Preamble

The Strategic Plan of the UNC Eshelman School of Pharmacy articulates our highest aspirational goals in realizing our vision to be the preeminent school of pharmacy transforming human health through innovations in education, practice, and research, and is our compass in defining our future. We continually invest in our people; in transforming our educational programs; in advancing the practice of pharmacy and healthcare; in growing, differentiating, and translating our research enterprise; in cultivating partnerships worldwide; in improving our operational efficiencies; and in institutionalizing assessment to guide decision making and continuous quality improvement. The School publishes the Strategic Plan Annual Report each year to highlight major accomplishments toward achieving our aspirational goals. This annual report exemplifies the collective efforts and engagement of our faculty, staff, and student body; alumni; key stakeholders and partners; and the broader University community.
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STRATEGIC OBJECTIVE 5.2: Provide a clean, world-class environment for the School to achieve its goals.

STRATEGIC INITIATIVE 6: OUR PEOPLE

STRATEGIC OBJECTIVE 6.1: Develop leading practices and build on existing excellence in the recruitment and development of outstanding faculty.

STRATEGIC OBJECTIVE 6.2: Identify faculty with the interest and talent to advance to leadership positions in the School.

STRATEGIC OBJECTIVE 6.3: Develop leading practices and build on existing excellence in the recruitment and development of outstanding staff.

STRATEGIC OBJECTIVE 6.4: Create a compensation assessment program for faculty and staff that uses marketplace benchmarks as a comparison.

STRATEGIC OBJECTIVE 6.5: Foster and maintain a work and learning environment that is inclusive, welcoming and supportive, and free from discrimination.

STRATEGIC OBJECTIVE 6.6: Remain engaged with alumni in both the professional and graduate programs.

STRATEGIC OBJECTIVE 6.7: Advance the School’s efforts in fostering a culture of diversity and inclusiveness through the development, evaluation, and dissemination of best practices.

STRATEGIC INITIATIVE 7: STRATEGIC PLANNING, ASSESSMENT, AND QUALITY IMPROVEMENT

STRATEGIC OBJECTIVE 7.1: Strategically position the School to achieve its bold vision and aspirational goals.

STRATEGIC OBJECTIVE 7.2: Foster a culture of assessment and continuous quality improvement.

STRATEGIC OBJECTIVE 7.3: Serve as a model institution for achieving excellence and best practice in assessment.
STRATEGIC INITIATIVE 1
EDUCATIONAL RENAISSANCE

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

The School has made significant progress toward executing a transformative curriculum. The Curriculum Design and Execution Steering Committee (CDESC), under the leadership of Dr. Scott Singleton, was charged in March 2013 with facilitating the design and execution of a transformative curriculum that would create graduates who are exemplary practitioners, leaders, innovators, and lifelong learners and, when executed, would ensure that our graduates are well positioned to positively impact patient care and health care delivery. In addition to the CDESC, three subcommittees were charged to examine and address distinct areas of work: 1) foundational content and assessment; 2) immersion in practice and scientific inquiry and scholarship; and 3) finance and partnership. In March 2013, the CDESC launched a monthly online update, Transformation Today, designed to keep faculty, staff, and students abreast of the School’s progress toward executing a transformative curriculum.

By May 2013, the CDESC arrived at a proposal outlining nine foundational courses for the first year of the new curriculum. The CDESC met with all faculty and then charged seven course design teams to conduct high-level, strategic designs for seven of the nine courses. A committee was also charged to conduct a review of the current Pharmaceutical Care Lab course offerings and determine the core content and skills that would need to be taught throughout the new curriculum. In May 2013, the CDESC met with the Provost’s office to provide an overview of the School’s curricular transformation plans and seek guidance and support for the proposed new curriculum and the timeline for implementation.

In July 2013, representatives from the CDESC and the School’s leadership met with the executive staff of the Accreditation Council for Pharmacy Education (ACPE) to provide an overview of the School’s curricular transformation efforts and seek guidance from our accrediting body about our plan, process, and requirements moving forward. In consideration of the work to be done in executing a transformative curriculum, including establishing the prerequisites and requirements for admitting students to this new curriculum, the timeline for implementing the new curriculum was set for fall 2015. In July 2013, the Scientific Inquiry and Scholarship committee presented their findings and reached the conclusion that several limitations were impacting the feasibility of designing a successful scholarship experience for all students. The committee proposed an alternative curricular element that would provide a more structured experience for all students to learn the underlying intellectual and problem-solving process core to inquiry and innovation, and would pilot a research and scholarly experience in a subset of students to assess capacity, feasibility, and structure.

In August 2013, the Pharmacy Innovation and Problem Solving committee was charged to design the framework for the proposed experience for all students. The Immersion in Practice committee presented a detailed framework outlining the early immersion experiences, which included four-8-week rotations alternating with school-based learning throughout years 2 and 3. The rotations proposed were community, health systems pharmacy, ambulatory, and internal medicine. All course design proposals as well as the work of all subcommittees were shared with all faculty through presentations at Division meetings in July-August 2013 and at the faculty meeting in September 2013.

The work of the CDESC, subcommittees, and course design teams culminated in the Second Annual Educational Renaissance symposium held December 17, 2013, with nearly 100 faculty, partners, and students in attendance. At this symposium, participants (96%) anonymously endorsed the School’s Statement of Educational Philosophy. The symposium highlighted the program outcomes and framework of the new Doctor of Pharmacy curriculum; engaged faculty, staff, and students in a discussion of the proposed new admissions model; and, through a series of small working group meetings, sought faculty, staff, and student input into the foundational course designs. The School also hosted the Inaugural Preceptor and Partnership Symposium on December 18, 2013, with nearly 120 faculty, preceptors, partners, and students in attendance. The symposium highlighted the framework for the new Doctor of Pharmacy curriculum, presented the plan for "early immersion" of students in practice, and provided an opportunity for all to engage in a thoughtful review and discussion of the proposed immersion experiences. The symposium was an unprecedented gathering of the School’s preceptors and partners from around the state.
Over the past year many faculty have continued to creatively explore and engage in new approaches to teaching within the current curriculum course offerings. Early successes and lessons learned continue to inform and guide the School in the design and execution of a bold, new curriculum. In addition to efforts to transform the Doctor of Pharmacy program, the UNC Eshelman School of Pharmacy and the UNC Gillings School of Global Public Health launched the PharmD/MPH dual degree program. Slated to begin in 2014, students at the UNC Eshelman School of Pharmacy will have the opportunity to earn both a doctor of pharmacy and a master of public health in a new five-year dual-degree program created in partnership between the two schools.

STRATEGIC OBJECTIVE 1.2
Transform learning and the curriculum of the graduate program

The annual Graduate Program Retreat is the primary mechanism by which the Graduate Education Committee (GEC) engages faculty and students in evaluation of graduate program learning and curricular needs in both the Doctoral and Masters programs. This year’s retreat focused on desired learning outcomes of the graduate program, suggesting faculty support for the development of overarching learning outcomes and competencies which encompass creativity, critical thinking, problem solving, professional development and leadership skills, a superior breadth and depth of knowledge of chosen discipline, and self-directed learning. The goal is to develop desired outcomes for the graduate program, with Division-specific core competencies identified or refined and mapped to the program outcomes. Further, the Associate Dean for Research along with the Assistant Dean and Director of Graduate Studies are leading efforts to establish a shared governance document for the graduate program.

Following input from a focus group comprised of faculty and students from all divisions, the Pharmaceutical Sciences graduate course entitled “Ethical Dilemmas in Translational Research” (PHRS 801) was revised as a required interdisciplinary offering for all PhD students in fall 2013, with the goal of also providing professional development opportunities. The course spans ethics from the point of drug discovery and development through point-of-care research.

