

Summary of Progress

Standards for Mission, Planning and Assessment

Following the 1999 accreditation review, the University of Wisconsin-Madison School of Pharmacy (the School) undertook revision and updating of its Strategic Plan. This revised plan provided guidance to the School until 2004 when development of the current Strategic Plan was initiated.

In 1999, ACPE recommended the following:

- The School should review and update its strategic plan. Emphasis should be placed upon the ordering of priorities, and the development of specific action plans and implementation steps for the achievement of the School's goals.
- Support for the continued development and implementation of the School's assessment plans is needed. Data obtained from formative and summative measures should be applied for purposes of determining student achievement and for continuing programmatic improvement.

Development of the new strategic plan followed upon the naming of a new Dean for the School and significant changes in composition of both administrative and faculty ranks. Input into the plan has been broad-based and mission-focused. Systematic processes for translating strategic priorities into an annual action plan have been developed. The Dean facilitates development of action plans; key faculty and administrative bodies provide feedback and support in their implementation. This process is currently underway and will be reviewed and revised on an ongoing basis.

The School's assessment activities have undergone significant revision since the 1999 accreditation review. Three areas of development are important to note. First, oversight and coordination of the assessment program is a core responsibility of the Associate Dean for Academic Affairs, a newly-created position within the School. Support for assessment activities is being provided by two administrative staff members who have this as a clearly-identified component of their position descriptions. Second, a formal Assessment Plan for the Doctor of Pharmacy program has been developed. The plan focuses on assessment of defined learning outcomes and competencies to determine student achievement and identify areas for improvement. The plan has been approved and its implementation is well underway. Third, systematic mechanisms for integrating assessment results into programmatic improvement efforts have been spelled out and are now being put into use. Further enhancements are planned for development and implementation during the 2005-2006 academic year.

Standards for Organization and Administration

The School's administrative structure has seen significant reorganization and expansion since the last self-study. Examples of changes include a new Dean effective October 2003 and a Human Resources Manager. The School also named an Associate Dean of Academic Affairs, Faculty Affairs and Student Affairs, and an Assistant Dean of Research and Administration.

In 1999, the evaluation team indicated that:

- Focused support is needed for the continued development of the School's new organizational structure. Particular efforts should be made to increase collaboration

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among the divisions. Continued efforts should also be made to ensure that faculty privileges, governance, and support are equitable across the various title series and academic divisions.

The School has now had 10 years of experience with its organizational structure of 3 academic divisions (Pharmaceutical Sciences, Pharmacy Practice, and Social and Administrative Sciences) and its one Department (Extension Services in Pharmacy). While all organizational structures must constantly adapt and change, the current organizational structure of the School works well. We are proud of the efficiency of our administration, and of the synergies inherent in a faculty governance system that uses the talents of faculty to organize our affairs. Reflecting the need for change the Dean, through organizational changes, is providing more authority with corresponding expectations and responsibilities for each division/department.

Efforts are ongoing to encourage interaction (professional and social) within as well as between divisions/department. There is awareness within the School that administrative structure/changes are an evolving process with time needed to determine if further changes are necessary. Specific efforts by the Self-Study Subcommittee on Organization and Administration sought input by faculty relative to the divisional structure. Overall, faculty were pleased with representative comments as follows:

- The department/division structure works well for a school this size
- Maximizes flexibility in allocation of resources
- Structure is dynamic and still evolving

Suggestions from this same survey to continue to improve the division structure include:

- The structure is not yet transparent; need guidance at times as to whether to make requests to the division chair or to the Dean
- Need to continue to work on communication (social/professional) between divisions and from administration to divisions
- The building design/allocation of space to divisions in separate areas does not necessarily foster communication

Pharmacy faculty and academic staff participate actively in collaborative activities both internal and external to the School, providing evidence that the School is strongly committed to its strategic priority of active collaboration. A May 2005 School survey indicated that 68% of the faculty/academic staff collaborate with colleagues within their division, 39% with another division within the School, 63% with others on the Madison Campus but external to the School, and 72% with individuals external to the Madison Campus. The results of the survey are provided in Appendix B-1 and examples of collaborative relationships are provided in Section 2 of the report beginning on page 28.

