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 I: Educational Renaissance.

In August 2012 six subcommittees within the CTSC were developed and charged to examine and address six distinct areas of work: 1) admissions (scholar identification and selection); 2) foundational content, active learning, and the longitudinal curriculum; 3) immersion in patient care; 4) scholarship; 5) technology and pedagogy; and 6) assessment of student learning. The subcommittees increased significantly the number of faculty, staff, and students participating in this effort. In addition to the 22 faculty and students already engaged in the CTSC, an additional 24 faculty and staff and eight students were engaged in the subcommittee efforts.

On December 17-18, 2012 the School hosted the Inaugural Educational Renaissance Symposium. The Symposium was the School’s opportunity to highlight the work of the CTSC and associated subcommittees who worked tirelessly over the prior eight months to critically examine the value and feasibility of several defining elements of a bold, new curriculum for the Doctor of Pharmacy program. A primary goal of the symposium was to seek input and insight from faculty, partners, students, and staff into these defining elements to inform and guide future directions. Attendance at the Symposium reached 130, with faculty representing 60% of those in attendance. At the close of the symposium, the School held an anonymous vote of commitment to change in which participants were asked to indicate their commitment to engaging in the design of a new curriculum. There was an overwhelming level of support, with 96% affirming their commitment to participate in the design of a new curriculum.

In addition, over the past year many faculty have been creatively exploring and experimenting with changes in pedagogy within their respective courses. In all cases, lessons have been learned to inform and guide the School in the design and execution of a bold, new curriculum. Finally, many of these efforts and lessons learned will aid the graduate program in its aspirations to transform learning and the curriculum of the graduate program.
STRATEGIC OBJECTIVE 1.2
Transform learning and the curriculum of the graduate program

In August 2011, Dr. Roy Hawke, a faculty member within the School, was appointed as the Assistant Dean and Director of Graduate Studies. Dr. Hawke oversees the graduate program and assumes leadership for improving the quality of teaching and managing the program review and assessment process. He oversees and works closely with the School’s Graduate Education Committee (GEC), comprised of faculty from each of the School’s divisions.

The graduate program held their annual Graduate Program Retreat in August 2012. A primary focus of the retreat was to engage faculty and students in discussion around the desired outcomes of the graduate program. The groups arrived at several outcomes. These will continue to be developed, discussed, and refined at the level of the students, the GEC, and faculty prior to seeking endorsement of a new set of desired outcomes for the graduate program in 2013. 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.

A committee has been formed comprised of faculty and students from all Divisions to re-evaluate PHCY 801, Ethics and Research, with the goal of making it a truly interdisciplinary course. The group has considered several ideas in its attempts to transform this particular course offering, including off-loading content, where appropriate, and using class time to actively engage students and faculty in interdisciplinary discussions around pharmacy and pharmaceutically-relevant ethics topics; and developing content that spans ethics from the point of drug discovery and development through point-of-care research at the bedside and in the community. The School aims to ensure that our efforts are aligned with the University’s goals of redesigning ethics training for all graduate programs.

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

In the summer of 2012, the School hired Brad Wingo as Director of Professional Student Services. The School envisioned a "one-stop shop" student affairs/services unit for all students, whether professional or graduate, enrolled within the School, which is a model consistent with student support units. The office name was changed to the "Office of Student Affairs" to better represent to internal and external stakeholders the true intent of the office. Subsequently, three professional staff positions were re-envisioned, upgraded, and successfully filled: Registrar, Admissions Manager (changed to Assistant Director of Admissions), and Graduate Student Services Manager (changed to Assistant Director of Student Affairs). Both the Registrar and Assistant Director of Admission positions were designed to include expanded levels of service to both professional and graduate students. Ultimately, one of the fundamental goals of the new comprehensive unit was to provide an unparalleled co-curricular experience for enrolled students that would provide them with a "toolbox" of skills, abilities, and information unlike any other school of pharmacy. In many ways, the Office of Student Affairs aims to mirror the innovation currently underway on the academic affairs side of the School. The Assistant Director of Student Affairs hire was particularly important, as this individual works closely with the Director and other stakeholders in planning a well-rounded, student-development focused co-curricular experience with significant attention given to professional/career development.

Our School’s student organizations and student leadership initiatives continue to lead the way both regionally and nationally. Our students fully embrace the importance of intentional involvement, service, and leadership and have been recognized and awarded as such within the past year for their efforts. The School’s student organizations foster holistic student development, which tends to set our graduates apart from their peers. While certainly not an exhaustive list, below are several examples of our exemplary student co-curricular achievements over the past year. These achievements represent the great work our students and faculty advisors are positing on the national level in an effort to promote involvement, service, and leadership.
• David Steeb: elected APhA-ASP National President; APhA-ASP Delegate to the APhA House of Delegates
• Megan Smith: elected Vice Chair of the APhA-ASP Education Standing Committee, APhA-ASP Delegate to the APhA House of Delegates
• Justin Arnall: elected member of the APhA-ASP New Business Review Committee
• Audrey Schnell: Region 3 Regional Delegate; APhA-ASP Delegate to the APhA House of Delegates
• Michael Wolcott: Region 3 Midyear Regional Meeting Coordinator (MRMC)
• Allison Presnell: UNC Chapter Delegate in APhA-ASP House of Delegates
• Caitlin Frese: appointed to APhA-ASP World Healthcare Students' Symposium Joint Working Group
• Student poster presentations at 2012 APhA conference: Caroline Hopke, Leigh Foushee, Jonathan Hale
• Carolina Association of Pharmacy Students (CAPS): 2011 APhA-ASP National Award winner, Operation Heart
• Carolina Association of Pharmacy Students (CAPS): 2012 APhA Region 3 award winner at the Midyear Regional Meeting for Operation Immunization and Operation Diabetes

