



**University of Kentucky  
College of Pharmacy  
Program Review  
2016**

*Doctor of Pharmacy  
[Accredited by the Accreditation Council for Pharmacy Education through 2024]  
Graduate Program (MS, PhD)*

Submitted by:  
College of Pharmacy Executive Committee  
Submitted to:  
Provost Tim Tracy

Submission Date:  
December 12, 2016

Self-Study Checklist:		
I. Executive Summary	Narrative Page(s)	Page Number(s) of Appropriate Evidence/ Supporting Documents
A. Brief overview of College	8-9	App 1, 2, 3
B. Brief account of self-study process	9-10	NA
C. Committee member names and affiliations	9-10	NA
D. Overview of progress since last self-study (attention to last Implementation Plan/ current Annual Progress Reports)	10-14	App 4
E. Analysis of strengths and recommendations for quality enhancements (may include areas of concern) informed by the College self-study report	14-16	App 2,4
F. Provide the College Mission, Vision, and goals: Describe how the College's mission supports and relates to the University's mission. How often are the goals and mission of the College re-assessed and/or revised?	15-16	App 5, 6, 7, 8
G. Provide list of accreditors and accreditation status for the College and each of its accredited programs; be sure to include letter(s) of accreditation and accreditor recommendations, concerns, and areas for improvement.	8-9, 16	App 2
II. College Overview	Narrative Page(s)	Page Number(s) of Appropriate Evidence/ Supporting Documents
H. Provide a brief historical overview of the College's organizational structure, accreditation (as applicable) in accordance with University governance and administration.	17-18	App 1
I. <b>Consortial Relations:</b> The SACS accreditation process mandates that we "ensure the quality of educational programs/ courses offered through consortial relationships or contractual agreements and that the institution evaluates the consortial relationship and/or agreement against the purpose of the institution." Please list any consortium or contractual relationships your College has with other institutions, as well as the mechanism for evaluating the effectiveness of these relationships <b>(required by SACS-COC)</b> .	17	NA
J. Articulate primary College's strategic initiatives for the past 3 years and the College's progress towards achieving the University and State initiatives (be	15-18	App 6, 7, 8

	sure to reference <u>College Strategic Plan</u> , <u>Annual Progress Report</u> , and the most recent Implementation Plan.		
K.	Describe college administration contributions to the 3-4 strongest research and creative areas in the College. Include expectations and/or evaluation criteria divided by faculty status, rank, and title series (as applicable).	18-23	App 9
L.	Describe the attrition (cumulative number not tenured, resigned, retired, or other) of the College faculty over the <b>past 3-5 years</b> . Discuss expected effect on College-level program(s) and other issues related to ability to retain qualified faculty ( <b>3-5 year review</b> ). <b>Recommend including a table.</b>	23	NA
M.	Describe College administration contribution to teaching and service at the College level that has enhanced University strategic initiatives. Include expectations and/or evaluation criteria divided by faculty status, rank, and title series (as applicable).	23	App 9
N.	Provide Fellowships, GTA and GRA information: List the salary range (hourly rate or semester half-time contract) for GTAs and GRAs and estimate the number on fellowship for the current or most recent Fall Semester.	24	NA
O.	Describe the reasons students reject fellowships or assistantships offered from the University, College, or departments (as appropriate).	24-26	
III.	Documentation of Implementation of Policies & Procedures: Identify the educational policies and procedures established through faculty governance and parties responsible for implementation.	Narrative Page(s)	Page Number(s) of Appropriate Evidence/ Supporting Documents
P.	Evidence of adherence to educational policies and procedures established through the faculty governance process, in relation to University policy and procedures, specific to: <ul style="list-style-type: none"> <li>a. Consistent review and monitoring of course substitution, course equivalency credits, course transfers toward degree completion, and vetting of exceptions of degree requirements;</li> <li>b. Procedures on faculty personnel actions (e.g., appointment, promotion and tenure) and budget request preparation;</li> <li>c. Evaluation criteria for research and/or scholarly activity in accordance with faculty status, rank, and title series (as applicable);</li> <li>d. Course scheduling and teaching assignment</li> </ul> <p style="text-align: center;"><b>(required by SACS-COC)</b></p>	25-26	NA

Q. Evidence of evaluation of course grade distribution by level and discussion of strategies to monitor grade deflation/ inflation; include DEW rates.	26	NA
R. Dissemination and transparency of all the above.	26	NA
IV. Evaluation of College Quality and Productivity	Narrative Page(s)	Page Number(s) of Appropriate Evidence/ Supporting Documents
S. College Benchmarking Activities: Summary of benchmarking activities; include institutions/ colleges benchmarked against and comparison results tracked against: <ul style="list-style-type: none"> <li>a. Promotion and tenure expectations</li> <li>b. Annual evaluation expectation</li> <li>c. Faculty mentoring expectations</li> <li>d. Budget</li> <li>e. Number of faculty, staff, administration</li> </ul>	26	na
T. Operations: Quality of faculty and staff communications and interactions, such as awards/ recognitions, opportunities for input, College meeting schedule, College retreat schedule, opportunities for faculty and staff to interact; include documented evidence. <ul style="list-style-type: none"> <li>a. List current number of unfilled lines and discuss current actions or plans to fill line(s). Include description of "start-up" packages.</li> <li>b. Describe any events that bring together faculty, staff, and students.</li> <li>c. Describe types and frequency of forums available for faculty, students and staff to discuss issues of mutual concern.</li> </ul>	26-27	NA
U. Instruction: Overview of current instructional program(s) and plans; describe measures of teaching effectiveness and efforts to improve (e.g., faculty development initiatives for instruction; teacher mentor programs; efforts to ensure teaching effectiveness of full- and part-time staff). <ul style="list-style-type: none"> <li>a. Class sizes and faculty nucleus for program instruction <ul style="list-style-type: none"> <li>i. Instructional equipment</li> <li>ii. Faculty credentialing</li> <li>iii. Co-curricular opportunities</li> </ul> </li> <li>b. Brief description of non-credit bearing courses/ programs (e.g., continuing education programs) under College oversight. Include the following: <ul style="list-style-type: none"> <li>i. State all learning outcomes of the program</li> <li>ii. Mapping of course outcomes to Program/ Unit goals/objectives</li> </ul> </li> </ul>	27-29	App 2, 10,11

<ul style="list-style-type: none"> <li>iii. Evidence of attainment of student learning outcomes for all program delivery, as applicable (e.g., traditional, online, distance education, etc.)</li> <li>c. Explain how assessment results have been used to make improvements to the program.</li> <li>d. Overview of Degree Programs (e.g., bachelor, master, doctoral, certificate) under the administrative oversight of the College <u>and not</u> an educational unit/ academic department: <ul style="list-style-type: none"> <li>i. Complete Part 2 of the “2016-2017 Educational Unit/Academic Department Self-study Report Checklist”</li> </ul> </li> </ul>		
<ul style="list-style-type: none"> <li>V. Describe the resources provided to meet the College’s research purpose/mission/goals including: <ul style="list-style-type: none"> <li>a. Financial support</li> <li>b. Support related to writing and administering grants</li> <li>c. Access to facilities and equipment</li> <li>d. Faculty/administrative development opportunities</li> <li>e. Protected time dedicated to research for faculty</li> </ul> </li> </ul>	29-32	App 12,13,14
<ul style="list-style-type: none"> <li>W. College Research Activities and Initiatives <ul style="list-style-type: none"> <li>a. Number of research FTE faculty</li> <li>b. Number of postdoctoral fellows and scholars, graduate research and teaching assistantships</li> <li>c. List of grants and contracts for the period of review, including funding amounts (OSPA)</li> <li>d. Summary of research programs by topic</li> <li>e. Fellowships</li> <li>f. Honors and Recognitions</li> <li>g. Graduate student publications and presentations</li> <li>h. Undergraduate Research Activities and Initiatives (if applicable)</li> </ul> </li> </ul>	29-32	App 12, 13, 14
<ul style="list-style-type: none"> <li>V. Input from Affected Constituents (e.g., surveys, focus groups, interviews, etc.): Information to be gathered from accreditation visit/ external reviewers and progress updates since last program review (append external review comments for accredited reviews)</li> </ul>	Narrative Page(s)*  *Note Not applicable as (NA)	Page Number(s) of Appropriate Evidence/ Supporting Documents
<ul style="list-style-type: none"> <li>X. Quality of collegial environment (include climate for equity and diversity)</li> </ul>	32	App 15
<ul style="list-style-type: none"> <li>Y. Evaluation data from faculty</li> </ul>	32	App 15
<ul style="list-style-type: none"> <li>Z. Evaluation data from staff</li> </ul>	32	App 15
<ul style="list-style-type: none"> <li>AA. Evaluation data from students</li> </ul>	32	App 15

BB. Evaluation data from 'other' as appropriate (e.g., alumni, community members, etc.)	32	App 15
CC. Evaluation data from faculty	32	App 15
VI. College Resources: Evidence that the financial resources must be sufficient to support the College's stated purpose/mission/goals and objectives	Narrative Page(s)*  *Note Not applicable as (NA)	Page Number(s) of Appropriate Evidence/ Supporting Documents
DD. Cost and Funding: The resource requirements and planned resources of program funding must be detailed in order to assess the adequacy of the resources to support quality programs. Response includes attention to: a. Student credit hour per instructional faculty FTE b. Describe the process utilized to develop the budget (time frame, individuals involved, final decision-making). c. Budget summary information (including extramural funding) and adequacy d. Extent to which budget is derived from enrollment and the consequences of changes in enrollment e. Opportunity for unit(s) to present recommendations on budgeting matters to University administration f. Complete Budget Addendum form for Degree Programs/ Educational Initiatives discussed in section IV.	32-34	App 16
EE. Facilities summary information and adequacy related to teaching, research, and service activities (include evaluation procedures)	34-37	App 16
FF. Equipment (including IT capacity) summary information and adequacy—long-range plan for maintaining, replacing and adding equipment.	36-37	App 16
GG. Personnel summary information and adequacy (including faculty and staff numbers, salaries, demographics)—include discussion of whether there is sufficient number of full-time faculty and staff to meet the educational goals and mission of the College. Consider the size of the student population and expectations for research and service in this explanation; be sure to identify the academic and career counseling staff.	37-41	App 15, 16
HH. Support from other university units (unit, research administration, office of engagement, human resources, information technology)	37	NA
II. Personnel summary information and adequacy (including faculty and staff numbers, salaries, demographics)—include discussion of whether there is sufficient number of full-time faculty and staff to meet the educational goals and mission of the college. Consider the size of the student population and expectations for research and service in this explanation; be sure to identify the academic and career counseling staff.	37-41	NA
VII. Service, Extension and Non-Extension Programs: Quantity and quality of outreach and community service; Interrelationship of public service with research and other aspects of the College; Nature and quality of service to the university and discipline	Narrative Page(s)*	Page Number(s) of Appropriate Evidence/ Supporting Documents

JJ. Summary of quantity and quality of outreach and community service; Interrelationship of public service with research and other aspects of the college; nature and quality of service to the university	41-44	App 17
KK. Summary of extension programs by topic	41-44	App 17
LL. Summary of county-level programs	41-4	App 17
MM. Summary of youth programs	42-43	App 17
NN. Summary of community-based programs and training	41-44	App 17
OO. Extension publications and videos	NA	NA
PP. Evidence of public service activities such as congressional testimony service on boards	41-44	App 17
QQ. Number of FTE extension faculty and extension specialists	NA	NA
RR. Description and evaluation of outreach, service, and engagement activities	41-44	App 17
SS. Number of clientele served; programs and training opportunities	41-44	App 17
<b>VIII. Other Areas: Institutional Impact</b>	<b>Narrative Page(s)*</b>	<b>Page Number(s) of Appropriate Evidence/ Supporting Documents</b>
TT. Beginning with the 2013-2014 Cycle: Quality Enhancement Plan (Multimodal Communications Across the Discipline): Please indicate College contribution to the goals of the QEP.	44	NA
UU. Attention to University's Carnegie Report on Community Engagement, specific to developing new and enhancing existing university-community partnerships among students, faculty, staff, and community members and organizations	44	NA
VV. University Diversity Plan: Please indicate ways in which the program contributes to the University's Diversity Plan <ul style="list-style-type: none"> <li>a. Articulate the policies in place to attract and retain students, faculty, and staff of diverse backgrounds</li> <li>b. Describe goals, programs, policies, and procedures which address the dimension of diversity, including structure, curriculum, and institutional climate.</li> </ul>	44-47	NA

# SELF-STUDY REPORT

## EXECUTIVE SUMMARY

### Brief Overview of the College

The College of Pharmacy (COP) is comprised of two academic departments, Pharmacy Practice and Science (PPS) and Pharmaceutical Science (PS). Each Department is engaged in teaching both the professional and graduate educational programs as well as engaged in transformative scholarship. PPS expertise focuses on pharmacotherapy choices for individual patients as well as entire populations. PS expertise focuses on understanding the interplay of chemistry and biology in discovery and development of novel therapeutics. Each Department is led by a Department Chair and Vice Chair. In October of 2016 the College welcomed its sixth Dean, Dr. Kip Guy. Dr. Guy is a well-known scientist and researcher who was formerly a Department Head at St. Jude Children’s Hospital. The College is overseen by an executive committee which is comprised of the Dean, Associate Deans, Department Chairs, the Director of Graduate Studies (DGS), and Chief Financial Officer (CFO) (See Organizational Chart App 1). The Dean is assisted by a Senior Associate Dean and three Associate Deans in the areas of Academic and Student Affairs, Education, and Research. The Dean is also advised by a faculty council comprised of members of both academic units and by an external advisory board composed of leaders from various constituencies outside of the College. The College regularly contributes to and collaborates with UK HealthCare to achieve its mission and resides in close proximity to the Kentucky Clinic in a relatively new facility located on Limestone Road (the former facility was located on Rose Street).

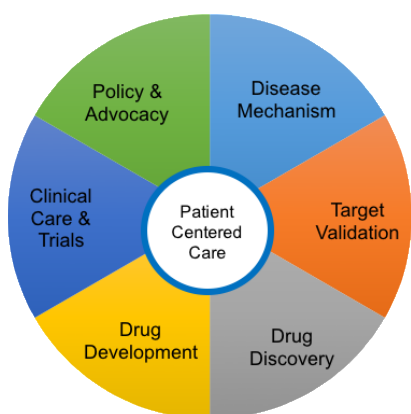


Figure 1: Organization of thematic areas in the COP centered on the common goal of patient centered care.

The College awards both professional and graduate degrees. The professional doctorate is a four-year degree program that culminates in the awarding of the Doctor of Pharmacy (PharmD) Degree. The PharmD degree program recently completed its re-accreditation process through

the Accreditation Council for Pharmacy Education (ACPE) and was awarded 'full accreditation' status through 2024 (See ACPE Self-Study App 2). The class of 2016 consisted of 126 PharmD graduates. Approximately one-half of the PharmD class was selected to pursue post-graduate residency training in sites across the US. In 2016, 23 dual degrees were awarded including the Master's degree in Public Health and the Master's degree in Business Administration. Through its graduate program the College also awards the Master of Science and Doctor of Philosophy degrees. The class of 2016 consisted of 6 MS graduates and 8 PhD graduates. The College has been consistently ranked as a Top 10 national program in pharmacy since US News and World Reports began reporting these metrics. College alumni are known for serving in leadership positions in various aspects of both professional pharmacy practice as well as within basic sciences and the pharmaceutical industry.

College faculty are appointed in various tracks and ranks ranging from voluntary faculty to regular title series. Staff are employed in the Dean's office as well as within both academic units and the graduate program in order to support the college's missions. Since its inception in Louisville in 1870, the College has been well-known for being bold and innovative in our approach to everything we do. The College prides itself in providing innovative education, conducting pioneering research, delivering cutting edge clinical care, and leading change to improve health. Currently, the College is engaged in a major curricular revision of its Doctor of Pharmacy degree program and is collaterally examining its graduate education programs. The new professional curriculum began with the entering class of 2020 (See Curriculum 2020 App 3).

