

PERformance 2020
"Navigating Strategically"



Western New England University
College of Pharmacy

Strategic Plan: Executive Summary

PERformance→2020 is the WNE COP Strategic Plan, drafted by faculty, staff, administrators, and learners between October of 2014 and January of 2015. The five-year plan was built around four main **targets**:

- **P**: Practice & Service
- **E**: Education
- **R**: Research & Scholarship
- **F**: Faculty & Staff



For each target, one or more **goals** were defined, and for each goal, one or more **objectives** were specified. The goals and objectives of the plan were operationally defined by **action steps**, assessment of which will serve to document our progress over the five-year span of the plan. In order to strategically navigate within the plan, its four target areas (P-E-R-F) serve as **compass** points (see figure above) within a visual **dashboard**, that will also help us electronically document our progress. Each member of the administrative leadership team will serve as the **“navigator”** for one or more goal within the plan, collecting data from and/or directing the efforts of **“crews”** of faculty, staff, administrators, and/or learners in carrying out action plans. Progress will be documented by the navigators twice annually (**June 15** and **December 15**) in an **Annual Progress Log**, one for each of the goals, posted within a side bar of the PERformance→2020 Dashboard. Progress within each of the four target areas will be compiled by the Assistant Dean for Assessment & Accreditation and summarized in four qualitative dashboards that will be linked to each of the four **“compass points”** for all stakeholders to view.



Strategic Plan

Finalized October 14, 2014; January 8, 2015

The culture we want

Accountable	Creative	Holistic
Less entitled	Unity	Scholarly
Supportive	Open and honest	Motivating
Communicative	Encouraging	Service
Collegial	Integrated	Trusting
Respectful	Learning	Inspiring
	Professional(ism)	

The path to the culture we want

Communication
Open and accessible
Willingness to change
Trusting of intents and actions
Positive attitude
Consistent view of the desired outcome

Our academic goal

“The aim of education should be to teach us rather how to think, than what to think—rather to improve our minds, so as to enable us to think for ourselves...”

John Dewey

Educational

E1: Prepare practitioners to meet the needs of the profession today and for the future

Objectives:

1. Assess the effectiveness of the collaborative, integrated model and technologies
2. Implement an evidence-based approach to curricular change to ensure that the curriculum is reflective of the changing practice environment
3. Develop graduates as problem solvers and life-long learners
4. Develop a reputation for graduating learners that are sought after for employment and post-graduate opportunities
5. Develop a culture within the College of Pharmacy requiring a high standard of achievement

Resources:

Faculty and staff; learners, preceptors and alumnae; Pharmacy Advisory Committee; technology; facility infrastructure; practice sites; associations and organizations; workforce data; employers; designated position for Director of Integrated Curriculum; Center for Teaching and Learning; 2013 Center for the Advancement of Pharmaceutical Education (CAPE) Outcomes; Healthcare Interprofessional Education (HIPE) of the Pioneer Valley; Office of Information Technology Services (OITS)

Action Steps:

1. Identify skill sets necessary for our learners by scanning of local, regional, and national needs, meeting with external constituents, and mapping to Accreditation Council for Pharmacy Education Standards and CAPE Outcomes
2. Develop educational plan mapping outcomes to curriculum
3. Appoint Academic Affairs Committee members to maintain dynamic curriculum.
4. Appoint a Director of Integrated Curriculum (DIC)
5. Review and assess Professional and Preceptor Development Plans and programs
6. Review and assess teaching technologies to deliver the curriculum
7. Facilitate faculty group discussions, departmental and interdepartmental, for the purposes of optimizing an integrated curriculum, with the inclusion of additional problem solving.
8. Develop, maintain, and possibly create Practice Sites

Measurements:

1. Academic Outcomes Assessment Plan (learner performance)
2. Program Assessment Plan (preceptor surveys and focus groups, learner surveys, alumni surveys, employer surveys, course evaluations, curricular mapping, Advisory Committee meetings)
3. Job Placement and Retention
4. Residency Placement (number and percentage of applicants)
5. NAPLEX Pass Rate

Responsible parties:

Academic Affairs Committee; Associate/Assistant Dean for Academic Affairs

E2: Provide quality Experiential Education opportunities that support the Educational Plan

Objectives:

1. Identify, evaluate, and continue to recruit/retain introductory and advanced pharmacy practice experience sites that provide exposure to diverse patient populations
2. Provide preceptor and site development to ensure that the site provides an experiential experience consistent with College of Pharmacy expectations
3. Validate quality control of sites for introductory and advanced pharmacy practice experience sites
4. Utilize the outcomes from IPPE/APPE rotations to assess programmatic effectiveness
5. Expand the scope of experiential offerings to include innovative and emerging opportunities, international experiences, and interprofessional collaboration

Resources:

Office of Experiential Affairs; collaboration with other Universities; HIPE; IPPE/APPE; preceptor development conference; preceptor evaluation from Office of Experiential Affairs; College of Pharmacy; preceptors and sites; New England Regional Deans: Experiential Education (NERDees); Faculty and IPE subcommittee

Action Steps:

1. Office of Experiential Affairs to continue expanding educational network
2. Seek out additional opportunities to provide preceptors with development
3. Develop mapping from curriculum to IPPE/APPE outcomes; devise assessment plan
4. Evaluate practice site readiness for learners and faculty
5. Ongoing quality control and assurance of experiential sites

Measurements:

1. Learner evaluation of site and preceptor
2. IPPE/APPE evaluation tools
3. Learner performance evaluation by preceptor
4. American Association of Colleges of Pharmacy (AACCP) preceptor survey
5. Site availability and placement
6. Number of site visits

Responsible Parties:

Associate/Assistant Dean of Experiential Affairs; Academic Affairs Committee; Chair Department Practice

E3: Prepare practitioners to function as part of an interprofessional team

Objectives:

1. Develop an interprofessional Education (IPE) plan for the purposes of cultivating IPE opportunities through curricular and co-curricular activities
2. Strengthen relationships with comparable programs at nearby institutions
3. Implement IPE through curricular and co-curricular activities with University and non-University partners
4. Become a model for IPE collaborations in small private academic settings not connected to academic health centers
5. Foster and promote interprofessional relationships among faculty

Resources:

HIPE of Pioneer Valley; Simulation Technology Manager; Simulation Classroom; faculty and staff; practice sites; other Universities, colleges and institutions; IPE sub-committee

Action Steps:

1. Use a variety of didactic, laboratory, simulation and experiential to improve IPE
2. Explore, identify and implement IPE opportunities throughout didactic and experiential curriculum
3. Faculty development of IPE activities
4. Explore, identify and implement co-curricular and extra-curricular IPE activities

Measurements:

1. Assessment for readiness inter-professional educational activity
2. Faculty/Learner perception
3. Preceptor survey
4. IPPE/APPE evaluation sheets learner

Responsible Parties:

Associate/Assistant Dean for Academic Affairs; Academic Affairs Committee

E4: Foster problem solving skills and transition student-learners from dependent to independent to facilitate life-long learning

Objectives:

1. Utilize active learning and other validated pedagogical methods to enhance problem-solving skills
2. Incrementally and sequentially develop knowledge, skills and abilities
3. Develop learner accountability for continued growth through reflection, self-assessment, and life-long learning
4. Foster and promote the care of diverse patient populations

Resources:

Simulation Classroom; model pharmacy; Faculty, staff, learners and alumni; Library; Center for Teaching and Learning; preceptors; standardized patients

Action Steps:

1. Identify appropriateness and implement scaffolding to improve content knowledge and retention
2. Inventory of curriculum to determine where problem solving is occurring and identify opportunities to enhance this skill
3. Increased simulation experiences in inpatient/outpatient settings
4. Faculty development regarding the teaching of problem solving skills
5. Identify and implement areas where active learning can enhance comprehension

Measurements:

1. Benchmarking (Pharmacy Curriculum Outcomes Assessment)
2. Post-graduate survey
3. Graduate tracking (e.g. percentage in post-graduate programs)
4. APPE evaluations of learners
5. Learner course evaluations, specific to problem-solving
6. Learner progression via Objective Structured Clinical Examination (OSCE)

Responsible parties:

Associate/Assistant Dean of Academic Affairs; Academic Affairs Committee

E5: Develop practitioners recognized for their entrepreneurial, innovative, and leadership abilities in the profession of pharmacy

Objectives:

1. Provide ongoing opportunities for learners to develop and utilize those skills through curricular, co-curricular, and extra-curricular activities
2. Promote leadership opportunities within curricular, co-curricular, and extra-curricular activities
3. Foster collaboration within Western New England University to enhance entrepreneurial and innovative educational experiences

