

UNIT REPORT

**College of Pharmacy -
Reviewer's Report – IE**

Generated: 2/14/23, 12:57 PM

College of Pharmacy

College of Pharmacy Mission

Mission Statement:

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: 07/01/2021**End:** 06/30/2022**Progress:****Unit/College:** College of Pharmacy**Responsible Roles:** Shauna Buring (sburing@ufl.edu)

College Goal 1 Research

Goal:

Strengthen research training programs to enhance national and global recognition for excellence in the pharmaceutical sciences.

Action Items:Action Item 1: Research Training Programs:

The college will have an increase in external funding for training of grad students and postdocs

- Increase faculty participation in interdisciplinary T grants
- Increase resources and mentorship for trainee grant-writing

Action Item 2: Diverse Research Training Programs

To seek and recruit students of outstanding quality, from both national and international pools of applicants, and increase diversity in our graduate program.

- Expand graduate recruitment programs
- Dedicated mentoring opportunities for undergraduates
- Increased PharmD applicants to graduate programs

Action Item 3: Career Development Leading to Employment for Graduates

Majority of graduate students after graduation are in positions matching their career goals

- Provide career development and guidance by supervisory committee
- Increased opportunities for student mentorship

Measures of Action Items:Measures of Action Item 1: Research Training Programs:

- 1a. Number of applications for training grants
- 1b. Number of funded training grants
- 1c. Number of submitted fellowship grants
- 1d. Number of funded fellowship grants
- 1e. Number of students supported by fellowships, training awards, and diversity supplements

Measures of Action Item 2: Diverse Research Training Programs

- 2a. Number of PhD applications from previous SURF participants
- 2b. Number of PhD applications from US PharmD graduates
- 2c. PhD admissions yield

Measures of Action Item 3: Career Development Leading to Employment for Graduates

- 3a. Completion of IDP
- 3b. Documentation of Supervisory Committee Meeting
- 3c. Median time to PhD degree
- 3d. PhD student retention rate

Time Period of Action Items:

All Action Items will be implemented throughout the 2021-22 academic year. Outcomes for these items will be evaluated in Fall 2022 for the previous year, spanning July 1, 2021 - June 30, 2022.

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. Required resources identified to meet the College's goals include increased faculty effort in establishing collaborations, staff training and increased effort for programmatic support, and increased faculty participation in recruitment activities.

Results and Evaluation:Results of Action Item 1: Research Training Programs:

- 1a. Number of applications for training grants: 0
- 1b. Number of funded training grants: 0
- 1c. Number of submitted fellowship grants: 2
- 1d. Number of funded fellowship grants: 1
- 1e. Number of students supported by fellowships, training awards, and diversity supplements: 11
 - o 4 students were supported by the College's T32 grants,
 - o 3 students were supported by F grants,
 - o 4 students were supported by NIH diversity supplements

Award Type	# Applications	# Newly Funded	# Total Funded	# Grad Students
T32 Training Grants	0	0	2	4
F31 Grants	2	1	3	3
NIH Diversity Supplements	2	1	4	4

The College continues to apply for and be awarded grants and supplements to support graduate student and postdoctoral training.

Results of Action Item 2: Diverse Research Training Programs

- 2a. Number of PhD applications from previous SURF participants: 6
- 2b. Number of PhD applications from US PharmD graduates: 11
- 2c. PhD admissions yield: 53.4%

Overall, the number of applications to the graduate program continue to increase, including in the percentage of applications received from under-represented minority students. The College received an increase in applications from previous COP SURF applications compared to last year, with a decrease in the number of applications from previous US PharmD graduates. However, the program has maintained an average of 4 US PharmD admits for the previous five years.

Results of Action Item 3: Career Development Leading to Employment for Graduates

- 3a. Completion of IDP: 99.1%
- 3b. Documentation of Supervisory Committee Meeting: 82.4%
- 3c. Median time to PhD degree: 5.0 years
- 3d. PhD student retention rate: 80.0%

The College met its goal for graduate student completion of the IDP, but fell short of the goal for at least 95% of graduate students holding at least one Supervisory Committee Meeting per year.