The Masters in Pharmaceutical Sciences with a Specialization in Health System Pharmacy Administration engaged in strategic planning to continually position this program for success. A retreat was held in summer 2013 with leadership from the Division of Practice Advancement and Clinical Education (PACE), leadership from the School, and Directors of Pharmacy from UNC Hospitals, Duke University Hospital, Wake Forest Baptist Medical Center, and Mission Hospital. The goal of the session was to discuss the current graduate program, the future health care system, and competencies for leaders to succeed in a changing environment. From this retreat, a series of working groups ensued that led to the approval of a shared governance model for decision making, a set of outcomes and core competencies to guide the graduate program and student development, and an enhanced curriculum to provide individuals with the skills to succeed as leaders in the future healthcare system. The new curriculum will be implemented in fall 2014.

STRATEGIC OBJECTIVE 1.3
Integrate professional development and career planning into the School’s culture to assist both professional and graduate students in reaching their full potential

Under the leadership of the Office of Student Affairs (OSA), a variety of new programs and initiatives have been launched and existing programs re-assessed to benefit both professional and graduate students and integrate professional and career development of students into the School’s culture.

General Highlights
- Launch of “CareRx Insights”, a program developed between the Office of Student Affairs (OSA) and the Pharmacy Alumni Association. Each semester, alumni assemble to discuss non-traditional areas of pharmacy practice and to provide insight into professional and career development opportunities.
- New synergy and partnership created between OSA and University Career Services (UCS). Realizing a need for expanded, structured career support and guidance for pharmacy students, the Director of OSA and the Director of
UCS met to develop a new set of programming/curriculum focused on career development as well as personal career counseling for enrolled students. The workshop series will be offered spring 2014.

- The faculty advising program was refined to better prepare faculty members to function at high levels while advising PharmD students. A short training program was developed in addition to an advising syllabus and a topic punch list for one-on-one appointments to stimulate productive meetings and conversation.
- The Peer Mentoring program now requires a more structured application, review, and training process for mentors. The training aims to better equip mentors to serve as role models and advocates for PY1 students.
- The inaugural Student Senate Executive Board retreat was held in May 2013 to better prepare incoming Student Senate leaders to serve in this capacity. Outgoing leaders and incoming leaders engaged in productive conversation and dialogue regarding overall best practices of serving as a leader as well as position specific needs/expectations. This was a great step forward in preparing our high profile student leaders for service.
- The Asheville campus has assembled its own leadership team that mirrors the Student Senate Executive board on the Chapel Hill campus, with the goal of empowering leaders on the Asheville campus as they invest in service.
- A greater emphasis has been placed on establishing a closer relationship with our dual degree partners in business and public health. More structured and formal information sessions were held in fall 2013 to engage students interested in dual degree programs. UNC alums were invited to sit on a panel for each session to discuss the “value added” to their career by earning the dual degrees.
- Class of 2013 career data are indicative of success as 84% of graduates who accepted a pharmacy practice position accepted their first choice position and 69% of graduates who matched for a residency or fellowship did so with their first choice program.
- In fall 2013, all new incoming graduate students were asked to complete individualized Development Plans (IDPs), create and/or update a LinkedIn account, and construct an e-portfolio. All graduate students met 1:1 with the Assistant Director of Student Affairs to review the IDP and their LinkedIn account.

Professional Student Highlights

Professional students continue to assume leadership roles in regional and national organizations, and are recognized nationally for their service. Notably, the UNC Eshelman School of Pharmacy Carolina Association of Pharmacy Students (CAPS) received the 2012–2013 APhA-ASP Chapter of the Year Award. This is a very prestigious national honor from the American Pharmacists Association-Academy of Student Pharmacists (APhA-ASP).

- Forty students attended the APhA-ASP Midyear Regional Meeting in Birmingham, Alabama.
- The School’s chapter of APhA-ASP was recognized as the Operation Diabetes Regional Award winner for the second year in a row.
- The School’s Alpha Gamma Chapter of Phi Delta Chi (PDC) won the Thurston Award. In Phi Delta Chi, the Emory W. Thurston Grand President’s Award is the highest honor that a PDC chapter can receive. The award signifies that our chapter is operating at its highest potential (#1 chapter in the nation out of 93 active chapters).
- APhA-ASP student highlights:
  - Felicia Charles (PY1), Chapter Delegate
  - Amanda D’Ostroph (PY1), Nominating Committee
  - Erin Turingan (PY3), APhA-ASP Chapter President
  - Nicki Wex (PY3), APhA Midyear Regional Meeting (MRM) liaison
  - Michael Wolcott (PY4), Vice Chair of the APhA-ASP Awards Standing Committee
  - David Steeb (fellow), presented APhA New Practitioner Workshop; served as APhA-ASP MRM staff
- Students appointed to national positions in the American Society of Health System Pharmacists (ASHP):
  - Taryn Shelly: Leadership Development Advisory Group
  - Laura Melei: Community and eCommunications Advisory Group (Chair)
  - Justin Arnall: Advancement of Pharmacy Practice Advisory Group
  - Todd Knepper: Section Advisory Group on Emerging Issues
  - Juinting (JT) Chiang: Student Society Development Advisory Group
  - Megan Radigan: Community and eCommerce Advisory Group
• The School’s Kappa Epsilon Chapter was awarded the 2011-2013 National Project Award for Breast Cancer, the 2011-2013 Community Service Award, and the 2012-2013 Alumni Outreach Award.

Graduate Student and Postdoctoral Student Highlights
The PhD program has concentrations in the Divisions of Chemical Biology and Medicinal Chemistry (CBMC), Molecular Pharmaceutics (MOPH), Pharmacotherapy and Experimental Therapeutics (DPET), and Pharmaceutical Outcomes and Policy (DPOP). Graduate students in the School’s PhD in pharmaceutical sciences program continue to achieve high honors and recognition toward pursuit of their doctoral degree.

• 1-Year Renewal of 2012 AFPE Pre-Doctoral Fellowships: Akinyemi Oni-Orisan (DPET), Adam Friedman (CBMC), Nicole Zane (DPET), Dan Crona (DPET), Michael Perfetti (CBMC)
• AFPE Pre-Doctoral Fellowship in the Clinical Pharmaceutical Sciences: Brandon Gufford (DPET), Matthew Haynes (MOPH), Nate Oien (CBMC)
• Catalent Global Academic Competition for Life Science Leaders of Tomorrow Award: James Byrne (MOPH)
• Philanthropic Educational Organization (P.E.O.) Scholar Award: Julie C. Lauffenburger (DPOP)
• Graduate Student Transportation Grant Award: Nate Oien (CBMC)
• American Heart Association Pre-Doctoral Fellowship: Akinyemi Oni-Orisan (DPET)
• Clinical Translational Science Award (CTSA) Consortium Child Health Oversight Committee (CC-CHOC) Travel Grant: Kevin Watt (DPET)
• NIH Ruth L. Kirschstein National Research Service Award (NRSA) F31 Fellowships: Tim O'Leary (CBMC)
• AAPS Graduate Student Symposium Award in Drug Discovery and Development Interface: Sarah Claypool (CBMC)
• Graduate Tuition Incentive Scholarship (GTIS): James Byrne (MOPH), Yuhang Jiang (MOPH), Xiaomeng Wan (MOPH)
• Amgen Pre Doctoral Fellowship: Kyunghee Yang (DPET)
• NSF Graduate Research Fellowship Program: Tojan Rahhal (CBMC-BBSP)
• Translational Medicine Travel Award: Tojan Rahhal (CBMC-BBSP)
• Ishaq Travel Award Stipend: Zhijian "Jimmy" He (MOPH), Youn Gee Seo (MOPH)
• Frank Porter Graham Society Induction: Daniel Crona (DPET), Julie C. Lauffenburger (DPOP)
• AACP Walmart Scholar: Jamie Shelley (Post-doctoral fellow, PACE)