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

The School has made important strides towards creating an environment that fosters educational research and the scholarship of education. A new post-doctoral fellowship position was created within the Office of Strategic Planning and Assessment (OSPA) and filled by Jacqui McLaughlin, who holds a PhD in Educational Research and Policy Analysis. Not only has Dr. McLaughlin been an asset to the OSPA, she has played a critical role in advancing educational research efforts within the School. She has been instrumental in working with faculty to facilitate study design, conduct data analyses, and prepare manuscripts for publication that describe the School’s educational innovations. Identifying additional grant opportunities and securing funding for educational research efforts is a priority within the School. Over the past year, the School has published seven articles on the scholarship of education. These publications highlight a variety of teaching strategies ranging from revision of course formats (e.g., team-based learning in pharmacokinetics) to integration of new instructional strategies (e.g., Spanish integration into pharmaceutical care lab; integrating continuing professional development) and programmatic improvements (e.g., course review process, rural health initiatives).

Educational research policies and procedures were developed to facilitate and foster a culture of innovative and rigorous educational research, and were approved in December 2012. In summary, the School has made considerable progress in 2012 toward its goal of creating an environment that fosters educational research and the scholarship of education.

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

Forty faculty (and several pharmacy students) have teamed up with the School’s Educational Technology Research and Development (R&D) staff to produce a variety of projects to capitalize on technology and its role in enhancing student learning. Among these projects are interactive online modules and videos in oncology, preceptor training, active learning techniques, and evidence-based pedagogical research in conjunction with our Center for Educational Excellence in Pharmacy (CEEP). Other projects include: mobile apps, a question and quiz generator, a student group/seating randomizer, a statistics learning module with videos and interactive quizzes, high-quality pharmaceutics lecture capture, and one-on-one faculty assistance and consulting for pedagogical best practices and computer-based tools. Educational Technology Research and Development Project details are available on the School’s website. To date, the Office of Educational Technology R&D has completed 30 projects. Of the 30 completed projects, 12 were formalized agreements through the School’s Instructional Innovation Policy and Participation Agreement (IIPPA). The IIPPA is intended to engage and incentivize School employees to create
highly impactful and innovative instructional materials, to allow the School to widely distribute and/or commercialize those instructional materials, and to benefit from royalty flow back to the School in much the same way as commonly practiced for tangible intellectual property or other copyrighted materials.

In Spring 2012, PHCY 411, Pharmaceutics, was redesigned and delivered as a flipped class. All lectures were condensed, pre-recorded, and placed online for students to watch on their own so that class time could be dedicated to engaging students in active learning exercises, including clicker questions, pair-and-shares, quizzes, and student presentations. Results from data collected throughout the course suggest that learning improved, engagement increased, and student perception of learning was enhanced. A manuscript detailing the course redesign, The Flipped Classroom: A Course Design to Foster an Innovative Learning Environment in Health Professions Education, was accepted for publication in Academic Medicine.

In September 2012, Educational Technology R&D moved to a newly renovated 1,150-square-foot suite in Beard Hall 321, including a conference room for project discussions and demonstrations. In addition, two new staff were added to the team: LaToya Griffin (postdoctoral fellow) and Yun Fan (lead software developer).

**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 Division of Pharmacy Practice and Experiential Education appointed a new Chair, Dr. Denise Rhoney on March 1, 2012. Under Dr. Rhoney’s leadership, the existing organizational chart within the division was modified to create leadership positions to better support and accomplish the initiatives of the Division. These positions include: Executive Vice Chair (Stefanie Ferreri), Assistant Dean of Pharmacy Practice and Partnerships (Phil Rodgers), Vice Chair for Graduate and Postgraduate Education (Stephen Eckel) and Vice Chair for Faculty Development and Mentoring (Greene Shepherd).

During the Division retreat in March 2012, faculty participated in discussion to identify best practices and care processes to guide students, residents, and pharmacy practitioners in the delivery of patient care. This topic is of importance to the School as it seeks to identify, evaluate, and disseminate best practices in pharmacy. The May 2013 Chapel Hill Drug Conference, being developed by the Division, will focus on pharmacy practice. The conference theme is “Pharmacy Practice Models: Traditions and Innovations”.

The Office of the Provost approved the proposed name change from the Division of Pharmacy Practice and Experiential Education to the Division of Practice Advancement and Clinical Education (PACE), effective September 1, 2012. The faculty in the division voted unanimously in favor of this name change, endorsed by the Executive Committee, and subsequently by the Provost. The rationale of the new division name was to more accurately reflect the nature of the division and its mission.

A draft of a White Paper has been developed to lay out the environmental scan and proposed structure and function for a new Center of Excellence in Pharmacy Practice. This concept and document is a work-in-progress and will be developed collaboratively with other Divisions and faculty within the School. Nicole Pinelli, PharmD joined PACE in October 2012 as one of the first hires in the “Partnership in Patient Care” agreement between the School and UNC Hospital’s Department of Pharmacy. Dr. Pinelli’s role is to assist in the assessment, evaluation, and establishment of best practices as it relates to patient care, education, and point-of-care research. The School continues to expand efforts in residency training, and recently received funding for a new PGY1 community resident at Kroger. The division, under the leadership of Macary Marciniak and Stefanie Ferreri, successfully acquired ASHP Accreditation for the PGY2 Community Pharmacy Residency Program.
STRATEGIC OBJECTIVE 2.2
Engage the broader community in working with the School to advance the practice of pharmacy and improve patient care

Phil Rodgers, assistant dean of pharmacy practice partnerships, and Charlene Williams, western experiential education coordinator, are the first two hires as part of the Hub Concept. Dr. Rodgers’ position has been integrated into PACE’s organizational structure and responsibilities have been clarified as it relates to communication and connectedness with partners, preceptors, and preceptor development.

Three new partnership agreements were established with Duke Hospital, WakeMed, and Mission Hospital. 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.