Overall, the level of collegiality has been enhanced, particularly through professionally focused events such as “Building Community” efforts, the Dean’s Research Innovation Award, an annual Faculty Recognition event as well as socially oriented events such as Breakfast in the Commons and an ice cream happy hour with students. Mentoring of junior faculty – with participation of faculty from at least two divisions within the School and often someone from outside the School continues to be a strength of the School.

It is acknowledged that the University policy definition/distinction between “faculty” and “academic staff” (which includes clinical faculty) impacts the School of Pharmacy relative to

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faculty/academic staff classification/rights. While State statute and University policies applicable to the School distinguish between clinical faculty and tenure track faculty, the School recognizes the vital role and contribution all faculty members make to the School of Pharmacy and the School is committed to a full partnership to the extent that University policies permit.

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Standards for Curriculum

Our entry-level and non-traditional PharmD (NTPD) programs are designed to prepare students for generalist practice in pharmacy. We have made curricular modifications in response to experiences gained, evolving practice standards, scientific advancements, student and practitioner input, and the 1999 ACPE accreditation team report.

In 1999, ACPE indicated to the School of Pharmacy that:

- Curricular review and refinement should occur, taking into account the comments of the evaluators. Particular attention is expected with respect to in-depth development of the professional experience components of the curriculum, especially the implementation of mechanisms to strengthen quality assurance. The non-traditional pathway should be effectively monitored, so as to assure that it adequately addresses the professional competencies set forth for the Doctor of Pharmacy program. The Educational Policy and Planning Committee should be empowered with appropriate authority to carry out its responsibilities.

Although we have been generally satisfied with the entry-level curriculum as originally designed, we have made some changes to add and better integrate material, reallocate credits, and balance student workload. These changes are consistent with the curriculum organization recommendations of the 1999 site team evaluation. The following is a summary of major curricular changes since 1999:

1. While retaining the number of credits required for graduation, we have reduced the total number of courses in order to make the curriculum more manageable and less stressful for students. We have achieved this by incorporating previous one- and two-credit courses into other courses.
2. We have incorporated selected features of anatomy into our core curriculum.
3. We have incorporated more discussion sections into our courses.
4. We have conducted an evaluation of the balance between course credits and anticipated student workload for each course. Where necessary, we have made adjustments to bring credits and workload into balance.
5. We have modified the curriculum such that each of our faculty divisions offers required courses in each of the first three years. This keeps students in continued contact with a broad range of curricular content up until beginning full-time clerkships.

The experiential component of our curriculum provides students with the opportunity to integrate and apply knowledge gained and skills learned in their coursework. It consists of introductory practice and advanced practice experiences that have a patient-oriented

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emphasis. These experiences are based on a matrix of learning that will assist students in meeting the personal and professional competencies within the curriculum. Quality assurance and oversight of the experiential learning program is provided by our clerkship Quality Review Council (QRC). QRC members include six pharmacists, a member of the Wisconsin Pharmacy Examining Board, two faculty members from the School's Pharmacy Practice Division, and two student members. The QRC assists in developing/implementing educational objectives and in ensuring that experiential sites meet the quality standards, thus providing an environment in which students can develop their professional competency.

The non-traditional PharmD program (NTPD) began in 1997 and following the April 2003 admissions cycle, the NTPD was permanently closed to new admissions due to diminished student demand. All students currently enrolled in the program must complete their degree no later than 2009. An evaluation of the NTPD showed that the educational outcomes for the student who obtains a degree via the entry-level or non-traditional route are comparable.

The Educational Policy and Planning Committee is responsible for curricular review rests with the Educational Policy and Planning Committee and for ensuring that the entire faculty is aware of the educational outcomes and competencies expected of our graduates and to ensure that these outcomes and competencies are addressed by the courses in our curriculum.

Currently, the Educational Policy and Planning Committee has the power to study and make recommendations to the Dean and faculty regarding virtually any educational issue, but major changes must be approved by a vote of the School of Pharmacy faculty. Issues to be studied arise from consideration of the inputs cited above. The Educational Policy and Planning Committee must further define its responsibility regarding direct intervention into specific courses versus working through divisional chairs or the Associate Dean for Faculty affairs when attempting to address a curricular concern.

Standards for Students

Student Affairs continues to be a critical organizational element of the UW-Madison School of Pharmacy, and Student Services staff are actively involved with, and focused on, the success of our students.