Median time-to degree continues to slightly increase, while PhD retention rate has decreased. Both of these results may be partially correlated to the COVID-19 pandemic and the impact on student research and academics, as well as mental health. Continued efforts to increase faculty-student interactions and mentorship are expected to improve these metrics.

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
PhD Retention Rate	88.7%	69.8%	76.8%	77.6%	81.5%	80.0%
Average Time-to-PhD in years	4.9	4.6	4.8	4.8	4.9	5.0

Evaluation of Results of Action Items:

These results were reviewed by the COP Graduate Education Committee, comprised of the Associate Dean for Research and Graduate Education, the five department graduate coordinators, the Office of Graduate Education, and a graduate student representative. The following changes have been implemented for the 2022-23 year:

To ensure ongoing research training support, the following actions have been taken:

- Continue to encourage student submissions of F31 grants by providing resources and grant-writing training
- Continue to incentivize faculty for successful T32 and F31 applications
- Continue to incentivize students for successful F31 or other individual fellowship applications

To ensure ongoing improvements to recruitment outcomes, the following actions have been taken:

- Implement an improved tracking system for identifying the effectiveness of our recruitment strategies.
- Distribute and collect survey to incoming cohort for feedback on recruitment and admissions process.

To meet student career development goals, the following actions have been taken:

- Improvements to the Supervisory Committee Meeting Report form to make it easier and more efficient for faculty to complete.
- Involvement from department leadership (graduate coordinators and chairs) to promote compliance in regularly-occurring supervisory committee meetings and annual student evaluations.

ATTACHMENTS:

UNIT GOALS CONNECTED TO UNIVERSITY GOALS -----

RELATED ITEM LEVEL 1

Goal 4 Growth in research and scholarship that enhances fundamental knowledge and improves the lives of the world's citizens.

Goal:

Growth in research and scholarship that enhances fundamental knowledge and improves the lives of the world's citizens.

Objective:

Four objectives are associated with this goal.

- Objective 1. Documented advances in productivity and recognition of UF research programs.
- Objective 2. Exceptional graduate and postdoctoral scholars who will contribute to influential research and scholarship.
- Objective 3. Increased extramural and intramural funding that enhance both basic and translational research.
- Objective 4. Processes and systems that facilitate excellence in research and scholarship.

College Goal 2 Patient-Centered Care

Goal:

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

Action Items:

1: Innovative and Transformative Pharmacy Practice Approaches: Increase faculty involvement in collaborative interprofessional patient-centered care.

2: Profession Advocacy: Increase faculty recognition for leadership within professional associations/societies.

Measures of Action Items:

1: Innovative and Transformative Pharmacy Practice Approaches:

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

2: Profession Advocacy:

The percentage of clinical faculty on committee councils in each professional association/society.

Time Period of Action Items:

1 : Associate Dean for Clinical and Administrative Affairs will lead faculty and clinical sites in establishing transformative practice and encouraging advocacy : July 1, 2020 – June 30, 2021.

2: Associate Dean for Clinical and Administrative Affairs will lead faculty and clinical sites in establishing transformative practice and encouraging advocacy : July 1, 2020 – June 30, 2021.

Resources of Action Items:

1 - 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 and Administrative Affairs.

2 - Faculty membership in professional organizations is supported by departmental funds to encourage faculty engagement.

Results and Evaluation:

1 and 2 - These data were originally captured via a specially administered survey. The college transitioned to a new, updated faculty toolkit reports and the survey was not administered as the information would be duplicative. However, there is a gap in data collection between the survey previously used and the data collected via the faculty toolkit. Unfortunately, the faculty toolkit does not collect this type of granular information so the survey will need to be administered.

In future reports, data will be extracted from the clinical faculty survey that is administered on an annual basis.

ATTACHMENTS:

UNIT GOALS CONNECTED TO UNIVERSITY GOALS -----

RELATED ITEM LEVEL 1

Goal 5 A strengthened public engagement of the university's programs with local, national, and international communities.

Goal:

A strengthened public engagement of the university's programs with local, national, and international communities.

