

## Reviewer's Report - Division/Unit Goals Report

### University of Florida

#### Academic Affairs

#### Academic Colleges

#### College of Pharmacy

#### College of Pharmacy Mission

##### Mission Statement

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

**Start:** 7/1/2016

**End:** 6/30/2020

**Responsible Roles:** Associate Dean for Curricular Affairs and Accreditation (Beck, Diane)

**Unit/College:** College of Pharmacy

#### College Goal 1: Research

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

**Division/College:** College of Pharmacy

**Responsible Roles:** Professor and Chair (Keller Wood, Maureen)

##### Action Items

**Action Item 1-Portfolio of Interdisciplinary Grants:** Increase number of interdisciplinary large multi-center grants and contracts.

**Action Item 2-Research Training Programs:** Increase number of training grants.

**Action Item 3: Graduate Program Quality:** Meet or exceed peer institutions in admission, retention, time to degree and graduate success.

##### Measures of Action Items

1. Portfolio of Interdisciplinary Grants:
  1. Number of applications for multiple PI/RO1 Grants
  2. Number of funded multiple PI/RO1 Grants
  3. Number of applications for P, U, or similar awards
  4. Number of funded P, U, or similar awards
  
2. Research Training Programs
  1. Number of applications for training grants

2. Number of funded training grants

3. Graduate Program Quality

1. Ph.D. Admission Yield
2. Average time to Ph.D. Degree
3. Percent of graduate students who graduate within 5 years.
4. Ph.D. student retention rate

**Time Period of Action Items**

Phase 1 – Dean, Assoc Dean and Chair will encourage achievement of action items: July 1, 2016 – June 30, 2017; Data Summary & Reporting: July –October 2017 (Note: Goal is intended to be fully achieved in 2020)

**Resources of Action Items**

The Associate Dean for Research and Graduate Education and Chairs will provide focused effort on guiding faculty to accomplish high impact research and provide outstanding research training. An increase in number of research faculty will be initiated through a funding commitment in additional recurring funding to support hiring of four (4) research faculty lines (tenure track) over 3 years. In addition, there will be 2 new pre-eminence lines (\$350K).

AACP Peer Institution Data available from the American Association of Colleges of Pharmacy will be used for benchmarking; Data Maintained by Associate Dean for Research and Graduate Affairs

**Results and Evaluation**

**Results for Measures of Action Item 1-Portfolio of Interdisciplinary Grants:**

Portfolio of Interdisciplinary Grants:

- **5 applications** for multiple PI/RO1 Grants
- **5 funded** multiple PI/RO1 Grants
- **0 applications** for program grants (P)
- **2 applications** for cooperative agreements (U)
- **3 active and funded** program grants (P)
- **8 active and funded** cooperative agreements (U)

**Results of Measures of Action Item 2-Research Training Programs:**

- **4 applications** for training grants- 4
- **1 funded** training grants (1 to be awarded)

**Results of Measures of Action Item 3-Graduate Program Quality:**

- **87.5%** Ph.D. Admission Yield
- **4.86** years average time to Ph.D. Degree
- **78.6%** of graduate students graduate within 5 years.
- **88.7%** Ph.D. student retention rate

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

**Division/College:** College of Pharmacy

**Responsible Roles:** Associate Dean (Gums, John)

### **Action Items**

#### **Action Item 1: Innovative and Transformative Pharmacy Practice Approaches:**

Increase faculty involvement in collaborative interprofessional patient-centered care.

**Action Item 2: Profession Advocacy:** Increased faculty recognition for leadership within professional associations/societies.

### **Measures of Action Items**

#### **Measures of Action Item 1: Innovative and Transformative Pharmacy Practice Approaches:**

Percentage of clinical faculty practicing in a setting where collaborative interprofessional patient centered care is present.

#### **Measures of Action Item 2: Profession Advocacy:**

- a. Number of clinical faculty on committee councils in each professional association/society.

### **Time Period of Action Items**

Associate Dean will lead faculty and clinical sites in establishing transformative practice and encouraging advocacy : July 1, 2016 – June 30, 2017; Data Summary & Reporting: July –October 2017 (Note: Goal is intended to be fully achieved in 2020)

### **Resources of Action Items**

The Associate Dean for Clinical Affairs will provide focused effort on establishing clinical partnerships and in encouraging faculty to implement innovative and transformative pharmacy practice approaches and in serving on committee councils for professional associations/societies. Additional new faculty who have a clinical practice will be supported by the funding commitment in additional recurring funding over 3 years to support hiring 16 new clinical faculty/clinical track); The Associate Dean for Clinical Affairs is continuously identifying partnerships and placing both new and current faculty in practices that involve collaborative interprofessional patient centered care. This effort is critical in achieving an increased percentage of clinical faculty practicing in a setting where collaborative interprofessional patient centered care is present. These practices are also now generating clinical revenue for the College that will support new faculty positions.