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) are leading an effort to formalize a strategic partnership between the School and CCNC. This partnership would 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.

STRATEGIC OBJECTIVE 2.3
Create opportunities that promote leadership and professional development of faculty practitioners, preceptors, and residents

PACE developed a new and advanced preceptor development program, implemented in September 2012 in an effort to foster the advancement of preceptors as educators and practitioners. There has been considerable growth in the Residency Teaching Certificate Program. Plans are underway to evaluate the effectiveness and impact of the residency teaching certificate program as well as assess the opportunity for further expansion.

A memorandum of understanding for Pharmacy Grand Rounds has been fully executed and will be implemented in January 2013. These monthly hospital pharmacy programs will be presented by UNC staff at the School and distributed via the web nationally and internationally to a subscriber-based audience of hospital pharmacists in partnership with the American Society of Health System Pharmacists (ASHP). The Office of Communications has developed branding and marketing materials to further promote this innovative educational product.

The Office of Postgraduate Continuing Education co-sponsored 126 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 with regional pharmacy associations. This Office also received $1M in grants to deliver programs at national and state pharmacy meetings including ASHP Midyear meeting, the APhA Annual meeting, and the American College of Clinical Pharmacy (ACCP) meeting.

STRATEGIC OBJECTIVE 2.4
Create a culture that fosters increased productivity and excellence around research and the scholarship of application

Denise Rhoney, PharmD and Chair of PACE has met with each faculty member within PACE to assist them in developing a scholarship plan. Several career development opportunities have been identified through workshops, mentorship, and seminars, and several faculty have participated in this training. Additionally, Dr. Rhoney meets quarterly with each assistant professor to discuss scholarship opportunities and the promotion process. A topic at
the 2013 Chapel Hill Drug Conference will focus on how to identify opportunities for pursuing the scholarship of application on funded grants and contracts.

Nicole Pinelli, PharmD was hired in October 2012 through the “Partnership in Patient Care” agreement between the School and UNC Hospital’s Department of Pharmacy, with a primary role to develop a research program within the Partnership. Further, Dr. Greene Shepherd was appointed as Vice Chair for Faculty Development and Mentoring, and will play an integral role in working with faculty to develop their scholarly efforts and increase productivity and excellence around research and scholarship of application.

A draft of a White Paper has been developed to highlight the environmental scan and proposed structure and function of a new Center of Excellence in Pharmacy Practice. This concept and document is a work-in-progress and is being developed collaboratively with other Divisions and faculty within the School. This Center will serve as a focal point for research and scholarship around 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 growth in sponsored research has positioned the School among the top research-intensive schools of pharmacy in the nation, ranking second in total research funding. Preliminary data compiled for the period of October 2011 through September 2012 indicate a continued climb in funding, with NIH direct funding increasing by approximately 11%. In addition, the School estimates an increase of approximately 11% for all sources of extramural funding.

Without world-class researchers as faculty, this success would be impossible. The School remains committed to recruiting and retaining high profile scientists. This year the School invested approximately $9.4 million toward the collective start-ups of new and advancing faculty members including Stacy Bailey, PhD, MPH; Albert Bowers, PhD; Shawn Hingtgen, PhD; Jian Jin, PhD; Christine Oramasionwu, PharmD, PhD; Nicole Pinelli, PharmD, MS; Denise Rhoney, PharmD; and Alexander “Sasha” Kabanov, PhD, DrSci.

Dr. Sasha Kabanov, a leader in the field of drug delivery using polymeric nanomaterials, serves as the new director of the Center for Nanotechnology and Drug Delivery. He is joined by Elena Batrakova, PhD, three research faculty, postdoctoral fellows, research managers and technicians, and five graduate students who transferred to UNC to continue their education. The integration of this group into the School’s infrastructure was carefully planned and executed to minimize the interruption of research, which, in combination with our existing strength in the field, places UNC at the international forefront of pharmaceutical nanotechnology research. Dr. Kabanov has already submitted a translational U01 grant to advance the development of one of the lead products for the spin-off NeuroNano Pharma, which he relocated to North Carolina.

The high profile research within the School is also exemplified by contributions made by faculty member Angela Kashuba, PharmD, who is developing groundbreaking clinical approaches to the prevention and eradication of HIV infection.

As impressive as our individual faculty members are, our Centers serve as hubs to foster collaboration. For example, the Center for Integrative Chemical Biology and Drug Discovery (CICBDD) became a member of the National Cancer Institute’s Chemical Biology Consortium program when it received a contract from SAIC-Frederick, Inc. to develop potential drug leads for treating renal cell carcinoma. Dr. Stephen Frye, director of CICBDD, is also
credited with a recent discovery of the first chemical probe targeting one of the key epigenetic targets, the G9a methyltransferase.

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

The School is committed to diversifying its sources of sponsored research funding. Over the past year, the School has hosted several campus visits with potential partners and engaged in meetings with representatives from various industries to learn more about opportunities and further explore potential partnerships.

The School’s faculty spin-off companies are also actively pursuing funding opportunities. Qualiber and NeuroGate have secured SBIR Phase I funding, as well as NCBC’s Technology Enhancement Grants to advance the companies’ commercial development. Moreover, Qualiber has been invited to submit an SBIR Phase II grant proposal. Glycan Therapeutics has been formed in anticipation of an SBIR Phase I grant application in December 2012.

Finally, 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).

**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 School is in the process of taking inventory of our existing centers and facilities and assessing how we can best utilize and develop our core services. Five-year reviews were conducted on two existing centers and their leadership over the past year, including the Institute for Pharmacogenomics and Individualized Therapy (Dr. Howard McLeod) and the Center for Educational Excellence in Pharmacy (Dr. Adam Persky). A white paper has been developed by PACE on a proposed Center of Excellence in Pharmacy Practice.

