdisciplinary education. In addition, s/he oversees all PharmD/BS student-related activities/events, such as recruitment, admissions, advising, minority affairs, student organizations, special events (open houses, orientation, graduation), awards, scholarships and financial aid, student records, student-faculty relations, and the timetable. The associate dean supervises the student and academic affairs office staff, serves on the dean's advisory council, is an *ex officio* member of the academic planning council, and represents the school on appropriate university-level committees and initiatives.

#### 2.2. Associate Dean for Administration

The associate dean for administration is responsible for overseeing payroll, human resources, purchasing, billing, account information, and all building-related activities. S/he serves on the dean's advisory council and represents the school on appropriate university-level committees and initiatives.

### 2.3. Associate Dean for Faculty Affairs

The associate dean for faculty affairs chairs the faculty activities review committee, which includes coordinating the annual/periodic form submission by faculty, orchestrating the review process, sending letters explaining review outcome to each faculty, adjudicating problems, and reporting results to the dean. S/he organizes the executive committee schedule for annual reviews of probationary faculty and all faculty promotions. Other roles include assisting the dean with difficult faculty situations, working on faculty development programs, working on issues of cross-division engagement, cooperation, and collaboration, working on faculty diversity issues. The associate dean for faculty affairs serves on the student/faculty relations committee and the dean's advisory council and represents the school on appropriate university-level committees and initiatives.

### 2.4. Associate Dean for Outreach

The chair of the extension services in pharmacy department also serves as the associate dean for outreach. S/he is responsible for establishing and strengthening relationships with alumni, practitioners, and scientists through a variety of continuing education programs and activities and promoting the Wisconsin Idea around the state, the nation, and the world. The associate dean for outreach serves on the dean's advisory council and represents the school on appropriate university-level committees and initiatives.

### 2.5. Associate Dean for Research

The associate dean for research serves as the school's liaison to the graduate school, which includes representing the school on the associate deans for research committee, negotiating graduate school contributions to recruitment/retention packages, and overseeing compliance with state/federal regulations for conflict of interest, animals use, human subjects, etc. S/he oversees research-related support units, such as the analytical instrumentation center, the electronics shop, and the animal facility, and chairs committees related to the research enterprise. The associate dean for research serves on the dean's advisory council and represents the school on appropriate university-level committees and initiatives.

## 3. Assistant Deans

Assistant deans may be full-time members of the academic staff or selected from the faculty for part-time administrative responsibilities. Assistant deans are appointed by the dean.

### 3.1. Assistant Dean for Experiential Education

The assistant dean for experiential education is responsible for developing, administering, and managing the introductory and advanced

professional pharmacy experiential program associated with the PharmD degree. S/he cultivates new clerkship sites, maintains the academic standards associated with all experiential sites consistent with ACPE accreditation requirements, trains clinical instructors, oversees placement and supervision of professional students in clerkship experiences, and represents the school on appropriate university-level committees and initiatives.

### 3.2. Assistant Dean for Graduate Studies

The assistant dean for graduate studies oversees graduate student recruitment activities/budgets, graduate admissions, teaching assistant assignments, graduate student awards and fellowships, graduate student progress, quality, and assessment of graduate programs, including mandated reviews of graduate programs. S/he chairs the graduate studies committee, supervises the graduate program office staff, and represents the school on appropriate university-level committees and initiatives.

### 3.3. Assistant Dean for Research Administration

The assistant dean for research administration directs the operation of the school's research administration office. Responsibilities include: development of school policies and procedures for pre-award and post-award activities; interpretation of federal, state and university policies for faculty and research staff in all grant-related areas; identification of funding opportunities using searchable grant databases; assurance that the school and its faculty and staff are in compliance with federal, state and university rules and regulations; training faculty and staff on pre-award and post-award activities; training and supervising professional staff in the research administration office. S/he will interact with federal, state, university and private sector agencies and represent the school on appropriate university-level committees and initiatives.

## 4. Division/Department Chairs

The division/department chairs are responsible for oversight of division/department contributions to and participation in undergraduate, professional, and graduate programs, as appropriate, both inside the school and outside as part of interdisciplinary programs across campus. Other major roles include management of division/department faculty activities/workload and oversight of faculty and staff mentoring, progress, and professional development; management of division/department space; hiring and supervision of division/department support staff; participation in division/department faculty recruitment and retention; and calling and chairing division/department faculty/staff meetings. Division/department chairs serve on the faculty activities review committee and the dean's advisory council and submit an annual report to the dean each June on division/department activities and how they support the school's strategic priorities.

Election process: Division chairs are elected for 3-year terms with a July 1 start date by the vote of the respective division faculty. (The chair position in extension services in pharmacy does not follow this practice.) In April before a chair's term expires, the dean solicits nominations for the next division chair from the division faculty. In May, ballots are provided to division faculty. If a sitting chair steps down from the position or retires, another election is held to select a chair to serve out the remainder of the 3-year term. Chairs can be reelected for two consecutive 3-year terms.

5. Division Vice Chairs

If a vice chair is desired, division vice chairs are elected by the division faculty or selected by the division chair and approved by the division faculty for a 3-year term; the process is managed at the division level. The roles and responsibilities of the division vice chairs are determined by the division. The term can be simultaneous with the division chair or staggered. More than one person may share vice chair duties and titles.

C. Faculty

1. Membership in Departmental (School) Faculty

All tenured and tenure track faculty hold membership in the departmental faculty and, as such, have the right to vote and otherwise participate in the governance of the department (school).

According to UW faculty policies and procedures, the executive committee may extend the right to CHS and clinical faculty to participate as voting members of the departmental (school) faculty. This includes the right to: (a) participate and vote in departmental (school) faculty meetings, (b) participate in the election of appropriate division chairs/vice chairs, (c) participate on all school committees (following guidelines for the academic planning council and the faculty activities review committee) either by election or appointment by the dean, (d) participate and vote in student appeals to the faculty of disciplinary actions, and (e) follow the same processes as tenured faculty for annual reviews, periodic post-promotion reviews, and salary adjustments. This relates to the vital and expansive role played by the CHS and clinical faculty in the multiple missions of the school, the perspectives and wisdom provided by their background and expertise, and their concern for and interest in the future of the school. The executive committee members believe that these features argue for ensuring that the voice of the CHS and clinical faculty is heard and their views are considered in school decision-making to the extent permitted by university policy.

At the first executive committee meeting of each academic year, members will discuss and vote on extending membership in the departmental faculty to CHS and clinical track faculty for a 1-year period. Based on the core values of inclusion and respect for the valuable contributions of the CHS and clinical

faculty, the executive committee intends to convey this right on an on-going basis.

## 2. University Faculty Senate

Based on the number of tenure track faculty, the school is allotted three seats on the UW faculty senate. Based on the number of tenure track faculty within the divisions, the pharmaceutical sciences division is allotted two seats and the social and administrative sciences division is allotted one seat. For purposes relating to the faculty senate, tenure track faculty in extension services in pharmacy are considered members of the social and administrative sciences division.

Election process: In April before the three senators' terms expire, the dean solicits nominations for the next faculty senators from the tenure track faculty. In May, ballots are provided to tenure track faculty. If a sitting senator steps down from the position or retires, the division chair identifies a replacement to serve out the remaining term. Senators serve 3-year terms beginning in September and can be reelected once. Each senator selects an alternate to attend senate meetings and function as a senator when the elected senator cannot do so.

## D. Academic Staff

The academic staff of the school consist of a wide variety of individuals with critical functions that support various aspects of our academic missions. The role of this group in shared governance is channeled through the committee on academic staff issues (CASI; see III.G.7. below) and focuses on all issues of importance to the academic staff. In addition, all academic staff are invited to participate in committee service and to attend and participate in discussions at periodic faculty/staff meeting and retreats.

## E. Classified Staff

The classified staff are unionized and most issues (salary adjustments, grievances, etc.) are managed through collective bargaining agreements; no formalized role in school or university governance exists. However, the views, knowledge, and experience of the classified staff are important, and all classified staff are invited to participate in committee service and to attend and participate in discussions at periodic faculty/staff meetings and retreats.