Objective:

Three objectives are associated with this goal.

- Objective 1. Increased engagement and outreach of UF programs leading to positive impacts in such areas as health, the economy, environment and community.
- Objective 2. Improved communication leading to increased public awareness of and value placed on UF programs and their impact on society.
- Objective 3. Increased technology translation and entrepreneurial activities.

College Goal 3 Pharm.D graduates

Goal:

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

Action Items:

1-Interprofessional Education: Develop pilots of simulations and experiential assessment methods that document development of team skills. (This may include the following: OSCEs, Team OSCEs, IPE criteria/rubrics to evaluate APPE readiness)

2-Graduate Placement: Within one year, at least 90% of Pharm.D. students will have placement in post-graduate program/gainful employment in their profession upon graduation.

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.

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

Measures of Action Items:**1-Interprofessional Education:**

a. Percent of students who achieve the minimum passing grade on IPE that assess interprofessional communication and collaboration.

2-Graduate Placement:

a. Percent of graduates with placement in post-graduate program/gainful employment upon graduation.

3-Affective Skills:

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

4-Admissions:

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

b. Admission Yield

Time Period of Action Items:

1 - Conducted annually; spring semester 2022

2 - Annually assessed; May 2022

3 - Annually assessed; fall semester 2021

4 a and b - Application process 2020-2021, ending in fall 2021 matriculation

Resources of Action Items:

1-Interprofessional Education: Component of interprofessional education course, Putting Families First. Part of faculty workload.

2-Graduate Placement: Data specialist staff support used to develop and retreat report. Qualtrics survey used.

3-Affective Skills: Component of Personal and Professional Development course series; integrated into faculty workload.

4a and b-Admissions: Assistant Director of Admissions administers survey and reports results

Results and Evaluation:

1 - Measure of Action Item 1 - Interprofessional Education

a. Percent of students who achieve the minimum passing grade on IPE that assesses interprofessional communication and collaboration

1 - Results and Evaluation

100% of students passed with a grade of 70% or greater. It is our expectation that students perform well on this assignment.

2 - Measure of Action Item 2 - Graduate Placement

a. Percent of graduate with placement in post-graduate program/gainful employment upon graduation.

2 - Results and Evaluation

40.4% Employed within the profession of pharmacy

40.0% Completing residency/fellowship training or post-graduate education

0.8% Employed outside the profession of pharmacy

4.2% Other

14.7% Lost to follow-up

Within a year after graduation, 94% of students who were not lost to follow-up were employed in their profession or completing a post-graduate training/education program.

The College met the 90% goal. Due to focused career planning efforts by the college and a rebound in the pharmacist market due to the pandemic, the majority of students are attaining employment or post-graduate residency/fellowship which are highly sought after positions. Efforts will be made with the next cohort to collect personal contact information with the goal of decreasing the "lost to follow-up" rate.

3 - Measure of Action Item 3 - Affective Skills

a. Scores of Pharm.D. students (1PD, 2PD, 3PD) on self-awareness as evaluated by their Career Coach.

3 - Results and Evaluation

Criterion for Success

>95% of students will pass at a level 3 or higher, indicating they meet the definition of self-awareness with moderate, minimal or no coaching. All students who do not meet this criterion must develop an improvement plan with their Career Coach.

Class of 2025 (1PD)

- 97.7% (210/215) of students assessed, achieved a level 3 or higher.

Class of 2024 (2PD)

-96.6% (201/208) of student satisfactorily achieved Meets or Exceeds Expectations. - All students assessed received a level 3 or higher.

Class of 2023 (3PD)

- 98.6% (206/209) of student satisfactorily achieved Meets or Exceeds Expectations. - All students assessed received a level 3 or higher.

The goal of >95% achieving level 3 was met for all 3 cohorts. The PharmD curriculum includes course content related to the development of self-awareness and the concept of self-awareness has been built, over time, into the culture at the college. Therefore, the achievement of this goal by students was not unexpected.