**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**

The School has been working to identify measures of faculty productivity, establish annual benchmarks, and measure the impact and recognition of School-based research. This has proven to be a challenging endeavor. Some parameters are easily quantifiable: number of journal editorial board memberships; invited presentations at major national and international meetings; first or senior authorship of peer reviewed papers, reviews, and chapters; and service on major grant study sections, but many are not. While it is possible to tally the total number of national and international awards given to our faculty, doing so mutes the esteem of such honors. Other indicators such as national and international regard, the quality of mentorship provided to students in the lab, and the service faculty members provide our institution, are important considerations but nearly impossible to calculate.

Several achievements and honors bestowed on our faculty are noteworthy. For example, Howard McLeod, PharmD, was the recipient of the 2012 Coriell Personalized Medicine Research Award from the Coriell Institute for Medical Research and Federico Innocenti, MD, PhD received the prestigious Leon I. Goldberg Young Investigator Award from the American Society for Clinical Pharmacology and Therapeutics. In addition, The Watson Davis Award, presented each year by the American Society for Information Science & Technology, went to K. T. Vaughan, pharmacy librarian at UNC’s Health Sciences Library and adjunct professor at the UNC Eshelman School of Pharmacy. Kuo-Hsiung Lee, PhD, the Kenan Distinguished Professor of Medicinal Chemistry at the UNC Eshelman School of Pharmacy, was awarded the Order of the Rising Sun, Gold Rays with Neck Ribbon by the government of Japan for his contributions to the development of medicinal chemistry in that nation. The Order of
the Rising Sun was established in 1875 as the first national decoration awarded by the Japanese Government. It is presented to individuals who have made distinguished contributions to Japan and is the third most prestigious Japanese decoration.

Although efforts to better capture faculty productivity and impact continue to evolve, much data can now be gleaned from annual faculty activity reports and ongoing interactions with faculty, division chairs, center directors, and administrators, which better equips the School’s leadership to assist our faculty in cultivating their talents to wide-reaching impacts and success. The School’s OSPA now produces summary data tables of faculty activity and productivity, taken from the annual faculty activity reports. This faculty activity summary report is available on the School’s website and provides evidence of faculty activity and productivity on an annual basis for the School as well as at the level of each Division.

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

In addition to the School’s efforts outlined in Strategic Objective 3.2, the Offices of Research and Economic Development & International Partnerships collected substantial amounts of data to determine how our faculty seek collaborators and investigate methods to improve the frequency and quality of the collaborations we engage in. One such application was our significant participation in a campus-wide Big Pharma Project, initiated by the UNC Office of Corporate and Foundation Relations. This project seeks to identify the University’s intellectual strengths and facilities primed to contribute to the drug development pipeline in order to develop campus-wide relationships with industry partners.

The School also contributed a significant effort towards conception, design, and content to the University’s Industry Partnerships in Biomedical Sciences, an effort to highlight UNC’s outstanding health science faculty to industry partners. The School, through leadership from DPOP, is building and strengthening research collaborations with the University of North Carolina at Asheville, Mission Hospitals, and Mountain Area Health Education (MAHEC), and other groups in Western North Carolina. In addition, numerous faculty across all of the School’s Divisions continue to build and strengthen partnerships within their research programs and units, which contribute to the success of the School’s research efforts. Finally, the School engaged the Office of the Vice Chancellor for Research to analyze the strengths and weaknesses of ReachNC and engaged in a pilot program with Collaboration Finder to determine what tools will be most helpful for pharmacy faculty to find, and be found as, expert collaborators on large projects.

**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**

While the School is proud to be ranked second in total funding and second in US News and World Report for our Doctor of Pharmacy Program, the real testament to our strength as a school of pharmacy is our ability to translate education and research into tangible results that impact healthcare practice and outcomes.

The Office of Economic Development & International Partnerships has made significant strides in educating our faculty, staff, and students about academic entrepreneurship and continued its efforts in translating the School’s research into marketable technology. In Spring 2012, the School hosted meetings between student and faculty entrepreneurs and a visiting panel of patent examiners from the U.S. Patent Office, which provided a unique opportunity to gain insight about the processes involved in patent decisions. In November, the School welcomed the first in a series of distinguished entrepreneurs who led seminars and met with our faculty and students.

The School has recruited a dedicated “innovation and entrepreneurship fellow” who serves as an intellectual property scout and advocates on behalf of our faculty and program. Mankit Law, PhD, was hired after the success of Dr. Justin Brown who held a similar position last year, shared with Carolina KickStart and the OTD. Dr. Law
regularly engages faculty in discussions about their research, explores opportunities to translate academic results into marketable technologies, and is working to develop mechanisms to facilitate license agreements for products and technologies developed in the School that are not suitable for patenting. The School has developed infrastructure and know-how to facilitate launch and progression of School-based faculty-founded companies. For example, the School has established a pre-incubator company space in the School for faculty-based start-ups; working in conjunction with Carolina KickStart, incubation space is made available to Pharmacy spin-offs in the newly established laboratory-based incubator space in the Genome Sciences Building.

The School's existing spin-off companies are making progress toward commercialization of their respective intellectual property. Notably,

- Nine companies are in different stages of incubation and development
- Two new spin-offs, ChemoGlo and NeuroGate, were launched in 2012
- A new spin-off, Glycan Therapeutics, was founded in October, and the School anticipates as many as three new companies will be founded by the end of 2012-13 fiscal year
- NeuroNano Pharma has relocated to Research Triangle Park, NC, as a result of Dr. Sasha Kabanov’s recruitment from the University of Nebraska
- Oriel had a successful exit last year and was acquired by Sandoz
- Qualyst was recapitalized in the form of a new company and is now Qualyst Transporter Solutions.