## F. Faculty/Staff Meetings

All-school meetings of the faculty and staff will be held at least once per semester. The dean will schedule the meetings, set the agenda, in consultation with division/department chairs, committee chairs, associate/assistant deans and others, as appropriate, and preside over the meeting. The purpose of these meetings is to inform faculty/staff about issues facing the school; to receive reports and discuss recommendations from various school committees, other groups, or individuals; to determine new or modify existing school policies and procedures; and to decide on all items requiring a faculty vote. These determinations are the ultimate responsibility of

the departmental (school) faculty. Therefore, academic and classified staff are invited to attend and participate in discussions at faculty/staff meetings and retreats, but do not vote.

#### G. Standing Committees

The school relies on many standing committees for a variety of important functions. In consultation with associate/assistant deans, division/department chairs, and topic experts, as appropriate, standing committees can be created by the dean as the need arises and disbanded or reshaped if the need no longer is best served by the existing committee. Committee members and chairs are selected by the dean usually for a 1-year term, in consultation with associate/assistant deans, division/department chairs, and topic experts, as appropriate, to provide appropriate representation and to best accomplish the committee's designated purpose, unless specific guidelines for membership/term exist in university or school policies and procedures. Committee members from schools and colleges outside the school of pharmacy may be appropriate and desirable, along with alumni, emeritus faculty/staff, and students. Annual reports from committee chairs outlining the prior year's activities, progress on specific charges, and support for school strategic priorities is expected in June of each year.

In June, the dean conducts elections to certain committees, as outlined below. In addition, the dean solicits desired committee service for the following academic year from all faculty and staff. In July and August, the committee members and chairs are selected by the dean, in consultation with division/department chairs, associate/assistant deans, and topic experts, as appropriate. In addition, the committee charges are developed by the dean that are informed by the past year's annual committee reports, the action item list developed by the academic planning council and the dean's advisory council in support of the school's strategic priorities, and special needs and challenges or unique opportunities. Committee charges vary from year to year, but several major, on-going features associated with each committee are outlined below.

##### 1. Academic Planning Council (APC)

The APC is an elected, representative group required by UW policy. The Council's major functions are to serve as the school's main advisory body for (1) major programmatic and curricular issues, such as the creation, deletion, or review of academic programs, (2) educational/programmatic outcomes assessment, and (3) strategic planning.

Election process: In March of each year, the dean solicits nominations from the department/division chairs for faculty to stand for election to the APC vacancies in the following academic year. In June, ballots for the APC election are provided to all departmental (school) faculty. Two members of each of the three academic divisions are elected by the departmental (school) faculty to serve staggered 3-year terms of service. For purposes relating to the APC, faculty in extension services in pharmacy are considered members of the social and administrative sciences division.

The dean chairs the APC, and the associate dean for academic affairs serves as an *ex officio*, non-voting member.

2. Admissions Committee (BS Pharmacology & Toxicology)

The admissions committee for the BS pharmacology & toxicology program is charged to establish and document criteria for admission; identify and approve for admission the most qualified candidates for the degree; monitor, discuss, and make recommendations for revision to the faculty about BS admissions policies and procedures to ensure efficiency, effectiveness, and equity; meaningfully measure the success of admissions policies, procedures, improvements, etc.; and develop mechanisms for enhancing the pool of qualified students of diverse, underrepresented, and disadvantaged backgrounds.

3. Admissions Committee (PharmD)

The admissions committee for the PharmD program is charged to establish and document criteria for admission; identify and approve for admission the most qualified candidates for the degree; monitor, discuss, and make recommendations for revision to the faculty about PharmD admissions policies and procedures to ensure efficiency, effectiveness, and equity; meaningfully measure the success of admissions policies, procedures, improvements, etc.; and develop mechanisms for enhancing the pool of qualified applicants of diverse, underrepresented, and disadvantaged backgrounds.

4. Animal Use Committee

The animal use committee monitors usage of the animal facility to ensure compliance with regulations of the university and state and federal agencies and responds to school, university, or government requests for data, information, etc.

5. Assessment Committee

The assessment committee is responsible for reviewing and revising assessment activities and the assessment plan and to provide statistical data, reports, and/or other information as appropriate.

6. Awards and Citations Committee

The awards and citations committee is charged to solicit nominations and select recipients for school citations of merit and for PharmD student awards.

7. Committee on Academic Staff Issues (CASI)

CASI is a partially elected, partially appointed representative group required by UW policy. The CASI represents school academic staff members and makes recommendations to the dean about the development of policies and procedures concerning academic staff, including personnel matters; the development of opportunities for participation by academic staff members in division/unit and school governance and committee work; the development of opportunities for recognition of contributions by academic staff members to the

mission and strategic priorities of the school; and the development of mentoring and professional development programs for school academic staff.

Election process: In March of each year, the dean solicits nominations from the academic staff for individuals to stand for election to CASI for vacancies in the following academic year. In June, ballots for the CASI election are provided to all academic staff. The school's academic staff are subdivided into two similarly-sized groups or districts: research and instructional/administrative. Two members of each district are elected by the academic staff to serve staggered 2-year terms of service. The dean appoints two members, one from each district, for a 1-year term. A committee chair is elected from among the members for a 1-year term, and one member is elected to serve as the liaison to the university-level organization for a 1-year term. The dean serves as an *ex officio*, non-voting member.

8. Curriculum Committee

The Curriculum Committee oversees all aspects of the Pharm.D. and B.S. curricula and is responsible for on-going review and revision. The Committee works very closely with the Assessment Committee in areas of course/instructor evaluation and attainment of learning goals and objectives.

9. Dean's Advisory Council (DAC)

The DAC is chaired by the dean and is composed of the division/department chairs and the associate deans. The DAC's roles are to discuss and make recommendations to the dean on a wide-ranging array of topics of school-wide impact and importance; to serve as a two-way conduit of information, concerns, and issues to and from the individual divisions and units; to provide informational updates on division/unit activities, as well as present division/unit issues for group discussion/problem-solving; and to review recommendations from the academic planning council with respect to major programmatic and curricular issues, assessment activities, and action items supporting the school's strategic priorities.

10. Diversity and Climate Committee

The diversity and climate committee is charged to develop ideas and avenues toward building the diversity of our faculty, staff, trainees, and students; to explore potential areas of systematic inequality toward or under-representation of particular groups in school governance, committee work, etc.; and to discuss and bring recommendations to the dean about ways to improve school climate and quality of life and mechanisms to evolve to a truly inclusive and respectful environment for all students, trainees, staff, and faculty.

11. Executive Committee

The role of the executive committee is to make recommendations about all matters relating to the faculty such as initiating a search, extending an offer, renewing a probationary appointment, promoting to associate or full professor,

awarding tenure or indefinite appointment, etc., as well as to develop or modify faculty-related policies and procedures.

The following guidelines concerning the executive committee were adopted by the executive committee on 09/05/07.

#### 11.1. Membership

By definition in faculty policies and procedures, the school of pharmacy executive committee is composed of:

- a. Tenured faculty of the school at the rank of associate professor or professor and to whom the school has a continuing commitment of one-half time or more.
- b. Tenured faculty at the rank of associate professor or professor to whom the school has a continuing commitment of less than one-half time, but for whom the school is the principal sponsor of the appointment.
- c. Other tenured faculty at the rank of associate professor or professor who have been granted joint executive appointments by action of the school's executive committee.

Tenured faculty who retire and are appointed subsequently to the academic staff retain their membership on the school's executive committee unless they elect not to do so.

#### 11.2. Advisory Membership

In the eyes of the university, CHS and clinical track faculty are technically academic staff and, as such, may not formally serve as members of the executive committee. However, the executive committee members believe that the vital and expansive role played by the CHS and clinical faculty in the multiple missions of the school, the perspectives and wisdom provided by their background and expertise, and their concern for and interest in the future of the school argue for ensuring that their voice is heard and their views are considered in school decision-making to the extent permitted by university policy.