#### Brief Account of Self-Study Process

The Associate Dean for Educational Advancement (Dr. Frank Romanelli) oversees all matters related to accreditation and assessment and was charged with chairing the program review process. As a component of the self-study process the entire executive committee was engaged with particular involvement from the Director of Graduate Studies (Dr. David Feola) and the Director of Assessment (Dr. Leah Simpson). An overview of the self-study process and program review were provided to the faculty at the August 16, 2016 all College meeting with subsequent announcements and orientation within department meetings of both PPS and PS. The 2010 Program review (which was also chaired by Dr. Romanelli) was considered as was the initial implementation plan associated with the aforementioned review. Regular updates were provided to the executive committee as well as to faculty across both academic units. Draft findings and recommendations were presented to the faculty for comment and subsequently resulted in edits and revisions. A draft written report was circulated across the entire faculty with an appropriate period allotted for discussion and debate before final revisions were made.

### Committee Member Names and Affiliations

- *Frank Romanelli, Pharm.D., MPH (Chair)*  
*Professor & Associate Dean*
- *Patrick McNamara, Ph.D.*  
*Professor & Senior Associate Dean*
- *David Feola, Pharm.D., Ph.D.*  
*Associate Professor & Director of Graduate Studies*
- *Craig Martin, Pharm.D.*  
*Clinical Associate Professor & Interim Assistant Dean*
- *Leah Simpson, Ed.D.*  
*Director of Assessment*
- *Catina Rossoll*  
*Senior Academic Coordinator, Office of Graduate Education*

### Overview of Progress since Last Self-Study (attention to last implementation plan)

The last self-study focused on the graduate program as (similar to this academic year) the College had just completed its ACPE accreditation cycle for the PharmD program (See 2010 Program Review Implementation Plan App 4). At that time, the PharmD program was awarded a full six year re-accreditation cycle. Since the last self-study the College has engaged in an ambitious curricular revision process. The College has also had several key administrative changes including recruitment of two new Deans and appointment of a new Director of Graduate Studies, and replacement of both Department Chairs. In contrast the Senior Associate Dean and other Associate Deans remain in their leadership roles. During the period since the last self-study the College appointed Dr. Tim Tracy as Dean. Dr. Tracy subsequently served as Interim Provost with an eventual appointment as Provost. During this time two different administrators served in the role of Interim Dean (Drs. Patrick McNamara and Kelly Smith). Since October 2016, Dr. Kip Guy has served as Dean.

The College is currently engaged in a major curricular revision of the Doctor of Pharmacy degree program. The first phase of implementation of the new curriculum began in Fall of 2016 with the Class of 2020. Consistent with recommendations from the 2011 implementation plan the new curriculum will increase the exposure of PharmD students to research through two new courses (e.g., Scholarship I and Scholarship II).

#### Graduate Education Plan:

Progress made on improving our graduate program has been directed by a number of factors since the previous review took place. These include the Implementation Plan from the Program Review in 2011, input from the College of Pharmacy's External Advisory Board, and our Strategic Planning process. A key change that occurred during this time was a shift in our Faculty's philosophical ideals about how and why we are training students. A focus of the previous review was to institute a timeline to govern the path to independence of two of our graduate tracks,

Clinical and Experimental Therapeutics as well as Pharmaceutical Outcomes and Policy. Through input from our External Advisory Board, and through a deep examination of our program by the graduate faculty of the College (including a retreat), we decided to discontinue the pursuit of separation, and instead embrace a concept of “one program” in Pharmaceutical Sciences. In today’s environment, employers value a diverse array of skills and an understanding of how to work together with scientists along the entire spectrum of pharmaceutical sciences. We have begun a retooling of our basic required courses in order to ensure a baseline understanding of all disciplines across pharmaceutical sciences in our students, including drug discovery, drug delivery, pharmacology, clinical/translational sciences, drug development, and outcomes-based research.

The major goal that emerged from Strategic Planning was to make our program more student-centric. In addition to the changes in our curriculum noted above, we also are implementing strategies to improve mentoring and support of student’s gaining skills that are acquired outside of the laboratory environment. Individual Development Plans are being implemented in order to enhance communication between mentors and mentees. We are also making a concerted effort to broaden the focus of training to include areas such as leadership, entrepreneurship, communication, and other skills based on student future goals and values. Additionally, in support of our students, we increased the base stipend to \$24,000 per year. Bridge support was provided by the College to investigators for 3 years to assist with this increase. The Schutte Fellowship continues to be a valuable source of support for our students in the Pharmaceutical Outcomes and Policy (POP) track. We have not, however, significantly increased the number of funding sources for our students to include industrial sponsorship.

It was suggested that we review the administrative and financial support of the program and evaluate whether additional effort from personnel was needed in order to adequately support our students. The staff position for the graduate program was upgraded in order to reflect increased responsibilities. This issue will be revisited upon the conclusion of ongoing reassessment of the graduate program, both internally and at the University level. A new Director of Graduate Studies was appointed in May of 2016, and the previous DGS, Dr. Jim Pauly, agreed to stay involved with the program in an advisory role.

Additionally, it was suggested that we develop assessment tools for our graduate program in order to provide data required by SACS. We now utilize online assessment tools that evaluate a number of important activities for our students including the Qualifying Exam, performance during annual advisory committee meetings, and dissertation defense. To this end, we developed an expectation that all students sit for their Qualifying Exam before the end of their fifth semester in the program. It was also recommended that we create a policy that requires students publish at least one manuscript before scheduling their dissertation defense, but this has not been feasible due to the high variability in types of research that occur within our program.

We were also tasked with increasing the exposure of professional students to scholarship. Since then we have increased our communication to them in various forums to inform them of the opportunities within the COP and medical center to obtain research experience, as well as to the many ways that research can fit into their careers. These opportunities include volunteering, research independent study, and our Summer Undergraduate Research Program. The College has offered a variety of dual degrees (MBA, MPH, MPA, etc.) in order for students to differentiate themselves and to provide leadership opportunities. In 2012 the College launched a Pharm.D./Masters in Pharmaceutical Sciences dual degree program aimed at providing interested students with a path towards a career as research scientists. The first class of 6 students graduated in May of 2016.

#### Communication Plan:

Insufficient recognition of UK faculty and students as award winners was identified as a concern and was thought to be due to several contributing factors. Those factors and approaches to address them are detailed as follows. A Faculty Nominations Committee was previously charged with slating and nominating colleagues for internal and external elected positions and awards, as well as vetting candidates for several College-sponsored lecture series. These tasks became fairly predictable, episodic, and did not yield numerous submissions of faculty nominees for external awards. Internal UKCOP communications were also at play, as the College has benefited greatly from a fine facility (BioPharm Complex, BPC), but the architecture of the facility can make it more difficult to create a sense of community and maintain knowledge of faculty achievements, as well as to insure sufficient awareness of potential recognition opportunities. A concerted communications approach to increase awareness about possible award opportunities, as well as to publicize excellent accomplishments, was developed. Facets of that include:

- a. An e-newsletter that was originally designed to communicate about events and physical facility issues in BPC was rebranded to focus on the COP community. This now bi-weekly publication publicizes significant achievements as well as broadcasts calls for nominations.
- b. An Outstanding Publication of the Month Program was developed to recognize and highlight noteworthy scholarly productivity. We are now connecting this to an annual award as well.
- c. An Office of Research newsletter was developed to highlight faculty accomplishments in grantsmanship and research achievements. The goal is to publicize excellent work, encourage faculty to become aware of their colleagues' work, and to subsequently nominate them for other recognitions.
- d. A Hall of Distinguished Alumni was created to recognize excellence among our graduates, who are our student and faculty work product.
- e. A strong social media presence across multiple platforms was created to publicize achievements and encourage nomination submissions.

- f. An annual Faculty Recognition Reception was developed to celebrate faculty successes, thus stoking the fire to encourage colleagues to promote one another's achievements.
- g. The PharmD Student Advisory Council has since been formally engaged in nominating students for numerous local, regional and national awards.
- h. The Executive Council now evaluates prestigious award opportunities for potential nomination.
- i. Faculty achievements are more effectively tracked through the use of Digital Measures, with annual or biennial faculty performance evaluations reliant heavily from reporting of such accomplishments.
- j. A COP Annual Report has been compiled to recognize student and faculty accomplishments.
- k. The PharmD student listserves have recently been refocused to communicate student development, financial aid, and student award opportunities. This narrower communication stream should remove "noise from the system" relating to routine course communication.

International Plan: The COP has developed seven goals for the international professional program: 1) position UKCOP as a leading destination for pharmacy study abroad; 2) develop professional international opportunities for UK students at all levels of education; 3) provide affordable international opportunities for students; 4) increase faculty international engagement; 5) increase global health involvement; 6) increase scholarship associated with internationalism; and 7) impact international pharmacy practice. These goals are integrated with the COP Strategic Plan and the UK International Center Strategic Plan.

A white paper entitled Internationalization Opportunities at the University of Kentucky College of Pharmacy was developed in January 2012 (See App 5). It was disseminated to the COP Executive Committee for discussion and input. A final draft was discussed at a College Faculty Meeting January, 2 2012 and faculty were encouraged to provide input.

#### Distance Learning Plan:

The College is ahead of schedule with plans to implement various initiatives associated with its clickBlue plan. This plan includes the increasing development of on-line/distance learning opportunities both within the professional as well as graduate program. As per the COP strategic plan Phase I (STLP program) has been implemented.

The clickBlue initiative was successful in that it demonstrated a viable business model for online educational offerings. The Scholarship of Teaching and Learning Program (STLP) was the most popular clickBlue offering. It attracted participants from across the country, netting \$15,000 in additional revenue, as well as \$45,000 in value provided to residency programs throughout Kentucky. Other programs completed as part of the clickBlue initiative included *Antimicrobial*

*Stewardship, a Research and Project Management Series (RPMS), and development of a NAPLEX Review online iPhone app. In 2013, the success of clickBlue in providing online educational programs to pharmacists and residents attracted the interest of the American Society of Health-System Pharmacists (ASHP). Future profitability and viability of clickBlue was analyzed against a national collaborative, resulting in a spin-off of clickBlue into co-branded offerings with ASHP. In this arrangement, UKCOP provided the intellectual property for a Preceptor's Playbook series and ASHP provided the technical platform, administration, and marketing for the program. This collaboration allowed for a much larger marketing reach than available through clickBlue. In 2016, the STLP was transitioned to the ASHP platform in a similar agreement. Discussions are now underway for a potential third offering through ASHP. The remaining clickBlue programs will be transitioned out of the clickBlue platform as technology capabilities and support needs have and continue to change. To date, all ventures with ASHP have resulted in a positive monetary flow for the College and have generated significant national and international visibility.*

#### Analysis of Strengths and Recommendations for Quality Enhancements Informed by the College Self Study Report

*The following discussion is informed by both the Self-Study and the University and College Strategic Plans. It is rendered from the perspective of a new Dean.*

#### **Professional Program**

- The College has embarked on major changes in the PharmD curriculum to best prepare healthcare professionals for the dynamic changes in their environment.
- The planned new curriculum will be rolled out over 4 years, with completion in the Spring of 2020.
- Successful implementation will require continuous quality improvement, including routine monitoring and modifications in the curriculum. This must be done as a genuine partnership with the faculty to successfully transform the student learning experience.
- Resources (human and financial) must be aligned to the new curriculum to provide both effectiveness and efficiency.
- Educational programs across the College should be better integrated to leverage impact and reach.

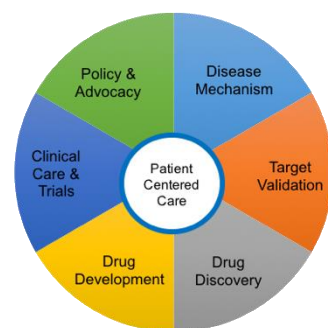
#### **Graduate Program**

- The College and the University are embarking on a re-envisioning of graduate education to meet the needs of students and society. This new philosophy/model for graduate education should be bold and innovative.
- The College has constituted a working group to plan for such transformation.
- Greater emphasis on interprofessional working models, teamwork, and building skills for life long career agility are all seen as key elements in any new program

- Organizational oversight and administrative alignment with other educational programs in the College will enable enhancing staffing/services to meet the bold vision.
- Careful examination of the financial support model and synthesis of a new sustainable model will be important. Expectations for the new model must be transparent and involve a transformative shift toward greater independence for the program.

### **Research**

- A shared vision of the College research programs should be developed that constellates all the college resources around the common theme of patient centered care. This construct would be a touchstone for all, leveraging faculty expertise in basic, applied, and clinical research towards common disease goals.
- We have initiated the ongoing Innovate Series, to empower and energize research collaborations around specific themes (e.g., Natural Products, Substance Abuse, Cancer, etc.)
- We are working to engage partners (COM, CPH, etc.) in interprofessional collaborative teams to address these themes.



### **Inclusion and Diversity**

- The College should create a culture that inclusively values our people as our most precious resource. This includes the recognition that our community is built of three key constituencies: staff, trainees, and faculty.
- The College is dedicated to promoting better representation of under-represented groups, including increasing representation of under-represented minorities (URM) and the Lesbian, Gay, Bisexual, and Transgender (LGBT) community
- To meet these goals, we must develop a genuine plan for expanding diversity and embracing an inclusive culture that is bold, action-oriented, and formed around defined metrics.

### **Service and Engagement**

Many members of the College community are dedicated to and engaged in external service; however, this engagement varies dramatically across the College. We must capitalize on unique strategic opportunities where pharmacy can creatively impact health issues in a variety of dynamic environments and enhance patient centered care and science.

### **College Mission, Vision, Goals: Description of How the College Mission Supports and Relates to the University Mission & How Often the Colleges Goals and Mission are Assessed and Revised.**

The COP strategic plan was approved by the faculty in June 2015 (App 6). The University strategic plan was finalized in October 2015. Though the COP plan was finalized prior to the University's, there had been sufficient public discussion of the UK plan to guide the formation of the College's

plan. As evidenced by the tables below, there is a very close alignment between University and the Collegiate vision and mission and objectives.

University of Kentucky	College of Pharmacy
As Kentucky's indispensable institution, we transform the lives of our students and advance the Commonwealth we serve – and beyond – through our teaching and learning, diversity and inclusion, discovery, research and creativity, promotion of health, and deep community engagement.	The vision of the University of Kentucky, College of Pharmacy is to think boldly and inspire. Lead, integrate, and innovate to improve health.
	The Mission of the UK COP is to provide innovative education, conduct pioneering research, deliver cutting-edge clinical practice, and lead change to improve health.

University of Kentucky Strategic Objective	College of Pharmacy Strategic Initiative
<b>Undergraduate Student Success</b>	<b>Professional Student Success</b> (Strategic Initiative 1)
<b>Graduate Education</b>	<b>Graduate Education</b> (Strategic Initiative 3)
<b>Research and Scholarship</b>	<b>Research and Scholarship</b> (Strategic Initiative 2)
<b>Diversity and Inclusivity</b>	<b>Diversity and Inclusivity</b> (Strategic Initiative 4)
<b>Outreach and Community Engagement</b>	<b>Outreach and Community Engagement</b> (Strategic Initiative 5)

The College set forth a plan to monitor and prioritize action items within the plan; however, the departure of Dean Tracy and the transition to a completely new curriculum placed all but the highest priorities on hold. The plan (priorities, metrics, and timelines) is being revisited with the arrival of Dean Guy. The plan will be monitored by the College Executive Committee with periodic reporting of accomplishments to the faculty. Annual progress reports will continue to be sent to the University in October of each year.

#### List of Accreditors and Accreditation Status

Doctor of Pharmacy Degree Program:  
Accreditation Council for Pharmacy Education  
Full Accreditation through December 2024.  
[App 2]

## COLLEGE OVERVIEW

### Brief Historical Overview of the College's Organizational Structure

[College Organization Chart App 1]

The College is divided into two academic units. Each unit is led by a Department Chair who is assisted by a Vice Chair. The Dean of the College serves as the chief executive officer and he/she is assisted by a Senior Associate Dean and three Associate Deans. Associate Deans serve in the following areas: academic and student affairs, educational advancement, and research. A director of Graduate Studies oversees all aspects of graduate education. A chief financial officer serves in the role of maintaining all budgets across the organization. The aforementioned individuals (with the exception of vice chairs) serve as the College's Executive Committee which is chaired by the Dean. The Dean is also advised by a faculty council and an external advisory board which meets bi-annually at the College.