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

Approximately 106 (91 PhD, 15 MHS) graduate students are currently enrolled across the School. Our PhD graduate students are conducting cutting edge research in areas that mirror the four stages of the drug discovery pipeline, while students in the Masters programs are engaged in the advancement of innovative models of pharmacy practice in health systems. Over the next two years, graduate student stipends will be increased by 20% in order to attract the best future pharmaceutical scientists in the nation, and the world, to the University of North Carolina. To provide better professional development support to our graduate students, elements of the Office of Graduate Education and the former Office of Student Services came together to form the Office of Student Affairs. Aaron Todd, the newly appointed Assistant Director of Student Affairs, works to ensure that every student who leaves the UNC Eshelman School of Pharmacy as an alumnus is well equipped to become a leader in his or her chosen career path. The Offices of Research and Graduate Education formed a committee to examine the Graduate Education business model, resulting in a draft that seeks to provide divisions more autonomy in their funding decisions, as well as students the opportunity to better tailor their graduate experience to their personal strengths and ambitions. The proposal aims to cultivate a more comprehensive TA experience by providing better training to students interested in an academic career and supports a number of alternative service positions geared toward the wide variety of talents and skills our students possess and wish to develop. The proposal is currently under review.

The School was pleased to receive funding from the NIH to create two additional fellowships in the UNC-Duke Collaborative Clinical Pharmacology T32 training program. This multidisciplinary program prepares clinician-scientists for academic, industrial, or regulatory careers in clinical pharmacology, with an emphasis on pediatrics and drug safety. The program, a joint effort between UNC Chapel Hill, Duke University, and the Hamner Institute for Drug Safety Sciences, is the only T32 training program hosted by a school of pharmacy.

The School has created and had significant growth in its institutional Academic Post-doctoral Fellowship Program. The School now supports five academic fellows: LaToya Griffin, PhD is a fellow in Educational Technology Research and Development; Brittney Louis, PharmD is a fellow in the Office of Recruitment, Development, and Diversity Initiatives; Mankit Law, PhD is the Innovation and Entrepreneurship fellow in the Office of Economic Development and International Partnerships; Jacqui McLaughlin, PhD is a fellow in the OSPA; and Jamie Shelly is a fellow working in the Pharmaceutical Care Lab.
STRATEGIC OBJECTIVE 3.8
Increase the visibility of the School via organization and sponsorship of research and educational events

Four faculty members (Kim Brouwer, PharmD, PhD; Mike Jay, PhD; Russ Mumper, PhD; and Dhiren Thakker, PhD) and four outstanding students (Melanie Nichol, Gina Song, James Huckle, and Kevin Han) participated in GPEN 2012 in Melbourne, Australia, which was sponsored by GPEN 2012, the Offices of Research and Graduate Education, and individual faculty. Two faculty members taught short courses at the conference and students presented posters, as well as one podium presentation. Numerous faculty across all divisions continue to participate in national and international research and educational events representing the School. The Office of Research has formed a committee to plan future Chapel Hill Drug Conferences. The next Conference, “Pharmacy Practice Models: Traditions and Innovations”, will take place May 16-17, 2013.

STRATEGIC INITIATIVE 4
GLOBAL ENGAGEMENT

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

The most visible and significant effort in global engagement has been our discussions and plan with the National University of Singapore (NUS) and the Singapore government to establish an education and research entity in partnership with NUS. Our proposal to launch a PharmD (International) and a PhD program along with Research Centers in Pharmacy Outcomes and Education Innovation remains under review by the Singapore Ministries of Health, Finance, and Education. Associate Dean of Economic Development and International Partnerships Dhiren Thakker, PhD, has been serving on a campus-wide task force to assess UNC’s infrastructure for managing employment in foreign countries. This task force will make recommendations for enhancements in the infrastructure to meet the needs of UNC schools and departments to conduct business in support of global research, education, and service activities in foreign countries.

Existing relationships with several universities in Japan, including the University of Tokushima, Keio University, and Gifu University were strengthened during a visit by Dean Blouin, PharmD; Stephen Eckel, PharmD, MHA, BCPS; and Dennis Williams, PharmD. The discussions primarily focused on faculty and student exchanges to promote research and education collaboration. In the past year, the School has hosted international students for rotations from the University of Puerto Rico School of Pharmacy (2) and the National University of Singapore (1). Additionally, our professional students have traveled abroad for rotations at Keio University in Japan (3), Capetown South Africa Hospital (1), Honduras (1), Jinlet Pharmacy, Accura-North in Ghana (1), Newsam Center in the UK (1), and the National University of Singapore (1).

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

While still in the development stages of large-scale collaborations with UNC health science schools and other health-care institutions, our faculty continue to participate in health initiatives with global impact.

School faculty members Mary Roederer, PharmD and Howard McLeod, PharmD, along with Jonathan Juliano, MD, of the UNC Center for Infectious Diseases at the UNC School of Medicine, looked at the standards of treatment in African malaria-endemic countries, then cross-referenced available genetic information to find if another drug would be more effective in specific populations. Their recommendations were published in the Bulletin of the World Health Organization.
Dhiren Thakker, PhD organized a symposium on ADME’s Role in Drug Discovery in Mumbai, India sponsored by the American Association of Indian Pharmaceutical Scientists (AAiPS) and Department of Pharmaceutical Sciences and Technology at the Institute of Chemical Technology and presented talks at the Indian Institute of Technology in Bombay and the National Institute of Pharmaceutical Education and Research (NIPER) in Chandigarh, India.

Angela Kashuba, BScPhm, PharmD serves as a pharmacologist for a R-56-funded clinical trial in South Africa (FACTS 001) and a USAID-funded clinical trial in Kenya (SCOPE). Dr. Kashuba also participates in multiple international collaborations (Malawi, South Africa, United Kingdom, Spain) for clinical research in HIV/AIDS.

Amanda Corbett, PharmD, serves as a pharmacologist for a Medical Research Council and Department for International Development in Malawi. As a clinical trial pharmacologist, she has also designed pharmacology sub-studies for the NIAID-funded AIDS Clinical Trials Group. She has collaborated with Dr. Kashuba on the “Breast Feeding and Nutrition” study in Malawi.