In order to inform their decision-making and recognize the valuable perspectives of the CHS and clinical faculty, the members of the executive committee request the opinion and advice of the CHS and clinical faculty at the rank of associate professor and professor in all personnel and personnel-related policy decisions. These CHS and clinical faculty will henceforth be referred to as advisory members of the executive committee. CHS and clinical faculty who retire and are appointed subsequently to a continuing academic staff appointment retain their advisory membership on the school's executive committee unless they elect not to do so. Advice will be sought in the form of participation by the advisory members in discussions, as well as preliminary votes by the advisory members relating to all personnel actions and personnel-related

policy decisions. The members intend to take the advice of the advisory members seriously, especially when decisions concerning CHS and clinical faculty are being discussed. The members also strongly encourage the dean to seriously consider the advice of the advisory members in final decision-making.

### 11.3. General Functions

- a. The executive committee has the authority to make recommendations to the dean on a wide variety of personnel and personnel-related policy decisions concerning tenured, CHS, and clinical faculty.
  - i. For actions relating to tenure, CHS, or clinical faculty not involving promotion, such as authorization to initiate a search or extend an offer, renewal of a probationary appointment, extension of the probationary period, conferral of emerita/emeritus status, etc., a majority of advisory members must be present to constitute a quorum for the advisory vote and a majority of members must be present to constitute a quorum for the formal vote. A preliminary vote of the advisory members will be conducted by voice vote to provide advice and insight to the members. The advice of the advisory members is especially important to the members for decisions relating to the CHS and clinical faculty. Voting by the members will then be conducted by voice vote unless a request is made for show of hands, roll call, or signed, paper ballots. A majority of members present must vote in favor for a positive recommendation to be made to the dean.
  - ii. For promotion to associate professor with the award of tenure (tenure track), 2/3 of the members must be present to constitute a quorum. Advisory members will be invited and strongly encouraged to attend and participate in the discussion, but a quorum of advisory members is not required. A preliminary vote of the advisory members in attendance will be conducted by signed, paper ballot to provide advice and insight to the members. Voting by the members will then be conducted by signed, paper ballots. 2/3 of the members present must vote in favor for a positive recommendation to be made to the dean.
  - iii. For promotion to associate professor with the award of indefinite appointment (CHS/clinical track), the

advice of the advisory members is especially important to the members; 2/3 of the advisory members must be present to constitute a quorum for the advisory vote. 2/3 of members must be present to constitute a quorum for the formal vote. A preliminary vote of the advisory members will be conducted by signed, paper ballot to provide advice and insight to the members. Voting by the members will then be conducted by signed, paper ballots. 2/3 of the members present must vote in favor for a positive recommendation to be made to the dean.

- iv. For promotion to full professor (tenure track), 2/3 of the tenured full professor members must be present to constitute a quorum. Advisory members at the rank of full professor will be invited and strongly encouraged to attend and participate in the discussion, but a quorum of full professor advisory members is not required. A preliminary vote of the advisory members in attendance will be conducted by signed, paper ballot to provide advice and insight to the members. Voting by the members will then be conducted by signed, paper ballots. 2/3 of the members present must vote in favor for a positive recommendation to be made to the dean.
- v. For promotion to full professor (CHS/clinical track), the advice of the advisory members is especially important to the members; 2/3 of the full professor advisory members must be present to constitute a quorum for the advisory vote. 2/3 of full professor members must be present to constitute a quorum for the formal vote. A preliminary vote of the advisory members will be conducted by signed, paper ballot to provide advice and insight to the members. Voting by the members will then be conducted by signed, paper ballots. 2/3 of the members present must vote in favor for a positive recommendation to be made to the dean.
- vi. For actions relating to personnel-related policy development or modification, a majority of advisory members must be present to constitute a quorum for the advisory vote and a majority of members must be present to constitute a quorum for the formal vote. A preliminary vote of the advisory members will be

conducted by voice vote to provide advice and insight to the members. Voting by the members will then be conducted by voice vote unless a request is made for show of hands, roll call, or signed, paper ballots. A majority of members present must vote in favor for a positive recommendation to be made to the dean.

- b. The executive committee has the authority to grant departmental voting rights to CHS and clinical faculty.

All tenured and tenure track faculty hold membership in the departmental faculty and, as such, have the right to vote and otherwise participate in the governance of the department (the school in our case). According to UW faculty policies and procedures, the executive committee may extend the right to CHS and clinical faculty to participate as voting members of the departmental (school) faculty. This includes the right to: (a) participate and vote in departmental (school) faculty meetings, (b) participate in the election of appropriate division chairs/vice chairs, (c) participate on all school committees (following guidelines for the academic planning council and the faculty activities review committee) either by election or appointment by the dean, (d) participate and vote in student appeals to the faculty of disciplinary actions, and (e) follow the same processes as tenured faculty for annual reviews, periodic post-promotion reviews, and salary adjustments. This, again, relates to the vital and expansive role played by the CHS and clinical faculty in the multiple missions of the school, the perspectives and wisdom provided by their background and expertise, and their concern for and interest in the future of the school. The executive committee members believe that these features argue for ensuring that the voice of the CHS and clinical faculty is heard and their views are considered in school decision-making to the extent permitted by university policy.

At the first executive committee meeting of each academic year, members will discuss and vote on extending membership in the departmental faculty to CHS and clinical track faculty for a 1-year period. A majority of members must be present to constitute a quorum. Voting will be conducted by voice vote unless a request is made for show of hands, roll call, or signed, paper ballots. A majority of members present must vote in favor to constitute a positive recommendation to the dean. Based on the core values of inclusion and respect for the valuable contributions of the CHS and clinical faculty, the executive committee intends to convey this right on an on-going basis.

- c. The executive committee is responsible for providing for the periodic review of the performance and productivity of every instructor, assistant professor, associate professor, and professor (tenure, CHS, and clinical tracks). (Note: This does not refer to the individuals at all ranks who are involved with the school's experiential education program.)

Annual and periodic post-promotion reviews will be carried out by the faculty activities review committee. The committee will be chaired by the associate dean for faculty affairs and composed of the four division/department chairs, as well as three members/advisory members of the executive committee (one each from the Pharmaceutical Sciences Division, the Social and Administrative Sciences Division, and the Pharmacy Practice Division) who will be elected by the executive committee each year.

At the first executive committee meeting of each academic year, members will discuss and vote on delegating responsibility for annual and periodic reviews of all professors to the faculty activities review committee for a 1-year period. A majority of members must be present to constitute a quorum. Voting by the members will be conducted by voice vote unless a request is made for show of hands, roll call, or signed, paper ballots. A majority of members present must vote in favor to constitute a positive recommendation to the dean.

#### 11.4. General method of operating

As chair of the executive committee, the dean sets the agenda for executive committee meetings, in consultation with division/department chairs, search committee chairs, mentoring committee chairs, the associate dean for faculty affairs and others, as appropriate. Agenda items can be submitted by and discussions led by advisory members or members, as appropriate. Paper copies of documents and information supporting items on an executive committee agenda will not be distributed on a routine basis. Instead, all documents will be posted on the school's secure website. Documents are requested to be provided to the dean's office 7 days prior to the executive committee meeting for posting. Members and advisory members of the executive committee will be notified when materials are available and are expected to engage in meaningful review prior to the meeting. Modifications to an executive committee agenda will be accommodated if the dean feels the requests are reasonable and appropriate.

The dean does not vote on executive committee matters, is not counted as an executive committee member, and does not count toward the quorum.

12. Experiential Learning Program (ELP) Committee

The ELP committee is composed of two subgroups. The operations subcommittee is charged with monitoring all aspects of day-to-day operations of the IPPE and APPE network. The quality review council is made up of practitioners, stakeholders, and students whose role is to serve in an advisory capacity to the assistant dean for experiential education and the ELP committee and to review and make recommendations about required/desired modifications to the IPPEs and APPEs, as appropriate, based on concerns/issues that have arisen or in response to ACPE accreditation standards.

13. Faculty Activities Review Committee

The faculty activities review committee is responsible for the annual and post-promotion periodic (5-year) review of all faculty's performance and productivity for professional development reasons, as well as to provide information to the dean as one factor in the determination of salary increases each year.