4 - Measure of Action Item 4 - Admissions

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

b. Admission Yield (Completed applications: Admitted students)

4 - Results and Evaluation

a. Students admitted in fall 2021 were surveyed. Their first choice reason for accepting admission into the college were:

- 29.6% Reputation and ranking of the UF College of Pharmacy

- 25.6% Graduate outcomes (residency rankings, career opportunities)

- 14.1% Curriculum met their interest/needs

- 11.7% Positive experience with faculty/staff during the application/interview process

- 6.9% Multiple campus options (Gainesville, Jacksonville, Orlando)
- 4.7% Interactions with current students during the application and interview process

b. Admission Yield for fall 2021

670 completed applications:245 matriculated

2.73 which is greater than previous years. This is positive as we received more verified applications to review for the limited number of seats for PharmD. As there is a nation-wide decrease in the number of PharmD applicants, this is impressive and due in part to our innovative recruiting efforts.

ATTACHMENTS:

UNIT GOALS CONNECTED TO UNIVERSITY GOALS -----

RELATED ITEM LEVEL 1

Goal 2 An outstanding and accessible education that prepares students for work, citizenship and life.

Goal:

An outstanding and accessible education that prepares students for work, citizenship and life.

Objective:

Four objectives are associated with this goal.

- Objective 1. A high quality, widely recognized, financially accessible undergraduate, graduate and professional education and experience.
- Objective 2. Services that are accessible and available in a timely fashion that support student health, development, and well-being, thereby improving their academic and personal growth and success.
- Objective 3. Academic programs that promote effective and accessible learning through innovation.
- Objective 4. High quality student-faculty interactions in mentored research.

College Goal 4 Culture and Diversity

Goal:

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 factors such as race and culture. In addition to traditional measures of diversity, types include physical abilities, institution 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: <http://www.businessinsider.com/the-future-of-workplace-diversity-is-here-2013-9>

Action Items:

1- Establish Baseline Measures of Diversity: The first step in enhancing diversity among members of the organization (e.g., students, faculty, and staff) is to establish baseline measures of diversity. This is 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:

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

Time Period of Action Items:

1 - Phase 1 – Diversity data for 2018-19 will be collected and strategies for enhancing diversity will be identified between July 1, 2018 and June 30, 2019; Data Summary & Reporting: July – October 2019. Annually in October 2020.

Resources of Action Items:

1 - The Associate Dean for Diversity, Inclusion and Health Equity will provide focused effort on this initiative and work collaboratively with the College of Pharmacy Diversity and Inclusion Committee and the HSC Diversity Committee. Data will include Diversity Metrics Used by the HSC. Data Maintained by Associate Dean for Diversity, Inclusion and Health Equity.

Results and Evaluation:

Results

The student data is based on Student Information file as reported to SUS BOG), while the staff and faculty data comes from HR, PeopleSoft and OIPR Snapshot (not sure what that is). For the data used below, URM is defined as Black, Hispanic, Native Hawaiian, American Indian.

Here is the link to a UF dashboard where I pulled the information: [UF Office of Institutional Planning and Research](#)

Students (Fall 2021)

PharmD (n=980)- First professional

Female: n=632; 64.5%

URM: n=328; 33.5%

White: n=420; 42.9%

Black: n= 79; 8.1%

Hispanic: n= 246; 25.1%

Asian: n= 156; 15.9%

Two or more races: n=37; 3.8%

Native Hawaii/Pacific Islander: n= 1; 0.10%

American Indian/Alaska Native: n=2; 0.20%

Non-resident (i.e., International): n= 11; 1.1%

Unknown race/ethnicity: n= 28; 2.9%

PhD (n= 126)

Female: n=72; 57.1%

URM: n= 17; 13.5%

White: n= 35; 27.8%

Black: n= 6; 4.8%

Hispanic: n=11; 8.7%

Asian: n= 7; 5.6%

Two or more races: n=1; 1.4%

Native Hawaiian/Pacific Islander: 0

American Indian/Alaska Native: 0

Non-resident (i.e., International): n= 65; 51.6%

Unknown race/ethnicity: n=1; 1.4%

Staff (Fall 2021 vs. Fall 2020)