The Office of Education (curriculum, assessment, accreditation, faculty development) is overseen by the Associate Dean for Educational Advancement. The Office of Academic and Student Affairs (course registration, admissions, advising, student life and counseling) is overseen by the Associate Dean for Academic and Student Affairs. The Office of Research (IRB, OSPA, grant submission, funding) is overseen by the Dean for Research who is in turn assisted by an Assistant Dean for Research.

### Consortial Relations

The College maintains no consortial relationships as defined by the Southern Association of Colleges and Schools. The College does support two clinical education centers (Owensboro & Louisville) for the purposes of facilitating experiential training of student pharmacists in these areas. These CECs are managed by the Office of Experiential Education and are supported in part by College appointed faculty.

### Articulate Primary College's Strategic Initiatives for Past 3 Years and Progress Towards Achieving University and State Initiatives (Be sure to reference the College Strategic Plan, Annual Progress Report, and the Implementation Plan)

The College of Pharmacy implemented its most recent strategic plan in 2011, following the arrival of Dean Tracy. The strategic plan was developed in 2010-11 based on faculty, staff, student, preceptor, alumni, and administrative feedback. This initial plan was intended to cover a three year period through 2014. An underlying premise (often re-enforced by the administrative team) is and was that the strategic plan would drive the direction of the College in a systematic fashion including but not limited to the allocation of resources.

Authoring of this plan involved constituent feedback as well as an examination of new facilities for the College and a comprehensive evaluation of the state of practice. Emerging trends in educational technology were also considered. The 2011-14 strategic plan had four focus areas:

1. Innovations in Education.
2. Research Enterprise Expansion.
3. Practice Enhancement, Enrichment, and Engagement.
4. Recruitment, Retention, and Academic Environment Reform.

Care was taken in drafting the strategic plan to ensure that both a clear path and adequate metrics were in place to assess progress towards the desired outcomes. Following a three-week comment period for COP constituents, the strategic plan goals were approved by the College of Pharmacy Faculty on January 5th, 2011, with Strategies and Metrics being approved by the Executive Committee on May 5th, 2011.

Mapping (App 7 attached) of the 2011 COP plan to the University plan was conducted to ensure proper alignment and congruence. Goals achieved during the 2011-2014 period included reduction in tuition costs and simplification of student loan processes; curricular reform associated with the PharmD program; recruitment of new faculty in the Pharmaceutical Sciences department; and increase in grant funding. Other accomplishments are detailed in the *SP Executive Summary* (App 8 attached).

In 2014 the College began work on establishing a plan for 2015-2020 with the assistance of the Bernard Consulting Group (BCG). The current plan has identified five strategic objectives:

1. Strategically position the UK COP to be the destination of choice for those who want to impact health and help shape the future of pharmacy practice in the country.
2. Differentiate and increase the impact of the UK COP research and advance its international reputation for research in pharmaceutical outcomes and the discovery and development of novel therapeutic treatments.
3. Become the venue of choice for post-graduate training in pharmaceutical research.
4. Recruit and retain world-class faculty, staff, and students into a diverse and inclusive environment.
5. Capitalize on unique opportunities for which pharmacy can creatively impact health issues in a variety of dynamic environments to boldly impact health and promote its science.

Describe College Administration Contributions to the 3-4 Strongest Research and Creative areas in the College. Include expectations and/or evaluation criteria divided by faculty status, rank, and title series (as applicable)

### **1. Natural Products & Drug Discovery**

The college houses the Center of Pharmaceutical Research and Innovation (CPRI), created to stimulate translational research initiatives along the drug discovery-drug development continuum by uniting state-of-the-art facilities and expertise in key infrastructure areas with problems and challenges moving lead compounds forward to clinical utility. The CPRI consists of three core facilities: the organic synthesis and screening core; chemoinformatics and drug design core; and the translational studies core which focus on first-in-animal studies evaluating pre-formulation, pharmacokinetics, and toxicology of lead compounds.

CPRI is the only academic drug discovery/development center in the Commonwealth and is focused on facilitating UK-based translational research and education, advancing new treatments and strategies to address major health challenges in the commonwealth, and fostering pharmaceutical commercialization and economic development opportunities in Kentucky. CPRI is comprised of three synergistic support cores (highlighted below).

**Organic Synthesis and Screening Core.** This core provides consultation, manpower and equipment for the synthesis of small molecules and corresponding assay development and screening toward the identification of novel probes/hits relevant to translational research and drug discovery and development. Screening activities in the core include assay development, validation and moderate throughput screening campaigns that employ commercially available compound libraries (Enzo Screen-Well<sup>®</sup> FDA-Approved Drug Library V2; Enzo Screen-Well<sup>®</sup> Natural Product Library; Microsource Discovery Systems Inc. Spectrum Collection; Selleckchem Epigenetics Compound Library) and proprietary compound libraries (the UK Natural Products and Semi-Synthetics Repositories). The synthesis component of the core commonly engages in syntheses of non-commercial agents, hit/lead discovery/development chemistries, medicinal chemistry and/or the modification (e.g., using suitable reactive tags, isotopes, fluorophores) of bioactive probes, drugs or natural products to enable assays/target identification. The core operates under the directorship of Professors David Watt and Jon Thorson with a current staff of three PhD level chemists and one PhD level assay development specialist.

**Chemoinformatics and Drug Design Core.** This core provides expertise and manpower, for virtual screening, predictive toxicology, computational modeling of ligand-target interactions and design of novel lead candidates using a variety of state-of-the-art molecular modeling, simulation and computational techniques. In collaboration with experimentalists, the core commonly engages in hit identification via virtual screening and/or de novo ligand design and hit optimization/prioritization through the use of ligand-target modeling and predictive

biodistribution and/or toxicology. Such computational strategies help guide and/or prioritize medicinal chemistry and can dramatically expedite drug discovery/development and/or translational research objectives. The core operates under the directorship of Professor Chang-Guo Zhan with a current staff of one PhD level computational chemist.

**Translational Studies Core.** This core provides consultation, manpower and expertise for preliminary hit/lead first-in-animal studies with a particular focus upon pharmacokinetics (PK), pharmacodynamics (PD) and basic toxicology (e.g., maximum tolerated dose, MTD). The core commonly engages in hit/lead candidate preliminary in vitro and in vivo absorption, distribution, metabolism, excretion and toxicology (ADMET) analysis, preformulation, LC-MS-based bioanalytical assay development and validation, as well as basic PK and MTD studies in collaboration with experimentalists. In the context of translational research and lead discovery/development, these studies are critical to highlight potential liabilities of early stage hit/lead agents and to set the stage for additional in vivo evaluation in the relevant disease models. The core is working to advance novel alternative animal models for toxicology and phenotypic screening as well as unique preformulation approaches to facilitate in vivo studies. The core operates under the directorship of Professors Markos Leggas and Brad Anderson with a current staff of one PhD level and one MS level scientist.

## **2. Cancer**

UK's Markey Cancer Center (MCC) treats approximately 2,000 new cancer patients plus 5,000–6,000 returning cancer patients and survivors annually and enrolls approximately 250 patients per year into therapeutic clinical trials. Cancer specialty treatment teams are composed of clinicians from all oncology specialties plus clinicians from all related branches of medicine required to optimize patient care outcomes. Research on cancer is a core emphasis of the Markey Cancer Center, with more than 150 faculty (from 28 departments spanning 8 Colleges within UK) participating in a broad array of research programs and projects.

Investigators in the UK College of Pharmacy have worked closely with clinical oncologists in the Markey Cancer Center to facilitate the advancement of new anti-cancer agents to clinical trials. The Experimental Therapeutics Program of the Markey Cancer Center has been an active multidisciplinary program for over 8 years. The flagship multidisciplinary collaboration of the MCC Experimental Therapeutics Program has been the development of the novel camptothecin AR-67 (formerly DB-67) from the laboratory, through the NCI RAID program, through IND submission, through a completed phase I trial conducted at UK. Each step involved collaboration of College of Medicine clinicians with pharmaceutical scientists in the College of Pharmacy. AR-67 has completed phase II trials in myelodysplastic syndrome and gliomas, led by Drs. Leggas (Pharmacy) and Arnold (Medicine). Other multidisciplinary collaborations catalyzed by the MCC Experimental Therapeutics program have led to national cooperative group trials of bortezomib in combination with chemotherapy in myeloid leukemia; development of a novel lung cancer vaccine; preclinical and clinical development of the novel agent parthenolide and its derivative

DMAPT; and coordinated laboratory and clinical studies of COX2 inhibitors and brachytherapy in prostate cancer; of dexamethasone's effect on chemotherapy; and of the interaction of anti-oxidant mesna with anthracycline chemotherapy. The Experimental Therapeutics Program also has fostered preclinical collaborations between faculty across disciplines to develop new technologies to detect genomic recombination, and to incorporate screening platforms into laboratory research

Twelve faculty work together as mentors/co-mentors in the Integrative Graduate Education and Research Traineeship (IGERT) program supported by the National Science Foundation and led by Kimberly Anderson, Gill Eminent Professor in the Department of Chemical and Materials Engineering. The IGERT: Building Leadership through a Program on Engineered Bioactive Interfaces and Devices is a multidisciplinary doctoral traineeship program on bioactive interfaces and devices, including nanodevices and nanomaterials. Faculty members in the IGERT program are from the Departments of Chemical and Materials Engineering Chemistry, Pharmaceutical Sciences (College of Pharmacy), Electrical and Computer Engineering, Anatomy and Neurobiology, Molecular and Cellular Biochemistry, and the Center for Biomedical Engineering. Pre-doctoral graduate students in the IGERT program receive a stipend for two years while benefiting from a host of multidisciplinary education and research activities. The program has facilitated cross-disciplinary collaborations among faculty and students. The type of training that graduate students receive during their IGERT-supported years in the various PhD programs will make them excellent pre-doctoral candidates for advanced cross-disciplinary training where they will learn to work closely with teams focused on real clinical problems in cancer that may have nanotechnology solutions. There is a critical need for academicians and clinicians who are well equipped to translate innovative technologies, including those in nanoscience, into clinical cancer care. Participants completing mentored research education program will benefit from research mentorship and interactions with a stellar cadre of experts across diverse disciplines who are united in their efforts to bring new understanding in nanoscience to bear on cancer. Trainee engagement spans research discovery, formal didactic training through short courses and symposia, and training in the responsible conduct of research and grant-writing—all within a multidisciplinary framework engaging highly productive faculty scientists and clinicians that support their development. They emerge with a core expertise that can bring synergy to cross-disciplinary collaborations and a confidence and comfort level in working with an interdisciplinary team to overcome the shortcomings of current approaches in diagnosing and treating cancer.

### **3. Drug Abuse**

Drug abuse research in the College of Pharmacy is built on a long tradition and strengths in drug abuse research at UK in Lexington, Kentucky. Lexington is the location of the original Addiction Research Center (now housing a Federal Woman's Prison), which ultimately became the Division of Intramural Research for the National Institute on Drug Abuse (NIDA) located now in Baltimore, MD. Research in drug addiction requires an understanding of increasingly complex research techniques as well as a broad-based understanding of complex and dynamic neural responses to

abused drugs. Research efforts of a large number of faculty at UK are supported currently by NIDA, including pharmacy policy research addressing prescription opioid and heroin addiction, medication development for opioid use disorders, development of novel therapeutics for methamphetamine use disorders, tobacco smoking cessation and intervention and prevention of cannabis use disorders.

The overarching theme of the current research is that substance use disorders alter fundamental cellular and macromolecular processes resulting in long term changes in neural plasticity and behavior, which can be treated using pharmacotherapeutic intervention.

Training the next generation of drug abuse researchers is critical to current and future public health challenges associated with substance use disorders, which is a major problem in Kentucky and in the U.S. Initially funded in 2004, the College of Pharmacy holds an established 10-year T32 institutional training program. Faculty members are role models for young investigators and are passionate about investigating critical problems related to underlying mechanisms of abused drugs and about the discovery and development of treatments for substance use disorders. Interdisciplinary training in drug abuse research focuses on major research areas that include 1) molecular and cellular studies of receptors, transporters and signaling cascades involved in the response to abused drugs and 2) design, chemical synthesis, delivery and assessment of novel ligands that interact with these cellular proteins in the discovery and development of potential new pharmacotherapies for the treatment of substance use disorders. Thus, the College of Pharmacy provides a unique opportunity for trainees to gain an understanding of the interrelationships, concepts and methods applied by researchers at the molecular, cellular and behavioral levels, as well as become immersed in drug discovery and development in the pursuit of novel therapeutics for substance use disorders. Also, the trainees are exposed to behavioral aspects of drug abuse research from effects of abused drugs on behavior to the use of behavior to discover and develop novel therapeutics for the treatment of addiction. As such, trainees gain a broad understanding and appreciation of drug abuse research.

#### **4. Pharmaceutical Policy & Outcomes**

The College of Pharmacy's multidisciplinary Institute for Pharmaceutical Outcomes and Policy (IPOP), a center originally established in 1992, is a critical data resource that supports research focused on health outcomes with an emphasis on informatics and health services research using large health system databases. Specific research areas relevant to the IPOP mission include pharmaceutical health policy, pharmaceutical health outcomes, economic evaluation, and decision analysis to improve health-related medication outcomes of individuals and populations. IPOP occupies 5,260 sq. ft. of space in the Biological-Pharmaceutical Building consisting of offices for researchers, professional staff, and graduate students. A 900 sq. ft. data center is equipped with independent power, cooling, and humidity control. Professional staff within IPOP includes database system analysts, software developers and web developers. Additional information technology support is delivered by 40 professional staff, who provide database development

consultation (for Oracle, SAS, and SQL Server), data integration services (Informatica) and management and analysis of large data sets (Oracle BI Tools, Tableau). IPOP trains the next generation workforce through the Pharmaceutical Outcomes and Policy graduate program, which is designed for students who possess a professional health care degree and desire to focus on pharmaceutical policy-related issues such as government regulation of pharmaceuticals.

Describe Attrition of Faculty (cumulative number not tenured, resigned, retired, other) Over Past 3-5 years. Discuss Expected Effect on College Level Programs and Other Issues Related to Retention of Qualified Faculty.

Faculty attrition for the period of 2012-2016 is captured within the table below. The majority of separations occurred in 2016 and represent a transition of faculty members into other places or areas of employment. During the six-year period since the last review only one position was “eliminated.” The College continues to recruit and hire faculty members for specific areas related to the mission of the organization (e.g., pharmacogenomics, outcomes, hematology/oncology).

	2012	2013	2014	2015	2016
Retired	1	1			1
Other Work	1	2	3	2	6
Deceased				1	
Assignment Ended	1		1	1	
Position Eliminated		1			
Switched Departments	1				1
<b>TOTALS</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>8</b>

\*In 2016 the College appointed 4 new faculty members and a new Dean.

Describe the College Administrations Contributions to Teaching and Service at the College Level that has Enhanced University Strategic Initiatives. Include Expectations and/or Evaluation Criteria Divided by Faculty Status, Rank, and Title Series.

The administration of the College of Pharmacy for each of the major missions is composed of full-time faculty members. As each administrator’s primary identity is that of a faculty member, they have expectations for contributing to the academic, research and service missions of the College of Pharmacy and in turn the university as a whole. Each administrator has a distribution of effort that is determined annually, and their performance is evaluated for each component of their position on a routine basis as is done for any other faculty member. A summary of those contributions for the primary administrators of the College are outlined within App 9.

Provide Fellowships, GTA, GRA Information: List the Salary Range (Hourly Rate or Semester Half-Time Contract) for GTAs and GRAs and Estimate the Number on Fellowship for the Most Recent Fall Semester:

Fall 2015:

- 40 Graduate Research Assistants with an annual salary range from \$24,000 - \$30,000.
- 1 Graduate Research Assistant funded by the University with an annual salary of \$55,000.
- 14 Graduate Teaching Assistants with an annual salary range from \$24,000 - \$40,000 (upper level TAs possess a PharmD).
- 4 Graduate Students with Research & Teaching Assistant Positions (half/half) with an annual salary range of \$29,000 - \$30,000.
- 5 Graduate Students with Fellowships with additional supplements (partial RA positions) with an annual salary range of \$25,000 - \$30,500.

Describe the Reasons Students Reject Fellowships or Assistantships Offered by the University, College, or Departments.

As part of our recruitment process, we survey our applicants who decline our offer to join the program as to where they end up, and why they declined our offer. Most students chose competitor programs, some giving personal reasons that factored into their decisions. Of the 14 applicants who responded to this request from the previous 2 years of recruitment, the data is listed below. As for students who join our program, fellowships or assistantships are not rejected.