The following guidelines concerning the faculty activities review committee were adopted by the executive committee on 01/27/05.

13.1. Annual evaluation

Every year the school of pharmacy will carry out a process of annual reflection and evaluation for each faculty member. This will serve to help individual faculty chart their professional progress, as well as to provide guidance to the dean. Each faculty member will submit a report to the faculty activities review committee. The committee will study these reports and provide feedback to the faculty members, as well as advice to the dean. At the start of the spring semester, the associate dean for faculty affairs will provide to all faculty information about the format and deadline for the annual report. Those faculty scheduled for 5-year review will modify the report to cover the past 5 years rather than the past year. In the interest of clarity, faculty will submit a "report" which will then result in a committee-produced "review".

It should be noted that while the information gathered and the resulting review are connected with the annual merit system, this is only a part of the process. The use of the reports for gathering information about school of pharmacy faculty and for planning is at least as important.

- a. *The criteria.* Faculty will be evaluated in terms of productivity, effort, and imagination in the areas of: teaching, research, service, outreach, and practice. Faculty receiving the highest possible rating will be expected to show excellence in at least two of these areas, and competence in all areas that pertain to their position. The criteria are deliberately flexible to allow

for the unique contributions that different faculty make. Each year the first order of business of the committee will be to reflect on the reports as a whole and to draft a description of evaluation criteria. This document will be written so that the level of achievement needed to reach the various ratings is evident. However, it will be example based rather than a list of specific metrics to be used. This document will be distributed with the call for reports the following year to serve as a guideline. It is anticipated that while this description may slowly evolve, it will be relatively constant from year to year.

- b. *The committee.* The associate dean for faculty affairs will chair the committee. The committee will be founded upon the four division/department chairs. The role that the chairs play in communicating important information to the faculty in their divisions/departments makes it necessary for the chairs to participate. In addition, three members from the executive committee will be elected each year to broaden the experience of the committee, and widen participation. As the review process is initiated, the chairs of the three divisions will be asked to nominate two individuals to serve on the committee. The executive committee will then elect one individual from each division to serve on the committee. It is desirable that the at large members rotate so that every member of the executive committee participates in this process.
- c. *The report.* For the time being the report will be handled as in years past, based on a word processing form. One difference will be the provision of a 1-2 page narrative section at the beginning of each report to guide the committee through the cold facts that lie within the report. This narrative should place the activities of the faculty member in the context of the needs of the school: how did the activities fill a pressing need at the UW school of pharmacy? In retrospect what worked well, what efforts were made, and what didn't work out as planned? The narrative should also clearly describe future directions. Over time the report will become electronically based so that many of the factual fields will be filled in automatically.
- d. *The process.* All committee members will read all of the reports prior to review meetings. Each report will be assigned to a primary and a secondary reviewer. The committee will hear from these reviewers in order, and then the report will be open for discussion. For each review, a

committee member will be assigned as scribe to record committee discussion about strengths and weaknesses of the submitted report. This short summary is meant to capture the basis for the ratings. Rating will be as previously, from 1-5, with a simple rounded averaging of the scores assigned by all members (associate dean is non-voting). Discussion order will be arranged so that the scribe has time to complete the review summary during the discussion without having to act as a reviewer at the same time. During the discussion any obvious obstacles to faculty progress should be noted. The associate dean will review the final reports as they are written to provide continuity. Committee members will leave the room during the discussion of their own cases.

- e. *The outcome.* In order for faculty to have a clear picture of the process each faculty member will meet with their chair prior to the end of the spring semester. At the meeting with the chair each faculty member will receive a rating, the synopsis of the discussion, as well as any useful verbal interpretation of the committee discussion from the chair. The review summaries will be forwarded to the dean for use in merit assignment. The dean will compose a letter for each faculty member informing them of their merit increases if any. The letter from the dean will not include the rating or review summary.

For reviews of the division/department chairs, the associate dean for faculty affairs will communicate the results of the discussion to the individual chairs. Should the associate dean ever also be a chair, a member of the committee will be elected to serve in this role.

As always, any faculty member can request a meeting with the dean to discuss the review, and the review committee may be reconvened at the dean's discretion.

### 13.2 5-year periodic review

The 5-year review will be accomplished using the same approach as the annual review. This will serve the function of the statutory post-tenure review for tenure track faculty, but will have the same significance for all faculty. The difference between the 5-year and annual reviews is that the time frame of the document will cover the past 5 years, rather than the immediate past year.

The faculty-generated report will be submitted in place of the annual report. The report will cover exactly the same categories as the

annual report, however the narrative will be longer, and can extend to 5 pages. It is anticipated that each of the activities sections will also be longer to accommodate the longer time frame. The committee will have access to the reviews from the 4 preceding years to help put the 5-year report into context. The committee will discuss the report and a synopsis of the committee discussion will be generated. This will include both an evaluation of the past 5 years and a separate evaluation of the year immediately past. A rating for the immediate past year will be used to aid the dean in assigning the merit increase for that year. As with the annual reviews these will be forwarded to the dean, and the results will be communicated to the individual using the same mechanisms as for the annual review.

The faculty will have the option of discussing the results with the dean, and the review committee may be reconvened at the dean's discretion.

Election process: In March of each year, the dean solicits nominations from the department/division chairs for faculty to stand for election to the faculty activities review committee for the following academic year. In June, ballots for the faculty activities review committee election are provided to the members and advisory members of the executive committee. Division/department chairs are automatic members; one member of each of the three academic divisions is elected by the executive committee to serve a 1-year term of service. The associate dean for faculty affairs chairs the faculty activities review committee.

#### 14. Graduate Studies Committee

The graduate studies committee's main functions include assisting the assistant dean for graduate studies in determining the number and distribution of the teaching assistant positions; reviewing candidates for graduate fellowships; determining graduate student award recipients; participating in graduate program reviews; and making recommendations about initiating new or modifying existing graduate programs.

#### 15. Health and Safety Committee

The health and safety committee is charged to maintain an updated list of research group safety officers and communicate regularly to disseminate information or answer health and safety related questions; to ensure that incoming researchers receive proper training in laboratory safety; monitor laboratory conditions and practices to ensure compliance with regulations of the university and state and federal agencies; and to review and update all school of pharmacy policies involving student health and safety.

#### 16. Information Technology Committee

The information technology committee reviews policies relevant to computer use within the school and make recommendations to the faculty for

implementing new policies, as appropriate; makes recommendations to the dean about optimal mechanism(s) for faculty and staff to follow when requesting IIT services or ordering computers and peripherals to facilitate management of IIT staff time and effort; and oversees technology aspects of instruction, assessment, etc.

17. Research Committee

The research committee is responsible for allocating the returned indirect costs received by the school each year. This group also administers the research innovation awards, an internal program that requires collaboration between two different disciplinary divisions of the school.

18. Scholarships Committee

The scholarships committee solicits applications from students and matches, to the maximum extent possible, the scholarship stipulations and donor requests, if any, with the applicant's eligibility and interests.

19. Student-Faculty Relations Committee

The student-faculty relations committee is charged with exploring various features of the relationships between faculty and students and to make recommendations to the dean about mechanisms to improve relationships and enhance general features of the school's climate.

20. Student Promotion Committee

The student promotion committee is responsible for continually monitoring student progress through the BS and PharmD programs, including both academic performance and professional conduct.

H. Ad hoc Committees, Task Forces, and Work Groups

Ad hoc committees, task forces, and work groups can be created by the dean for short term, specific purposes that are not well served by one or more standing committees of the school. Members and chairs are selected by the dean, in consultation with associate/assistant deans, division/department chairs, and topic experts, as appropriate, to provide appropriate representation and to best accomplish the group's designated purpose. Members from schools and colleges outside the school of pharmacy may be appropriate and desirable, along with alumni, emeritus faculty/staff, and students.

1. Named chair committees

The school of pharmacy provides recognition of and support to faculty members through endowed chairs (\$1M fund) and distinguished chairs (\$1.5M fund). Specifics of each named chair vary due to the wishes of the donors, but some standard practices have been developed to guide the selection and administration of named chairs.