Data will be maintained by Associate Dean for Clinical Affairs.

### **Results and Evaluation**



Raw Data



Visualization of Data

### **College Goal 3: Pharm.D graduates**

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

**Division/College:** College of Pharmacy

**Responsible Roles:** Associate Dean for Curricular Affairs and Accreditation (Beck, Diane)

#### **Action Items**

**Action Item 1-Interprofessional Education:** Develop pilots of simulations and experiential assessment methods that document development of team skills. (eg, OSCEs, Team OSCEs, IPE criteria/rubrics to evaluate APPEs)

**Action Item 2-Graduate Placement:** Pharm.D. students will have placement/gainful employment upon graduation.

**Action Item 3-Affective Skills:** Graduates will have distinguishing affective skills that are known to promote career success. Establish at least one tool that has evidence of validity for measuring student self-awareness and entrepreneurship.

**Action Item 4-Admissions:** Increase the Pharm.D. program applicant pool to maintain admission of highly qualified individuals into the program.

#### **Measures of Action Items**

##### **Measures of Action Item 1-Interprofessional Education:**

Number of OSCEs, Team OSCEs, and IPE criteria/rubrics developed.

Percent of students who achieve the minimum passing score on OSCEs that assess interprofessional communication and collaboration.

##### **Measures of Action Item 2-Graduate Placement:**

a. Percent of graduates with job placement/gainful employment upon graduation.

##### **Measures of Action Item 3-Affective Skills:**

a. Scores of Pharm.D. students (1PD, 2PD, 3PD) on Self-awareness

##### **Measures of Action Item 4-Admissions:**

a. Percent of applicants who feel connected to the college during their application process.

b. Admission Yield

#### **Time Period of Action Items**

Phase 1 –Student Affairs Dean will lead new initiatives to enhance admissions July 2016-February 2017; Initiate Development of Team OSCEs and a new measure of affective skills in November 2016 – June 2017; Assess graduate placement in May 2017; Data Summary & Reporting: July –October 2017 (Note: Goal is intended to be fully achieved in 2020)

### **Resources of Action Items**

The Associate Dean for Student Affairs will lead new initiatives to increase the applicant pool. The Associate Dean for Curricular Affairs will initiate a new emphasis on developing a pilot of using Team OSCEs for interprofessional education and in implementing a new measure for affective skills. Data Maintained by Associate Dean for Curricular Affairs and Accreditation

### **Results and Evaluation**

#### **Results for Measures of Action [Item 1-Interprofessional Education \(IPE\):](#)**

**Number of OSCEs, Team OSCEs, and IPE criteria/rubrics developed:** One (1) IPE simulation was developed in collaboration with the College of Dentistry. This patient simulation involved the 2PD class (N=234 PharmD students) and 4th year dental students (N=69). The Jefferson Scale of Attitudes Toward Interprofessional Collaboration (Hojat et al., 2015) was administered before and at the end of the simulation. Student attitudes at both administrations was similar to data reported in the literature.

**Percent of students who achieve the minimum passing score on OSCEs that assess interprofessional communication and collaboration:** At the end of the simulation, the students prepared a patient care note. 100% of the patients successfully passed the patient care note with a score of 80% or greater.

#### **Results for Measures of Action [Item 2-Graduate Placement:](#)**

**52.8%** (145/267) employment **WITHIN** the profession of pharmacy

**1.1%** (3/267) employment **OUTSIDE** the profession of pharmacy

**34.8%** (93/267) post-graduate education or residency training

**9.7%** (17/267) Other/ lost to follow up

#### **Results for Measures of Action [Item 3-Affective Skills:](#)**

a. Scores of Pharm.D. students (1PD, 2PD, 3PD) on Self-awareness

#### ***Criterion for Success:***

>95% of students will pass with a rating of "Meets Expectations" or "Exceeds Expectations" via a rating scale completed by a Career Coach (external pharmacy practitioner) on initial evaluation. All students who do not meet this criterion must develop an improvement plan with the Career Coach.

Class of 2020 (PD1)

- **97% (258/266)** of students satisfactorily achieved Meets Expectations or Exceeds Expectations.
- **3% (8/266)** of students needed improvement. The student and career coach collaboratively

developed strategies to assist the student in improving.