Students enrolled in the Masters in Pharmaceutical Sciences with Specialization in Health Systems Pharmacy Administration through the Division of Practice Advancement and Clinical Education (PACE) are also recognized for the following honors and awards.
• Matt Lamm: Baxter Leadership Excellence Awards in Pharmacy (LEAP Award) Silver Medal “Using Lean Principles to Improve Adult Outpatient Chemotherapy Preparation Turnaround Time in a Large Cancer Hospital”
• Jamie Mann: AACP Walmart Scholar

STRATEGIC OBJECTIVE 1.4
Create an environment that fosters educational research and the scholarship of education

The School continues to make progress toward creating an environment that fosters educational research and the scholarship of education. In July 2013, Dr. Jacqui McLaughlin, a former post-doctoral fellow in the Office of Strategic Planning and Assessment (OSPA), joined the Division of Practice Advancement and Clinical Education (PACE) as an Assistant Professor of Educational Innovation and Research. Over the past year, the School has published thirteen articles related to the scholarship of education (up six from 2012). Collectively, the publications highlight a variety of teaching strategies as well as areas of emerging interest in pharmacy education.


In summary, the School has made progress in 2013 toward its goal of creating an environment that fosters educational research and the scholarship of education. Identifying grant opportunities and securing funding for educational research efforts are high priorities in 2014.

STRATEGIC OBJECTIVE 1.5
Position the School as a leader in curricular innovation through the creation and evaluation of new teaching and learning approaches, the translation of best pedagogical practices throughout the curriculum, and the dissemination of new knowledge to others

To foster a culture of innovation and cultivate a community of faculty educators, the School established The Academy in 2013. The Academy, under the leadership of Dr. Mary Roth McClurg, combines the creation of pedagogical innovations with the development of faculty as educators and scholars dedicated to enriching student learning and advancing pharmacy education. The Academy also focuses on fostering a culture of scholarship in education to position the School as a leader in the design, evaluation, and dissemination of educational innovations. The Educational Technology R&D (Ed Tech R&D) team, now part of The Academy, continues to work closely with faculty throughout the School to craft high-quality teaching and learning materials. To date, nearly 60 projects have been completed that capitalize on technology and its role in enhancing student learning and professional development. The work has involved 60+ faculty and several students. Overall, the work includes 2D/3D illustrations and animations, database-driven websites that track student activities, embedded assessments to facilitate student learning, video-based course lectures with interactive questions and simulations, entire course redesigns, and tens of thousands of lines of programming code to stitch together these components. Projects have been conducted in areas of student learning ranging from the pharmaceutical sciences to applied therapeutics to preceptor training. In addition to these more formally-defined projects, the group fields frequent faculty questions regarding instructional design and advises faculty, through numerous one-on-one and group consultations, regarding various strategies to improve student learning and facilitate effective classroom engagement. The School continues to invest in building in-house resources and expertise in educational technology and instructional design. Educational Technology Research and Development Project details are available on the School’s website.

In June 2013, Drs. Janan Sarwar and Janet Lim joined the Ed Tech R&D team as postdoctoral fellows and recent graduates of the School’s PharmD program.
STRATEGIC INITIATIVE 2
THE PRACTICE OF PHARMACY

STRATEGIC OBJECTIVE 2.1
Position the School to capitalize on opportunities to advance the practice of pharmacy and improve patient care

The School and the Division of Practice Advancement and Clinical Education (PACE) have been engaged in identifying “best models of practice” in pharmacy. These were highlighted at the 7th Annual Chapel Hill Drug Conference “Pharmacy Practice Models: Traditions and Innovations” on May 17, 2013. The conference planning committee will be disseminating summary statements related to the discussion generated during this conference.

A draft of a White Paper has been developed outlining the environmental scan and proposed structure and function for a new Center that would be focused on pharmaceutical outcomes and practice innovations. The Center concept is a work-in-progress and will be developed collaboratively with other divisions and faculty within the School. The goal is to create a Center nationally recognized for innovation in the creation, evaluation, and dissemination of best practices in optimizing pharmaceutical outcomes and transforming pharmacy practice and health care delivery.

The School continues to expand efforts in residency training, funding post-graduate year two (PGY2) residencies at UNC Hospitals and coordinating post-graduate year one (PGY1) and PGY2 residencies in community pharmacy and managed care around the state. New for 2012-2013 were co-funded PGY2 residencies at WakeMed Hospital in cardiology and critical care. During 2013, both the community pharmacy residency program and the Masters in Pharmaceutical Sciences with a Specialization in Health Systems Pharmacy Administration engaged in strategic planning to continue to position these programs for future success.

STRATEGIC OBJECTIVE 2.2
Engage the broader community in working with the School to advance the practice of pharmacy and improve patient care

The Hub Concept for the experiential program has been evolving for several years, with three primary Hubs: Western Hub, Central Hub, and Eastern Hub. The goal is to have students assigned to a Hub during their experiential year(s), utilizing key partner institutions as home base, and managing preceptor needs and requests from within each region. Advantages anticipated of Hub organizations would be to centralize students within specific regions of the state but allow greater flexibility of inter-institutional experiences, and also improve preceptor communication and relationships. Students continue to be assigned to AHECs and regions as they traditionally have been. It is anticipated that the Hub concept will play an important role in student assignment in the new curriculum. To date, the primary use of the Hubs has been in managing preceptor relations. The hiring of Charlene Williams as the Western Experiential Education Coordinator is aligned with the Hub concept. In this role, Dr. Williams is responsible for the identification and recruitment of new experiential education sites and preceptors, as well as maintaining and improving relations with existing preceptors in the Western Hub regions.

The School has a total number of 1108 active preceptors across 543 practice sites. During 2012-2013, 176 new preceptors were recruited. Preceptors are critical to our experiential education program and several also participate in didactic teaching in the existing curriculum. Several preceptors have been selected to serve on committees at the School including admissions, honors, and curricular transformation. Additionally, four new co-funded faculty have been hired in 2013 within our partnership agreements with Mission Hospital (Dr. Scott Wilkie and Dr. Lindsay Daniels) and UNC Hospitals (Dr. Suzanne Harris and Dr. Ashley Marx).

The partnership agreements with Duke and Mission Hospital were renewed during 2013. The partnership with WakeMed Raleigh also continues with a 5-year plan in place. These agreements increased the number of students
assigned to each site, brought greater funding that created new co-funded faculty positions where we had none before, and strengthened the collaboration in education at the site and School, including contributions to the development of the new curriculum. The existing partnership with UNC Hospitals remains strong and is continually evaluated for developments and improvements. A process has been established to continually assess the number of residents and preceptors at current partner sites and institutions, continually evaluate the impact and effectiveness of the partnerships, and identify and define new collaborative opportunities with partners. A working group was also established to create a strategic plan for faculty/resident position development within the Asheville campus. The School continues to seek other partnerships with institutions and pharmacy systems.

On behalf of the School, the Division of Pharmaceutical Outcomes and Policy (DPOP) and PACE along with representatives from Community Care of North Carolina (CCNC) finalized a proposal to formalize a strategic partnership between the School and CCNC that was presented to and approved by the CCNC Board in 2013. This partnership will extend current work already conducted by some of our faculty in partnership with CCNC and strengthen the efforts of both partners in advancing pharmacy practice and pharmaceutical policy in the context of larger health reform efforts.

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**STRATEGIC OBJECTIVE 2.3**

Create opportunities that promote leadership and professional development of faculty practitioners, preceptors, and residents

The Office of Experiential Education has many avenues for preceptor development including existing online and live workshops, and most recently, a revised live workshop that was held in September 2013 with new and advanced tracks offered for the preceptors in attendance. There has been growing interest in the residency teaching certificate program that exceeds the capacity of the current program. In light of the increased interest, proposed curricular changes within the School, and the recent proposed guidelines from AACP on these programs, a broader perspective on the future design of this program is warranted. Plans are underway to re-evaluate the teaching certificate program as well as assess the opportunity for further expansion.