Selection process: In March of the fiscal year a named chair term will expire, the dean discusses the situation with the relevant division/department chair and the current chair holder. Nominations, including self-nominations are sought from faculty eligible for the chair in question, to begin July 1. The dean appoints a 3-person selection committee from members and advisory members of the executive committee who review application/nomination materials. The selection committee chair provides a recommendation to the executive committee along with a written summary in support of the recommendation. After executive committee approval, the dean forwards the information to the chancellor for upstream approval.

1.1. William S. Apple Distinguished Chair in Social and Administrative Sciences

Faculty eligible for the William S. Apple chair are full professors in social and administrative sciences or in extension services in pharmacy. The holder of the Apple chair will be an outstanding scholar and have interests consistent with Dr. Apple's background and areas of significant skill and intense passion, namely the social and administrative sciences, including continuing education in pharmacy, history of pharmacy, pharmacy administration, and social/behavioral sciences. The application packets are to include a current cv, as well as a brief (1-page) description of how planned research, teaching, service, or outreach activities are consistent with the principles and practices for which Dr. Apple was world-famous and what new directions or activities the chair would permit. The Apple chair consists of a 5-year renewable term, beginning on July 1, and provides a \$10,000 per year salary supplement plus \$20,000 per year in support of professional activities. The dollars supporting professional activities must be used within 1 year of the end of the term as named chair. Funds can be used for a portion of the chair holder's base salary at the discretion of the dean.

1.2. Hammel/Sanders Distinguished Chair in Pharmacy Administration

Faculty eligible for the Hammel/Sanders chair are full-time tenured professors or associate professors in the Social and Administrative Sciences Division with a pharmacy degree in conjunction with a PhD. The holder of the Hammel/Sanders chair will be an outstanding scholar, specializing in the traditional area of pharmacy administration. This area draws primarily on the administrative sciences, such as marketing, marketing research, accounting, finance, economics, management, and law, to synthesize, analyze, and evaluate theories and principles that can be applied to administrative, management, and operations issues, and problems in pharmacy. The application packets are to include a current cv, as well as a brief (1-page) description of what new directions or activities the chair would permit and how planned research, teaching, service, or outreach activities would positively impact the pharmacy businessperson "in the trenches" and, therefore, the citizens of WI. The

Hammel/Sanders chair consists of a 3-year term, beginning on July 1, and provides a \$10,000 per year salary supplement plus \$20,000 per year in support of professional activities. The dollars supporting professional activities must be used within 1 year of the end of the term as named chair. The Hammel/Sanders chair cannot be awarded to the same recipient for more than one 3-year period out of every 9 years. Funds can be used for a portion of the chair holder's base salary at the discretion of the dean.

1.3. Charles Melbourne Johnson Distinguished Chair in Pharmaceutical Sciences

Faculty eligible for the Charles Melbourne Johnson chair are full professors in the Pharmaceutical Sciences Division. The holder of the Johnson chair will be an outstanding scholar with sustained achievement in teaching, research, service, and outreach categorized by excellence and impact. The application packets are to include a current cv, as well as a brief (1-page) description of excellence and impact in research, teaching, service, or outreach and what new directions or activities the chair would permit. The Johnson chair consists of a renewable 5-year term, beginning on July 1, and provides a \$10,000 per year salary supplement plus \$50,000 per year in support of professional activities. The dollars supporting professional activities must be used within 1 year of the end of the term as named chair. Funds can be used for a portion of the chair holder's base salary at the discretion of the dean.

1.4. Joseph and Bonna Robinson Distinguished Chair in Pharmaceutical Sciences

The required endowment is accumulating.

2. Faculty/Staff search committees

The dean consults with division/department chairs, unit supervisors, and others, as appropriate, to constitute faculty and staff search committees. Members from outside the particular unit engaged in the search are encouraged. Members from schools and colleges outside the school of pharmacy may be appropriate and desirable. The Human Resources Manager and the Director of Diversity serve as resource people to all search committees. Chairs of faculty search committees or designees compose a brief written report about the search process and outcomes and present recommendations to the executive committee for approval.

3. Faculty promotion committees

The dean consults with division/department chairs to constitute a promotion committee for faculty in their respective divisions who are being considered for promotion from associate to full professor. Chairs of faculty promotion committees or designees bring recommendations to the executive committee for approval.

#### I. Advisory Boards

Units, groups, centers, or offices of the school may benefit from an internal and/or external advisory board to guide operations, set policy, and build relationships. Supervisors and directors are welcome to compose such groups in the best interests of the activities and people involved. Consultation with division/department chairs and the dean is appreciated to monitor faculty/staff workload and to ensure appropriate representation from stakeholder groups.

#### IV. ALTERATIONS AND AMENDMENTS

This organization and governance summary is intended to be a living document, continually evolving as optimal policies and practices are identified and roles and responsibilities change. Any faculty or staff member of the school can bring ideas for modification to the dean for consideration or for consultation with APC, CASI, DAC, the executive committee, or other groups or individuals, as appropriate.

3rd Annual Faculty Recognition Day  
covering Fall 2006, Spring 2007, and Summer 2007  
Wednesday, September 26, 2007  
3:00 – 5:00pm; F.B. Power Pharmacy Commons

Attachment C

### Comings and Goings

#### New:

Arash Bashirullah, Assistant Professor, PharmSci (5123 RH)  
Casey Gallimore, Clinical Assistant Professor, PPD (1015 RH)  
Warren Rose, Assistant Professor (CHS), PPD (4123 RH)  
Weiping Tang, Assistant Professor, PharmSci (7125 RH)

#### New Named Chair:

*William S. Apple Distinguished Chair:* Dave Kreling, SAS

#### Retirement/Emeritus:

Tom Rudy, PharmSci

#### Promotions and Tenure/Indefinite Appointments:

Sandro Mecozzi, Associate Professor with tenure, PharmSci  
Betty Chewning, Professor, SAS  
Jeff Johnson, Professor, PharmSci  
John Kao, Professor, PharmSci  
Glen Kwon, Professor, PharmSci  
Gordon Sacks, Clinical Professor, PPD

#### In memoriam:

Joseph Robinson, PharmSci emeritus  
Dale Wuster, PharmSci (1947-71)

### Local/State/National/International Awards

*PSW Distinguished Service Award:* Tom Thielke, PPD/UWHC

*Inaugural ASHP Pharmacy Residency Excellence Award:* Steve Rough, Tom Thielke, PPD/UWHC, et al.

*Honorary Professor, Zhejiang University:* John Kao, PharmSci

### Special Teaching Recognition

#### 2007 SOP Teaching Awards:

DPH-1: Henry Young, SAS

DPH-2: Warren Heideman, PharmSci

DPH-3: Joe Bonnarens, SAS

Student Senate: Scott Rajske, PharmSci

Pharm/Tox: Tom Rudy, PharmSci emeritus

### Special Research Recognition

*WI Institute for Discovery seed grants:* Dick Hutchinson, Ben Shen, Jon Thorson, PharmSci; Sandro Mecozzi, PharmSci

*Medical Education and Research Committee grant:* Dick Hutchinson, Ben Shen, Jon Thorson, PharmSci

*Launch of start-up company Centrose:* Jon Thorson, PharmSci

*Publications in Science:* Lian Yu, PharmSci; Jon Thorson and Lingjun Li, PharmSci

*NIH Clinical and Translational Sciences Award (U54):* Chris Sorkness, PPD

*Most cited paper in Bioorganic & Medicinal Chemistry 2003-2006:* Jon Thorson, PharmSci

*Most cited paper in Tetrahedron Letters 2003-2006:* Richard Hsung, PharmSci

*American Association of Colleges of Pharmacy (AACCP) New Investigators Program Grant:* Orly Vardeny, PPD

*Joseph Robinson Faculty Travel Awards:* Lingjun Li and Darin Furgeson, PharmSci

*Elected American College of Clinical Pharmacy (ACCP) Fellow:* Lee Vermeulen, PPD/UWHC