Class of 2019 (PD2)

- **99.6% (224/225)** of students satisfactorily achieved Meets Expectations or Exceeds Expectations.
- **.04% (1/225)** of students needed improvement. The student and career coach collaboratively developed strategies to assist the student in improving.

Class of 2018 (PD3)

- **99.6% (254/255)** of students satisfactorily achieved Meets Expectations or Exceeds Expectations.
- **.04% (1/255)** of students needed improvement. The student and career coach collaboratively developed strategies to assist the student in improving.

**Results for Measures of Action Item 4-Admissions:**

a. Percent of applicants who feel connected to the college during their application process.

Survey Item	2015-6		2016-7	
	%SA/A	%D/SD	%SA/A	%D/SD
Student Affairs office was helpful answering questions during the application process.	99.1%	0.9%	99.0	1.0
The conversation and information from the call with the student/faculty member was helpful.	93.4%	6.6%	93.4	6.6
The welcome packet was helpful in my decision making process to attend UF COP.	90.1%	9.9%	79.2	5.5

b. Admission Yield

Admission Yield Metrics	Fall 2015	Fall 2016
Admission Yield	2.45:1	2.38:1
(Completed Applications: Admitted)	(561:229)	653:274

#### **College Goal 4: Culture and Diversity**

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

#### **Background information about “Diversity of Thought:**

Definition – Diversity of thinking within an organization that allows for differing perspectives on ideas and promotes unique insights into problems. It promotes opportunity for unexpected innovation and collaboration. A culture with diversity of thought avoids “groupthink.” The concept of diversity is broader than traditional measures such as race and culture. In addition to traditional measures of diversity, types include physical ability, gender, where degree was derived, whether one is a first generation college student/graduate.

The first step in developing a culture that promotes diversity of thought is to establish a baseline assessment of diversity within the college and build diversity among faculty and students.

#### *References:*

1. <http://www.businessinsider.com/the-future-of-workplace-diversity-is-here-2013-9>

**Division/College:** College of Pharmacy

**Responsible Roles:** Associate Dean (Segal, Richard)

#### **Action Items**

**Action Item 1- Establish Baseline Measures of Diversity:** The first step in enhancing diversity within the organization (e.g., students, faculty, and staff) is to establish baseline measures of diversity. The initial phase in achieving a 5 year outcome of having a culture within the College of Pharmacy that promotes diversity of thought and lifelong learning.

#### **Measures of Action Items**

**Measures of Action Item 1- Establish Baseline Measures of Diversity:** Diversity of thought will be measured using a diversity profile that includes not only gender, racial, ethnicity, geographic location, and terminal degree institution but also type of mindset (analytical vs creative). These measures will be tracked longitudinally to track changes in diversity within the College.

#### **Time Period of Action Items**

Phase 1 – Diversity data for 2016-17 will be collected and strategies for enhancing diversity will be implemented between July 1, 2016 and June 30, 2017; Data Summary & Reporting: July –October 2017 (Note: Goal to be fully achieved in 2020)

## **Resources of Action Items**

The Associate Dean for Faculty Affairs will provide focused effort on this initiative and work collaborate with the HSC Diversity Committee. Baseline data will include Diversity Metrics Used by the HSC. Data Main Associate Dean for Faculty Affairs

## **Results and Evaluation**

### **Results of Measure for Item 1: Establish a Baseline for Diversity**

The College of Pharmacy's Diversity and Inclusion Task Force has been focused during the past year on conducting baseline assessments of the College's diversity among its various stakeholders and its climate. All of the findings are aligned with the goal of stimulating a culture that promotes diversity of thought and lifelong learning in an exceptional community of students, faculty and staff. The major goals of the Task Force, at this time, are to implement a process that will lead to (1) recruiting and retaining College of Pharmacy students, faculty, and staff of diverse backgrounds, cultures, races, gender, religions, national origins, ages, physical and cognitive capabilities, sexual orientation, and other ways people identify themselves and (2) developing and implementing a plan that will support a learning environment of inclusiveness for faculty, staff, students and trainees at all levels, and promoting retention of diverse groups within the College.

In the first professional Doctor of Pharmacy program for AY17, the composition of the entire four year cohort of 1,069 students (including the cohort that completed their degree during May 2017) is the following: 5% Black, 19% Hispanic, 9% Black, 1% Native American, 24% Asian and 43% White. The demographic profile of approximately 274 students enrolled in the Working Professional PharmD (WPPD) distance education program at the College of Pharmacy, which has been sunsetted, also shows significant diversity. The present enrollment in the WPPD program has the following demographic profile that is very similar to the data from the previous year: Black/African American 21%, Hispanic 5%, Asian 25%, White 43.0%, Native American 0%, and Males make up 30% while Females make up 70% of the WPPD program.