Resources:

Center for Innovation and Entrepreneurship; faculty and staff, learners, preceptors and alumnae; practice sites; learner clubs and organizations; faculty at Western New England University; collaboration with other universities and colleges; professional associations; Director of Research

Action Steps:

1. Identify and develop projects within curriculum to promote entrepreneurship
2. Identify and develop projects in collaboration with other colleges to promote entrepreneurship
3. Identify and implement leadership opportunities within curricular, co-curricular, and extra-curricular activities
4. Appointment of Director of Research

Measurements:

1. Graduate tracking – new and innovative practice areas (dual degrees)
2. Learner Survey
3. Learner attendance and/or participation at professional and leadership conferences
4. Tracking leadership offices, regional and national levels.

Responsible Parties:

Associate/Assistant Dean of Student Affairs; Academic Affairs Committee; Student Affairs Committee; Department Chairs

E6: Foster a collaborative culture of learning, professionalism and service

Objectives:

1. Develop a culture within our learning community to facilitate growth toward professional independence
2. Develop a culture of collaboration modeled by the faculty working within the College of Pharmacy, within the University, and with colleagues outside of the University
5. Promote the profession of pharmacy through involvement with local, regional, and national healthcare organizations and advocacy groups

Resources:

Faculty, staff, learner, and preceptors; professional organizations; professional associations; Center for Civic Engagement; HIPE; local/national organizations (i.e. Medical Reserve Corps(MRC))

Action Steps:

1. Identify areas of collaboration within the College of Pharmacy, the University, and the profession
2. Evaluate impact of learner orgs; including leadership, postgraduate membership, postgraduate leadership
3. Foster and support student-run organizations outreach programs
4. Encourage and provide learners to attend local/regional/national meetings
 - a. Identify and allocate additional funds for student travel expenses
 - b. Create and disseminate an event calendar of local, regional, and national meetings

Measurement:

1. Pharmacy Professionalism Instrument
2. American Association Of Colleges Of Pharmacy preceptor survey
3. Graduating student survey
4. Learner satisfaction survey
5. Professional Development Tracking (e.g. professional meetings attended, community service hours, posters authored)
6. Monitor IPPE/APPE evaluation questions in the Student Satisfaction Survey to address professional independence
7. Monitor IPPE/APPE professionalism evaluations

Responsible Parties:

Associate/Assistant Dean of Academic Affairs; Associate/Assistant Dean of Student Affairs; Organizational Advisors; Student Affairs Committee; Office of the Dean

E7: Provide alternate educational experiences

Objectives:

1. Identify post-graduate opportunities within the Departments of Pharmacy Practice and Pharmaceutical and Administrative Sciences
2. Identify ways to integrate academic pharmacy career opportunities with post-graduate educational experiences
3. Explore dual/joint degree offering within Western New England University as well as with other area colleges and universities

Resources:

Funding; research space (on or off site); infrastructure and facility support; additional faculty and director or administrator; residency/post-graduate; Director of Residency and residency programs; collaboration on/off campus; WNEU colleges and schools; area hospitals and retail chains

Actions Steps:

1. Create a path for graduates for residency programs (i.e. community care and institutional)
2. Market analysis for these degrees
3. Standards to meet accreditation level
4. Develop educational plan mapping outcomes to curriculum
5. Identify graduate opportunities
6. Identify undergraduate or non-graduate opportunities
7. Assign a lead team for market analysis and ranking
8. Desire the needs/wants (of the faculty) and assess if we have the resources to teach them.

Measurement:

1. Post-graduate residency placements within the Department of Pharmacy Practice and Department of Pharmaceutical and Administrative Sciences
2. Post-graduates with pharmaceutical career opportunities
3. Explore dual/joint degree offering within Western New England as well as with other area colleges and universities
4. Development of undergraduate or non-graduate programs

Responsible Parties:

Appointed Taskforce; Associate/Assistant Dean for Academic Affairs; Academic Affairs Committee; Associate/Assistant Dean for Student Affairs; Student Affairs Committee; Western New England University Department of Marketing; Department Chairs; Dean of the College of Pharmacy; Faculty

Faculty and Staff

F1: Recruit quality faculty and staff

Objective:

Recruit full-time and part-time faculty that best fit the needs of the College.