*AstraZeneca Cardiovascular Research Award from the ACCP Research Institute:* Orly Vardeny, PPD

### Special Service Recognition

*Community Residency Program Director:* Marty Kieser, PPD

*Faculty advisor for new NCPA student chapter:* Dave Mott, SAS

*New Division Chair:* Gordon Sacks, PPD

*New Division Vice Chairs:* Chuck Lauhon, Ron Burnette, PharmSci

*Faculty-Student Career Mentoring Program:* Bob Breslow, PPD; Ron Burnette, PharmSci; Betty Chewning, SAS; Jim De

Muth, ESP; Anna Legreid Dopp, ESP; Ed Elder, ZPES; Darin Furgeson, PharmSci; Al Hanson, ESP; Mary Hayney,

PPD; Glynis Kinney, PPD/UWHC; Dave Kreling, SAS; Denise Walbrandt Pigarelli, PPD; Scott Rajske, PharmSci;

Steve Rough, PPD/UWHC

*Elected PSW treasurer and ASHP delegate:* Steve Rough, PPD/UWHC

*West Madison Senior Coalition recognition:* Connie Kraus, PPD

*Committee chairs/members of all the search committees*

*Committee chairs/members for 125<sup>th</sup> anniversary events in 2008*

### Special Recognition

*Kenneth A. Connors Wisconsin Distinguished Graduate Fellowship:* Ken Connors, PharmSci emeritus

*SOP Citations of Merit:* Mel Weinswig, ESP/dean emeritus; Joseph Robinson, PharmSci emeritus

*SOP Alumna of the Year:* Pam Ploetz, PPD emerita

### Extraordinary Professional Development Opportunities

*Graduate of the UW-Madison MPH program:* Mary Hayney, PPD

*Graduate of the SAS PhD program:* Beth Martin, PPD

*Health Care Policy Fellow Program:* Anna Legreid Dopp, ESP

*Thanks to the donors to the Building Community Fund for making this event possible!*

**2<sup>nd</sup> Annual Staff Recognition Day**  
covering Summer 2006, Fall 2006, and Spring 2007  
Tuesday, April 17, 2007  
3:00 – 5:00 pm; F.B. Power Pharmacy Commons

Attachment D

**Comings...**

Terrance Barry, Pharmaceutical Sciences  
Barb Beinborn, Pharmacy Practice  
Lauren Budden, Instructional and Information Technology  
Jason Ellerkamp, Mail Room and Stock Room  
Elizabeth Fleming, Pharmaceutical Sciences  
Jennie Hazen, Social and Administrative Sciences  
Jian Hua Ju, Pharmaceutical Sciences  
Becky Klaus, Student Services  
Beth Rosen, Pharmaceutical Sciences  
Marissa Rosen, WARF Med Chem Core Facility  
Cameron Scarlett, Analytical Instrumentation Center  
Lisa Sobotkiewicz, Social and Administrative Sciences  
Diane Stojanovich, Director of Communication  
Olga Trubetskoy, Pharmaceutical Sciences  
Changsheng Zhang, Pharmaceutical Sciences

**...and Goings**

Rhonda Coyier, Social and Administrative Sciences

**...and Changes**

Audrey Fish, to Experiential Education  
Pam French, to Director of Alumni Affairs  
Steve Oakes, to permanent Lecturer in Pharmaceutical Sciences  
Pam Palmer, to research staff in Social and Administrative Sciences  
Amy Zwaska, to pre-pharmacy advisor

**Special Service Anniversaries**

5 years: Ken Niemeyer, Pharmaceutical Sciences  
25 years: Joni Mitchell, Pharmaceutical Sciences  
26 years: Bob Moore, Pharmaceutical Sciences  
29 years: Audrey Fish, Experiential Education  
36 years: Gary Girdaukas, Analytical Instrumentation Center  
38 years: Linda Frei, Graduate Student Services

**Promotions**

Dorothy Nesbitt, Pharmaceutical Sciences  
Bob Moore, Pharmaceutical Sciences

**Special Service Recognition**

*CASI:* Bob Moore (chair), Noelle Lawton, Anne Schuelke, Chris Spencer, Tom Stringfellow, Amy Zwaska

*Support for faculty/staff searches:*

Business Office: Tim Gossens, Jenny Hergenrother, Pratima Sharma, Karen Steinle, Tom O'Connor  
Dean's Office: Madelyn Alt  
Instructional and Information Technology: Lauren Budden, Sally Griffith-Oh, Chris Spencer  
Pharmaceutical Sciences: Joni Mitchell, Ken Niemeyer  
Pharmacy Practice: Barb Beinborn  
Research Administration: LaVon Flynn, Noelle Lawton  
Social and Administrative Sciences: Jennie Hazan

*Student Services:*

West Madison Senior Coalition: Tina Rundle, Amy Zwaska  
Health Sciences SEED Seminar: Amber Ault  
Certified Global Career Development Facilitator: Melanie Schneider  
Nominated for Student Personnel Association Excellence in Student Affairs Award: Melanie Schneider

**Most Extraordinary Story**

*2007 Boston Marathon, 4:12:45:* Diane Stojanovich

*Thanks to the donors to the Building Community Fund for making this event possible!*

Dear \_\_\_\_\_:

Your willingness to serve as a clinical placement training site for University of Wisconsin-Madison (UW) School of Pharmacy students is greatly appreciated. Because of you we are able to \_\_\_\_\_.

We have been notified by the Accreditation Council for Pharmacy Education (ACPE), the accreditation organization for the UW School of Pharmacy, that we must enter into written affiliation agreements with every organization that serves as a clinical training site for our students in order to maintain accreditation.

According to our records, we have never entered into an affiliation agreement with your site. Attached are two copies of the standard affiliation agreement used by the School of Pharmacy for its clinical training sites, signed by the proper UW official. We would appreciate it if you would sign these copies and return one to me at the address below:

Mara Kieser

If you are unable to use our standard agreement and have an alternate affiliation agreement that you would prefer to use, please note that because the UW is part of a state agency, some special language is required. This language is provided as an attachment to this letter.

If your legal department has legal issues concerning our standard agreement or the required language in the attachment, please contact the following UW attorney:

Rebecca Hutton  
Office of Administrative Legal Services  
University of Wisconsin Madison  
Rm 361 Bascom Hall  
500 Lincoln Drive  
Madison, WI 53706

Telephone: 608-263-7400  
Email: [rhutton@vc.wisc.edu](mailto:rhutton@vc.wisc.edu)

We appreciate your assistance in completing an affiliation agreement. If we are unable to come to an agreement on an affiliation agreement, we will be unable to continue placing pharmacy students at your site.

If you have any questions about this matter, please contact me.

Mara Kieser

## ATTACHMENT

### Required Language for UW School of Pharmacy Affiliation Agreements

1. Contracting Party : UW is a unit within a state agency, the University of Wisconsin System, and is not permitted, by law, to be the contracting party on its own. The contracting party for UW must be stated as follows:

**“The Board of Regents of the University of Wisconsin System, on behalf of the University of Wisconsin-Madison, School of Pharmacy (“University”).”**

2. Liability Coverage: UW students, when they engage in training activities at outside sites, are considered to be agents of UW and are covered by the liability coverage provided to all State of Wisconsin employees and agents. This liability coverage is provided for by state statute and is a fund for paying claims and judgments. It is not a traditional insurance program. It is not possible to add an additional insured or provide a traditional certificate of insurance. The state liability coverage program provides broad, unlimited coverage and covers claims arising from activities that occurred while the student was acting as an agent of UW, regardless of when the claim is made. The following language describing this coverage has been approved for inclusion in affiliation agreements:

**University, as a unit within an agency of the State of Wisconsin, provides liability coverage for its students and faculty consistent with section 895.46(1) of the Wisconsin Statutes. University's students and faculty who participate in the activities resulting from this Agreement are agents and employees, respectively, of the State of Wisconsin. While participating in such activities, students and faculty are acting within the scope of their agency or employment. The liability coverage provided by the State of Wisconsin under Section 895.46(1) is self-funded, unlimited, and continuous. Such liability coverage includes, but is not limited to, claims, demands, losses, costs, damages and expenses of every kind and description (including death) or damage to persons or property arising out of the clinical experience and training activities at \_\_\_\_\_ under this Agreement.**

Whatever abbreviation is being used to refer to the training site should be filled in the blank in the above language.