Pharmacy Grand Rounds was launched January 2013. This program offers monthly live and archived ACPE-accredited continuing education via the web to subscribers of the program. The programs are developed and presented by faculty. This program is delivered in partnership with the American Society of Health System Pharmacists (ASHP) and is intended mainly for hospital pharmacists. The Office of Communications has developed branding and marketing materials to further promote this innovative educational product. Since the launch, a total of 124 subscriptions have been purchased resulting in a total of 2792 ACPE credits that have been claimed.  

The Office of Postgraduate Continuing Education co-sponsored 121 programs with the Area Health Education Centers (AHECs) across the state plus additional programs with UNC Hospitals, Duke University Hospital, the North Carolina Association of Pharmacists, and regional pharmacy associations. This Office also received $930,000 in grants to deliver programs at national, regional, and state pharmacy meetings. The Office also conducted three webinars distributed statewide and assisted in the production and distribution of Pharmacy Grand Rounds.

On December 18, 2013, the School hosted the Inaugural Preceptor and Partnership Symposium, with nearly 120 faculty, preceptors, partners, and students in attendance. The symposium highlighted the framework for the new Doctor of Pharmacy curriculum, presented the plan for "early immersion" of students in practice in the new curriculum, and provided an opportunity for all to engage in a thoughtful review and discussion of the proposed immersion experiences. The symposium was an unprecedented gathering of our preceptors and partners from around the state.
STRATEGIC OBJECTIVE 2.4
Create a culture that fosters increased productivity and excellence around research and the scholarship of application

The scholarship of application is pursued by various faculty members across the Divisions in the School (primarily DPET, DPOP, and PACE). Notably, the PACE division has focused efforts in 2013 to assist PACE faculty members in developing scholarship plans in the scholarship of application. Several career development opportunities have been identified through workshops, mentorship, and seminars, and several faculty have participated in this training, including Ruth Ann Lee, PharmD, a PACE faculty member, participating in the American College of Clinical Pharmacy Focused Investigator Training Program in July 2013. The focus of the PACE annual retreat in 2013 was the scholarship of application and ways to further develop faculty within this area of scholarship. In December 2013, the School and UNC TRacS hosted a 2-day training workshop in Asheville for building research capacity. There are currently 19 faculty members within the School (DPET, DPOP, PACE) pursuing the scholarship of application as their primary scholarly focus. Since January 2013, faculty have published a total of 48 peer-reviewed manuscripts in the scholarship of application.

In 2013, Dr. Pinelli received funding as the principal investigator through the Pharmacy Practice Model Initiative Demonstration Grant from the American Society of Health-System Pharmacists Foundation to investigate a new model of pharmacy practice focused on engagement of learners in patient care. The one-year, $25,000 grant supports a qualitative study to examine variations of the layered learning practice model, or LLPM, at UNC Hospitals. The project is aimed at helping to develop a consistent approach to this practice model that will lay the groundwork for broad-scale implementation.

As described earlier, a working group representing PACE and DPOP within the School has developed a White Paper proposal for a new Center in Pharmaceutical Outcomes and Practice Innovations. This Center will serve as a focal point for highly collaborative research and scholarship around pharmaceutical outcomes, pharmacy practice, and policy. The Center will greatly facilitate efforts around research and the scholarship of application.

STRATEGIC INITIATIVE 3
RESEARCH AND TRAINING ENTERPRISE

STRATEGIC OBJECTIVE 3.1
Strategically position the School to be nationally and internationally regarded in core research areas

The continued success in sponsored research has kept the School among the top research-intensive schools of pharmacy in the nation, ranking second in total research funding (NIH plus other federal sources plus foundations/associations) and third in NIH funding; with total funding at $22,652,829 in 2013. The majority of funding comes from investigator-initiated research projects. Further growth is predicated on the success of team-based large projects (such as center grants) as well as collaborative projects through enhanced public-private partnerships, which is an area of development in the School.

As part of the research growth strategy, the School remains committed to recruiting and retaining leading and promising scientists. The Center for Nanotechnology and Drug Delivery, under the leadership of Dr. Sasha Kabanov, has initiated the formation of two research cores. The Institute for Pharmacogenomics and Individualized Pharmacotherapy has been restructured as a Center following the departure of Dr. Howard McLeod, with Drs. Tim Wiltshire and Federico Innocenti serving as Director and co-Director, respectively. The School is involved in the campus-wide Health Informatics initiative with resources set aside for recruiting a junior faculty in this rapidly developing area of concentration both for the School and the university.

Many researchers have contributed to the School’s success in sponsored research but Drs. Jian Liu and Angela Kashuba should be highlighted. Dr. Liu is developing unique approaches to the design of synthetic heparin, and in 2013, the
FDA awarded Dr. Liu a special, essentially sole source grant to establish heparin reference standards to be used by the Agency to evaluate effectiveness and safety of commercial heparin products. Likewise, Dr. Angela Kashuba leads a world-class research program in HIV Pharmacology and is developing groundbreaking clinical approaches to the prevention and eradication of HIV infection.

A new Policy on harmonizing the percent effort committed by faculty to research grants has been developed and adopted by the Executive Committee. The Policy provides clear guidelines for percent effort dependent on total level of funding; it is designed to encourage faculty to submit and succeed in obtaining new funding.

STRATEGIC OBJECTIVE 3.2
Develop and identify funding mechanisms to prime and support high impact research programs

Dr. Alex Tropsha, Associate Dean for Research, and Dr. Betsy Sleath, Chair of DPOP, represented the School in the preparation of UNC’s Clinical Translational Science Award (CTSA), which UNC was awarded. The grant has significant representations of the School’s interests in one of the three major strategic areas: Drugs, Devices, and Diagnostics, with Dean Blouin serving on the steering committee for this initiative. The UNC TRacS Institute plans to issue several RFAs in the areas of drug discovery and delivery in the near future that should provide seed money (with 50% match from the school) to support new research.

STRATEGIC OBJECTIVE 3.3
Establish new research centers and institutes in the School that have high impact and ensure existing centers are continually positioned to lead the defined research area

The three major centers, Center for Integrative Chemical Biology and Drug Discovery (CICBDD), Center for Nanotechnology and Drug Delivery (CNDD), and Center for Pharmacogenomics and Individualized Therapy (CPIT), have continued active research in respective programmatic areas. The CICBDD has maintained its status as one of a few national centers for anticancer drug discovery. The Institute for Pharmacogenomics and Individualized Therapy has been renamed as a Center, with Dr. Tim Wiltshire appointed the Director. Dr. Wiltshire is in the process of developing a new strategic plan for CPIT through a facilitated process that may lead to the development of a broader initiative in the area of Clinical Pharmacology. Dr. Kabanov, the CNDD Director, has been drafting bylaws for his center. Once the draft is complete, all center directors will receive the draft for comment, then meet to discuss what aspects of governance should be universal and which should be tailored to individual goals. This input will spur the composition of management documents for each center. The goal is to have all drafts finalized and approved by summer 2014.

STRATEGIC OBJECTIVE 3.4
Increase the impact and recognition of School-based research at both the national and international levels, based on accepted metrics of faculty productivity

Several achievements and honors bestowed on our faculty are noteworthy. Dr. Leaf Huang was honored by the American Association of Pharmaceutical Scientists (AAPS) with the Distinguished Pharmaceutical Scientist Award. Dr. Sasha Kabanov has been named a member of the Academia Europaea, joining a distinguished group whose members include fifty-two Nobel Laureates.