**Alternate Destination**

UNC Clinical/Translational Sciences  
 UNC Clinical/Translational Sciences  
 UNC Clinical/Translational Sciences  
 UNC Clinical/Translational Sciences  
 Pharmacy residency program  
 Vanderbilt Graduate Program  
 Pittsburgh Immunology Program  
 Purdue University  
 University of Washington  
 UK IBS Program  
 University of Michigan  
 UT Austin  
 Unknown  
 Unknown

**Reason**

Preferred other program  
 Preferred other program  
 Preferred other program  
 Preferred other program  
 Career choice  
 Wife has family in Nashville  
 Preferred other program  
 Closer to home  
 Wanted to experience difft part of the country  
 Preferred other program  
 Preferred other program  
 Fellowship  
 Decided to pursue chem engineering programs  
 Personal medical reason

## DOCUMENTATION OF IMPLEMENTATION OF POLICIES & PROCEDURES

### Evidence of Adherence to Educational Policies and Procedures Established Through the Faculty Governance Process.

#### Specific to:

- Consistent review and monitoring of course substitution, course equivalency credits, course transfer towards degree completion, and vetting of expectation of degree requirements.
- Procedures related to faculty personal actions (APT) and budget request preparation
- Evaluation criteria for research and scholarly activity in accordance with faculty status, rank, and title series
- Course Scheduling

The College follows all policies and procedures related to academic and faculty affairs. The Office of Academic and Student Affairs is charged with vetting all coursework earned towards degree completion. Student transfers into the Doctor of Pharmacy degree program are handled on a case-by-case basis and require evaluation of a potential transcript against the College's curricular map. The curriculum committee is involved with all decisions related to pre-requisite degree work related to admissions to the PharmD program. Similarly, Academic Affairs (working in conjunction with the Office of Education) manages all course scheduling (both elective and required). All courses are vetted by the College's curriculum committee who recommends decisions to the general faculty. Once approved by the faculty courses are forwarded for final approval to the Health Care Colleges Committee (HCCC).

APT recommendations begin within the College's departments where all appropriate faculty (by rank and title) are consulted. Dossiers are prepared for faculty according to University policy and are then forwarded to the College Appointment, Promotion, and Tenure committee. The APT committee is comprised of tenured faculty from both Department. The APT committee will then forward a recommendation to the Dean.

### Evidence of Evaluation of Course Grade Distribution by Level and Discussion of Strategies to Monitor Grade Inflation/Deflation include DEW Rates.

The College maintains an on-going course evaluation program as a component of its quality assurance and assessment programs. Pursuant to this process all PharmD courses are reviewed by the curriculum committee annually. An element of this review involves an examination and discussion of course grade distribution.

## **EVALUATION OF COLLEGE QUALITY AND PRODUCTIVITY**

College Bench Marking Activities: Summary of Benchmarking Activities; Include institutions and colleges benchmarked against and comparisons results tracked against: P&T expectations, annual evaluation expectations. Faculty mentoring expectations, budget, number of faculty administration, and staff.

The College does not conduct benchmarking beyond data collected for the purposes of the Doctor of Pharmacy degree program re-accreditation and for the purposes of comparing faculty salaries with appropriate comparators. Faculty student ratios are reported to and monitored by our PharmD accrediting agency (ACPE). The College has for several years been ranked by US News and World Reports as a Top 10 Doctor of Pharmacy degree program within the US. Additionally, the College conducts regular surveys of faculty, preceptors, students, and alumni as required by the Accreditation Council for Pharmacy Education (ACPE). Response data from these surveys is made available to the College along with national means for each response item. The College systematically analyzes these results for outliers in any direction and takes corrective action as appropriate. For example, the College recently modified its honor code process in response to faculty and student survey feedback related to the handling of issues related to academic dishonesty.

Quality of faculty and staff communications and interactions, such as awards/recognitions, opportunities for input, college meeting schedule, college retreat schedule, opportunities for faculty and staff to interact.

Results of a recent UK Work Life Survey indicated a feeling among employees that the College needed to improve Departmental communications. Therefore, concentrated efforts have been made in this area to better convey information across the Organization. Most recently a “Lunch and Learn” series has been implemented. This casual, on-going, and rotating series is designed to inform faculty and staff about various College related policies and programs.

The College has for several years produced an alumni communication known as the “Active Ingredient (AI).” The AI is published 2-4 times per year and highlights important events and recognitions within the College and is widely disseminated to alumni, faculty, students, and staff. The AI is edited by the College’s chief information officer (Ms. Amanda Plakosh). The College also publishes the e-newsletter “Fortnight at the COP” every 14 days and distributes it to the College’s faculty and staff. Fortnight is intended to inform the faculty and staff about various internal activities including but not limited to IT information, facilities updates, parking news, and personal recognitions. Some individual units within the College including the Office of Education and Office of Research also produce periodic e-newsletters with information pertinent to their missions.

Each department within the College conducts regular faculty meetings which are well publicized. Additionally, at least 2 all-faculty meetings are held each semester. An elected Faculty Council also meets and advises the faculty as a whole and the Dean as needed with regard to various collegiate issues. These meetings are scheduled and moderated by an elected Faculty Secretary. A staff member is charged with assisting in the population of all faculty meeting agenda and with maintaining and posting minutes as well as tracking all voting items. Typically, an annual all College retreat is held with a rotating theme. The last two retreats have focused on the ACPE accreditation self-study (2015) and research (2016).

The College hosts an annual faculty reception to honor all individuals having received special awards or recognitions in the preceding academic year. The College also hosts occasional all college get-togethers where faculty and staff can interact (e.g., ice cream social). Last, the college sponsors a "Pharmacy 101" seminar each semester where new faculty and staff are invited to lunch while 2 senior faculty members provide a seminar on the pharmacy profession and history of the College of Pharmacy at the University of Kentucky.

Overview of current instructional programs and plans, describe measures of teaching effectiveness and efforts to improve (e.g., faculty development, mentor programs).

The College delivers two main degree types, the professional doctorate (Doctor of Pharmacy) and graduate degrees (MS and PhD). Within both degree granting programs faculty are routinely evaluated as a component of the College and University course and teaching evaluation system. All course and teaching evaluations are conducted electronically with the COP typically achieving at least a 95% response rate each semester. Any faculty member teaching a minimum of 5 hours within one course is evaluated. Any faculty member referred by a Department Chair will also be evaluated regardless of hours taught that semester. Evaluations are conducted by the Office of Education's Director of Assessment (DOA) and are subsequently reviewed by the DOA, the Associate Dean for Education, and appropriate Department Chairs. Evaluations are typically distributed to faculty within 1-2 weeks of the beginning of the following semester or summer session. The College also employs a peer evaluation of teaching system for junior faculty or any faculty member referred to the Office of Education by a Department Chair. The College also regularly collects formative data regarding the curriculum through its student liaison committee. Last, an Academic Coordination Council (ACC) which is comprised of the Associate Dean for Education, the Associate Dean for Academic Affairs, the Senior Associate Dean, Chairs and Vice Chairs from each department, the Director of Assessment, and the Chair of the Curriculum Committee meet weekly to discuss, coordinate, and trouble shoot on-going curricular issues.

Junior faculty within both academic units are afforded an opportunity to select or be assigned a senior mentor. Additionally, several faculty development programs are available including but not limited to one-on-one consultations with staff from the Office of Education (OEd). The OEd

regularly conducts faculty development seminars and sponsor a faculty think-tank to encourage the scholarship of teaching.

With the launch of a new curriculum in Fall 2016, the College has been engaged in a long-term faculty development program centered on aspects of the new curriculum. This on-going educational initiative has been termed “CALIBRATE” and includes seminars and information on such topics as flipped classrooms, ExamSoft, and the new pharmacist patient care process. Faculty have also been engaged in an “OSCEology series” that was developed by and is being led by Dr. Mandy Jones. Dr. Jones has done extensive work in training in the area of OSCEs and has traveled to peer institutions in order to assist the faculty in implanting best practices related to the use of OSCEs for assessment.

Class size for the Doctor of Pharmacy degree program is approximately 140 per professional year (1-4) with approximately 10-15% of students being out-of-state. The graduate program class has an average size of approximately 15 PhD students and 1-2 MS students. The Doctor of Pharmacy program possesses an abundance of co-curricular opportunities with approximately 20 student organizations. Each student organization is advised by a faculty member within the College. The graduate program recognizes an active chapter of the American Association of Pharmaceutical Scientists (AAPS).

The College maintains accreditation in collaboration with CECentral, UK HealthCare, and the UK College of Medicine to provide continuing pharmacy education. The College has faculty representation on the CECentral Advisory Board. All College faculty are appropriately audited for credentials (CIP codes) by the human resources office in conjunction with the Director of Assessment. All course coordinators must maintain faculty appointments with the College in order to coordinate any required or elective course work. Adjudication of these rules is maintained by the Dean for Education as a component of the new course review and approval process.

Assessment is a significant component of the Doctor of Pharmacy degree program and is described in detail within the 2015 ACPE Re-Accreditation Self-Study (App 2). As the graduate program moves to a more student-centric model assessment planning and data capture in this area is also evolving (App 10, App 11). Significant effort has been placed in more holistically collecting and analyzing data from the graduate program. As such, a curricular map has been constructed as have several standardized rubrics. These rubrics are designed to be used in various formative and summative points within the trajectory of graduate student training. Lastly, a Student Annual Advisory Committee Meeting Report has also been created to formally document feedback from each advisory committee member in a systematic fashion. The College’s Director of Assessment will play an increasing role in amassing, analyzing, and reporting data for the graduate program which will include but not be limited to qualifying examination results and dissertation defense results. Data will be collected on an annual basis and reported

to the Director of Graduate Studies. These activities will also be coordinated with the Unit Assessment Coordinator within the graduate program. The Unit Assessment Coordinator position is a newly upgraded staff position with specific responsibilities delegated to the graduate program.

Describe resources provided to meet the Colleges research purpose/mission/goals including: financial support, support related to writing and administering grants, access to facilities and equipment, faculty and administrative development opportunities, protected time dedicated to research for faculty.

### **Financial Support**

The College of Pharmacy Research Office, which is under the direction of the Associate Dean for Research, provides direct financial support for the college's research mission through the following programs:

1. Igniting Research Collaborations pilot funding for new collaborative projects with other colleges
2. Pilot funding for meritorious in-house research projects and to address critiques of grant proposals
3. Honoraria for external experts to review grant proposals
4. Bridge funding for faculty members to transition to the next grant
5. Large equipment purchases for identified shared needs
6. Partial support of service contracts for shared equipment
7. Funds for shared supplies (e.g., gases, document storage, and software licenses)
8. Salary support for Safety Officer and Research Office Personnel

### **Support Related to Writing and Administering Grants**

#### **College of Pharmacy Research Office – Support Team**

Linda Dwoskin, Ph.D., Associate Dean for Research

Greg Graf, Ph.D., Assistant Dean for Translational Research

Julie Oestreich, Pharm.D., Ph.D., Director of the COP Research Office

Alla Arnold, M.A., College Grants Officer

Allyson Eyerman, Administrative Associate

The Research Office provides comprehensive support including reviewing ideas at conception, proposal and budget development, assistance with the UK internal approval process to proposal submission, review of the response to critique, as well as, submission of project reports and close-out (refer to Standard Operating Procedure). In addition, the college supports a post-award manager and grant reconciler within the College Business Office.

### Proposal Diagnostics:

Investigators are encouraged to undergo a proposal diagnostics meetings, which can be scheduled across stages, to obtain comments and suggestions on their research ideas and proposal framework. Meetings consist of sharing ideas and/or proposal documents with college and COP faculty members, and in some cases, external reviewers. Stage 1 is the Concept Review which allows investigators to fine tune preliminary hypotheses and ideas with a minimal requirement for background and preliminary data. Stage 2 is the Aims Review, which is recommended 180 days prior to proposal submission. Stage 3 is the Project Intensive Review, during which the proposal is vetted in its entirety by UK faculty and potentially paid external reviewers (recommended 90 days prior to proposal submission). Stage 4 is the A1 Review, which focuses on critique interpretation and critical modifications to the proposal for resubmission.

### **Access to Facilities and Equipment**

The College of Pharmacy is housed in the 286,000 sq. ft. Bio-Pharmaceutical Building, with its five-story atrium designed to foster connections across the professional program and pharmaceutical research. The first two floors provide state-of-the-art classroom and training space, including teaching laboratory space with a compounding laboratory and patient assessment rooms and nine group-learning spaces in addition to classrooms and auditoriums. The third, fourth, and fifth floors house more than 50,000 sq. ft. of premier open laboratory space to support transdisciplinary research collaborations and to foster cooperation across research disciplines. Shared equipment and research cores are located in the College of Pharmacy, which also facilitates collaborative research.

College research activities and initiatives, include: number of research FTE faculty, number of post-doc fellows and TAs, list of grants and contracts for the period review and funding amount (2010-2016), summary of research programs by topic, honors and recognitions, graduate student publications and presentations, undergraduate research activities and initiatives.

(App 11)

Number of Post-docs: 23

Numbers of Teaching Assistants:

Fall 2011 – 14 ½

Spring 2012 – 12

Fall 2012 – 13 ½

Spring 2013 – 13 ½

Fall 2013 – 17

Spring 2014 – 14

Fall 2014 – 13 ½

Spring 2015 – 15 ½

Fall 2015 – 16

Spring 2016 – 15 ½

Fall 2016 – 17 ½

Graduate Student publications and presentations:

Total presentations from 2010-2016: 533 or an average of 76 per year.

Total publications from 2010-2016: 344 or an average of 49 per year

Offering undergraduate students the chance to participate in laboratory research is one of our most successful means for recruitment. We fund and conduct the Pharmaceutical Sciences Summer Undergraduate Research Program (SURP). Despite tight budgets, this program is seen as so essential that the Dean continues to provide support in conjunction with the Department to fund students. At the end of the summer, students present their projects to the faculty and students of the College.

In February 2014, the National Institute of Alcohol Abuse and Alcoholism awarded a joint grant to the Department of Pharmaceutical Sciences, Dr. Kim Nixon, and the Department of Psychology, Dr. Mark Prendergast, for a new summer undergraduate research program, UK STAR (Summer Training in Alcohol Research). This grant funds undergraduates for a 10-week summer internship in one of 11 UK research projects focusing on alcohol and its effects. This program has attracted applicants from Howard University, Emory University, the University of Houston, Virginia Union University, Union College, Spelman College, Alderson Broaddus University, the Honors College at Miami Dade College, Wofford College, Muskingum University, Albany State University, University of Texas at Brownsville, University of Puerto Rico, Tuskegee University, Prairie View A & M University, UK, Berea, Centre, and many more local and national institutions.

Additionally, the DGS and other graduate faculty expose students in the PharmD program to research opportunities. We have increased our communication to PharmD students in various forums to inform them of the opportunities within the COP and medical center to obtain research experience, as well as to the many ways that research can fit into their careers. These opportunities include volunteering, research independent study, and our Summer Undergraduate Research Program. In 2012 we launched the PharmD/Masters in Pharmaceutical Sciences dual degree program for these students, and had our first class of 6 students graduate in May of 2016. We operate this program as a gateway into research for our professional students. The Master's program is designed so that if a student wishes to continue their training an easy extension can be made into the PhD program.

### **Summary of Research Programs by Topic**

Research interests span many broad areas including: drug discovery, drug development, therapeutics, and pharmaceutical policy. Current research emphases include cancer, cardiovascular disease, drug abuse, educational research, infectious diseases, neurological disorders, pharmaceutical outcomes & policy, pharmaceuticals, and pharmacy practice. Other

research focuses on development of strategies to correct disease-causing defects in cell signaling pathways; development of nanoparticles for drug delivery and imaging; and discovery of underlying cellular, molecular, and genetic factors responsible for variations in drug efficacy and toxicity.

See App: 12, 13, 14

## **INPUT FROM AFFECTED CONSTITUENTS**

As a component of ACPE accreditation of the College's Doctor of Pharmacy degree program regular and structured surveys of graduating students, faculty, preceptors, and alumni are required. The College conducts each of these surveys on a regular and rotating basis (App 15).