3. Hold Harmless: The UW, as part of a state agency, is constrained by statute in its ability to indemnify another party. The UW is not permitted to make commitments for funds that have not been appropriated by the state legislature, therefore, the UW is unable to agree to broad indemnification provisions. The UW is permitted to hold harmless other parties for the acts and omissions of UW employees and agents for which they are liable under state law only. The following hold harmless language has been approved for inclusion in affiliation agreements:

**During the term of this Agreement, the Board of Regents of the University of Wisconsin System agrees to hold harmless \_\_\_\_\_ from any and all liability that is based on the acts or omissions of its officers, employees, or agents for which they are liable under state law while acting within the scope of their employment or agency consistent with sections 895.46(1) and 893.2 of the Wisconsin Statutes.**

Whatever abbreviation is being used to refer to the training site should be filled in the blank in the above language.

AGREEMENT  
BETWEEN

AND

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM  
ACTING FOR  
UNIVERSITY OF WISCONSIN - MADISON SCHOOL OF PHARMACY  
(University)

Program Agreement  
Pharmacy

This Program Agreement (“Agreement”), by and between \_\_\_\_\_ (“Facility”), and the BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM, acting for the UNIVERSITY OF WISCONSIN-MADISON, SCHOOL OF PHARMACY (“School”), is made and entered into \_\_\_\_\_, 2006.

WHEREAS, School’s mission is educating pharmacy students and conducting research in the theory and practice of pharmacy; and

WHEREAS, School requires educational situations for its students in order to provide adequate instructional opportunities in pharmacy and desires its students to be placed in (field placement) (clinical) programs at Facility;

WHEREAS, School and Facility have determined that an affiliation between them would further and enhance health care education and patient care.

NOW, THEREFORE, the parties hereto agree as follows:

1. This Agreement will serve as an understanding between Facility and School for the use of Facility’s clinical resources in pharmacy education. This Agreement will be in effect on \_\_\_\_\_, through June 1, \_\_\_\_\_. Thereafter, this Agreement will renew automatically for successive one-year terms, unless terminated or modified according to the provisions of this Agreement.
2. Academic content and nature of the students’ clinical experience will be specified through:
  - a) Written material in course manuals developed by School faculty;
  - b) Each of the School’s student self-assessment portfolios; and
  - c) Individual contacts among School faculty, the School coordinator for experiential education, and Facility pharmacy clinical instructors (those Facility personnel with supervisory authority over and responsibility for students).

3. School will provide Facility on an annual basis, in April, the names of students, their degree classification and year, and dates of their participation in this program.
4. School will provide Facility with updated lists reflecting changes in student participation in this program as such changes occur.
5. School will notify each student of the student's responsibility to contact Facility at least two weeks prior to the commencement of the program. Before the commencement of the program, Facility shall negotiate with each student a daily schedule for the student's program participation that is consistent with School guidelines and Facility resources.
6. Educational Responsibilities
  - a) It is the School's responsibility to:
    1. Ensure that students are prepared to commence their clinical experience at Facility.
    2. Provide overall supervision of the students during their clinical experience.
    3. Develop educational objectives for the clinical experiences of students.
    4. Handle student disciplinary matters.
    5. Ensure that students meet the School's health policies.
    6. Evaluate students based on learning objectives developed by School; assign a grade to each student based on criteria developed by School.
  - b) It is the Facility's responsibility to:
    1. Provide the day-to-day educational supervision required for each student to meet the objectives of the clinical experience.
    2. Set the student's daily schedule.
    3. Provide students with access to resources such as, but not limited to, patient records, libraries and Facility personnel.
    4. Assist School's evaluation of students based on learning objectives developed by School and to assign a recommended grade to each student based on criteria developed by School.

7. Program Objectives

School shall provide written objectives and educational guidelines for the clinical education experience to both Facility and all participating students prior to each student beginning to receive clinical experience at Facility.

8. Clinical Activities and Supervision

- a) Facility will review the objectives and educational guidelines developed as described in Paragraph 7 above and will assign clinical activities to students with School's approval.
- b) Facility will provide supervision of students in this program in accordance with the guidelines described in Paragraph 7 above and in accordance with the appropriate accrediting organization's standards for Facility. Facility and School will mutually designate the individuals responsible for supervising clinical experience of students. School will grant clinical faculty appointments to Facility employees engaged in the supervision of students. Primary responsibility for the conduct of student clinical experiences remains with the faculty members of the School's Pharmacy Practice Division.

9. Evaluations

Clinical faculty at Facility will maintain records and reports of each student's performance and will provide in a timely manner all written evaluations to School as requested by School. Clinical faculty at Facility will provide written evaluations of student performance to individual students upon student's request or to School officials who, as determined by School, have legitimate educational interests in reviewing the evaluations.

10. Student Placement

- a) School is responsible for determining whether students have adequate educational background and will assign to Facility only those students who have satisfactorily completed required portions of School's curriculum.
- b) Prior to assignment to Facility, Facility and School will make a joint determination of the number of students to be assigned, based on staff and space available in Facility and the number of eligible students enrolled in the appropriate School program.
- c) School agrees to inform each student that the student is responsible for adhering to the attendance policy of School and for reporting to Facility on time as scheduled.

- d) School will require students participating in the clinical experience at Facility to provide to School the following information:
  - 1. Serologic laboratory evidence of immunity to measles, mumps, and rubella (titers associated with immunity to these diseases).
  - 2. If serologic laboratory evidence of immunity to measles, mumps, and rubella is lacking, documentation of appropriate vaccinations.
  - 3. Serologic laboratory evidence of antibodies to chickenpox or documentation that the student received Varicella vaccine.
- e) School will require students to provide annual documentation of a negative tuberculosis skin test (to purified protein derivative (PPD)) or a physician's statement regarding the lack of active disease.
- f) School will also require that students receive immunization against tetanus, diphtheria, polio, and hepatitis B. School will recommend that students receive a vaccination against influenza.
- g) Prior to clinical experience, School shall forward to Facility the name and verification of appropriate immunizations and vaccinations for each student enrolled in the program and scheduled to have clinical experience at Facility.
- h) Facility will refer students to outpatient treatment in case of an accident or illness. In no circumstances shall Facility bear the cost of any student's medical treatment, including, but not limited to, emergency room or outpatient treatment.
- i) School strongly encourages students to have health insurance while enrolled at the School and will advise students that Facility is not responsible for the cost of students' medical care or treatment in the event of accident or illness

11. No Mutual Indemnification

The parties agree that each party is and shall be solely responsible for any claim or damage resulting from its own negligence, acts or omissions. This Agreement shall not be construed to require any party to indemnify any other party from its negligence, acts, or omissions.

12. Insurance and Coverage

The University, as a unit within an agency of the State of Wisconsin, provides liability coverage for its students and faculty consistent with section 895.46(1) of the Wisconsin Statutes. The University's students and faculty who participate in the activities resulting from this Agreement are agents and employees, respectively, of the State of Wisconsin. While participating in such activities, students and faculty are acting within the scope of their agency or employment. The liability coverage provided by the State of Wisconsin under Section 895.46(1) is self-funded, unlimited, and continuous. Such liability coverage includes, but is not limited to claims, demands, losses, costs, damages and expenses of every kind and description (including death), or damage to persons or property arising out of Program activities at the Facility.

13. Caregiver Background Checks

School shall conduct a caregiver background check in accordance with the Caregiver Background Check statute (Wis. Stat. § 50.065) and regulations (Wis. Admin. Code Ch. HFS 12) for students and faculty who have or are expected to have regular, direct contact with Facility's patients. School shall maintain completed Background Information Disclosure (BID) forms for those students and faculty, as well as the information that results from caregiver background checks.