STRATEGIC OBJECTIVE 3.5
Strengthen or establish research partnerships with universities, federal agencies, and the industry

Jointly with the School of Medicine, the School has engaged pharmaceutical companies in discussions regarding research collaborations and partnerships through invited visits to campus and arranged meetings at the annual BIO convention. These conversations have yielded useful information about how best to strike new
collaboration/partnership deals; however, more work is needed to develop industry partnerships and to initiate partnerships with underutilized federal agencies such as the Department of Defense.

**STRATEGIC OBJECTIVE 3.6**

Continue to translate discoveries and best practices developed within the School to practical solutions improving human health and health-care outcomes

The Office of Entrepreneurial Development and Global Engagement (EDGE) made significant strides in translating the School’s research into marketable technology. This year brought the formation of four faculty-founded companies to an already robust portfolio:

- **KinoDyn,** co-founded by Dr. Jian Jin (Pharmacy) and Drs. Gary Johnson and Lee Graves (Pharmacology). Multiplexed inhibitor beads-based services and reagents that revolutionize cancer drug discovery and individualized cancer treatment.
- **Meryx,** co-founded by Dr. Stephen Frye (Pharmacy) and Dr. Shelly Earp (Lineberger Cancer Center). Novel Mer tyrosine kinase inhibitor therapeutics for cancer and other unmet diseases. Meryx received the Carolina KickStart Commercialization award and was selected to partake in the National Cancer Institute Experimental Therapeutics Program, an initiative designed to safely shorten the timeline for new drug development.
- **Glycan Therapeutics,** founded by Dr. Jian Liu. Customized forms of synthetic heparin for anticoagulant therapy and the potential treatment of other unmet medical conditions. Glycan was awarded a Carolina KickStart Commercialization Award and received a $300,000 SBIR Phase I Grant from the NIH. Glycan leased incubator space through Carolina KickStart to further develop its technology.
- **Wildcat Nanoglo LLC,** founded by Dr. Bill Zamboni. Wildcat Nanoglo specializes in the translational development of carrier-mediated agents (CMA), including nanoparticles, liposomes, monoclonal antibodies and antibody-drug conjugates, by applying proprietary technologies to assess pharmacokinetics of CMA as well as the interactions of CMA with mononuclear phagocyte system (MPS).

In addition to facilitating the creation of new companies, the School has supported further development of established entities. For example, Qualiber, founded by Dr. Leaf Huang, was awarded the School’s first SBIR Phase II Grant from the NIH. The $1M grant will attract additional investment, and will go to further developing Qualiber’s proprietary nanotechnology platform for delivery of siRNA, small molecule therapeutic agents, and genes for treatment of cancer and liver diseases. Dr. Huang’s team will accomplish this in incubator space leased through the School. The School partnered with NC Small Business and Technology Development Center to start a summer internship for PharmD or PhD students, with the interns participating in structured and supervised activities that can benefit some of the emerging companies to secure non-dilutive funding or VC/Angel investment.

EDGE continued its Entrepreneurial Thought Leaders seminar series, welcoming David Allen, executive director of University of Arizona’s Tech Launch Arizona; David Schubert, executive director of Rice University’s Houston Area Translational Research Consortium; and Jon Soderstrom, managing director of Yale University’s Office of Cooperative Research. Each presenter brought unique insight into the challenges and opportunities associated with commercializing academic research, providing examples of how their institutions have managed common hurdles.

These insights were particularly pertinent in a year that saw broad cuts to budgets, including to UNC’s Office of Technology Development. The School served as a pilot for a new rigorous patent review process to aid the University, inventor’s home department/school, and the start-up companies in making difficult patent prosecution and cost-sharing decisions. The patent review process and cost-sharing policy have been implemented.

In spring 2013, the School formed the UNC Eshelman School of Pharmacy Entrepreneurship Student Ambassadors, a group of graduate and professional students seeking to learn more about entrepreneurialism. The first meeting was dedicated to listening to the students’ interests and developing a more refined vision for activities of interest to them.
STRATEGIC OBJECTIVE 3.7
Improve the quality and appeal of the graduate education and postdoctoral training programs that position our students and trainees to become the next generation of scientific leaders

The graduate program continues to identify strategies to improve quality and appeal. Efforts are underway to assess the graduate program’s professional and career development needs. A pilot professional development program was integrated into the required, core ethics course (PHRS 801), where all first year students completed an Individual Development Plan (IDP). Students are expected to maintain a record of their professional development activities through use of an e-portfolio. In addition, efforts are underway to implement the new graduate program-funding (financial) model for Fall 2014. As part of our effort to recruit the highest quality graduate students from leading institutions and establish new practices for recruiting graduate students, representatives from the School attended the Annual Biomedical Research Conference for Minority Students (ABRCMS) in Nashville. ABRCMS is an important venue for the recruitment of highly qualified students to both our graduate and professional programs.

Part of the appeal for new students is the success of current students. In 2012-2013, our graduate students received numerous national recognitions and awards (See Strategic Initiative 1.3).

STRATEGIC OBJECTIVE 3.8
Increase the visibility of the School via organization and sponsorship of research and educational events

Numerous faculty across all divisions continue to participate in national and international research and educational events representing the School. The annual Chapel Hill Drug Conference on “Pharmacy Practice Models: Traditions and Innovations” took place on May 16-17, 2013. The planning committee has identified Pharmacoengineering as the focus of the 2014 Chapel Hill Drug Conference.

STRATEGIC INITIATIVE 4
GLOBAL ENGAGEMENT

STRATEGIC OBJECTIVE 4.1
Expand the School’s education, research, and practice mission globally

The Office of Entrepreneurial Development and Global Engagement (EDGE) established the Global Engagement Fellowship, with David Steeb, a PharmD graduate of the School, recruited as the first fellow in June 2013. The Global Engagement Fellow reports to and works with the Associate Dean for EDGE, Dr. Dhiren Thakker.

To assist the School in pursuing the objectives of this initiative, a working group comprised of student and faculty leaders was formed that aims to advance global Healthcare, Education, Leadership, Practice, and Research in pharmacy (HELPRx). HELP Rx serves to help create a culture of global engagement at the School while providing feedback and advice on current and future global initiatives. The group is chaired by Dr. Stephen Eckel, and will accomplish its work through the following subcommittees that have each been assigned a primary charge that derives from the key elements of the strategic initiative.

- International Research Partnerships and Collaborations. Primary charge: Develop an internal guidance document(s) for international partnerships. (Chair, Dr. Sasha Kabanov).
- International Partnerships and Collaborations on Pharmacy Education and Practice. Primary charge: Develop an internal process and business model for offering the School’s courses and educational assets. (Chair, Dr. Phil Rodgers).
- Global Service Learning Advisory Group. Primary charge: Develop an internal process and business model for global service learning opportunities. (Chair, Dr. Macary Marciniak).
Pending the development of internal guidance documents and business models for creating international partnerships, EDGE has been engaged in exploratory conversations around student exchange, research collaboration, and curricular development with representatives from several countries. In addition, in 2013, EDGE received an invitation to visit the countries of Malawi, Moldova, Ecuador, Australia, and China to further assess areas of potential collaboration. A task force will be assembled to assess opportunities in Asia, which still includes Singapore, but will also include emerging markets such as China and India. The School is also enhancing its global presence by having the Global Engagement Fellow attend the International Pharmaceutical Federation (FIP) meeting, which occurred this past September in Dublin, Ireland. Our faculty members are also expanding the mission of the School through their international work and presentations.

**STRATEGIC OBJECTIVE 4.2**
Initiate and participate in global health-care initiatives in partnership with UNC health science schools and other health-care institutions

Drs. Dhiren Thakker and David Steeb met with UNC Gillings School of Global Public Health Associate Dean for Global Health, Dr. Margaret Bentley, to propose the concept of forming a multi-institutional health affairs committee comprised of representatives from each health sciences school. Dr. Bentley embraced the concept and is developing an interdisciplinary committee to facilitate collaboration on global initiatives locally and abroad.