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

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

The Business Cluster Model was implemented in March 2011. Since its implementation, the School’s business operations have undergone many changes, now guided by the key objectives of Strategic Initiative 5. The School instituted a requirement for all staff to complete a learning module offered by the University’s Office of Human Resources Training and Development Program. These learning modules cover many areas of employee development and are determined by the employee and supervisor. The School’s Human Resources unit will track the completion of these training modules through the learning management system, Avatar.

Over the past year, the Office of the Executive Associate Dean for Administration and Chief Financial Officer (Rick Wernoski) has worked closely with the School of Medicine to provide input into the development of a UNC-based system called AgreementTrack. This web-based database will act as a central portal for managing and tracking all School contracts, as well as expediting the process for contract review and approval by University Counsel. More globally, this 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 be collecting and entering all School contracts into AgreementTrack.

Faculty and staff now use InfoPorte for all HR and Finance requests and actions. In 2012, the Full Professors Committee actions were piloted through InfoPorte and will become the standard operating procedure in the near future. In addition, the annual faculty activity reports were built into InfoPorte in 2012 to facilitate the 2012-2013 annual review reporting cycle. The first School-wide InfoPorte training session was held on February 10, 2012, which covered the 4.5 release. The second School-wide InfoPorte training session was held on May 9, 2012, which covered the 4.6 release and also introduced the Faculty Dashboard. Both training sessions were recorded, made available online, and emailed to all faculty and staff. Additionally, these videos will continue to be available through the Business Management page of the School’s website. Training sessions will be held in conjunction with each new InfoPorte release in an effort to offer timely training and make faculty and staff aware of the new enhancements.

The first annual Business Cluster Survey 2011 was conducted in December 2011 and results analyzed in early 2012. Overall results were positive and these findings now serve as a benchmark for measurement. The FAO (Finance, Administration, Operations) team identified action items through the development of a SWOT analysis. These actions items were presented to Faculty Advisory Committee (FAC) and Executive Committee, and the findings were posted on the School’s website in an effort to create transparency for all faculty and staff. The 2012 Business Cluster Survey was launched in December 2012, with the addition of an InfoPorte-specific section to evaluate faculty and staff satisfaction and to establish a baseline for measurement.
All finalized business workflows, policies, and procedures are stored in InfoPorte and on the Faculty Resources page of the School’s website. The goal is to streamline the process so that faculty essentially have a “one-stop shop” as opposed to visiting many portals to find various information. These documents are reviewed by the unit directors’ quarterly and updated accordingly to ensure continued accuracy and consistency across operations.

Human Resources is currently establishing 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.

**STRATEGIC OBJECTIVE 5.2**

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

Progress continues toward substantial completion of construction for the 325,000 gsf ($240M) Imaging Research Building (IRB) tentatively scheduled for completion in November-December 2013. The actual building move-in is projected for the second quarter of 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. Funding for the building and major equipment is by State appropriation.

During the summer of 2012, Beard Hall Lab 321, underutilized as a wet laboratory space, was renovated to house the Educational Technology R&D group. The space now has one closed office, a conference/meeting room with video teleconference capability, and a large open office area providing attractive, modern, functional work stations for instructional design and development staff. Also during the summer of 2012, Beard Hall Classroom 116 and Kerr Hall Classrooms 1001 and 2001, as well as the Tech Core, were updated to the latest high definition video teleconference technology supporting instruction for our Asheville and Elizabeth City satellite students.

Throughout 2011-2012, an ad hoc faculty-staff task force developed a draft plan for an extensive renovation of Beard Hall floors two and three that will repurpose spaces to support the Doctor of Pharmacy program and office-based (“dry laboratory”) research in line with the School’s curriculum transformation efforts. In that plan, one of the existing large open Pharmaceutical Care Lab (PCL) spaces would be divided into smaller meeting spaces, the parenteral preparation space would grow thus allowing enhanced training for work with parenteral medications, and small meeting spaces and a traditional classroom space would be added. The third floor would house office-based research groups and meeting spaces. The renovation will include an extensive replacement of the 50-year-old building infrastructure. Funding for the project is currently anticipated to originate from State appropriations.

On the UNC Asheville campus, Karpen Hall classroom 011 received final upfit for Fall 2012 classes and planning continues for the next phases of renovations in Karpen and Zeis Halls. In preparation for the 2013-2014 academic year, $800K has been invested into the reconfiguration of over 15,000 sf of space to create the UNC Eshelman School of Pharmacy suite within Karpen Hall, where most of our classroom, student commons, and office spaces will be housed. The next phase of the project, intended for the 2014-2015 academic year, will require a substantial ($1.5M) renovation in Zeis Halls to create two additional small meeting spaces supporting PCL activities. Funding for this phase is expected to come from federal and corporate grants and contributions. This phase will substantially complete our preparations for the Asheville satellite now growing toward full enrollment.

Currently, Phyllis Smith, Director of Facilities, maintains a monthly checklist of routine cleaning, painting, and service needed within the School. These updates are also communicated on a weekly basis at the Finance, Administration, and Operations (FAO) meetings.
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

Progress continues towards the development and recruitment of outstanding faculty. Data are currently being collected to establish benchmarks for the success rate of tenure track faculty; percent of fixed-term faculty reappointment; satisfaction of the hiring, recruitment and orientation process; faculty retention rate, and faculty satisfaction in regard to career planning.

The OSPA implemented an improved process for faculty activity reporting and career development planning in February 2012. The 2011 Faculty Activity Report and 2012 Career Planning Document was the first electronic, standardized template and process used to conduct annual faculty reviews, 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. This process will continue annually. The goal for the 2012 Faculty Activity Report and 2013 Career Planning Document was to improve the document and transition the process and data sharing to an online, web-based platform through InfoPorte. The 2011 summary report of faculty activity reporting is available on the School’s website.