In 1999, the evaluation team encouraged the School to:

- Continue to support enhanced recruitment activities, to ensure a strong applicant pool,
- Review student academic advising, giving particular attention to addressing the unique needs of students in the new Doctor of Pharmacy program pathways,
- Provide additional support for the professional development of students, and
- Give priority to Improving student-faculty relationships.

The School's recruitment activities continue to ensure a strong applicant pool; currently, this pool is three times greater than our admission numbers. To enhance recruitment of students from underrepresented groups, the School has developed a plan for interfacing with UW-Madison programs [e.g., the Minority Student Summer Orientation and Registration and the Pre-College Enrichment Opportunity Program for Learning Excellence Program]. Like all our recruitment activities, these have the goal of recruiting a well-qualified and diverse applicant pool.

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Since 1999, the Student Services staff has expanded its capacity by adding new positions. Academic advisors help students plan and implement their academic programs, provide academic as well as career advising, and refer students to specific faculty for individual career advising upon request. One academic advisor is assigned to each incoming class of students and remains the advisor to members of that class until they reach their final (DPH-4) year. This allows ongoing advisor monitoring of student performance and has been effective in early identification of and response to students in academic difficulty.

Student professional development is the focus of significant School programming and efforts. Exploring career opportunities is encouraged through colloquia, clerkship experiences, School and campus career fairs, professional meeting attendance, workshops and a mentoring program. A Student Services staff member is in training to become a certified Career Development Facilitator. We continue to explore new avenues for providing advice and counsel to students as they begin to identify their career options. We are developing a system that will identify student needs and expectations related to advising, provide students with insight into the roles and responsibilities of their advisors, better inform students about pharmacy's career infrastructure and help them incorporate this into their personal decision-making process. Throughout, we are encouraging more involvement with faculty and alumni.

Recent changes in the admission process also are aimed at enhancing student professionalism and professional development. In addition to academic success, additional criteria are being considered in the admission evaluation process. Applicants are evaluated on their communication skills, cultural competency, diversity of background and experiences, community and volunteer activities, extracurricular activities, leadership experience, and personal talents and skills. These complement traditional considerations such as pre-PharmD course performance, PCAT scores, state of residence, and interest/experience in pharmacy or a related field. An interview process is being implemented in the fall 2006 admission cycle. Each applicant's communication and interpersonal skills will be assessed; specific competencies will be addressed using behavioral interviewing techniques.

Efforts to strengthen student-faculty relationships are numerous and ongoing. Students engage with faculty as they participate in School governance activities (e.g., Self-Study and other School committees, fall 2004 Strategic Planning retreat, Task Force to develop a joint degree program). Advisors work with students to interact with faculty through mentoring, research and informal discussions. Faculty members serve as advisors for each student organization in the School. More social occasions (e.g., student/faculty breakfasts and lunches, Fall all-School picnic, monthly ice cream socials) have been arranged where students and faculty interact in settings outside the classroom. Such activities are organized by different groups of students, faculty and staff within the School. The School gathers student input regarding student-faculty relations as part of the School's ongoing assessment activities; results are used to identify new concerns and to help identify new avenues for activity.

Standards for Faculty

The UW School of Pharmacy has a wonderful group of faculty involved in numerous diverse enterprises that enrich the learning environment of the school. The faculty numbers are sufficient to produce a high quality PharmD curriculum, and are the result of continuous faculty recruitment. Faculty searches continue to bring in very high quality scholars, and standards for scholarship within the school and at the university are quite high.

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In 1999, the evaluation team encouraged the School to:

- Faculty vacancies should be filled with dispatch. Identification of future faculty needs in the pharmaceutical sciences and in pharmacy practice should be incorporated as a component of strategic planning.
- The School's faculty development program should continue to attend to the scholarship of teaching and scholarly concern for the profession. New faculty will require adequate orientation and formative guidance. Faculty development should be available to full-time, part-time, and volunteer faculty, and should be a primary responsibility of the division chairs.

The decision to fill vacant faculty positions or to add new faculty is always based on program needs. Prior to any active recruitment, there is a full discussion by the divisional faculty utilizing their strategic plans as a guideline to propose the need for new or replacement faculty.