School agrees to notify Facility of any information contained on a BID form or in caregiver background check results about a student or faculty member that could bar that student or faculty member from regular, direct contact with Facility's patients. At Facility's request and with the consent of the student or faculty member, School shall arrange to provide Facility with a copy of a completed BID form for each student or faculty member scheduled for program participation at Facility. In addition, if feasible, School will arrange at Facility's request, and with the consent of the student or notice to the faculty member, to provide Facility with access to the information that results from a student's or faculty member's caregiver background check.

Facility shall make the final determination whether a student or faculty member may have regular, direct contact with the Facility's patients. Nevertheless, Facility shall consult with the appropriate School official before barring any such student or faculty member from regular, direct contact with Facility's patients. If Facility determines a student or faculty member may not have regular, direct contact with Facility's patients, School agrees that the student or faculty member shall not begin participation, or continue participation that was properly allowed, pending the results of the caregiver background check, in the program created by this Agreement.

School agrees to inform Facility of allegations of caregiver misconduct as defined in Wis. Admin. Code Ch. HFS 13 that come to School's attention.

14. Facility Policy

Facility agrees to inform each student that the student is responsible for:

- a) Conforming to all Facility policies and procedures, including those relating to safety, patient care, infection control, confidentiality, and nondiscrimination;
- b) Providing quality of care consistent with the standards for care established by Facility.

15. Program Coordinator and Clinical Instructor

The following School program coordinator is responsible for arranging the placement of students and training clinical instructors in the School's course of instruction for students:

School Program Coordinator: Mara Kieser                      608-262-6168

The following Facility clinical instructor(s) is responsible for supervising, teaching and evaluating students in the Facility setting:

Facility Clinical Instructor:

16. Orientation

At the commencement of the student's clinical experience, Facility will conduct a student orientation, which will include information about Facility's Administrative Policy and Procedures, appropriate departmental policies and procedures, use of the safety and infection control manuals, and those standards and practices relevant to a safe clinical placement for students and to quality patient care.

17. Facilities

At School's reasonable request, Facility will permit the inspection of its clinical facilities, services available for student clinical experiences, student record keeping, and its other resources pertaining to opportunities for student clinical experiences by representatives of School or various agencies, or both, who have the responsibility to evaluate the facilities or the curriculum for accreditation purposes.

18. Removal of Student from Facility

School reserves the right to remove a student or reassign a student as appropriate. School will notify Facility of any problems. Such notice will include a written justification for any proposed action. School shall consult with Facility about the proposed action.

Facility agrees to notify School if any student's performance is unsatisfactory; if any student's personal characteristics prevent the formation of necessary relationships with Facility personnel; or if any student's health status interferes with the successful completion of the student's clinical experience assignment. Facility will provide the student and School with a written justification for any proposed action concerning the student's assignment. Facility shall consult with School about any such proposed action. School will take any *final* action concerning the student, including withdrawal of the student from Facility when appropriate. Facility may suspend student from activities at Facility in an emergency.

19. Removal of Facility Clinical Instructor

School agrees to notify Facility if, in School's opinion, a clinical instructor's performance is unsatisfactory or if the clinical instructor's personal characteristics prevent the formation of necessary relationships with students. School will provide the clinical instructor and Facility with a written justification for any proposed action concerning the clinical instructor. School will consult with Facility about any proposed action. School will take final action concerning the clinical instructor's involvement in this clinical experience program, including removal when appropriate.

20. Modifications

The parties agree that they may revise or modify this Agreement as necessary, but only as a written amendment signed by both parties.

21. Termination

This Agreement may be terminated by either School or Facility with ninety (90) days written notice to the other party, provided that no students then enrolled in the program would be prevented by this termination from completing School's curriculum.

22. Nondiscrimination

The parties to this Agreement shall not discriminate in the training or education of any person or in the conditions of training or education or in other actions taken as a result of this Agreement by reason of age, race, religion, color, handicap, sex, physical condition, developmental disability, sexual orientation, or national origin. Each party will make reasonable accommodations to assure accessibility to training programs for people with disabilities.

23. Governing Law

It is agreed that this Agreement shall be governed by, construed, and enforced in accordance with the laws of the State of Wisconsin.

24. Assignment

Nothing in this Agreement shall be construed to permit the assignment by University or Facility of any rights or obligations hereunder, and such assignment by a party is expressly prohibited without prior written consent of the other party.

25. Notices

Any notices required by or relevant to the terms and provisions of this Agreement shall be in writing and shall be considered given when sent by certified mail, postage prepaid, and addressed as follows:

To School:

Mara A. Kieser, M.S., R.Ph.  
University of Wisconsin School of Pharmacy  
777 Highland Avenue  
Madison, WI 53705

To Facility:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

26. ADDITIONAL HIPAA TERMS FOR AFFILIATION AGREEMENTS  
Compliance with Health Insurance Portability and Accountability Act of 1996

(a) Parties' Obligations Under HIPAA

The parties acknowledge their respective obligations governing the privacy and security of health information pursuant to the Health Insurance Portability and Accountability Act of 1996 ("HIPAA") and its implementing regulations ("the Privacy Rule"). The School agrees that University students and faculty that participate in the affiliation arrangement will not use or disclose Protected Health Information, as that term is defined in 45 C.F.R. § 160.103, obtained in the course of the affiliation arrangement for purposes other than those related to the affiliation arrangement.

Further, participating students and faculty agree not to use or disclose Protected Health Information obtained in the clinical setting for any non-clinical purposes, including teaching or educational purposes, unless the participant either (1) obtains an authorization, compliant with the Privacy Rule, from each patient

whose Protected Health Information is sought to be used; (2) de-identifies the Protected Health Information in accordance with the Privacy Rule; or (3) uses a “limited data set” as defined in the Privacy Rule, and signs a data use agreement with Facility. In addition to the general training provided for below, the School agrees to train participating students and faculty as necessary regarding how to obtain patient authorization, de-identify Protected Health Information, and/or create limited data sets.

The parties agree that if future modifications or clarifications are made to the Privacy Rule that necessitates amendments to this Agreement, the parties will make such amendments.

- (b) **Status of Students for HIPAA Purposes**  
For purposes of HIPAA only, students are, with respect to their interactions with patients/clients and their educational activities at Facility, under the direct control of the Facility and are thus considered to be members of the Facility’s “workforce,” as that term is defined in 45 C.F.R. § 160.103.
- (c) **Training of Participating Students**  
The School warrants that each student participating in the educational activities described in the Agreement shall have the opportunity to obtain basic training from the School about the Privacy Rule prior to participation in such activities at the Facility. The Facility agrees to make its Privacy Rule policies and procedures as well as training available to these students during their participation in educational activities at the Facility. The School agrees that the participation of students in the Facility’s Privacy Rule training does not relieve the School of its responsibility to provide students with basic Privacy Rule training.
- (d) **Handling Student Violations**  
Student compliance with the Privacy Rule and the Facility’s Privacy Rule policies and procedures is a necessary component of the student’s responsibilities under the Agreement. Any instances of student non-compliance therewith shall be handled in the same manner, as are instances of non-compliance with any other student responsibilities, as set forth in Paragraph 18 of the Agreement.

In acknowledgment of this Agreement, the parties have, as of the date set forth above, signed this Agreement.

For \_\_\_\_\_ Date: \_\_\_\_\_

By: \_\_\_\_\_

As its: \_\_\_\_\_

For Board of Regents, University of Wisconsin System

By: \_\_\_\_\_ Date: \_\_\_\_\_

Darrell Bazzell  
Vice Chancellor for Administration  
UW-Madison

For University of Wisconsin School of Pharmacy

By: \_\_\_\_\_ Date: \_\_\_\_\_

Jeanette C. Roberts  
Dean  
UW-School of Pharmacy

**Total Gifts**

<b>2000</b>	\$1,506,618
<b>2001</b>	\$1,579,448
<b>2002</b>	\$1,240,769
<b>2003</b>	\$1,326,586
<b>2004</b>	\$1,062,588
<b>2005</b>	\$2,713,144
<b>2006</b>	\$1,599,748

\*Spike in 2005 includes a \$1.6M bequest