Over the past six months, leadership within the School participated in extensive discussions and assessment of the Bill and Karen Campbell Faculty Mentoring Program. The mission of the Campbell Junior Faculty Mentoring Program will remain the same, where junior faculty who have an extensive and intensive scholarship component to their academic portfolio are invited to join the program. The program has participants from all five School Divisions. The Campbell Mentoring Program does not meet the needs of the entire junior faculty, and as a result, independent efforts are under development to assist faculty whose mission is broader (e.g., clinical, teaching, service, scholarship).

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

The School continues to redesign its organizational chart to minimize the number of direct reports to any line, including the Dean. This guiding principle has allowed the opportunity for succession planning and career development opportunities for faculty. Several faculty have assumed new leadership roles within the School over the past year.

Junior faculty are currently offered the opportunity to join the Bill and Karen Campbell Faculty Mentoring 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 spread throughout the year supported by an ongoing informal program of mentoring and introduction to leadership roles. Dr. Adam Persky, director of the Center for Educational Excellence in Pharmacy, completed the program in 2012, and Dr. Phil Rodgers, assistant dean of pharmacy practice partnerships, is currently enrolled in the
program. Drs. Pam Joyner and Wendy Cox are alumni of this program. In addition, Dr. Stefanie Ferrari is participating in the 2012 AFPE Faculty Development Program. Both of these programs require substantial financial support from the School.

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

With the implementation of a new Learning Management System (LMS), each SPA employee’s work will require all SPA Staff 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 track within the module requires the completion of approximately four classes.

The Office of Human Resources recently purchased Avatar, a Learning Management System (LMS) that will be used to develop custom learning plans for all staff, track progression and completion of skill development courses, and serve as the tool to conduct annual 270/360-degree evaluations, which will be incorporated into staff annual performance evaluations. Avatar was presented to all staff in December 2012 and will be implemented in January 2013. The goal is to develop a policy for supervisors in order to better define expectations where “meeting expectations” is a minimum requirement.

The Office of Human Resources and Office of Research Administration are currently piloting the cross-utilization training program, which will be implemented with all staff to strengthen the cooperative matrix model and lessen the burden when a staff member is out of the office or has left their position within the School.

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

The Office of Human Resources developed the UNC Eshelman School of Pharmacy Hiring of Staff/Salary Adjustments for SPA Staff/Position Reclassifications policy, which is pending final approval. 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. This policy provides a way for managers and employees to create development plans that will enhance the employees' careers, often within their existing role and encourages employees to develop skills necessary for the organization to succeed.

In addition to staff compensation enhancements in 2012, faculty compensation was assessed and addressed accordingly, using established benchmarks. Beyond the annual state raises, faculty salaries were adjusted for those promoted and tenured since December 2008 (faculty promoted and tenured during that time had received no additional compensation due to the downturn of the economy). In addition, the School re-instituted its merit awards for academic excellence in teaching, impact, and research.

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

The Office of Recruitment, Development, and Diversity Initiatives (ORDDI) identified several key strategies and best practices, which were facilitated to achieve diversity and inclusion as it relates to our student body. Several focus groups consisting of PharmD and PhD students met quarterly to discuss strategies to optimize recruitment
and retention. Recruitment task forces were utilized to facilitate program development and evaluation. Various constituents, from administrators, program directors, practitioners, undergraduate admissions, communications and marketing serve on these task forces. Additional efforts around diversity and inclusiveness are captured in Strategic Objective 6.7.

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.

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**STRATEGIC OBJECTIVE 6.6**

*Remain engaged with alumni in both the professional and graduate programs*

The Office of Advancement conducted an assessment of their alumni database, hosted by UNC General Alumni Association (GAA), to identify missing information. In total, 7,971 total pharmacy alumni are listed in the GAA database. Of the 7,971 total pharmacy alumni, 29% need contact information corrected in some way. Efforts are underway to ensure alumni information is collected and is accurate.

The Office of Advancement has employed a number of appeals to alumni asking for updated information. Social media mechanisms were used to solicit this information including Facebook, LinkedIn, and Twitter. The Office has also sent out postcards asking alumni to update their information as well as encouraging them to use our website to update contact information. Notably, DPOP created a Divisional newsletter for its graduate program to strengthen alumni connections, which has been positively received.

A major boost to the Office’s effectiveness in evaluating these numbers will be the campus-wide implementation of a new database in March 2013. Upon implementation, the Office will be able to code specific parts of a record as incorrect. Once the new program is implemented, deficiencies will be easily identifiable and used to target specific individuals to update their contact information.

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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 2012, the School received the **2012 UNC Academic Unit Diversity Award**. The University Diversity Award recognizes significant contribution to the enhancement, support and/or furtherance of diversity on the campus and in the community. Many of the efforts leading to this prestigious university award are summarized below.

The Office of Recruitment, Development, and Diversity Initiatives (ORDDI), under the leadership of Carla White, BS Pharm, RPh, continues to offer numerous innovative programs as a key approach for engaging new talent, students, faculty and staff. The School launched a number of initiatives in support of diversity, including the LEADership Academy and Recruitment Ambassadors Program for current students and the Leadership Excellence and Development Program, Carolina Pre-Pharmacy Club, open houses, and PCAT review for prospective students. The School has worked extensively with undergraduate admissions and strengthened its relationships with pipeline programs geared toward the recruitment and development of underrepresented students (such as the North Carolina Health Careers Access Program, Project Seed, Project Uplift and Summer Bridge) and forged stronger ties with public and private minority-serving colleges and universities.