TEAMS only (n= 145; 2020 n= 141)

Female: n=91; 62.8% (2020; n= 91; 64.5%)

URM: n=31; 21.4% (2020: n= 29; 20.6%)

White: n= 100; 69% (2020; n= 102; 72.3%)

Black: n= 16; 11% (2020: n= 16; 11.3%)

Hispanic: n= 14; 9.7% (2020: n= 12; 8.5%)

Asian: n= 9; 6.2% (2020: n= 7; 5%)

Native Hawaiian; n= 1; 0.69% (n=1; 0.71%)

Faculty (Fall 2021 vs. Fall 2020)

Full-time (n= 124; 2020 n= 117)

Female: n=62; 50% (2020: n= 55; 47%)

URM: n= 5; 4% (2020: n=4; 3.4%)

White: n=72; 58.1% (2020: n= 70; 59.8%)

Black: n= 2; 1.6% (2020: n=2; 1.7%)

Hispanic: n= 2; 1.6% (2020: n=1; 0.85%)

American Indian: n= 1; 0.8% (2020: n=1; 0.85%)

Evaluation

Demographic data for students and staff are consistent with last year's data.

For faculty, while the raw figures would indicate consistency with the prior year, the successful hiring of 3 URM faculty in the past year illustrates intentionality for striving to have a faculty body that can meet the diverse needs of our student body.

A number of inclusive hiring strategies in faculty searches have been implemented to enhance the diversity of our faculty (i.e., equity advisor, required bias training for search committee members, extended outreach, required development of rubrics and anchor interview answers).

ATTACHMENTS:

UNIT GOALS CONNECTED TO UNIVERSITY GOALS -----

RELATED ITEM LEVEL 1

Goal 1 The University of Florida offers an exceptional academic environment for all.

Goal:

An exceptional academic environment that reflects the breadth of thought essential for preeminence, achieved by a community of students, faculty and staff who have diverse experiences and backgrounds

Objective:

Four objectives are associated with this goal.

- Objective 1. UF students, faculty and staff with increasingly diverse demographic and geographic characteristics.
- Objective 2. A university climate that is inclusive, supportive and respectful to all.
- Objective 3. Diverse, robust educational and interdisciplinary areas of excellence.
- Objective 4. Increased globalization to enhance our effectiveness as world citizens.

COP IE Detail

Providing Department: College of Pharmacy

Administrative Support Services:

1. **Description of Services.** Administrative support services are provided centrally and at the department level. The Chief Fiscal and Administrative Officer oversees fiscal and human relations services. Technology needs are provided to faculty, staff and students by an Information Technology group. Staff at the department level include a business manager, and staff for data entry, analysis, program coordination, and special projects. Staff is also available in the following areas: Dean's office/administration, entrepreneurial programs, student affairs, research and graduate education, communications, development, curricular affairs, and educational support.

2. **Measures Used to Assess Administrative Support Services.**

1. The AACP Faculty Survey and Graduating Student Survey include questions that assess the effectiveness of administrators, the adequacy of staff resources, IT resources, and other resources. The AACP Surveys are nationally validated and there are peer benchmarks.

2. **Frequency of Monitoring.** The Faculty survey is administered every 2 years (even years) and the graduating student survey is administered annually.
3. **Modification Process.** These results are reviewed every other fall by the Executive Council which is responsible for developing and implementing any action plans needed to improve the quality of administrative support services.

Academic and Student Support Services:

1. **Description of Services.** The Office of Student Affairs provides the following services for Pharm.D. students: admissions, academic advising, career planning resources, tutoring services, financial aid advising, attentiveness to diversity, wellness, and support for student government and professional organizations.
2. **Measures Use to Assess Academic and Student Support Services.**
 1. The AACP Graduating Student Survey includes questions that assess academic advising, career planning resources, tutoring services, financial aid advising, student health services, wellness services, communications within the College, attentiveness to diversity, quality of the admissions experience, understanding about how to raise issues with administration, responsiveness of administrators, student involvement in College committees, effectiveness of student government, and support for professional organizations. As noted above the AACP Surveys are nationally validated and there are peer benchmarks.
 2. **Frequency of Monitoring.** The Graduating Student survey is administered each April.
 3. **Modification Process.** These results are reviewed every fall by the Executive Council which is responsible for developing and implementing any action plans needed to improve the quality of administrative support services.