The AY17 demographic profile of almost 882 students enrolled in a Master's of Science or graduate certificate or distance education programs for a Master's of Science in Pharmacy in the fields of Forensic Science, Pharmaceutical Chemistry, Clinical Toxicology, Regulatory Affairs, and Medication Therapy Manager is the following data: Black/African American 11%, Hispanic 11%, Native American 1%, Asian 6%, White 59%, and Other. Females are 71%.

For AY17, 99 graduate students pursuing studies for the Doctor of Philosophy degree in pharmaceutical sciences have the following demographic profile: 20 graduate students are U.S. citizens and among those individuals are 1 Black/African American, two Hispanics, and two Asians. 55% of the 99 PhD students are female.

The diversity among the faculty has not changed from FY16 (see Table). Among the staff, we added or hired six Hispanics, to the college. The college continues to have a female majority among the faculty (56% of the total) and staff (64%). We also examined the characteristics of the pool we attract for advertised staff positions, the characteristics of those interviewed and eventually those hired. About 585 applications were received for staff vacancies, one-third chose to not disclose their race and ethnicity on their applications. For those that did, 7 of 5 were interviewed and 3 were eventually hired, 7 or 64 Blacks were interviewed and one was hired and Whites were interviewed and 25 were eventually hired.



COP Employees	Faculty FY16		Faculty FY17		Staff FY16		Staff FY17		Total FY16		Total FY17		Total genders combined FY16 Tot
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
White	33	35	30	42	31	48	39	67	64	83	69	109	147 (75%)
Black	0	1	0	1	1	6	1	7	1	7	1	8	8 (4%)
Hispanic	2	0	2	0	3	4	4	9	5	4	6	9	9 (5%)
Asian	7	11	6	10	3	6	4	4	10	17	10	14	27 (14%)
Not Specified (Other)	0	0	5	1	0	1	2	3	0	1	7	4	1 (1%)
Gender (All Combined)	44	47	43	54	38	68	50	90	82	115	93	144	197
<b>TOTAL COP EMPLOYEES</b>	<b>91</b>		<b>97</b>		<b>106</b>		<b>140</b>		<b>197</b>		<b>237</b>		<b>197</b>

The Task Force is presently analyzing baseline findings from a climate survey completed by more than 100 of faculty and staff during summer 2017.

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### **Actions for Improvement: Pharm.D graduates (College Goal 3)**

**Providing Department:** College of Pharmacy

**Responsible Roles:** [You do not have access to view this field.]

#### **Unit/College Actions for Improvement**

We successfully met our expectations in developing at least one interprofessional OSCE/simulation per year. In addition, our graduates are obtaining well-paying jobs and prestigious residencies with 90.3% of the 2016 graduates reporting gainful employment (**full time in pharmacy, outside of pharmacy, or a pharmacy residency/fellowship/post-graduate training**) with a survey response benchmark of <10% for the categories of "Other" or "Lost to follow up". Our applicants continued to feel connected during the application process although our admission yield was slightly lower than last year which is consistent with national trends.

Actions for improvement:

1. Based upon the success of the development of interprofessional (IPE) student experiences and simulations in 2016-17, a similar IPE experience has been planned for 2017-18 for the 3PD students.
2. Because of the admission yield, the College consulted with a marketing firm. Based upon this consultation, a number of strategies have been implemented to improve the admissions yield such as videos, brochures, and digital communication strategies.

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### **Actions for Improvement: Culture and Diversity (College Goal 4)**

**Providing Department:** College of Pharmacy

**Responsible Roles:** [You do not have access to view this field.]

#### **Unit/College Actions for Improvement**

Based on the diversity profile data, we have implemented the following initiatives to support equity and increased diversity.

The College of Pharmacy made significant advances in the areas of recruiting professional students, cooperative efforts with other HSC colleges in training programs/grants aimed at increasing diversity in research trainees, incorporating modules in the professional curriculum

aimed at increasing cultural competence, and assessing and improving inclusion for faculty, staff and postdoctoral associates. In order to support greater diversity at the College of Pharmacy, a number of strategies were adopted.