Resources:

Financial support for recruitment, competitive salary and benefits, start-up research funding, support of personal and professional development; research space; practice sites; internal/external collaborations

Action Steps:

1. Develop a marketing and recruitment plan to recruit, interview, and hire quality faculty and staff
2. Periodic faculty and staff development on best practices for chairing a search committee and faculty and staff participation in the faculty search process
3. Specific to the Department of Pharmacy Practice, ensure adequate site availability and if possible participation in the interview process
4. Specific to the Department of Pharmaceutical and Administrative Sciences, ensure adequate research space within existing resources
5. Specific to the Department of Pharmaceutical and Administrative Sciences, develop a plan for doubling, at a minimum, total research and instrumentation space within the constraints of the University

Measurements:

1. Identify where the applicants saw the advertisement
2. Analysis of interviews, offer discussions, etc. to better understand where applicants take positions
3. Availability and quality of practice sites for Department of Pharmacy Practice
4. Additional research space obtained

Responsible parties:

Department Chairs; Associate/Assistant Dean for Academic Affairs; Associate/Assistant Dean for Student Affairs; Associate/Assistant Dean for Experiential Affairs; Dean of the College of Pharmacy

F2: Retain quality faculty and staff

Objectives:

1. Develop and support faculty and staff through ongoing educational resources and professional development opportunities
2. Develop and support faculty to implement the various aspects of the program
3. Develop and support junior faculty through formal and informal mentoring opportunities and programs
4. Develop and support faculty for the purpose of research and scholarship

Resources:

Financial support for research and personal/professional development; mentoring program/process; University, local/regional resources; maintain and improve infrastructure; faculty and staff professional development plan

Action Steps:

1. Continued implementation of professional development plan to foster personal and professional growth to facilitate faculty and staff retention
2. Development and implementation of faculty mentoring plan to prepare senior or advanced faculty to assist in the mentoring of junior faculty
3. Specific to the Department of Pharmacy Practice, continued mentoring activities to assist faculty in balancing teaching, service, research and practice site obligations
4. Specific to the Department of Pharmaceutical and Administrative Sciences, continued mentoring activities to assist faculty in balancing teaching, service and research activities

Measurements:

1. Mapping to assessment plan data points
2. Exit interviews for departing faculty and staff
3. AACP Faculty survey
4. Workload balance/workload analysis
5. Promotion and/or tenure of faculty

Responsible Parties:

Department Chairs; Associate/Assistant Dean for Academic Affairs; Director of Research; Dean of the College of Pharmacy

Research and Scholarship

RI: Advance research and scholarship in discipline specific and interdisciplinary activities

Objectives:

1. Encourage student research
2. Develop collaborative research relationships at the local, regional and national level
3. Encourage entrepreneurial pursuit and activities
4. Encourage and support independent research initiatives

Resources:

Funding; bridge & seed funding; on campus and/or off campus research space; undergraduate students; College of Pharmacy learners; medical students and residents; Institutional Review Board; statistics assistance; University support for research infrastructure

Actions Steps:

1. Perform research in areas of specialty and interest
2. Create opportunities for cross campus collaboration research
3. Create and use a central repository of what people are interested in, to help with collaboration
4. Support and encourage collaboration inter-disciplinary research

Measurement:

1. Advancement in research
2. Number of publications
3. Number of grants (internal and external)
4. Number of poster and platform presentations
5. Number of learner participants

Responsible Parties:

Dean of the College of Pharmacy; Faculty; Department Chairs; University colleges and schools

Practice and Service:

P1: Enhance patient care via innovative models for pharmacy practice with direct faculty involvement

Objectives:

1. Identify unmet pharmacy practice and patient care needs locally and regionally
2. Foster change in pharmacy practice models locally and regionally
3. Develop and retain present pharmacy practice sites

Resources:

Practice sites; administrative support within the practice sites; faculty and staff; space, infrastructure and facility support; professional development; residents; Pharmacy Advisory Committee; learner professional development

Action steps:

1. Current and ongoing site development and enactment for the purposes of practice, teaching and research
2. Identify and explore innovative practice models
3. Identify and explore unmet patient care needs
4. Publish and present on innovative practice models
5. Explore residency affiliations and partnerships
6. Identify and engage with faculty-based Advanced Pharmacy Practice Experience (APPE) sites to enhance patient care models
7. Community schools
8. Identify and facilitate learner organizations involvement through their community service, activism, and volunteerism activities