## **COLLEGE RESOURCES**

Cost and Funding (resource requirements and planned resources of program funding must be detailed in order to assess the adequacy of the resources to support quality programs): student credit hour per instructional faculty FTE, process used to develop budget, budget summary information (including extramural funding) and perceived adequacy, extent to which budget is derived from enrollment and effects of enrollment on budget, opportunity for College to present its recommendations regarding budget to University administration.

(See App 16 for all budget attachments)

The COP has available resources of \$43,025,860 in fiscal year 2016-17, comprised of *state funds* (\$15,897,338), *revenues* (\$66,600), *Fixed-Price Residual funds* (\$795,300), *grant support* and *pass-thru transfers* (\$8,305,181) and *prior-year state funds* (\$14,167,672).

The consolidated cost of operations (*all COP programs and collegiate-infrastructure costs*) is \$34,246,244. These costs are funded with a combination of state (60%), grant (24%), and pass-thru transfers (2%) with reliance placed on collegiate 'soft funds' (14%) to satisfy funding deficiencies.

The available resources (discounted for prior-year funds) in FY17 is \$28,858,188. The budgeted operational cost of all programs for FY17 is \$29,495,371- indicating an annual operating deficiency of \$637,183. This deficiency is anticipated to be funded with current year salary reimbursement/recovery funds. Furthermore, reliance on collegiate reserves (soft funds) is projected to be \$4,750,873 in FY17- this is managed through the formalized *COP Commitment Request* process. A significant portion of FY17's reliance on college reserves is comprised of faculty startup funds, investment in COP Center-operations, an investment in scientific equipment, and faculty salaries budgeted on soft funds. The COP's FY17 reserve funds are projected to be \$8,779,616 at the close of FY17 (not including any surplus FY17 yearend fund

balances gained through operational efficiencies and unspent salary reimbursement/recovery funds generated during the fiscal year.

The breakdown of the individual COP programs and associated operational budgets (including funding from grants/pass-through and reliance on collegiate reserves) are as follows:

PharmD: \$8,647,781  
 Graduate Education : \$4,588,545  
 Residency Support : \$734,593  
 Research: \$16,133,935  
 Collegiate Operations : \$2,743,001  
 Collegiate Reserves- current year: \$1,398,389

**The COP 2016 Program Review Budget Addendum includes the following analysis (by Program and consolidated COP):**

Available Resources:

- o Total Available Resources- Chart Series 'A (a-g)'
- o FY17 Operating Budget- including Prior Year funds- Chart Series' B (a-g)'
- o FY17 Operating Expenses - Programmatic Segment (Summary & Detail)- Chart Series' C (a-g)'
- o FY17 'Net' Program Cost- before reliance on 'soft funds'
- o FY17 Program Cost- 'net' of external support& 'pass-thru transfers- Chart Series' D (a-g)'
- o FY17 Program Reliance on 'soft funds'
- o FY17 Program Resource Requirements- including reliance on 'soft funds' and external support Chart Series' E (a-g)'
- o FY17 Program Impact on COP Reserves
- o COP Resource requirements in satisfaction of the COP's 2016-9 Strategic Plan.

As mentioned in our previous review, and as is common among all types of graduate programs, the financial model of supporting our students and the program is difficult due to a heavy reliance on grant funding, which can be volatile and unstable. As federal funding becomes increasingly limited, the future may require either taking fewer students into our program, or relying more heavily on College funds for support. Currently our students benefit greatly from Graduate School tuition scholarships. These funds pay for Teaching Assistantships and out-of-state research assistantships, and we rely on these heavily. Clearly, additional support sources for funding would serve to stabilize this ever-changing model. One underutilized source could be the pharmaceutical industry—the addition of a development officer could assist us in such endeavors.

We have recently embarked upon some philosophical changes in our program. Specifically, we are striving to make our program more student-centered. To this end, budget needs may arise

that will support these efforts. The American Association of Colleges of Pharmacy is currently developing core content in the form of webinars and shared courses so that each program does not have to replicate training in areas such as leadership, communications, and entrepreneurship. These courses would be advantageous to our students in the future and will likely have some costs involved. Additionally, increasing the exposure of our students to leaders in the field is a desire that many of have expressed. We will be attempting to bring professionals to campus over the next few years that can interact with our students to provide insight into the ever-changing employment landscape. This will also require funding to accomplish. And finally, it has been expressed at multiple levels that we seize the opportunity to take a lead nationally on the issues surrounding the evolution of graduate education in pharmaceutical sciences. In order to accomplish this goal, an increase in travel will need to be budgeted for so that we are able to engage with various organizations and allow for our program to become a leader in graduate education.

#### Facilities summary information and adequacy related to teaching, research, and service activities.

COP faculty and staff currently occupy 115,643 sq. ft. of space (that includes offices, laboratories, lab support space and classrooms) distributed over 4 sites on the UK campus:

1. Bio Pharmaceutical Complex (BPC): 111,536 sq. ft. (49,585 research)
2. Biomedical Biological Sciences Building (BBSRB): 1031 sq. ft. (822 research)
3. Advanced Science & Technology Commercialization Center (ASTeCC): 3076 sq. ft. (2494 research)
4. Kentucky Clinic and Chandler Medical Center: 2550 sq. ft.

The BPC is a new facility for the College and represents one of the largest pharmacy facilities in the world. The building was designed with significant input from College leaders, faculty, staff, and students. The BPC facility represents a significant improvement in both depth and breadth of space as compared to the previous Rose Street facility. Evidence of faculty and staff satisfaction with the facility is apparent from survey data which demonstrates significant improvement in agreement with facility and research based items.

#### *Faculty & Teaching Space*

Faculty members in the Department of Pharmaceutical Sciences are located in the Biopharmaceutical Complex (BPC), the BBSRB, and the ASTeCC building. Faculty in the Department of Pharmacy Practice and Sciences are located in the BPC but also utilize space in the Kentucky Clinic and Chandler Medical Center.

Faculty occupy approximately 8417 sq. ft. of office space; staff and support personnel occupy approximately 9867 sq. ft.; and College administration occupy 3503 sq. ft. of office space. Faculty office space is adequate for student counseling and faculty and staff functions.

The BPC has two large auditoria each with seating capacity for 219 students. Each is equipped with advanced AV systems capable of displaying content from multiple sources as well as lecture recording capabilities. The auditoriums also are equipped with microphones to facilitate student interaction. For situations requiring extended seating, one auditorium can broadcast its content to the other auditorium. The College also maintains two smaller classrooms (234 and 170). Classroom 234 accommodates 110 and is equipped with multiple projectors and class capture capabilities. This room also possesses video conference capabilities provided by an integrated Polycom system. Our smallest classroom, 170, has a 54 person capacity and includes a single projector unit with lecture capture capabilities. The College has nine small conference rooms dedicated as group learning rooms (GLRs). Each room is equipped with a monitor and ports to allow students to connect laptops. Each room has a 12 person capacity with the exception of GLR 236 which has a capacity of 16. Lastly, Apple TV technology is used throughout the building.

The Patient Care Laboratory occupies 10,518 sq. ft. and is dedicated to practice-based teaching and simulation exercises. The laboratory is divided into four main areas (simulated sterile compounding [12 laminar flow sterile hoods], 'central pharmacy' [36 computer stations and small group multi-functional teaching space], non-sterile compounding [14 work benches with 11 computer stations], and a patient care suite [10 fully furnished assessment rooms]).

Classroom space throughout the medical center is in high demand. A centralized scheduling system (ASTRA) is employed to reserve rooms. In the system, the COP has first priority for space in our facility with open availability thereafter for other healthcare colleges. Likewise, the COP may utilize space in other areas of the medical center as needed. Because of the central location of the BPC as well its sophisticated patient care area, the COP often hosts students from other healthcare colleges both informally and formally for various interprofessional activities and simulations.

The majority of COP student activities are held within the BPC with over 5878 sq. ft. of common area space (atrium and lounges). The building also has 1,470 sq. ft. dedicated to student lockers and a 311 sq. ft. student kitchenette equipped with vending machines, a sink, multiple microwaves, and printers.

Each student organization has designated space within the BPC that may be utilized for storage. Student organizations may schedule group learning rooms or other classroom space in the BPC or within the other healthcare colleges as needed. Student often utilize the BPC atrium area for various events. The BPC has 5 study alcoves on the 2nd floor with each housing a table, 2 chairs, and a whiteboard. The BPC also houses a large open atrium which allows for significant interaction and socialization and also serves as a common area for student organizations and social functions. In addition, the Medical Center Library and the W.T. Young Library all are located within walking distance and have group and individual study areas. Student survey agreement in

terms of physical space and its conduciveness to learning significantly exceeds national averages (68.2% vs. 39.7%).

#### *Information and Educational Technology & Support*

The College strives to provide and maintain updated computer equipment and technological support services available to faculty, staff, and students. The College's Information Technology Department provides services including technical support, server management, web management, web-based applications, and classroom/instructional technology support. The College maintains its own server for faculty, staff, and students and all offices, classrooms, and laboratories have Internet access either through wired or wireless connections. The COP exceeds national averages in student survey agreement that computer and other IT resources are conducive to learning. Student attitudes in this regard seem to have shifted in accord with the College's move to the BPC building. As a component of implementation of the new PharmD curriculum the College purchased iPads for all incoming first professional year students. The devices are pre-loaded with materials meant to assist with completion of and integration into the new curriculum including the ExamSoft app "SoftTest." A small group of first year faculty were also provided iPads on a pilot basis to assist and facilitate the transition towards these devices as a component of curricular reform.

#### *Research & Support*

Approximately 52,900 sq. ft. of space located in the BPC, ASTeCC, and BBSRB buildings is devoted to research laboratories for COP researchers. In addition to wet-lab space assigned to individual investigators, the College has a series of special purpose rooms dedicated to support instrumentation and specialized research functions. These include dedicated space for an NMR core, tissue processing and histology, functional genomics, imaging, cell culture, fermentation, BSL2+ agents and others. The BPC houses two new NMR spectrometers (14.1 T and 18.8 T). The College also physically supports 5 Centers devoted to research and scholarship: the Institute for Pharmaceutical Outcomes and Policy (IPOP), Center for the Advancement of Pharmacy Practice (CAPP), Center for Pharmaceutical Research and Innovation (CPRI), Molecular Modeling and Biopharmaceutical Center, and the Center for Nanobiotechnology.

Of note, the Director of Communications has developed a regularly published e-newsletter known as "Fort Night at the COP." The newsletter is a conduit through which timely and relevant information related to physical plant and infrastructure are communicated to the College community.

#### *Equipment (Including IT Capacity)*

The College strives to provide and maintain updated computer equipment and technological support services available to faculty, staff, and students. The College's Information Technology Department provides services including technical support, server management, web management, web-based applications, and classroom/instructional technology support. The

College maintains its own server for faculty, staff, and students and all offices, classrooms, and laboratories have Internet access either through wired or wireless connections. The COP exceeds national averages in student survey agreement that computer and other IT resources are conducive to learning. Student attitudes in this regard seem to have shifted in accord with the College's move to the BPC building.

Personnel: Summary information and adequacy (including faculty and staff). Discussion of whether there are sufficient numbers of full-time faculty and staff to meet educational goals and mission of the College. Consider size of the student population as well as expectations for research and service. Identify academic and career counseling staff.

Faculty are divided into two Departments (Pharmacy Practice and Science & Pharmaceutical Sciences). Faculty within each Department may then be appointed to the graduate faculty of the College.

Sixty-three full-time faculty are housed within two Departments: Pharmacy Practice and Science (PPS) and Pharmaceutical Science (PS). This is a reduction from 2009 when there were 66 full-time faculty. Since 2009, the College's professional student body has experienced ~3% growth, with 528 students currently enrolled compared to 511 in 2009. The current student to faculty ratio is 8.4:1 compared to 7.7:1 in 2009.

Faculty are responsible for delivering the professional curriculum, graduate training, conducting and disseminating scholarly work, and providing service to the College, University, scientific/professional organizations, and community. The PPS Department is comprised of 32 full-time faculty (18 tenure-track, 14 clinical). In addition, there are 36 adjunct faculty who are partially supported by the College. One part-time faculty (year-to-year contract) contributes expertise in areas not otherwise available within the faculty (aspects of pharmacy law and association leadership). One clinical faculty is located within the Lexington VA and one other is located at the College's Clinical Educational Centers (experiential training sites) in Louisville. The experiential curriculum is supported by 453 community-based faculty volunteers located throughout the state. Overall the number of clinical and adjunct faculty has grown since 2009 (50 vs. 20 in 2009) and the number of tenure track faculty has declined (18 vs. 20 in 2009). The PS Department is comprised of 32 full-time faculty (27 tenure track and 5 research). This is up from 2009, when there were 29 full-time faculty. Currently, there are no part-time faculty in PS compared to two in 2009. The Department of Pharmaceutical Sciences has operated over the last five years in a Divisional structure with faculty electing to participate in the Pharmacology & Experimental Therapeutics (PET), Pharmaceutical Chemistry & Engineering (PCE), Medicinal, Bioorganic & Computational Chemistry (MBCC) Divisions. The composition of the faculty has remained relatively constant over this time period with 26 current Regular-Track (tenure track), 6 Research-Track (non-tenure track), 2 Adjunct, and 2 Joint appointments. Eight faculty members left the Department and College of Pharmacy over the last five years: 5 left for opportunities elsewhere; 2 retired and 1 passed away. Six Research faculty have transitioned to other positions

outside the University of Kentucky during this time period with 1 securing a Regular-Track faculty position. Four Regular-Track faculty, 3 Research-Track, 1 Adjunct, and 1 Joint were successfully recruited during this five-year review period. The Department currently consists of 11 Full, 14 Associate and 1 Assistant Professors in the Regular-Track faculty series, a complexion that has remained fairly constant over the review period. Within the Research-Track series, 5 are Assistant Professors and 1 is an Associate Professor.

In addition to the professional curriculum, College faculty provide instruction and mentoring for 71 graduate students and 35 post-doctoral scholars/fellows in four different pharmaceutical science tracks: Discovery, Development, Therapeutics, and Policy/Outcomes. Faculty are also engaged in the training and mentoring of 29 PGY1 and PGY2 residents. A small number of faculty have minor teaching commitments that are external; the vast majority teach exclusively within the College's professional and/or graduate programs.

In aggregate, 40% of faculty effort is devoted to the professional program (including instruction, precepting and advising), 5% is committed to post-graduate instruction/mentoring, 36% is devoted to research, 10% is allocated to service commitments/committee appointments, and 9% is devoted to practice. As noted in faculty-surveys, most COP faculty agree that their effort is appropriately distributed across the teaching (84.6% agree), research (76.9% agree) and service missions (78.5% agree). This level of agreement exceeds both national and peer norms for teaching (78% and 81.3%, respectively) and greatly exceeds national and peer norms for research (58.1% and 68.6%, respectively). Approximately 90% of faculty engaged in clinical practice agree that effort in this area is appropriate, exceeding both peer (80.1%) and national (80.0%) norms.

Faculty in the PS Department dedicated, on average, 68% of their effort toward scholarship and research in 2012 and this has risen to 76% of their efforts in the last 2 years. Scholarship and research in the PS Department has been supported by both sponsored (extramural funded) and non-sponsored (College of Pharmacy internal support) sources. Over the last 5 years, 39.16% of the faculty's efforts have been extramurally supported research with an additional 35% of their scholarship effort receiving internal sponsorship. There has been a demonstrable shift from 28.35% to greater than 45% of this scholarship effort being supported by entities outside the University of Kentucky over this time period, commensurate with a decline in non-sponsored research support shifting from approximately 40% to just over 31%. This represents substantial progress towards our goals of increasing the research enterprise.

The PS Department's scholarship was reflected in almost 850 peer-reviewed publications during this review period, which was generated by 35 faculty members. This translates to an average of 24.25 publications by each faculty member over this 5-year period, or 4.85 publications per faculty member per year. The PS faculty have enjoyed tremendous recognition during the 2012-2016 time period for their leadership and profession development. At the University of Kentucky, departmental faculty received 14 awards including two faculty recognized as University of

Kentucky Research Professors. During this same period, the College of Pharmacy bestowed an equal number of awards on the faculty for their outstanding research accomplishments and engagement with their colleagues and students within the College. This was in addition to 16 teaching awards given for outstanding leadership and performance in the graduate and professional training programs. The Department also operates with a culture of providing intra-departmental professional development activities by being organized as three separate divisions. Each division elects a Division Director and Representative for two-year terms, who have responsibilities to represent the Division in Departmental matters, to develop mentoring teams for junior and senior faculty members, and to participate in our performance evaluation process.