- The College established pipeline programs with three community colleges, an inner city high school in Jacksonville, with the UF Florida MACHEN Opportunity Scholars Program aimed at attracting underrepresented/disadvantaged students to professional program, and the UF Office of Academic Support (whose mission is to equip a diverse undergraduate population with the knowledge, skills, and resources to successfully navigate their collegiate experience), and collaboration with the UF Admissions Department in their recruiting efforts both locally and around the state of Florida.
- The College scheduled campus presentations to Bethune-Cookman University, a HBCU, during 2016/2017 school year to recruit students to the Pharm.D. Program.
- The Walgreens Company has funded scholarships (\$5,000) to recognize pharmacy students' activities and projects to promote diversity in the community. Each year the Financial Aid and Awards Committee selects students to receive these scholarship awards for efforts to promote a better understanding of diversity in the communities in which the pharmacy students live and study. The Walgreens Company also provides financial support to promote diversity in recruitment. Each of the four campuses were allotted funds for this purpose. The Jacksonville campus provided a luncheon at the campus for a diverse group of students. The Gainesville campus hosted a field day event for a diverse group of Job Corp pharmacy trainees from Jacksonville, FL in order to educate them on the pathway from pharmacy technician to pharmacist. The St. Petersburg campus hosted a PharmCAS workshop which targeted first generation and minority (high school and College-aged) students. This two-part workshop was created to provide information on the pharmacy profession to high school students and to help first generation and minority college students navigate the multi-step processes associated with the PharmCAS system and admissions for professional health programs.
- The College of Pharmacy initiated collaborations with the College of Medicine summer outreach program in order to target underrepresented/disadvantaged students high school.
- The College Collaborated with all the HSC Colleges in attracting an award from the Robert Wood Foundation for a summer program targeting 80 disadvantaged undergraduate students with an interest in the health professions, which resulted in a successful program during Summer 2017.
- The College incorporated learning modules in professional curriculum in health disparities and cultural competence.

28 percent of online MS programs are URM/disadvantaged. Based upon this finding, we decided to establish a scholarship program to assist URM/disadvantaged to transition to PhD program.

In order to improve upon the baseline diversity numbers gathered in our evaluation, the College of Pharmacy established several research traineeship programs intended to improve diversity in the research workforce and in professional and graduate programs in pharmacy.

- One Pharmacy faculty member, as a PI on a Department of Defense award, established the Florida Prostate Cancer Research Training Opportunities for Outstanding Leaders (ReTOOL) Program (<http://retool.cop.ufl.edu/>). Primary objective was to create opportunities and careers in prostate cancer research for minority HBCU students at Florida A&M University.
- The College of Pharmacy established summer research training awards to FAMU Pharmacy students interested in pharmacogenomics research.
- One Pharmacy faculty member, as a PI on NIH/NCI award, established the Florida Minority Cancer Research & Training (MiCaRT) Center. The Center is administered by scientists from UF and Florida A&M University to provide research mentoring and training opportunities for minority students and faculty members.

**Actions for Improvement: Patient Centered Care (College Goal 2)**

**Providing Department:** College of Pharmacy

**Responsible Roles:** [You do not have access to view this field.]

**Unit/College Actions for Improvement**

Actions for Improvement:

1. Based on our review, a plan was developed to continue efforts to focus on improving the quantity of health promotion and wellness activities as well as increasing the total percent of faculty who generate financial support for their clinical activities.

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**Actions for Improvement: Research (College Goal 1)**

**Providing Department:** College of Pharmacy

**Responsible Roles:** [You do not have access to view this field.]

**Unit/College Actions for Improvement**

**Research grants and training programs:** Our long term goal has been to increase the opportunities for team science and the degree of interaction of our faculty with faculty in other Colleges at UF and more broadly with other universities. Our data show that we have had several RO1 and 2 U grants submitted this year, but we would expect to see more resulting from the recruitment of preeminence faculty to the College.

Based upon our review of the number of grants submitted and our desire to increase the number of grants submitted/received, we have initiated the following actions. We have increased the staffing of our research support team, and have increased the quality and quantity of support, both pre-and post-award, provided to the faculty. We also helped to organize meetings of faculty groups that are considering future P grant applications. In addition, we are also working with the Health Sciences Center to increase awareness of the research interests of other faculty and encouraged faculty to participate in, and use the UF Health faculty database to identify collaborations. We have also implemented a new core that we expect will bring additional collaborative projects that result in multi-PI R or P grants.

Our T grant success is still low, and the number of submissions is also less than the number we had projected. Based upon this data, we organized a session at our faculty retreat on T grant applications, disseminated information on Health Center level resources available for submission of training (T) grants, and provided examples of successful applications as models of success. We also plan a training session in the spring aimed at faculty leaders on T grant resources.