Forty-five recruitment events and professional presentations have been conducted during Fall 2012. Sixty percent of these targets involved engagement of underrepresented populations. Events were facilitated at minority serving institutions including Elizabeth City State University, North Carolina Central University, UNC Pembroke, Bennett College, North Carolina Agricultural and Technical University, Winston-Salem State University, Livingstone College, Johnson C. Smith University, Shaw University, Saint Augustine College, Fayetteville State University, Virginia State
University, Virginia Union University, and Norfolk State University. Additionally, a plan for increased coordination with Undergraduate Admissions, Pre Health Advising, the Health Affairs Pipeline Initiative (HAPI), Diversity Education Team, Carolina Black Caucus, and the Carolina Postdoctoral Program for Faculty was implemented.

Seven peer-reviewed abstracts were published and presented pertaining to best practices regarding cross cultural communication and the recruitment and retention of underrepresented students and faculty at state and national meetings in 2012. Extensive mentoring was provided for professional students, graduates students, residents, fellows, and alumni with thirty percent consisting of underrepresented students. Seventeen percent of current students were admitted from minority serving institutions. The overall average minority profile of students increased from prior ORDDI (19%) to post ORDDI (25%).

Dr. Davon Townsend completed the first postdoctoral academic fellowship in the ORDDI, with high achievement in all areas. Dr. Britney Louis serves as the 2012-2013 fellow.

The School website received an extensive redesign and content to clearly articulate and demonstrate the School’s commitment to diversity and inclusion. Linkages from Undergraduate Admissions and Pre-Health Advising websites were established to increase access. Additionally, new, professional, polished and eye-catching marketing materials that showcase an array of outstanding alumni and current students from various backgrounds have been developed. Cross Cultural Communication Modules were also developed and administered to professional students to facilitate awareness and to increase clinical competency. Relationships with pipelines such as Project Uplift, NC Project Seed, Covenant Scholars, Summer Bridge, The North Carolina Health Careers Access Program (NC-HCAP), Carolina Indian Circle, and the Carolina Hispanic Association were further cultivated.

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

Notably, following extensive faculty, staff, and student involvement in the School’s Self Study of the Doctor of Pharmacy Program and an on-site evaluation and team report from the Accreditation Council for Pharmacy Education (ACPE) designated Evaluation Team, the Doctor of Pharmacy Program received accreditation in January 2012 for an eight-year period, extending the accreditation term to June 30, 2020. The School was commended on all aspects of the self-study documentation that was submitted to ACPE in preparation for the 2012 comprehensive visit with reference made to numerous program innovations and best practices.

In 2012, the School’s new Strategic Plan 2012-2017 was approved and is available on the School’s website. The Strategic Plan 2012-2017 articulates the School’s highest aspirational goals in realizing our vision, to be the preeminent school of pharmacy transforming human health through innovations in education, practice, and research. The creation of our Strategic Plan was an important achievement, and implementation and successful execution requires ongoing engagement on the part of all of our faculty, staff, and students. The Dean’s Executive Committee is responsible for execution of the plan, ongoing assessment and monitoring of plan progress, and setting new strategic directions, when necessary, to ensure that the School is embracing opportunities, but also proactive in refining our aspirations. All faculty and staff engage in carrying out the Strategic Plan, and the OSPA facilitates the monitoring and reporting of plan progress. The OSPA is facilitating the implementation of a comprehensive process for monitoring of the Strategic Plan, beginning in 2013. While this Strategic Plan Annual Report January-December 2012 summarizes plan progress for 2012, the process moving forward incorporates ongoing data collection related to the stated key performance indicators, engages multiple faculty and staff in the monitoring process, introduces quarterly reviews of plan progress at the level of the Dean’s Executive Committee, and builds in mechanisms to solicit faculty feedback and proposed refinements to the Strategic Plan. The goal is not only to systematically assess progress made within the Plan, but also to anticipate and embrace new opportunities to refine our strategic directions and ensure our continued growth and success as a School. To facilitate monitoring of
the Strategic Plan the School purchased Taskstream, an accountability management software system, to monitor and track plan progress. The OSPA has conducted training on Taskstream for various staff and faculty engaged in data entry, with the new monitoring process beginning January 1, 2013.

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

The School has made important strides toward fostering a culture of assessment and continuous quality improvement. The School’s Office of Strategic Planning and Assessment (OSPA) has a dedicated team of individuals committed to leading efforts in this area, including a Director, a full-time Assessment Coordinator, and a Special Projects Coordinator. In addition, a new post-doctoral fellowship position was created within the OSPA in 2012 and filled by Jacqui McLaughlin, who holds a PhD in Educational Research and Policy Analysis. Dr. McLaughlin has been instrumental in assuming a leadership role within the office and in helping to further efforts around continuous quality improvement. In an effort to foster a culture of assessment and continuous improvement, several initiatives have been developed and were implemented in 2012 through the OSPA in collaboration with the School’s faculty. The assessment process employed throughout the School ensures that data is collected, analyzed, and shared with key constituents and stakeholders, and a plan is implemented accordingly to ensure continuous quality improvement.

Some of the major assessment efforts implemented in 2012 include: 1) development of a standardized template and process for conducting annual faculty reviews: the faculty activity report and career planning document; 2) preparation of a summary report of faculty activity for 2011; 3) development and implementation of Policies and Procedures on “Student Evaluation of Course and Instructor Effectiveness”, including standardization of course evaluation forms for use in the professional and graduate program and implementation of a review process for all completed course evaluations at the end of each semester, whereby courses and instructors meeting pre-established criteria are identified and highlighted if they warrant further monitoring or if they are worthy of recognition for outstanding teaching; 4) development of a Fall 2011-Spring 2012 School Summary Report of Student Course Evaluation Results, with distribution to faculty, students, the Curriculum and Assessment committee, the Graduate Education Committee, and the Dean’s Executive Committee; 5) development of Survey Policies and Procedures; 6) preparation of Taskstream for monitoring of Strategic Plan progress beginning in 2013.; and 7) creation of an enhanced OSPA website.

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. 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.