While the PS Department does not have any direct responsibilities for providing instructional activities or courses at the undergraduate level, our philosophy is to contribute to the educational needs at all levels wherever we are able. For instance, the PS faculty mentored independent research efforts of 47 undergraduate students and 21 High School students during the 2012-2016 review period. Several of the undergraduate efforts resulted in the students being authors on peer-reviewed publications. Two of the High School students were able to use their research experiences for their Science Fair projects and earned 1<sup>st</sup> place honors at the Kentucky State finales for their projects. Several of the PS Department faculty actively provide educational materials and instructional activities with local primary and secondary schools. During the 2012-2016 period, 24 such programs (typically classes or after school programs) were directly impacted by our faculty's advocacy.

Ample qualified staff are available to assist faculty. Over 83% of 2014 AACP faculty-survey respondents believe staff support is adequate. This exceeds both peer (79.2%) and national (74.9%) norms. Furthermore, this represents ~20% improvement vs. UKCOP 2012 faculty-survey results, where only 65.4% agreed that staff support was adequate. This improvement is especially notable due to the considerable staff re-organization/reallocation that has occurred since 2009. Under the leadership of the Chief Financial Officer (CFO), the collegiate business operations have been centralized (Collegiate Business Office) and accounts re-structured to provide more timely and accurate information on which to base decisions throughout the College. Many of these changes resulted from evaluation of staff capacity and workload, combined with a faculty needs-assessment for staff support. The evaluation process permitted several staff positions to be restructured allowing for recruitment of doctoral-level professionals into administrative staff positions. For example, Julie Oestreich, PharmD, PhD, is Research Office Director; Director of Assessment in the Office of Education, Leah Simpson, EdD, MPA, has doctoral training in education technology and leadership. Staff positions in the Office of Student and Academic Affairs include a recently created Director of Student Success and Career Development. A majority (83.1%) of faculty believe the College's resources can accommodate present student enrollment. This exceeds both peer (77.6%) and national (76.4%) norms.

The OASA is under the administrative direction of the Associate Dean of Academic and Student Affairs and includes the Director of Enrollment Management, the Director of Student Success and Career Development (DSSCD), the Academic Affairs Coordinator, Pre-Pharmacy Recruiter, Pre-Pharmacy Advisor, the Student Affairs Coordinator, and the Enrollment Management Coordinator. Counseling and Referral: The DSSCD serves as a liaison to many internal and campus wide resources and is the first contact for students who are experiencing academic difficulties or are in need of support for a variety of reasons including mental or emotional stress or those who need assistance due to a disability. In addition to providing services when applicable, referrals also are regularly made to organizations such as University Health Services for both physical and mental health issues, Counseling & Testing Center, academic enhancement/tutoring services, financial aid assistance offices, Disability Resource Center (for students requiring accommodations for physical, mental, or learning disabilities), and additional outside agencies or institutions available to assist individuals for conditions that may compromise success as a student in the College (for example the Pharmacists Recovery Network, an agency of the Board of Pharmacy, for students with chemical dependence issues). Student Organization Support: Student organizations are associated with the University Office of Student Involvement. This OASA connects the student organizations with University resources such as the Student Activities Board, funding resources, meeting facilities, etc. The College's Student Advisory Council, (a student-run governing body), is advised by the DSSCD and meets twice monthly. Learning Accommodation Management: Students are notified of the need to declare any disabilities to the DSSCD within three days of the beginning of each semester. Suspected disabilities identified during the course of a semester also are brought to the attention of the DSSCD, either by the student or a faculty member. The DSSCD refers students to the Disability Resource Center, which evaluates the student's needs. Financial Aid: The COP Handbook for newly-accepted students contains information on resident and non-resident tuition and fees, financial aid deadlines, information on student loans and scholarship information. To enhance dissemination and accessibility of information, a financial aid web page listing available loans and corresponding deadlines has been added to the College website. Financial aid is managed through a separate University office, yet support for students is also provided through the COP Health Services: All students are eligible to utilize University Health Services (UHS). UHS is open while classes are in session on weekdays by appointment and with limited hours on weekends for emergencies. Students assigned to off-campus sites are still covered by UHS, but routine coverage is available only on campus.

Teaching Assistants are appointed by the Director of Graduate Studies (DGS) along with consultation from the Associate Dean for Educational Advancement. Appointments are made with consideration of the teaching assistant's background and qualifications as well as the requirements engendered by a specific course or assignments. All teaching assistants submit a self-evaluation at the end of the assignment period and are in addition evaluated by their faculty supervisor.

Support from Other University Units.

See facilities section of Program Review.

## **SERVICE, EXTENSION, and NON-EXTENSION PROGRAMS**

\* The College does not operate an extension service.

Summary of quantity and quality of outreach and community service; Inter-relationship of public service with research and other aspects of the College; Nature and quality of service to the University.

The College maintains several partnerships across the Commonwealth (App 17). Most faculty members at the College have some portion of their distribution of effort devoted to service. For practitioners this service is typically deployed in the course of providing patient care both at the UK Medical Center and Kentucky Clinic as well as throughout the Commonwealth. Beyond patient care-related services, faculty from both Departments as well as students are involved in a cadre of community service activities. The College's new Doctor of Pharmacy curriculum will also consist of an authentic community service learning component that partners faculty-led student groups with community agencies (e.g., Moveable Feast, Hospice, Salvation Army) for three year cycles. In addition, the College offers independent study opportunities with the Lexington Fayette Urban County Government that include a major service-learning component.

The College has been intimately and uniquely involved in combating the current narcotic and prescription abuse epidemic within the Commonwealth. Faculty have led efforts to empower pharmacists with the ability to dispense naloxone without a prescription. Recognizing early on the potential impact and role that pharmacists could play, the Center for the Advancement of Pharmacy Practice in UK's College of Pharmacy engaged with key stakeholders (the Kentucky Society of Health-Systems Pharmacists, the Kentucky Pharmacists Association, the Kentucky Board of Pharmacy, the American Pharmacy Services Corporation, and Sullivan University's College of Pharmacy) to develop a training program designed to meet the education requirements as set forth by the Board of Pharmacy in administrative regulations (201 KAR 2:360) promulgated on May 14, 2015. In October of 2015 an outreach training program was launched to engage practitioners across the Commonwealth and train them on the dispensing and use of naloxone, a potentially life-saving medication used for opioid overdose reversal. Between July 2015 and June 2016, 17 programs were delivered across the state. Over the past year, over 1700 pharmacists and student pharmacists have been trained and almost 1200 Kentucky pharmacists have become certified to dispense naloxone under a physician-approved protocol. Most recently, the Center for the Advancement of Pharmacy Practice also worked closely with public officials in the Kentucky Office of Drug Control Policy, to roll out the website Stop Overdoses,

which includes information for the public on how to respond to an overdose, where to obtain naloxone, and links to treatment resources.

Faculty serve on various University committees including but not limited to service on the University Appeals Board and SEC faculty athletic representative. Additionally, faculty are engaged in various scholarly pursuits that are directly related to issues facing the health of Kentucky citizens including heroin overdose, narcotic prescription abuse, and methamphetamine addiction.

Recently a brief investigation of the formal community engagement, outreach, and partnerships was conducted by the College. The list included 44 different activities, outlined in Appendix 17. *The Center for Pharmaceutical Development an Industry/University Cooperative Research Center* serves as an example of the College's devotion to serving through research. This particular endeavor combines the research power of industry and institutional partners for the purpose of improving drug development. The College has been committed to this partnership for the last six years.

#### Summary of Extension Programs by Topic.

NA

#### Summary of Youth Programs.

Faculty collaborate with COP enrollment management personnel to conduct multiple activities with students of all ages. The main goals of the program are to introduce participants to the profession of pharmacy via fun, hands-on activities and to augment their math and science knowledge with these same activities. We enjoy working with all students but have made working with underserved students and students with an interest in science/math/healthcare a high priority.

We have collaborated with other healthcare colleges to work with fourth grade students at Maxwell Elementary for the past several years. For these students, the College of Pharmacy basically brings the Patient Care Lab to the school. We use ten of our student volunteers and members of the admissions staff to provide four different hands on stations to ~80 fourth graders. The stations include:

- **Poison Control:** Student participants learn about the importance of not ingesting or touching anything that is not provided to them by a trusted adult. This is demonstrated by the students playing a game where they determine by sight only if an object is a medication or candy and if a liquid is a poison or something that is safe to drink.
- **Non-sterile Compounding:** The students have the opportunity to compound an ointment.

- **Community Pharmacy:** The students learn what community pharmacists do. They participate in a pill counting race using actual pill counters, spatulas, and beads. To win the race they must read the prescription to determine how many pills they need to dispense, choose the correct medication (represented by beads), count the correct amount of pills, and hand write a label that provides the directions to the patient in layman's terms. The students also learn about the importance of counseling and practice this by playing the telephone game.
- **Institutional Pharmacy:** The students learn about multiple areas of institutional pharmacy. They learn how to fill medications, read a syringe, garb correctly, etc. After they learn all of these items, they race against each other in teams. The team that completes all the tasks the fastest and correctly wins.

In addition to the events at Maxwell, the College hosts multiple student groups of all ages throughout the year. The ages range from 5<sup>th</sup> grade to college freshmen. Most groups come to the College for 1-1.5 hours. During this time, they are introduced to the profession via various hands-on activities. Activities vary based upon the age of the participants and the purpose of the visit. For instance, a group of 5<sup>th</sup> graders would likely have activities similar to those done at Maxwell versus students in UK's Freshman Summer's Program participate in sterile compounding, preparing more complex non-sterile products such as gummies, gels, lipsticks, etc. and learn about more clinically-based pharmacists roles. The older the student group, the more the College incorporates math and science into the activities. We also introduce the older students to more diverse areas of the profession, and admissions takes time to talk to them about pre-pharmacy preparation. Our students at the College always assist with facilitating various activities throughout these visits. They are also available to answer questions about their paths to pharmacy school, what they plan to do in the future, etc.

Other interesting groups that have visited the College throughout the past several years include Governor's Scholars students, students in the AHEC summer programs, and multiple programs that mentor students who are disadvantaged or underserved such as Black Achievers, Go College, and Booker T Washington.

#### Summary of Community-Based Programs and Trainings.

The College has most recently been engaged in the training of community-based partners and pharmacists in the use of naloxone as an emergency drug overdose antidote. These trainings come in response to advocacy from the College (and community partners) which has led to legislation which allows licensed pharmacists (in collaboration with other providers) to dispense naloxone without a prescription.

Extension Publications and Trainings.

NA

Evidence of Public Service Activities such as Congressional Testimony Service on Boards.

NA

Number of FTE Extension Faculty and Extension Specialists.

NA

Description and Evaluation of Outreach, Service, and Engagement Activities.

See section on Q and Q of outreach activities.

Number of Clientele served; Programs and Training Opportunities.

Since service by College faculty encompasses both clinical and non-clinical endeavors exact accounting by program type as well as numbers of persons served is not tracked discretely. This figure would also include countless Kentuckians impacted by the community-based services provided by the Colleges students year-round.

**OTHER AREAS: INSTITUTIONAL IMPACT**Beginning with 2013-14 Cycle: Quality Enhancement Plan (Multimodal Communications Across the Discipline): Please Indicate College Contribution to the Goals of the QEP).

The College contributed to the development of the QEP during the last re-affirmation process with faculty and staff serving on various committees. Faculty received regular updates regarding the QEP and were encouraged to provide feedback regarding selection of the project.

Attention to University's Carnegie Report on Community Engagement. Specific to Developing New and Enhancing Existing University-Community Partnerships Among Students, Faculty, Staff, and Community Members and Organizations.

A component of the College's new Doctor of Pharmacy curriculum will encompass a community service learning initiative. Students (along with a faculty mentor) in groups of 10-12 will partner with a select group of community based partners (e.g., Moveable Feast of Lexington, Salvation Army) and engage in a prospective three-year project with this group. This project will involve the complete trajectory of interaction with a community based partner including the conduct of a needs assessment.

University Diversity Plan: Please Indicate Ways in Which the Program Contributes to the University's Diversity Plan. Articulate the Policies in Place to Attract and Retain Students, Faculty, and Staff of Diverse Backgrounds. Describe Goals, Programs, Policies, and Procedures Which Address the dimension of Diversity, Including Structure, Curriculum, and Institutional Climate.

*Professional Program:*

The College of Pharmacy's Enrollment Management Office recognizes that recruiting diverse student populations must begin with outreach to educate underserved populations in Kentucky about the pharmacy profession. We work with elementary students at Maxwell Elementary sharing the profession of pharmacy through hands on activities. We participated this past summer in the Summer Migrant Camp hosted at Eastern Kentucky University where we worked with students from migrant families. Throughout the year, we worked with Area Health Education Center (AHEC) Pipeline programs that provide opportunities for underserved populations in the commonwealth of Kentucky to learn about healthcare professions which included hands on activities, information sessions and tours in the College of Pharmacy.

In addition to outreach, the College of Pharmacy's Enrollment Management office engages diverse student populations on the University of Kentucky's campus. We engage students involved in the Center for Academic Resources and Enrichment Services (CARES) programming such as the Freshman Summer Program and academic year programming by providing opportunities to work with students and faculty members. We have participated in Black Graduate and Profession Student Association meetings and events. We also continue to provide a representative to the Graduate/Professional School Diversity Advisory Council to participate with planning and programming of the council's initiatives.

Enrollment Management also has developed a recruitment strategy that identifies, targets and engages diverse college students that do not attend the University of Kentucky. We have begun fostering relationships with students at Historically Black Colleges and Universities (HBCU) like Kentucky State University, Morehouse College and Spelman College. We will continue to identify diverse student populations within the Commonwealth of Kentucky, but we also realized that we have to develop a strategy to recruit out of state populations. We are currently recruiting heavily at many universities and fairs in California which has a high population of diverse pharmacy applicants. We are evaluating the possibility of recruiting diverse student populations in Florida and Texas. We are exhibiting at the Society for Advancement of Chicanos/Hispanic and Native Americans in Science (SACNAS) conference this academic year where we will engage thousands of diverse students. We are also considering other conferences that have diverse student populations such as the Annual Biomedical Research Conference for Minority students (ABRCMS) in the coming years. Through these recruitment trips, we identify prospective students, relationally engage through communication and future recruitment trips, and provide the

support for these students to understand the Pharmacy profession, to apply and hopefully matriculate as a student at the University of Kentucky College of Pharmacy.

*Graduate Program:*

At the College we strive to achieve diversity among our graduate student population. Data was reviewed encompassing all of our students from 2010 to present. While we attract a diverse pool of applicants, we receive very few applications from domestic underrepresented minorities. At the time of our Fall 2016 enrollment, we had a total of 79 students in our program (PhD, Masters, and Pharm.D./MS). Of those 54 were domestic/permanent residents, while 25 were international students (31.6%). Among the 54 domestic students, 5 identified as Asian (9.3%); 4 identified as Hispanic (7.4%); 2 identified as African/American Black (3.7%) for a total underrepresented minority of 11.1%. We currently have students from China, India, Lebanon, South Korea, Germany, Indonesia, Kentucky, California, Texas, Florida, Tennessee, Ohio, Pennsylvania, Wisconsin, Illinois, Virginia, Indiana, Georgia, North Carolina, New York, Maryland, Arkansas, and Connecticut.

Efforts to increase diversity center around our recruitment activities. Yearly we advertise in ASPET's Explore Pharmacology publication, which is distributed to over 1,100 undergraduate students including all ASPET undergraduate student members who have expressed interest in applying to pharmacology graduate programs. In addition, the booklet is distributed at the Annual Biomedical Research Conference for Minority Students (ABRCMS), the Society for Advancement of Chicanos and Native Americans in Science (SACNAS), the Society for Neuroscience annual meeting (where over 30,000 attendees are expected), and institutions that participate in ASPET's Summer Undergraduate Research Fellowship (SURF) program. The University of Kentucky participates in the National Name Exchange allowing us to connect proactively with students whose interests are a good match for our programs, and to underscore the opportunities we offer to diverse students. We attended the Annual Biomedical Research Conference for Minority Students in 2013 when it was in Nashville, although most students in attendance were interested in professional programs (dental school, medical school, etc.). Since then we have sent our materials with the healthcare colleges diversity office staff that attends. We also reach out to Kentucky State University to advertise our open house as well as our summer programs. This past spring, one of our graduate faculty members, Dr. Kim Nixon, was in contact with Prairie View A & M about establishing a pipeline of students from there to our programs here. This past September, the graduate program's recruitment officer attended the Society for Advancement of Chicanos and Native Americans in Science (SACNAS) in California.

