Strategic Planning at the UNC Eshelman School of Pharmacy

Office of Strategic Planning and Assessment

Mary Roth McClurg, PharmD, MHS
Director and Associate Professor

Jacqui McLaughlin, PhD
Associate Director and Assistant Professor
About Us

Degrees Offered: PharmD, MS, and PhD

Divisions:

1) Chemical Biology and Medicinal Chemistry
2) Molecular Pharmaceutics
3) Pharmaceutical Outcomes and Policy
4) Practice Advancement and Clinical Education
5) Pharmacotherapy and Experimental Therapeutics

Campuses: Chapel Hill, Asheville, and Elizabeth City

Faculty: 105

Students: 750 (650 professional students, 100 graduate students)
The UNC Eshelman School of Pharmacy

Our Vision
To be the preeminent school of pharmacy transforming human health through innovations in education, practice, and research

Our Mission
To develop leaders in pharmacy education, pharmacy practice, and pharmaceutical sciences who make a difference on human health worldwide
Our Strategic Planning Process
Our Strategic Initiatives

<table>
<thead>
<tr>
<th>STRATEGIC INITIATIVES</th>
</tr>
</thead>
</table>
| 1 Educational Renaissance  
*Transform education, enlighten students, and advance health care* |
| 2 Practice of Pharmacy  
*Advance the practice of pharmacy, develop pharmacists, and engage stakeholders* |
| 3 Research and Training Enterprise  
*Conduct cutting-edge sponsored research and train the next generation of scientists* |
| 4 Global Engagement  
*Achieve global impact on pharmacy education, research, practice, and health care* |
| 5 Environment and Business Operations  
*Improve operational efficiencies and maintain a world-class environment* |
| 6 Our People  
*Ensure that the School has the talent and leadership to execute our vision and mission* |
| 7 Strategic Planning, Assessment, and Quality Improvement  
*Foster a culture of strategic planning, assessment, and continuous quality improvement* |
Monitoring Responsibilities

• Executive Committee
  - Execute and monitor the Strategic Plan

• Faculty and Staff
  - Engage in and contribute to the Strategic Plan

• Office of Strategic Planning and Assessment
  - Facilitate data collection and data management in Taskstream
  - Facilitate the monitoring and reporting of the Strategic Plan
  - Prepare an annual report on Strategic Planning

• Strategic Initiative Team Captain
  - Prepare the roadmap document, identify action items for further consideration, and present findings to the Executive Committee in April and August of each year
  - Present a summary of each initiative at the January Faculty meeting and seek faculty input and reaffirmation in January; present summary at January Staff meeting
  - Contribute to and finalize the annual summary report each December

• Data Entry Personnel
  - Identify, analyze and compile evidence that supports each KPI and upload the data into Taskstream
# Reporting Timeline

## Updates on Plan Progress

<table>
<thead>
<tr>
<th>Category</th>
<th>Activity</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Executive Committee</strong></td>
<td>Team Captain Roadmap Presentations</td>
<td>April, August</td>
</tr>
<tr>
<td></td>
<td>Roadmap Action Items</td>
<td>Ongoing, as needed</td>
</tr>
<tr>
<td></td>
<td>Annual Summary Report Due</td>
<td>December</td>
</tr>
<tr>
<td><strong>Faculty</strong></td>
<td>Annual Review</td>
<td>January</td>
</tr>
<tr>
<td></td>
<td>General Update</td>
<td>September</td>
</tr>
<tr>
<td><strong>Staff</strong></td>
<td>General Update</td>
<td>January</td>
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</tbody>
</table>
Data Entry

NC-UNC Eshelman School of Pharmacy Strategic Initiative 1 (Copy 1)

Strategic Initiative 1
Educational Renaissance: Transform education, enlighten students, and advance health care

Strategic Objective 1.1
Transform learning and the curriculum of the professional program

Measure: 1.1.1
Details/Description: All learning outcomes are aligned with at least two assessment techniques
Data Entry Timeline: Ongoing
Responsible Person for Data Entry: Amy Sloane
Supporting Attachments:
- 2013_March_Outcomes_Assessment.pdf (Adobe Acrobat Document)
- 2013_October_Outcomes_Assessment.docx (Word Document (Open XML))

Measure: 1.1.2
Details/Description: Publish the criteria and process for admission to the professional program
Data Entry Timeline: Ongoing
Responsible Person for Data Entry: Wendy Cox
Supporting Attachments:
- 2013_April_Recruitment_Implementation_Plan (Word Document (Open XML))

Measure: 1.1.3
Details/Description: Seek faculty approval of the new curriculum by fall 2013
Data Entry Timeline: Ongoing
Responsible Person for Data Entry: Mary Roth McClurg
Supporting Attachments:
- 2013_April_CDE_Committee_Charges (Adobe Acrobat Document)
- 2013_October_Faculty_Approval (Word Document (Open XML))
## Strategic Planning Roadmap