One initiative that has emerged from these preliminary discussions is partnering with UNC Project-Malawi, coordinated through the UNC Institute for Global Health and Infectious Disease (IGHID). The mission of this interdisciplinary initiative is to identify innovative, culturally acceptable, and relatively inexpensive methods of reducing the risk of HIV/STI and infectious disease transmission through research; strengthen the local research capacity through training and technology transfers; and improve patient care for the people of Malawi. EDGE is working with Dr. Amanda Corbett, Global Pharmacology Coordinator at IGHID and other faculty at the UNC Eshelman School of Pharmacy, to arrange a pilot global health Advanced Pharmacy Practice Experience (APPE) for students and faculty in June 2014. This experience will pilot the development of a structured longitudinal global health program (Global Pharmacy Scholars – GPS). The goal of such a program is to position students to be competitive and culturally competent in today’s global economy by sending them to selected locations throughout the world for experiential education or service learning projects.

Another potential collaboration with the UNC Gillings School of Global Public Health is the establishment of a “Public Health in Pharmacy” elective offered by Dr. Macary Marciniak, which will expose students to the importance of and opportunities within public health. This course will feature a global health module. The course is targeting a launch in fall 2014. This effort will complement the PharmD/MPH dual degree program.

**STRATEGIC INITIATIVE 5**
INSTITUTIONAL ENVIRONMENT AND BUSINESS OPERATIONS

**STRATEGIC OBJECTIVE 5.1**
Deliver improved team-based operational practices and financial performance

The Office of the Executive Associate Dean for Administration and Chief Financial Officer implemented AgreementTrack in 2013, which is a central web-based database used to manage and track all contracts within the School. AgreementTrack currently manages contracts combining for a total of over $11 million. All contracts and service agreements signed by the Dean’s Office have been entered into AgreementTrack. With the implementation of PeopleSoft in October 2014, a new contract management database in Infoporte will replace AgreementTrack. The School will be involved in the design and creation of this new database. The contract management system will play a pivotal role in evaluating the School’s current service contracts in an effort to reduce overall costs by 20%. The Office will evaluate the contracts looking for opportunities to capitalize on vendor agreements and consolidation of agreements upon implementation of the new system as well as create a process to ensure that all contracts within the
School's five academic divisions and three research centers are entered into the database.

Beginning in early 2014, faculty and staff will be required to submit all requests through Infoporte. To prepare for this mandate, and based upon data from the 2013 Business Cluster Survey, representatives from the Finance, Administration, and Operations team will provide one-on-one training with each faculty member within the School.

For the 2013 calendar year, the Finance, Administration and Operations team exceeded the key performance indicator in which at least 80% of faculty and staff perceive the operational efficiencies of the School to be effective and are satisfied with the business cluster model. The 2013 Business Cluster Survey, with a 58% response rate, indicated that 94% of respondents Agree or Strongly Agree that the Business Cluster staff exhibits a “we are here to help” attitude. On average, 86% of respondents answered Agree or Strongly Agree to each of the questions included in the Business Cluster overall portion of the survey including questions relating to timeliness and accuracy of responses, service oriented approach, backup support in the event of staff turnover, increased transparency, and efficient communications.

Human Resources established a benchmark to track the number of temporary employees utilized within the School. The implementation of the cross utilization program is building an infrastructure for a team-based approach utilizing current staff in different or expanded roles to reduce the number of temporary employees hired. A formal cross utilization program will be implemented in 2014.

### STRATEGIC OBJECTIVE 5.2

**Provide a clean, world-class environment for the School to achieve its goals**

Progress continues toward the completion of construction for the 325,000 gsf ($240M) Imaging Research Building (IRB) with completion expected in spring 2014. The School will occupy 75,000 gsf including the third and fourth floors, plus a portion of the second floor to be occupied by the Carolina Institute for Nanomedicine. Faculty space assignments for additional School faculty are currently being finalized by senior administration. Funding for the building and major equipment is by State appropriations.

As part of the University-wide Capital Campaign, the School identified its goals and priorities in order to establish a total campaign goal. Nearly $15M is earmarked to reengineer and renovate Beard and Kerr Halls to create a highly interactive environment for enhanced faculty-student engagement and student learning consistent with the vision of the Educational Renaissance initiative. The kick-off date for the Capital Campaign is to be determined.

On the UNC Asheville campus, 15,000 sf of space in the UNC Eshelman School of Pharmacy suite was remodeled including eleven offices, four classrooms, a boardroom, and a student break room. Two small classrooms, Karpen 102 and 103, were equipped with mobile video conference carts and were used for VTC electives during the fall 2013 semester. Both Karpen 105 and 110 were outfitted with AV infrastructure in preparation for future use in the 2014-2015 school year. Planning for these spaces is ongoing. The number of students enrolled in the 2014-2015 first year cohort will determine future build-out of these classrooms. Two additional non-video conference classrooms were added in summer 2013. Both Zeis 131 and 333 were converted from chemistry laboratories into classrooms and equipped with state-of-the-art multi-touch projection systems.
STRATEGIC INITIATIVE 6
OUR PEOPLE

STRATEGIC OBJECTIVE 6.1
Develop leading practices and build on existing excellence in the recruitment and development of outstanding faculty

Over the past year, the School’s Office of Human Resources established a mechanism for collecting data to ensure that the School meets its goals to develop leading practices and build on existing excellence in the recruitment and development of outstanding faculty. During 2013, tenure track faculty received tenure with a success rate of 100%; fixed term faculty were reappointed at a rate of 100% with an appointment length for at least as long as their prior appointment; and the School retained 96% of high performing faculty.

The OSPA implemented an improved process for faculty activity reporting and career development planning in 2013. The 2012 Faculty Activity Report and 2013 Career Planning Document transitioned the template, process and data sharing to an online, web-based platform using Infoporte, enabling the School to collect data for use during the annual review as well as for data driven analysis throughout the year. Incorporated into this template was the faculty career planning document, which upon completion, was discussed with each faculty member and their division chair. This in-person meeting provided the chair the opportunity to address faculty development needs and set goals for the following year. Infoporte will again serve as the storage center for the completed Career Planning documents, therefore documenting both current and historical plans. The 2012 summary report of faculty activity reporting is available on the School’s website, with data collection ongoing for 2013.

The AACP Faculty Survey was administered in June 2013. This survey collects information from pharmacy faculty on their perception of the School’s administrative system, recruitment and retention, infrastructure, role and governance, faculty development, curriculum and assessment, development and supervision of students, and academic roles. The intent of the survey is for the colleges and schools of pharmacy to use it as both a quality improvement tool and to provide data during a self-study and accreditation reviews. Survey findings were overwhelmingly positive, with a 95.5% response rate. The School will continue to work with faculty in the area of career planning and development. The faculty are asked to report their faculty development needs to their Division Chair via their annual faculty activity report and discuss these needs with their Chair during their annual review.

STRATEGIC OBJECTIVE 6.2
Identify faculty with the interest and talent to advance to leadership positions in the School

The School continually evaluates its organizational structure to identify opportunities for succession planning and career development for faculty. Several faculty have assumed new leadership roles in the School over the past year.

Junior faculty are offered the opportunity to join the Bill and Karen Campbell Faculty Mentoring Program. Currently, 11 junior faculty and their mentoring teams participate in the program. The goals of this program are to assist in recruitment of junior faculty; help new faculty reach their full potential as quickly as possible; assist in the retention of new faculty; take advantage of the unique and valuable talent of senior faculty; and engage mentors from outside UNC Eshelman School of Pharmacy and academia. In addition, the Campbell Mentoring Program faculty have the opportunity to participate in the CTSA KL2 Award offered through NC TraCS Institute.