Clearly, despite these efforts, increasing our enrollment of US underrepresented minorities has been difficult. We are currently restructuring our recruitment materials under the guidance of a newly appointed Director of Alumni and External Relations. A more consistent message as to how a diverse student population is cared for here, and an emphasis on the experience of minority students, along with the opportunities that exists at UK (for example, the Lyman T.

Johnson Award Program), is of paramount importance. The College recently appointed Drs. Patrick McNamara and Kelly Smith as Diversity/Inclusion Officers for the College.

# **APPENDICES**

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<b>Appendix 1</b>	<b>COP Organizational Chart</b>
<b>Appendix 2</b>	<b>ACPE Self-Study Document</b>
<b>Appendix 3</b>	<b>Curriculum 2020</b>
<b>Appendix 4</b>	<b>2010 Program Review Implementation Plan</b>
<b>Appendix 5</b>	<b>Internationalization Opportunities</b>
<b>Appendix 6</b>	<b>COP Strategic Plan</b>
<b>Appendix 7</b>	<b>COP Strategic Plan and University Mapping</b>
<b>Appendix 8</b>	<b>Strategic Plan Executive Summary</b>
<b>Appendix 9</b>	<b>Summary of COP Administrator Contributions</b>
<b>Appendix 10</b>	<b>Graduate Program Assessment Plan</b>
<b>Appendix 11</b>	<b>Graduate Program Assessment Report</b>
<b>Appendix 12</b>	<b>OSPA Awards</b>
<b>Appendix 13</b>	<b>Faculty Awards and Honors</b>
<b>Appendix 14</b>	<b>Research Office SOPs</b>
<b>Appendix 15</b>	<b>AACP Surveys (faculty, student, preceptor, alumni)</b>
<b>Appendix 16</b>	<b>Budget Data and Spreadsheets</b>
<b>Appendix 17</b>	<b>List of COP Community Partnerships</b>

## APPENDIX 1

# **COLLEGE OF PHARMACY** **ORGANIZATION CHART**



**APPENDIX 2**  
**ACPE 2016 Self-Study Document**  
**Doctor of Pharmacy Degree Program**  
**[89 plus page document]**  
**(AVAILABLE AS ATTACHMENT OR BY REQUEST)**

## APPENDIX 3 CURRICULUM 2020

## Content 11.5a [July 2016]

TOTAL: 152

TOTAL<sup>2</sup>: 160

PY1		IPPE I 2 = 2 weeks Amb (PHR 928-001: Divian) IPPE II 2 = 3 Weeks Int (PHR 929-001: D'Vito)	PY2		PY3		Mile Marker 3 (MM3) & PCOA	PY4
FALL	SPRING		FALL	SPRING	FALL	SPRING		FALL/SPRING
<b>Transitions in Pharmacy</b> (PHR 911-001: Black)	<b>IDD 1 (ID) 4</b> (PHR 926-001: Martin & Van Lanen)	<b>IPPE I 2 = 2 weeks Amb (PHR 928-001: Divian)</b> <b>IPPE II 2 = 3 Weeks Int (PHR 929-001: D'Vito)</b>	<b>IDD 2 (Neuro) 4</b> (PHR 936-001: Ryan & Nixon)	<b>IDD 3 (Cardio) 6</b> (PHR 946-001: Loftin & Taylor)	<b>IDD 4 (Psychiatry) 4</b> (PHR 956-001: Pauly & Johnson)	<b>IDD 5 (Crit Care) 4</b> (PHR 966-001: Hutton-Kolpet & Bauer)	<b>Mile Marker 2 (MM2)</b>	<b>Acute Care/Inpatient 6</b> (PHR 994-001: Pollock)
<b>Cells &amp; Molecules 3</b> (PHR 911-001: Black)	<b>IDD 1 (GI/Nutr) 2</b> (PHR 927-001: Legges & Record)		<b>IDD 2 (Rheum) 3</b> (PHR 937-001: Venditto & Kobalczak)	<b>IDD 3 (GU) 2</b> (PHR 947-001: Graf & Noga)	<b>IDD 4 (Oncology) 4</b> (PHR 957-001: Adams & Black)	<b>PTx Applications in Special Pop 3</b> (PHR 967-001: Mitchell & Black)		<b>Advanced Hospital 6</b> (PHR 992-001: Pollock)
<b>Foundations in Pharm Science I 3</b> (PHR 912-001: Rohr)	<b>Kinetics and Dynamics 4</b> (PHR 923-001: McNamara)		<b>IDD 2 (Endocrine) 4</b> (PHR 938-001: Porter & Divine)	<b>IDD 3 (Pulm) 3</b> (PHR 948-001: Kuhn & Marzec)	<b>Differential DX in Primary Care 2</b> (PHR 954-001: Ma Jones)	<b>Operations &amp; Fin Mgmt 3</b> (PHR 964-001: Cain & Pollock)		<b>Ambulatory Care 6</b> (PHR 993-001: Pollock)
<b>Wellness &amp; Health Promotion I 3</b> (PHR 913-001: Hicks)	<b>Foundations in Pharm Science II 3</b> (PHR 922-001: Munson)		<b>Policy, Outcomes &amp; Public Health 3</b> (PHR 933-001: Freeman)	<b>Leadership in Pharmacy 3</b> (PHR 945-001: Roberts)	<b>Scholarship I 3</b> (PHR 951-001: Garmou-Tsodkova & Peola)	<b>ELECTIVE 6</b> (PHR 995/6-001: Pollock)		<b>Advanced Community 6</b> (PHR 991-001: Pollock)
<b>Clinical Reasoning 2</b> (PHR 914-001: Wermeling)	<b>Wellness &amp; Health Promotion II 3</b> (PHR 923-001: Ptaszek)		<b>Elective</b>	<b>Elective</b>	<b>Elective</b>	<b>EBM 1</b> (PHR 965-001: Smith)		<b>ELECTIVE 6</b> (PHR 995/6-001: Pollock)
<b>Pharmacy as a Profession 5</b> (PHR 915-001: Plink)	<b>ICats (IFE Core Curr)</b>				<b>Scholarship II 3</b> (PHR 961-001: Blumenschein & Tsodkov)	<b>Elective</b>		<b>ELECTIVE 6</b> (PHR 995/6-001: Pollock)
<b>ICats (IFE Core Curr)</b>					<b>Elective</b>			<b>ELECTIVE 6</b> (PHR 995/6-001: Pollock)
<b>PaCE 3</b> <b>1</b> (PHR 910-001: Mi Jones/Pollock)	<b>PaCE 3</b> <b>2</b> (PHR 920-001: Mi Jones/Pollock)			<b>PaCE 3</b> <b>3</b> (PHR 930-001: Mi Jones/Pollock)	<b>PaCE 3</b> <b>4</b> (PHR 940-001: Mi Jones/Pollock)	<b>PaCE 4</b> <b>5</b> (PHR 950-001: Mi Jones/Pollock)		<b>PaCE 4</b> <b>6</b> (PHR 960-001: Mi Jones/Pollock)

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**APPENDIX 4 2010 Program Review Implementation Plan  
[83 plus page document]  
(AVAILABLE AS ATTACHMENT OR BY REQUEST)**

**APPENDIX 5 Internationalization Opportunities at the  
University of Kentucky College of Pharmacy**

[40 plus page document]

(AVAILABLE AS ATTACHMENT OR BY REQUEST)

# APPENDIX 6 COLLEGE OF PHARMACY STRATEGIC PLAN



<b>Vision</b>	The Vision of the University of Kentucky College of Pharmacy is to <b>think boldly and inspire</b> . Lead, integrate, and innovate to improve health.		
<b>Mission</b>	The Mission of the UK COP is to provide innovative education, conduct pioneering research, deliver cutting-edge clinical practice, and lead change to improve health.		
<b>Indicators</b>	<table border="1"> <tr> <td>                     Culture of passionate inquiry and discovery                      National and international benchmark of best practices                      Committed to contributing to individual and collective success                      Leveraging strategic partnerships                      Impact human health and economic development                 </td> <td> <b>Trainees will be:</b>                      Confident in interprofessional practice                      Confident in collaborative scholarship                      Entrepreneurial and adaptive to changing landscape                      Possess intellectual, emotional, and professional maturity                 </td> </tr> </table>	Culture of passionate inquiry and discovery National and international benchmark of best practices Committed to contributing to individual and collective success Leveraging strategic partnerships Impact human health and economic development	<b>Trainees will be:</b> Confident in interprofessional practice Confident in collaborative scholarship Entrepreneurial and adaptive to changing landscape Possess intellectual, emotional, and professional maturity
Culture of passionate inquiry and discovery National and international benchmark of best practices Committed to contributing to individual and collective success Leveraging strategic partnerships Impact human health and economic development	<b>Trainees will be:</b> Confident in interprofessional practice Confident in collaborative scholarship Entrepreneurial and adaptive to changing landscape Possess intellectual, emotional, and professional maturity		

**Strategic Initiatives**

Be the <b>education destination of choice</b> to impact health and shape the future of pharmacy.	<b>Differentiate and increase the impact of our research</b> on pharmaceutical outcomes and novel therapeutic treatments.	Become the <b>venue of choice for post-graduate training</b> in pharmaceutical research.	Recruit and retain world-class faculty, staff and students into a <b>diverse and inclusive environment</b> .	Capitalize on opportunities for pharmacy to <b>boldly impact health and the community</b> .
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**Strategic Directions**

<p>Align educational initiatives to produce practitioners and leaders who practice at the maximum of their education and skills.</p> <p>Become a national benchmark for interprofessional health education.</p> <p>Provide early, focused and personalized career development to differentiate our graduates.</p> <p>Increase involvement with pre-pharmacy students to ensure recruitment of the best and brightest, as well as prepare them for success in a rigorous curriculum.</p>	<p>Strategically position the College to define meaningful problems and conduct innovative and collaborative science to develop solutions.</p> <p>Invest in novel technology and human capital to create the next generation of pharmaceutical science.</p> <p>Integrate the College Centers within Department research and graduate education missions, and expand their impact across campus and the world.</p>	<p>Align educational initiatives to develop a student-centric training model to prepare post-graduate students to creatively address pharmaceutical research issues in a variety of dynamic research environments.</p> <p>Enhance and ensure more consistent training for postdoctoral fellows to increase their potential for success.</p>	<p>Create a culture within which everyone is prepared and empowered to recruit and promote the programs of the College.</p> <p>Enhance and increase professional development opportunities, and provide support for faculty and staff to become leaders in their fields.</p> <p>Create a unified recruiting, admissions and student services program that attracts the top professional degree students and creates an environment wherein comprehensive career planning and development occur.</p>	<p>Develop a practice model that assures seamless transitions of care between UK HealthCare and communities to improve the quality and reduce the cost of healthcare.</p> <p>Engage and prepare innovators in advanced pharmacy practice.</p> <p>Motivate, prepare and foster advocates for consistent, sustained and impactful roles for pharmacists on interprofessional teams.</p> <p>Establish and integrate collegiate commitment to promote the public good through the application of our expertise and resources to meet social, economic, educational, and health challenges and disparities.</p>
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## APPENDIX 7 COLLEGE OF PHARMACY STRATEGIC PLAN/UNIVERSITY STRATEGIC PLAN MAPPING

UK Strategic Objective	UK COP Strategic Initiative(s)
<p><b>Undergraduate Student Success:</b> to be the University of choice for aspiring undergraduate students within the Commonwealth and beyond, seeking a transformational education that promotes self-discovery, experiential learning, and life-long achievement.</p>	<p><b>SI 1:</b> Strategically position the UK COP to be the destination of choice for those who want to impact health and help shape the future of pharmacy practice in the country.</p>
<p><b>Graduate Education:</b> Strengthen the quality and distinctiveness of our graduate programs to transform students into accomplished scholars and professionals who contribute to the Commonwealth, the nation, and the world through their research and discovery, creative endeavors, teaching, and service.</p>	<p><b>SI 3:</b> Become the venue of choice for post-graduate training in pharmaceutical research.</p>
<p><b>Research and Scholarship:</b> Expand our scholarship, creative endeavors, and research across the full range of disciplines to focus on the most important challenges of the Commonwealth, our nation, and the world.</p>	<p><b>SI 2:</b> Differentiate and increase the impact of the UK COP research and advance its international reputation for research on pharmaceutical outcomes and the discovery and development of novel therapeutic treatments</p>
<p><b>Diversity and Inclusivity:</b> Enhance the diversity and inclusivity of our University community through recruitment, promotion, and retention of an increasingly diverse population of faculty, administrators, staff, and students, and by implementing initiatives that provide rich diversity-related experiences for all to help ensure their success in an interconnected world.</p>	<p><b>SI 4:</b> Recruit and retain world-class faculty, staff, and students into a diverse and inclusive environment.</p>
<p><b>Outreach and Community Engagement:</b> Leverage leading-edge technology, scholarship, and research in innovative ways to advance the public good and to foster the development of citizen scholars.</p>	<p><b>SI 5:</b> Capitalize on unique opportunities for which pharmacy can creatively impact health issues in a variety of dynamic environments to boldly impact health and promote its science.</p>

# APPENDIX 8 STRATEGIC PLAN EXECUTIVE SUMMARY

## Executive Summary

### Assessment and Accomplishments - Strategic Plan (June 1, 2011 to December 31, 2013)

#### Reorganizations and Enhancements

Operational and budgetary decisions were made to help accomplish the 2011-2014 strategic plan set forth by the College of Pharmacy. Unit reorganizations and enhancements occurred to streamline process, increase efficiency, and reduce expenses. These included:

- Centralized business operations enabling subject matter expertise to evolve and enhance communication; reorganized budgetary and accounting systems to enable informed decision making.
- Reorganized Office of Academic & Student Affairs and Office of Education, incorporating the Patient Care Laboratory course sequence as well as experiential education under the direction of ADAE; updated staffing positions for both units; re-engineering focus on student success (e.g., academic, professional and career placement).
- Refined operations in the areas of IT, HR, printing services, communications (internal and external), development, alumni & external relations.
- Annualized PharmD tuition, reducing cost (4%) and simplifying loan application process.
- Revamped the College's organizational structure; implemented changes in committee structure; established a Faculty council; revised College Governance document.
- Established an External Advisory Board to provide guidance and perspective on major College initiatives.

## Professional Program

### Curricular Reform

To address significant transformations in pharmacy practice, healthcare, and educational delivery, a comprehensive re-imagining of the PharmD curriculum was undertaken. Focus groups were formed around key reform areas (e.g., content, delivery and faculty development, clinical education, assessment, admissions/pre-requisites) following the May 2013 Faculty Retreat. These groups were assigned specific charges and their final reports were presented to a joint meeting of the College Curriculum Committee and Executive Committee on September 18, 2013. Content working groups are currently working on course frameworks for entire proposed curriculum.

### Tuition

A strategy was employed to limit tuition increases and implement an annualized tuition model, resulting in a drop in total economic impact on students and a more favorable comparison in tuition rates with peer colleges of pharmacy.

### Admissions

Multiple mini-interviews were implemented to increase focus on assessment of PharmD applicant's soft skills, a critical component for success in the changing healthcare model.