Measurements:

1. Clinical intervention documentation
2. Site specific patient care metrics
3. Site evaluations
4. Publications and presentations based upon an innovation at the site or an innovative site

Responsible Parties:

Faculty; Learners; Department Chairs; Department Vice – Chairs; Associate/Assistant Dean for Experiential Affairs

P2: Promote a culture of community service, activism, and volunteerism within our college community

Objectives:

1. Identify and promote community service opportunities and activities
2. Encourage faculty, staff, and student-learner commitment to community service, activism, and volunteerism
3. Develop and support faculty and learner engagement with local, state, and national service and professional activities

Resources:

Faculty and staff; learners; Center for Civic Engagement; internal/external Universities and Colleges and organizations; Institutional Partners; local/national organizations; learner and professional organizations; professional associations; local and state municipalities

Action Steps:

1. Collaborate with Civic Engagement to streamline and publicize volunteering opportunities.
2. Create the community service WNE website
3. Emphasize the value of volunteerism as a part of Professional Development for the first year learner
4. Create partnerships with other local colleges, municipalities (i.e. volunteer at shelters with nursing students from the Elms)
5. Develop and initiate “Center for Volunteering” with consideration with faculty or staff involvement.

Measurements:

1. Create an independent student satisfaction survey regarding the career and volunteer planning to measure what is most effective and where improvement needs to be made

Responsible Parties:

Associate/Assistant Dean of Student Affairs; Associate/Assistant Dean of Academic Affairs; Student Affairs Committee

P3: Support learners with their personal and professional development

Objective:

Provide services, programs, and opportunities that facilitate personal and professional development within learners

Resources:

Advisor; residency advisory committee; professional organizations; assistant/associate dean of student affairs; faculty, staff preceptor and alumni; university career center; Deans Advisory Council; Pharmacy Advisory Committee; Office of Experiential Affairs

Action Steps:

1. Develop and implement a structure approach to assist learners with career plans and preparation
2. Create educational partnerships with other local colleges
3. Offer Personal Development Workshops (i.e. time management skills, dealing with stress and anxiety, and wellness)
4. Develop and implement a process to assess learner career preparation

Measurements:

1. Employment Interview Day feedback
2. IPPE/APPE evaluations
3. Successful completion of professional development
4. Placement in post graduate opportunities
5. American Association Of Colleges Of Pharmacy graduating student survey
6. Advisor evaluations by learners

Responsible Parties:

Associate/Assistant Dean for Student Affairs; Faculty advisors; Residency Advisory Committee; Student Affairs Committee

P4: Serve as a regional resource for the growth and advancement of pharmacists and pharmacy practice

Objectives:

1. Promote the College of Pharmacy at the local and state level
2. Provide continuing pharmacy education opportunities for pharmacy constituents locally and regionally
3. Engage in legislative and regulatory affairs
4. Identify and implement innovative practice models through our faculty

Resources:

Financial support for continuing education activities; staff support for continuing education activities; director (or champion) for advocacy; faculty, staff, learner and alumni; facilities; NERDees; Pharmacy Advisory Committee; promotional activities; preceptors; local and regional organizations; local and regional employment activities; ACPE

Action Steps:

1. Become a Continuing Pharmacy Education provider to facilitate the College's ability to offer relevant continuing education offerings to local and regional practitioners
2. Continuously evaluate continuing pharmacy education needs locally and regionally
3. Engage with the Board of Pharmacy, Department of Public Health, and local and state legislative bodies regarding legislative and regulatory issues of interest
4. Engage with our learners and practitioners regarding regulatory and legislative issues germane to pharmacy practice
5. Develop and update a list of faculty expertise
6. Develop, implement and update a marketing plan for the College of Pharmacy for all known constituents

Measurements:

Continuing pharmacy education programs provided; practice models developed; participation in legislative and regulatory activities

1. Number of phone calls, number of quotes,
2. Number of picked up press releases
3. Changes to the practice of pharmacy, via implementation of new service model, etc.
4. Success of continuing pharmacy education programs and attendance

Responsible Parties:

Associate/Assistant Dean for Experiential Affairs; Chair of Pharmaceutical and Administrative Sciences, Chair of Pharmacy Practice; Dean of the College of Pharmacy