The School is committed to financial and mentoring support of accepted applicants into the AACP Academic Leadership Fellows Program (ALFP) to develop faculty in administrative positions as promising leaders who will be prepared to make significant contributions to the School. ALFP is a yearlong experience with four intensive sessions in residence throughout the year supported by an ongoing informal program of mentoring and introduction to leadership roles. Drs. Pam Joyner, Wendy Cox, Adam Persky, and Phil Rodgers are alumni of this program. Dr. Stefanie Ferreri, associate professor and Executive Vice Chair of PACE is currently enrolled in the program. In addition, the following
Faculty participated in leadership and professional development programs offered locally and nationally, including Alex Tropsha (AACP Academic Research Fellows Program), Angela Kashuba (Institute for the Arts and Humanities Academic Leadership Program), and Phil Rodgers and Mary Roth McClurg (UNC Center for Faculty Excellence Faculty Administrator’s Development Program).

STRATEGIC OBJECTIVE 6.3
Develop leading practices and build on existing excellence in the recruitment and development of outstanding staff

The University-wide annual review process was conducted in May 2013. The School was selected as a pilot for the new performance management process. This process incorporated an informal 270/360-degree evaluation, as supervisors were encouraged to seek feedback on the employee’s performance throughout the year from the employee’s supervisors, peers, and direct reports. The supervisor then used this feedback to assess and assign an overall rating of the employee’s performance as well as provide constructive feedback in the annual review meeting. Participation in this pilot proved to be a great opportunity for the School, allowing HR to reach out to both employees and supervisors and gauge their understanding of what performance management is and their role in the process. There were many different viewpoints shared, but through the training sessions offered within the School, coupled with utilizing the new forms, HR was able to provide much clarity to the process particularly in understanding the various ratings (i.e., good vs. outstanding). The core elements of the performance process still remain: the work plan, performance appraisal, and employee competency assessment.

In September 2013 following the pilot, the Office of Human Resources implemented a formal 270/360-degree tool for all staff utilizing the learning management system Avatar. The purpose of the 270/360-degree evaluation is to seek feedback from a variety of constituents including direct reports, peers, supervisors, and customers in order to identify opportunities for training and professional development. These results will not influence the employee’s formal annual review and are used solely for the purpose of professional development. Once information is collected, the data will be assessed and each staff member will meet individually with their supervisor and a member of the HR team to discuss the results and establish a development plan. This process will be conducted once every two years.

The Finance, Administration, and Operations team reviewed a formal proposal for the cross-utilization program that is designed to assist staff employees in increasing the effectiveness of their performance in their present University positions and to encourage and provide opportunities for employees to obtain additional knowledge, skills, and abilities, which may improve their chances for career advancement within the University. The cross-utilization program is currently being finalized with plans to pilot in 2014.

The School formally launched the career training and development programs in January 2012 for all faculty and staff in collaboration with the Training & Talent Development Office of Human Resources (OHR), as well as external vendors when appropriate. To date, a total of 38 employees (33 SPA; 5 EPA-NF) have utilized the Avatar system to register and keep track of their training. SPA Staff are required to complete one Training and Development Learning Module in a given 18-month period. The learning module and tracks (Fundamental Courses vs. Advanced Courses) are determined together by the supervisor and employee. The four learning modules offered include Communication Skills, Leadership, Project Management, and Supervision/Management. Each respective track within the module requires the completion of approximately four classes. In addition, the School has organized (in-house) a variety of structured learning experiences open to all faculty and staff through monthly “Lunch and Learns”. Progress will be reviewed during the staff’s annual review process each May.

The first Phyllis Smith Staff Award for Excellence, given by the UNC Eshelman School of Pharmacy, will be awarded in early 2014 and annually thereafter. Nominations for the award opened fall 2013. The award will recognize a staff member who is committed to the School’s pursuit of excellence through its business practices.
STRATEGIC OBJECTIVE 6.4
Create a compensation assessment program for faculty and staff that uses marketplace benchmarks as a comparison

The School’s Pay Philosophy Hiring of Staff/Salary Adjustments for SPA Staff/Position Reclassifications was approved by the Office of Human Resources (OHR) and became effective March 1, 2013. The School is committed to compensate employees in career-banded positions at levels sufficient to encourage excellent performance and to maintain the labor market competitiveness necessary to recruit, retain, and develop a strong workforce.

STRATEGIC OBJECTIVE 6.5
Foster and maintain a work and learning environment that is inclusive, welcoming and supportive, and free from discrimination

The School continues to foster an environment of inclusivity among faculty and staff through frequent communication, regular faculty and staff meetings, and other forums to promote the exchange of information, sharing of ideas, and solicitation of feedback and input into important School matters.

STRATEGIC OBJECTIVE 6.6
Remain engaged with alumni in both the professional and graduate programs

The Office of Advancement at the UNC Eshelman School of Pharmacy continually assesses its alumni and donor database, hosted by the UNC General Alumni Association and University Development. In total, 8,161 pharmacy alumni are listed in the database. Of that total, 75 percent of alumni have correct contact information. The Office continues to solicit correct contact information in each appeal sent through Facebook, LinkedIn, and Twitter. The North Carolina Board of Pharmacy’s list of registered pharmacists is also used to update the alumni database.

The graduate program hosted an event titled the “Alumni Connections Forum” in May of 2013. This daylong event invited graduate program alums back to campus to “share their story” and enlighten our current students as to the skills employers are looking for in prospective employees. A post-event assessment revealed that this was a worthwhile program and led to the creation of the Alumni Outreach Committee.

This year, a student-led Alumni Outreach Committee was formed which regularly engages alumni in social and networking events scheduled locally and at national conferences attended by alumni, faculty and students. The committee pursues three main initiatives: 1) Coordinate alumni speaker/webinar events; 2) Seek out and engage alumni through networking events; and 3) Develop an alumni-mentoring program. This alumni-mentoring program for graduate students will be piloted in late-March 2014 with plans of a full launch in the fall of 2014.

In August 2013, the UNC General Alumni Association and University Development launched a new constituent database to more effectively track donors and identify deficiencies in contact information. The new system allows the office to label constituents with more identifiable information (e.g., scholarships received, funds stewarded, board members), and will eventually allow the office to input fellows and residents of the School.

In August 2013, the Office of Advancement worked with the OSPA to administer a survey to 2,700 alumni of both the professional and graduate programs and donors to which 630 responded (23%). The survey focused largely on alumni engagement and communication. Of the respondents, 57% have been engaged with the School at some time, and 62% are willing to serve as mentors to current students. According to the survey, Carolina Pharmacy is the most actively read communication piece produced by the Office of Advancement and Facebook is the most used social media platform. The Office of Advancement will continue to work with the School to enhance alumni relations.

In 2013, the School launched “CareRx Insights”, a program developed between the Office of Student Affairs (OSA) and the Pharmacy Alumni Association. This program (to be held each semester) brings alumni to the school to discuss
non-traditional areas of pharmacy practice and provide insight to students regarding professional and career development opportunities.

In 2013, the Pharmacy Alumni Association (PAA) was reorganized and a decision was made to eliminate membership dues, which benefits both the School and the PAA. Welcoming all alumni as members increases the PAA’s outreach and allows the School to enhance and foster engagement with alumni. In addition, the Pharmacy Foundation of North Carolina underwent considerable change and planning to better position the Foundation and the School for success. The Foundation is now the “UNC Eshelman School of Pharmacy Foundation”. In December 2013, Annie Hager-Blunk joined the School as the associate dean for advancement and president of the UNC Eshelman School of Pharmacy Foundation.