### Differentiated Educational Portfolio Structure

One of the goals of the professional program is to produce a differentiated graduate. Progress has been made in developing an infrastructure that conveys information to students (dual degrees, gateways, certificates) and manages the application process, monitoring student progression, and program outcomes. Efforts continue to engage students in differentiated educational opportunities. Final statistics for the graduating Class of 2013 (n= 124) who participated in one or more of the following:

- 40 graduates (32 % of the class) placed in Pharmacy Residency programs; 16 out of eighteen Advanced Pharmacotherapy Gateway students were placed in residencies

#### PharmD Class Demographics:

	Calendar Year				
	2009	2010	2011	2012	2013
<b>Enrollment</b>	126	132	135	137	140
<b>Representation</b>					
Female	77%	57%	56%	58%	63%
In-State	80%	89%	81%	79%	76%
KY Counties Represented	39	55	40	49	47
States Represented	13	11	13	11	16
Non-White Ethnicities	14%	10%	19%	24%	14%
International Students (F1 student visa)	3	4	5	5	1
<b>Credentials</b>					
Pre-pharm Mean GPA	3.61	3.6	3.63	3.63	3.61
Science Mean GPA	3.5	3.5	3.52	3.51	3.47
Math Mean GPA	3.63	3.64	3.69	3.71	3.66
PCAT Composite Percentile Mean Score	75	73	72	72	79

#### Professional Program Annualized Tuition

		Academic Year				
		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
<b>Resident</b>	<b>Enrollment</b>	440	440	441	429	441
	<b>Semester</b>	\$23,671	\$25,098	\$25,880	\$26,696	\$25,672
<b>Non-Resident</b>	<b>Enrollment</b>	72	73	80	93	92
	<b>Semester</b>	\$43,144	\$45,736	\$47,136	\$48,592	\$46,614

- Twelve graduates (10%) earned dual degrees; five of those were also placed in residencies
- Eight graduates (6 %) completed the Gerontology certificate program; one of those have also been placed in residency
- Two graduates entered graduate programs

## Graduate Education

- Two faculty members were recruited to support the POP track; Efforts continue development of POP as a graduate program (PhD and MS opportunities).
- Student learning outcomes and an assessment plan with inventory for the Graduate Program was developed. The plan and student assessment data will be monitored by the DGS with assistance from the Director of Assessment.
- Progress in reducing time-to-degree continued. For the Class enrolled in 2008 (N=16)
  - Average time from start of program to dissertation accepted: 56 months
  - Students currently pending completion: 8
  - Students graduated in 5 years or less: 6
  - Retention rate: 87.5%
- A novel, innovative graduate educational pilot programs for POP graduate students was pursued with new funding (\$300,000) from corporate partners (Humana & Kindred collaborations).
- A renewed focus has been placed on graduate education in the College with a SWOT analysis of the graduate program followed by a focused retreat of the graduate faculty to be held in early 2014.

PhD Class Demographics:					
	Calendar Year				
	2009	2010	2011	2012	2013
<b>Enrollment</b>	17	11	22	15	14
<b>Representation</b>					
Female	76%	45%	41%	40%	50%
Domestic	35%	55%	64%	67%	36%
International	65%	45%	36%	33%	64%
Underrepresented minority	0%	0%	0%	7%	0%
<b>Credentials</b>					
GRE					
Verbal	73%	73%	57%	68%	51%
Quantitative	82%	72%	71%	81%	75%
Analytical	35%	37%	36%	45%	29%

## Research

Improvements were realized with grant submissions, funding, and grant management & publication activity.

- Digital Measures was adopted to track scholarship activity and standardize reporting of scholarly activity.
- Collegiate Scholarship has also made significant advances, with the discovery of new insights into the treatment of disease by our faculty, staff and students.

Collegiate Scholarship 2012		
	2012	2013
Manuscript Publications (peer reviewed)	186	240
Book Chapter Publications	15	16
Book Publications	2	4

- A monthly outstanding research paper program was launched in 2013 to showcase college scholarship.

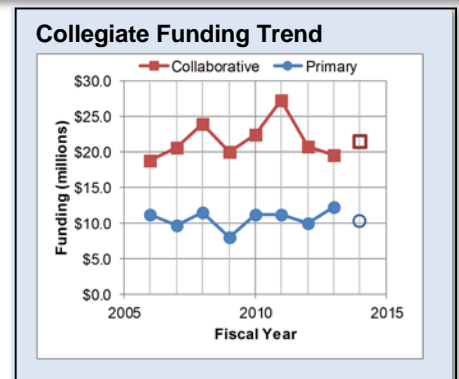
		Fiscal Year				
		2009	2010	2011	2012	2013
All Sponsor Types	Submitted	107	108	99	110	120
	Awarded	44	43	31	50	45
Federal (% of Total)	Submitted	67 (63%)	59 (55%)	54 (55%)	48 (44%)	64 (54%)
	Awarded	23 (35%)	22 (38%)	13 (24%)	23 (48%)	23 (36%)

- The Grants office was reorganized with the hiring of a Research Office Director to oversee and coordinate activities for sponsored projects.
- A Mock Study sections program was established and a series of formalized Grant writer workshops were held to stimulate and support the submission of grant proposals, with the following metrics:
  - Eighteen participants in COP Mock Study Section with a resulting 15 grant submissions from participants
  - Fifty two participants in Grant Writers Workshop – Phase I
  - Seventeen participants in Grant Writers Workshop – Phase II with a resulting 6 grant submission
- NIH research funding has increased over the last several years despite increased competition for fewer federal research dollars.

**Centers**

- **Centers** (CPRI, iPOP, CAPP) were established and are fully operational.
  - Center for Pharmaceutical Research and Innovation (CPRI): CPRI contributed to 4 new awards totaling \$2,012,148 and contributed to 26 new applications, requesting \$43,645,738 during 2012-2013. CPRI played a leadership role in both the Experimental Therapeutics function for the Markey Cancer Center (recent awarding of the NCI designation; awarded grant in 2013 of \$1,402,503 total award) and one of the Key functions the Center for Clinical and Translational Science (awarded in 2011 of \$3,520,992 total award).
  - Institute for Pharmaceutical Outcomes and Policy (iPOP): During calendar year 2012, 10 PI proposals were funded for \$3,021,572 (\$91,822 federal). iPOP played a leadership role in informatics key function the Center for Clinical and Translational Science (awarded in 2011 of \$3,520,992 total award).

Fiscal Year	Sponsor Type	PI Awards	Primary Awards
2009	Federal	14	3,922,965
	Federal Flow Thru	9	2,380,388
	Foundation	7	231,000
	Industry	10	439,220
	State	2	977,996
<b>2009 Total</b>		<b>42</b>	<b>7,951,569</b>
2010	Federal	16	6,630,635
	Federal Flow Thru	13	2,936,822
	Foundation	2	52,000
	Industry	6	327,387
	State	4	1,235,686
<b>2010 Total</b>		<b>41</b>	<b>11,182,530</b>
2011	Federal	19	5,543,495
	Federal Flow Thru	10	3,782,442
	Foundation	3	154,000
	Industry	9	535,570
	State	4	1,103,051
<b>2011 Total</b>		<b>45</b>	<b>11,118,558</b>
2012	Federal	21	6,033,013
	Federal Flow Thru	12	2,527,534
	Foundation	7	227,531
	Industry	6	341,281
	State	3	905,316
<b>2012 Total</b>		<b>49</b>	<b>10,034,675</b>
2013	Federal	19	6,133,962
	Federal Flow Thru	17	4,664,754
	Foundation	1	24,995
	Industry	3	331,449
	State	4	1,050,155
<b>2013 Total</b>		<b>44</b>	<b>12,205,315</b>



- Center for the Advancement of Pharmacy Practice (CAPP): CAPP goals were established and sustained funding is a priority. A practice based research network was established (Center for the Advancement of Pharmacy Practice Collaborative Research Network or CAPPNet). Two research projects submitted for funding using CAPPNet. Total funding received \$45,000.

## Innovation

- **Transformative Projects**
  - An initiative was established to stimulate collaboration and innovation across the College. Twenty one projects were submitted and reviewed by the EAB, ranging in size from \$25,000 to \$100,000. Six projects were funded, total ~\$300K.
  - A research specific Transformative Project Initiative is under consideration.
- **ClickBlue Platform** (online and distance learning initiatives)
  - **Scholarship of Teaching & Learning Program (STLP)** - Cash earnings from STLP in 2012-13 was \$2145. The program was provided complimentary to UK Hospital, UK Community, & VA Hospital residency programs. Additionally, in 2012-13 the program was provided complimentary to residency programs in the Kentucky Pharmacy Residency Network.
  - **NAPLEX App:** Designed as practice for the NAPLEX exam. Developed and deployed via iTunes Store in Feb 2013. 2013 graduates were provided with a complimentary copy of the App. Earnings through June 30, 2013 totaled \$3,052.
  - Antimicrobial Stewardship programming launched Fall 2013
  - UK/ASHP developing a joint preceptor training program; a joint STLP venture is also under consideration. Both programs will be promoted by ASHP and UK will receive royalties once upfront marketing expenses are recovered.
  - ClickBlue will play a significant role in the reformed curriculum and flipped-classroom model of delivery.

## Engagement

- **Residencies & Fellowships / Post graduate training**
  - The number of PGY1 residency programs in Kentucky has grown to 23 (27% increase over 2010). The number of PGY2 residency programs has grown to 18 (50% increase over 2010). There are projected to be 61 PGY1 positions (45% increase) and 26 PGY2 positions (189% increase) in 2014 for a total of 87 positions (70% increase) over 2010.
  - A joint fellowship with Kindred Healthcare was recently developed. The first

fellow was successfully recruited and started on July 1, 2013.

- **CE Central** – Administrative reporting are now jointly shared between the College of Pharmacy and College of Medicine.
- **Clinical Education Centers (CEC)** – Renewed funding for Louisville CEC (experiential education center) with Norton Health Systems. A funding proposal has been submitted to Owensboro Medical Health System in support of the Owensboro CEC.

## APPENDIX 9 SUMMARY OF ADMINISTRATOR CONTRIBUTIONS

### College of Pharmacy Administrator Contributions to University Mission (2013-2016)

Name	Admin. Role	Faculty Position	Teaching Effort	Teaching – Major Components	Service Effort	Service to UK– Major Components	Relevant Excellence Indicators
McNamara, Patrick	Senior Associate Dean	Professor, Pharm Sciences (Full-Time; Tenured)	15-20%	<ul style="list-style-type: none"> <li>PharmD program – PHS947 course coordinator; PHS914 course instructor; PHR921 course developer and coordinator</li> <li>PhD Program – PHS760 course instructor; PHS612 module coordinator</li> </ul>	3-5%	<ul style="list-style-type: none"> <li>Chairs Academy Panelist</li> <li>MCC Internal Advisory Panel</li> <li>HSRC Internal Advisory Panel</li> <li>Diversity and Inclusion Officer (co-officer)</li> </ul>	
Dwoskin, Linda	Associate Dean, Research	Professor, Pharm Sciences (Full-Time; Tenured)	3-5%	<ul style="list-style-type: none"> <li>PhD program – PHS663, 760 course coordinator</li> <li>NIDA T32 training awards x 2 – preparing scientists for careers in drug abuse research</li> <li>NIH P50 CDART Training Core Director</li> </ul>	3-5%	<ul style="list-style-type: none"> <li>Member, Center for Clinical and Translational Science (CTS) Spring Conference Planning Committee</li> <li>Member, College of Medicine Biomedical Science Executive Council</li> <li>Member, Office of Commercialization and Economic Development Workgroup</li> <li>Member, OSPA Director Search Committee</li> <li>Member, Nanobiotechnology Center Steering/ Executive Committee</li> <li>Member, COBRE: Center of</li> </ul>	

						<p>Research in Obesity and Cardiovascular Disease Internal Advisory Board</p> <ul style="list-style-type: none"> <li>• Member, UK Strategic Plan Implementation Committee</li> <li>• Member, Substance Abuse Task Force</li> <li>• Member, Phase 1 Working Group Research Space in Multidisciplinary Buildings</li> <li>• Director, CCTS Drug Discovery and Development Core</li> </ul>	
Romanelli, Frank	Associate Dean, Educational Advancement	Professor, Pharm Practice & Science (Full-Time; Tenured)	35%	<ul style="list-style-type: none"> <li>• PharmD program – PPS950 module instructor; PPS996 Experiential Education Preceptor</li> <li>• Residency program – resident preceptor</li> <li>• MSPAS program (College of Health Sciences) – PAS672, PAS673 course coordinator</li> <li>• MSPAS program – master project committee chair</li> <li>• MPH program (College of Public Health) – MPH capstone committee member</li> </ul>	25%	<ul style="list-style-type: none"> <li>• Member, University Appeals Board</li> <li>• Member, University Institutional Effectiveness Reorganization Task Force</li> </ul>	<ul style="list-style-type: none"> <li>• Induction, Delta Omega Honorary Society in Public Health <ul style="list-style-type: none"> <li>• UK College of Education, Teachers Who Made a Difference Award</li> <li>• UK College of Pharmacy Michael J. Lach Innovative Teaching Practice Award</li> <li>• UK Physician Assistants Studies Program Distinguished Professor of the Year Award</li> <li>• AACP Walmart Scholar Mentor</li> </ul> </li> </ul>
Smith, Kelly	Associate Dean, Academic & Student Affairs	Professor, Pharm Practice & Science (Full-Time; Tenured)	26%	<ul style="list-style-type: none"> <li>• PharmD program – PPS953 course coordinator; PPS946, 972 instructor;</li> </ul>	12%	<ul style="list-style-type: none"> <li>• UKHC Medical Staff Executive Committee</li> <li>• CE Central Advisory Board</li> </ul>	<ul style="list-style-type: none"> <li>• UK College of Pharmacy Michael J. Lach Innovative</li> </ul>

				PPS895 elective coordinator; PPS996 Experiential Education Preceptor <ul style="list-style-type: none"> <li>• Career Development Advisor – PharmD Program</li> <li>• Residency program – Scholarship of Teaching and Learning Program co-coordinator and instructor; resident rotation preceptor; resident advisor; resident research advisor</li> </ul>		<ul style="list-style-type: none"> <li>• Center for Health Services Research Internal Advisory Board</li> <li>• Board of Directors, Center for Interprofessional Healthcare and Education</li> <li>• Provost’s HealthCare Colleges College Budget Working Group</li> <li>• Diversity and Inclusion Officer (co-officer)</li> </ul>	Teaching Practice Award <ul style="list-style-type: none"> <li>• American Association of Colleges of Pharmacy Walmart Scholar Mentor</li> <li>• 25 Top Pharmacy Professors Recognition; MedicalTechnology Schools.com / Sechel Venture Partners LLC</li> </ul>
Burgess, David	Chair, Dept. of Pharm Practice and Science	Professor, Pharm Practice & Science (Full-Time; Tenured)	30%	<ul style="list-style-type: none"> <li>• PharmD program – PPS895, 896 co-coordinator; PHS 947 instructor, PPS913/957/959 instructor; PPS996 Experiential Education Preceptor</li> <li>• PhD program – major professor</li> <li>• Residency program – research project advisor</li> </ul>	5%		

Chappell, Joseph	Chair, Dept. of Pharm Sciences	Professor, Pharm Sciences (Full- Time; Tenured)	15%	<ul style="list-style-type: none"> <li>• Undergraduate program – ABT120 course instructor;</li> <li>• PhD program – student advisory comm</li> <li>• Student mentoring: undergrad, grad and postdoctoral research experiences</li> </ul>	10%	<ul style="list-style-type: none"> <li>• University Faculty Excellence Committee</li> <li>• Investigative Team for Research Integrity</li> <li>• Guidelines for University Centers and Institutes</li> <li>• Provost Leadership visioning program</li> </ul>	
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**APPENDIX 10 GRADUATE PROGRAM  
ASSESSMENT PLAN**

[40 plus page document]  
(AVAILABLE AS ATTACHMENT OR BY REQUEST)

**APPENDIX 11 GRADUATE PROGRAM  
ASSESSMENT REPORT**

[40 plus page document]  
(AVAILABLE AS ATTACHMENT OR BY REQUEST)

**APPENDIX 12 OSPA AWARDS**  
**(AVAILABLE AS ATTACHMENT OR BY REQUEST)**

**APPENDIX 13 FACULTY AWARDS & HONORS**  
(AVAILABLE AS ATTACHMENT OR BY REQUEST)

**APPENDIX 14 RESEARCH OFFICE STANDARD  
OPERATING PROCEDURES  
(AVAILABLE AS ATTACHMENT OR BY REQUEST)**

**APPENDIX 15 AACCP SURVEYS**

**Faculty**

**Students**

**Preceptors**

**Alumni**

**(AVAILABLE AS ATTACHMENT OR BY REQUEST)**

**APPENDIX 16**  
**Budget Data and Spreadsheets (n=8)**

**APPENDIX 17**  
**List of COP Community Partnerships**