### Strategic Initiative 1: Educational Renaissance

#### Objective 1.1 Transform learning and the curriculum of the professional program

<table>
<thead>
<tr>
<th>Key Performance Indicators</th>
<th>Evidence</th>
<th>Action Items for Consideration by the Executive Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>All learning outcomes are aligned with at least two assessment techniques</td>
<td>Overall, considerable progress is being made toward a transformation of the professional program curriculum and achievement of the KPIs</td>
<td>Propose a change to first KPI, which would result in two separate KPIs: 1) Learning outcomes and core competencies have been drafted. Couse design teams have been charged to reverse engineer nine identified foundational courses for the first year of the new curriculum. Years 2 and 3 are being designed. 2) Core competencies are mapped to courses, experiences, and assessments.</td>
</tr>
<tr>
<td>Publish the criteria and process for admission to the professional program</td>
<td>Learning outcomes and core competencies have been drafted. Couse design teams have been charged to reverse engineer nine identified foundational courses for the first year of the new curriculum. Years 2 and 3 are being designed.</td>
<td></td>
</tr>
<tr>
<td>Seek faculty approval of the new curriculum by Fall 2013</td>
<td>Anticipated implementation is fall 2015, with possible phase in of a few components in fall 2014.</td>
<td></td>
</tr>
<tr>
<td>Implement the new professional PharmD curriculum in Fall 2014</td>
<td>The proposed new curriculum will be presented to faculty for review and endorsement at the September 2013 faculty meeting, consistent with the KPI.</td>
<td>Modify the KPI consistent with anticipated timeline of fall 2015.</td>
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</tbody>
</table>

#### Objective 1.2 Transform learning and the curriculum of the graduate program

<table>
<thead>
<tr>
<th>Key Performance Indicators</th>
<th>Evidence</th>
<th>Action Items for Consideration by the Executive Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approve and publish learning outcomes / core competencies for each divisional graduate program</td>
<td>PhD program: Although the intent was not to embark on transformation of both programs at one time, it was felt that lessons learned in the process of transforming the professional program would be applicable to the graduate program and that some activities could parallel each other. To date, some efforts have been initiated toward transformation of the PhD program, but it may be helpful to consider the timing and process for moving forward and/or establish priorities on which to focus next steps.</td>
<td>Discuss the process moving forward for transformation of the graduate program and communicate proposed next steps to the faculty.</td>
</tr>
<tr>
<td>Implement recommended changes and new curricula within each divisional graduate program</td>
<td>Master's program: Efforts are underway to transform the Master's program. A retreat was held April 29, 2013. Although differences exist in the two programs and timelines are different, a process similar to the one used in</td>
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STRATEGIC PLAN ANNUAL REPORT
JANUARY 2012 - DECEMBER 2012

STRATEGIC INITIATIVE 1
EDUCATIONAL RENAISSANCE

STRATEGIC OBJECTIVE 1.1
Transform learning and the curriculum of the professional program

Over the past year, considerable progress has been made toward a curriculum transformation of the professional program. From October 2011 through January 2012, a committee was charged by Dean Blouin to explore guiding principles and differentiating factors of a transformed curriculum. Several meetings were held among the committee, and discussions were held with faculty in all Divisions, staff, and students. In addition, the work of the committee was discussed with key stakeholders, including partner institutions, the Pharmacy Foundation Board, the School’s Board of Visitor’s, and others. In May 2012, the efforts of the committee were presented at a faculty meeting and an anonymous vote was requested, asking faculty to vote in favor of or in opposition to the School moving forward with further exploration and examination of the value and feasibility of the proposed defining elements of a new curriculum. The vote resulted in nearly 90% in favor of moving forward, with approximately 10% against further exploration, some citing the need for more data and detail. As a result of this meeting, in June 2012 Dean Blouin formally charged a new committee, the Curriculum Transformation Steering Committee (CTSC). The CTSC was comprised of 20 faculty and two students and charged to position the UNC Eshelman School of Pharmacy to be capable of making an informed decision in December 2012 regarding the endorsement of a bold, new, differentiating curriculum consistent with the School’s Strategic Plan, Strategic Initiative 1: Educational Renaissance.
Refining the Process

• Data Quality
  - Aligning data in Taskstream with KPI
  - Formatting files
  - Naming conventions

• Reporting
  - Format and frequency of reports
  - Frequency of data entry
  - Appropriate personnel (23 faculty/staff)

• Roles and Responsibilities
  - Office of Strategic Planning and Assessment
  - Team Captains
  - Executive Committee
Resources

School Website
https://pharmacy.unc.edu/

Strategic Plan
https://pharmacy.unc.edu/ospa/strategic-plan-1

Office of Strategic Planning and Assessment
http://pharmacy.unc.edu/ospa