Since 1999, nine faculty have left the Pharmacy Practice Division and currently there are active searches to fill three vacant positions. Limited salaries and competition of the limited number of qualified applicants with interest and skills in scholarship-weighted faculty positions impair recruitment to open positions in the Pharmacy Practice Division.

Since 1999, six faculty left the Pharmaceutical Sciences Division and currently there are ongoing searches to fill three vacant positions. Our efforts in the recruitment of faculty will continue. Although all of the School's divisions have had recent success in hiring diverse faculty, this remains a need that must be addressed very consciously through the outreach and recruitment of qualified candidates, as well as by providing competitive resources for salaries, start-up packages, and retention.

Orientation to the University of Wisconsin involves both formal and informal processes. At UW-Madison, junior faculty must be assigned a guidance (mentoring) committee. The University's New Faculty Workshop Series includes introductory sessions in which the Provost, Chancellor, Dean of the Graduate School, and others provide relevant information to new faculty.

Junior faculty are supported by their mentoring committees to enable them to become adjusted quickly. The mentoring committees work closely with the junior faculty, meeting with them on a regular basis to assist in all phases of their development. Junior faculty are shielded from excess teaching and committee assignments. The success rate of junior faculty in promotion and research funding has been very good, and is evidence that this early involvement of the mentoring committee, as well as the Dean and division chairs, is successful. The School fosters an environment that encourages scholarly activity and professional development and considers itself fortunate to have an engaged and productive faculty working toward improving the profession through the education of our professional students.

There are numerous opportunities for professional development within the School and on campus allowing great latitude and flexibility for each faculty member to seek out areas to develop his/her strengths. One example of the professional development opportunities available within the School is the internal, competitive funding program for collaborative research initiated by the Dean in 2005. The program funds up to two research proposals each year that involve teams of researchers with members from the Pharmacy Practice Division and at least one of the School's other divisions. The goal of this program is to

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promote collaborative research and faculty development, provide funding for research, and act as an incentive for potential Pharmacy Practice faculty to accept job offers. Additionally, there are numerous faculty development opportunities offered by the University.

These include:

- The TEAM training program, a 5 year, \$14 million NIH funded initiative to build a workforce of academic clinical researchers was started in 2005. The University of Wisconsin School of Pharmacy faculty are represented on the Executive Committee of the program and are included among the program trainees.
- The Academic Leadership Series of workshops for department chairs, deans, associate deans, center directors, and others in leadership positions.
- Faculty and academic staff can participate in the Administrative Development Program, a yearlong program covering a variety of issues confronting universities.
- The Women Faculty Mentoring Program provides junior tenure track women with a senior woman faculty mentor along with a series of workshops to increase success.
- The Summer Teaching Institute offers weeklong workshops, seminars and group work time with faculty experts. Help from the Summer Teaching Institute led to restructuring the Pharmacotherapy I course to include anatomy.
- Several other formal development programs exist to improve the capabilities of academic and classified staff. These include Academic Staff Development Grants, the Academic Staff Mentoring Program, a Department Administrators/Secretaries Workshop Series, and an Office Professionals Conference.

Standards for Library and Educational Resources

Since the last accreditation visit, Ebling Library and other campus libraries have increased the number of electronic resources provided and have simplified the process by which those with a valid ID can use resources from off-campus. This is in keeping with the recommendation we received from ACPE in 1999.

In 1999, the evaluation team recommended that the School:

- Library holdings and mechanisms to ensure access to vital information should be reviewed and enhanced, where necessary, to provide adequate support to the School and the professional program. The capability to access this information by off-campus faculty and students should be clearly communicated.

A merger of the Pharmacy Library and two other health sciences libraries into a new library facility took place in June 2004. This merger has resulted in easier access to health sciences resources for School of Pharmacy personnel, additional study space for students, and additional library staff to provide services and instruction to pharmacy students and faculty.

Ebling Library and School of Pharmacy staff have worked together to develop a way for clinical instructors to obtain a UW-Madison ID number without having to come to Madison. The ID number permits clinical instructors to use electronic resources from remote locations. Since the last accreditation visit, campus libraries have implemented an EZ proxy server that allows any patron with a valid UW-Madison ID number to use databases, full text journals or full text books from off campus. Fourth year students away on clerkship rotations are able to access all resources in this manner. The number of instructional sessions offered to students

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and clinical instructors has been increased as one way of communicating about electronic resources and access.