Research:

1. **Description of Services.** The Office of Research and Graduate Studies is overseen by the Associate Dean for Research and Graduate Education and is supported by the Research Office and the Office of Graduate Education. The Research Office is comprised of seven staff members, who assist faculty in maintaining an active individual research program, submitting proposals, completing post-award activities, and disseminating information about research opportunities. Data reporting is coordinated by the Office of Graduate Education.
2. **Measures Use to Assess Research.** Internally, the College monitors research and grant funding and compares accomplishments to national benchmarks. The AACP Faculty Survey includes questions about the quality of support and laboratory resources available for research. As noted above the AACP Surveys are nationally validated and there are peer benchmarks. Externally, the AACP conducts a review of research funding in its annual Funded Research Grant Institutional Rankings report. This report compares aggregated grant data for NIH, other federal, total federal, non-federal and a sum of all extramural research grants across research institutions and is published on the AACP website.
 1. **Frequency of Monitoring.** The Faculty survey is administered every 2 years (even years). In addition to this assessment, the College monitors achievement of the mission goals related to research using established metrics. These are collected and acted upon annually.
 2. **Modification Process.** The Associate Dean for Research and Graduate Education provides oversight to assure data results are reviewed and acted upon, with input from the Graduate Education Committee.

Community and Public Service:

1. **Description of Services.** Faculty members are encouraged to provide community and public service through recognition of these services during annual performance reviews and tenure/promotion. Examples of public service include leadership within the professional organizations, provision of patient care and continuing professional development of pharmacists.
2. **Measures Use to Assess Community and Public Service.** The metrics outlined for patient-centered care assess the clinical and patient care provided by faculty members.
3. **Frequency of Monitoring.** The metrics are collected annually.

Modification Process. The Associate Dean for Clinical Affairs provides oversight for collection and monitoring of metrics. These results are reviewed every fall by the Executive Council which is responsible for developing and implementing any action plans needed to improve Community and Public Service.

Effectiveness Oversight:

Individuals Responsible. The individuals/committees responsible for continuously assessing these components are:

1. **Associate Dean for Professional Education** (Primary Oversight)
2. **Executive Council**

	Name	Department affiliation	Email	Phone
Overall and Goal 3 - PharmD students	Shauna Buring, Pharm.D.	Pharmacotherapy & Translational Research	sburing@cop.ufl.edu	352-294-8426
Goal 1 - Research	Maureen Keller-Wood, Ph.D.	Pharmacodynamics	kellerwd@cop.ufl.edu	352-273-7687
Goal 2 - Patient Centered Care	John Gums, Pharm.D.	Pharmacotherapy & Translational Research	jgums@ufl.edu	352-273-6308
Goal 4 - Culture and Diversity	John Allen, Pharm.D.	Pharmacotherapy & Translational Research	john.allen@cop.ufl.edu	407-313-7006

Institutional Effectiveness Report Complete: true

XResponsible Roles:

College of Pharmacy Actions for Improvement

Unit/College Actions for Improvement :

To assist with our PharmD graduates successfully obtaining employment or post-graduate training opportunities, we will offer a suite of support services. These support services include interviewing practice via UF's Career Connection Center, residency match advising, and fellowship workshops. To ensure our students are prepared for licensure, we have added the RxPrep licensure readiness product to our curriculum.

To ensure ongoing improvements in recruitment outcomes, we will implement an improved tracking system for identifying the effectiveness of our recruitment strategies for both PharmD and PhD students. As part of this evaluation, we will survey incoming cohorts for feedback on recruitment and admissions process for both PharmD and PhD students.

To support research training, the college will continue to incentivize faculty for successful T32 and F31 applications and incentivize students for successful F31 or fellowship applications.

XResponsible Roles:

© 2023 Anthology Inc.