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**STRATEGIC OBJECTIVE 6.7**

*Advance the School’s efforts in fostering a culture of diversity and inclusiveness through the development, evaluation, and dissemination of best practices*

In June 2013, a proposal was drafted and presented by Carla White and accepted by the executive committee to rename the Office of Recruitment, Development and Diversity Initiatives to the [Office of Innovative Leadership and Diversity](http://www.uncpharmacy.edu) to better reflect its current role in leading the diversity mission for the UNC Eshelman School of Pharmacy and to attain aspirations toward innovative scholarly productivity.

In 2013, the Office of Innovative Leadership and Diversity received thirteen invited presentations and presented and published seven peer-reviewed abstracts. The unit was the co-recipient of the $25,000 Homes Are Possible Inc. (HAPI) grant along with allied health, dentistry, medicine, nursing, and public health. Additionally, four professional students received book awards for $300 through the HAPI Grant.

The Office has successfully sustained all programmatic efforts resulting in leadership opportunities for students including the LEAD (Leadership Excellence and Development) Program, 2013 Leadership Academy, and M-FLIP, which is a program in which participants engage in a highly structured mentoring program during the academic year. Since implementation, 882 recruitment events have been facilitated, with 70 facilitated in 2013.

Dr. Brittany Louis, a PharmD graduate of the School, completed the Postdoctoral Academic Fellowship Program within the Office of Innovative Leadership and Diversity in June 2013. Dr. Louis was the second postdoctoral fellow to lead the Office’s large programmatic initiatives. To date, the postdoctoral fellows within the Office have published two manuscripts and multiple abstracts, and received approximately nine invited presentations during the fellowship. Dr. Tomashu Jones was selected as the 2013-2014 Postdoctoral Academic Fellow.

Admissions for underrepresented minorities (African Americans, Hispanic Americans, Native Americans) increased by 2% in 2013. Overall, 66 prospective students who have participated in one or more programs or who had membership with one or more program initiatives within the Office of Innovative Leadership and Diversity were admitted to the School during the fall 2013 admissions cycle. The School’s retention rate for underrepresented faculty is over 99%, with only one underrepresented faculty leaving in 2013 due to retirement. Of the School’s faculty and staff, 27% (59 of 215) are underrepresented.

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**STRATEGIC INITIATIVE 7**

**STRATEGIC PLANNING, ASSESSMENT, AND QUALITY IMPROVEMENT**

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**STRATEGIC OBJECTIVE 7.1**

*Strategically position the School to achieve its bold vision and aspirational goals*

Over the past year, the School has continued to strategically position itself to achieve the bold vision and aspirational goals of the [Strategic Plan 2012-2017](http://www.uncpharmacy.edu). In early 2013, the School implemented a new process for monitoring and
reporting on the Strategic Plan. The Executive Committee is responsible for executing and monitoring the Strategic Plan; faculty and staff are responsible for engaging in and contributing to the Strategic Plan; and the OSPA is responsible for facilitating the monitoring and reporting of the Strategic Plan. Seven team captains (one faculty representative for each strategic initiative) have been designated to serve as lead faculty to facilitate the assessment and reporting of plan progress twice per year (April, August) to the Executive Committee. Data collected throughout the organization inform the two presentations. Each Strategic Initiative team captain summarizes assessment of progress to date at the level of the strategic initiative and objective, identifying action items for further consideration, and documenting overall progress using a scorecard. This process was successfully implemented in August 2013, and serves to both inform the School’s leadership of plan progress and identify important opportunities and areas of action. In May of each year the strategic plan will be brought forward to faculty for review and affirmation of progress. This process of continuous assessment and planning will ensure that the strategic plan is refined over time and remains contemporary, forward thinking, and aspirational.

In May 2013, the School finalized a Development Plan, which linked resources to the strategic plan and outlined the funding needed to achieve each strategic initiative. The Development Plan was then translated into Goals and Priorities in preparation for the University’s Capital Campaign. The School’s strategic plan and the associated Goals and Priorities were presented to the Capital Campaign Cabinet in June 2013. The Capital Campaign launch date is forthcoming.

**STRATEGIC OBJECTIVE 7.2**

*Foster a culture of assessment and continuous quality improvement*

The School continues to make important strides toward fostering a culture of assessment and continuous quality improvement. The assessment process employed throughout the School continues to be refined to ensure that data are collected, analyzed, and shared with key constituents, and a plan implemented accordingly to ensure continuous quality improvement.

In 2013, the OSPA published the first edition of its annual newsletter, *Beyond the Benchmark*. The goal of the newsletter is to provide an overview of activities within the office, highlight accomplishments over the past year, and share useful information and resources with faculty, staff, and students. The OSPA also developed and published the OSPA online calendar of ongoing assessment activities and deliverables.

Summary reports highlighting the School’s use of data for quality improvement are regularly shared with School administration, faculty, staff, students, and other stakeholders. Such reports include the Strategic Plan Annual Report, Faculty Activity Report Annual Summary Report, Student Course Evaluations Semester and Annual Summary Reports, and School Surveys Annual Report.

The OSPA website has been enhanced to provide regular updates on the strategic planning, assessment, and continuous quality improvement efforts at the School. In fall 2013, the OSPA developed and published Quick Facts as well as an electronic factbook to provide historical and contemporary data about the school’s personnel, operations, funding, growth, and impact. These additions to the site provide important data about the school.

- **Quick Facts:** This section provides information about enrollment, faculty, funding, productivity, and expenditures for the 2012-2013 year. In addition, brief descriptions of the School’s mission, leadership, and strategic planning efforts are outlined.
- **Factbook and Benchmarks:** This section provides historical as well as current data about the School’s US News & World Report rankings, PharmD students, graduate students, faculty and staff, research and fiscal indicators, alumni, and peer institutions.

The OSPA facilitates the course evaluation process for all required and elective course offerings in the School at both the professional and graduate levels. The OSPA reviews all course evaluation results, identifies courses and instructors “warranting further review” or “worthy of recognition,” shares semester and annual summary reports with the School. Leadership at the level of the professional and graduate programs works with course directors and instructors to develop action plans for improvement. From fall 2012-spring 2013, 75 courses were evaluated, 2 warranted further
review, and 23 were worthy of recognition. Of 234 instructors evaluated, only 1 warranted further review, with 106 worthy of recognition.

In 2013, the OSPA implemented the School’s new Survey Policies and Procedures, a new process for coordinating and administering all surveys within the School. All surveys developed by faculty, staff, or students for completion by faculty, staff, or students must be submitted to the OSPA via the online Survey Request Form. Survey requesters are asked to complete a Survey Results and Action Plan Form within two months of a survey closing. At the end of the calendar year, the OSPA compiles and shares with the School an annual report on all surveys. For calendar year 2013, the OSPA received 38 Survey Requests. Of those, 32 were administered. Those not administered were determined to be repetitive of existing surveys and/or School existing data. The 2013 annual summary report will be shared with the Executive Committee in 2014.

STRATEGIC OBJECTIVE 7.3
Serve as a model institution for achieving excellence and best practice in assessment

The School aspires to be nationally recognized as a model institution for developing best practices in assessment. In October 2013, the OSPA presented its approach to using student course evaluation results to improve course and instructor effectiveness at the 2013 Assessment Institute in Indianapolis, Indiana. This presentation received overwhelmingly positive evaluations from session attendees. The OSPA was invited to submit its platform presentation as a manuscript for publication in Assessment Update. In November 2013, the OSPA was invited by Taskstream to present its approach to monitoring and assessing progress on the strategic plan as a Webinar to Taskstream users. Representatives from multiple institutions across the country attended this invited talk.

The importance of continuous assessment, evaluation, and refinement of processes and practices as a means of continuous quality improvement is a common thread that runs throughout all that we do, as evidenced by the accomplishments highlighted within this annual report.