Standards for Physical and Practice Facilities

Rennebohm Hall was constructed on the UW-Madison campus between 1998-2001, and was occupied in June 2001. September 2001 marked the beginning of DPH instruction in the School. During the past four years, changes in curriculum and program missions have impacted building usage.

The School of Pharmacy is sole occupant of Rennebohm Hall, and most of the teaching and research activities of the School are conducted within the building, although some of the classroom, clinical, and professional instruction are carried out at the University of Wisconsin Hospital and Clinics (UWHC) and the Middleton Veterans Affairs Medical Center (VAMC).

In 1999, the evaluation team recommended that the School:

- In-depth development of the School's pharmacy practice facilities is a priority. The School should broaden its base of practice sites, with particular emphasis on identifying sites demonstrating the delivery of pharmaceutical care in community pharmacy and other ambulatory care environments. Site coordination and quality assurance mechanisms also need to be strengthened and implemented with dispatch.

The School has expended considerable effort to develop a network of experiential learning practice sites in various environments, both innovative and traditional, including community, ambulatory, home health care, managed care, administration, research, and a range of sites within hospitals/institutional settings. As a result, the School has developed a very successful network of sites and clinical instructors for providing clinical experiences for our students, and a sufficient number of sites have been developed to accommodate our students in the entry level PharmD and nontraditional PharmD programs. The current experiential program utilizes over 300 unique pharmacy practice sites and over 600 pharmacists and other health professionals who provide instruction.

The clerkship network is supported by regional coordinators who lead advance clerkship seminars and provide grading support to the School of Pharmacy. Coordinators are located in the Milwaukee, Fox Valley, Wausau, and Eau Claire regions.

Training for clinical instructors continues to be a priority and a strength of the program as noted in the 1999 ACPE site visit. An important resource now available to all clinical clerkship sites, clinical instructors, and students, throughout all regions, is distance learning resources from Ebling Library (UW Health Sciences Library). Moreover, librarians at Ebling are creating tutorial programs for clinical instructors, which are coming on line as this report is written.

Also enhancing the effectiveness of our clerkship program are the quality control measures that have been developed for the clerkship program. These measures include student and clinical instructor evaluations which consist of evaluation of clerkship competencies and student progress toward completing competencies during the final year of the curriculum. The competencies were developed using ACPE guidelines by the faculty with feedback from clinical instructors and the Experiential Learning Program (ELP) Committee. Another quality assurance initiative was the creation of the Quality Review Council (QRC) in November 2001.

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Both initiatives provide good examples of the School's commitment to enhancing and improving our Experiential Learning Program.

Standards for Financial Resources

The University of Wisconsin has provided financial resources for the initiation of the PharmD program over the period 1996-1997 through 2000-2001. An increase in class size resulted in the University providing additional financial resources for the PharmD program. The University also has agreed to evaluate financial resources and FTE positions if class sizes continue to increase. All resources are permanent base budget allocations.

In 1999, the evaluation team indicated to the School that:

- Financial resources should be provided by the University that ensure the achievement of the School's goals. In particular, it is expected that the new funds arising from the financial plans that have been agreed upon will continue to appear in the School's base budget support. Plans to continue to enhance the School's successes in private giving and generating extramural funds are strongly encouraged.

Over the past several years, the State of Wisconsin has faced financial difficulties and the University and School have experienced budget reductions. The reductions to the School over the past four years have totaled \$645,503 and 6.65 FTE positions. Although existing program revenue provided is adequate for the core curriculum throughout the implementation of these reductions (as a result of PharmD allocations through the years), the lost positions have resulted in additional instructional workload within the School and has reduced faculty research and public service activities.

Under the leadership of Dean Roberts and the School's volunteer Board of Visitors, and in partnership with the UW Foundation, the School has crafted its next major development initiative entitled *People and Programs*. With a timeline running from January 1, 2003 to December 31, 2009, this initiative has a focus on endowment support, with a 7-year goal of raising \$18,000,000 in private gifts and pledges from individuals, businesses and private foundations.

The private support generated through the cooperative efforts of the School and the UW Foundation has provided excellent resources, and the plans to continue efforts through the *People and Programs* initiative should put the School in excellent position in regards to gift funds to support students, faculty and programs.