**Goal 1 Education: Prepare Pharm.D. graduates to become leaders who improve the health and wellness of individuals and communities and advance pharmacy practice into the future**

**1.1 Prepare learners to provide interprofessional patient-centered care in a safe, timely, effective, efficient and equitable manner, holding diversity and equity as guiding principles**

| Outcome (3-5 Years) | Strategies | Tactics (1-3 Years) | Metrics |
|---|---|---|---|
| Graduates demonstrate personal accountability for their role as the medication expert on the interprofessional team | Ensure students understand the roles / scope of practice and contributions of other health care professionals in the health care team | Review current IPE activities to make sure roles/responsibilities are covered and reinforced; design new activities to reinforce roles/responsibilities | Exam/quiz questions, Skills lab, OSCE and ALS assessment/ experiential competency |
| | Hold students accountable for individual learning | Implement more individual coursework, quizzes, assignments, etc. | |
| | | Revise proportion of TBL and individual activities to incorporate more activities where students have to verbalize/write/ defend individual plans for patient-centered care (1 - 3 Years) | |
| | | Pharmacy calculations, Med Rec, etc. assignments with a scaffolding approach to time limits | |
| | | Using students' CPD cycle with guided questions | |

**Required Resources:** Additional faculty time and development

| Outcome (3-5 Years) | Strategies | Tactics (1-3 Years) | Metrics |
|---|---|---|---|
| Graduates are able to communicate effectively with patients and healthcare professionals | Incorporation of cases / activities role-playing interaction with health care professionals to gain their perspectives | Add an IPE activity to APPE readiness focused on incorporating practice with difficult conversations (1 - 3 Years) | Exam/quiz questions, Skills lab, OSCE and ALS assessment/ experiential competency/IPE simulations |
| | | Include other healthcare professionals to participate in active learning sessions and skills labs. | |
| | Ensure students are prepared to defend plan and present a back-up plan | Revise proportion of TBL and individual activities to incorporate more activities where students have to verbalize/write/ defend individual plans for patient-centered care Role play SBAR in lab and class where first recommendation is not accepted. | |
| | | Patient care documentation (ex. Patient care note where recommendation is not accepted and student must provide written back up plan with evidence to support) | |
| | Curricular emphasis in patient care courses on shared decision making with the patient | Addition of patient cases and scenarios that emphasize both individualized and IP team decision making | |
| | | Additional practice with difficult conversations with patients/ providers | |

**Required Resources:** Possibly needing a staff or faculty member as a liaison between the professions. Simulation Center Resources/Standardized patients

| Outcome (3-5 Years) | Strategies | Tactics (1-3 Years) | Metrics |
|---|---|---|---|
| Graduates are able to provide inclusive patient-centered care to diverse patient populations (ages, ethnic groups, religious groups, vulnerable populations, etc.). | Ensure that the curriculum covers a range of diverse populations | Review current curricular content to identify gaps in special populations; recommend revisions to address gaps | Exam/quiz questions, Skills lab and ALS assessment/experiential competency/IPE simulations |
| | | Complete a global review of cases in classroom applications to ensure diversity; Ensure cases are not promoting stereotypes | |
| | | Include population statistics when appropriate in lectures/classroom discussions | |
| | Promote diversity and inclusion within the learning environment | Incorporate discussions regarding Diversity and Equity into patient care cases, PPD activities, and rotation assignments | Student reflection assignments on social determinants of health as part of IPPE workbooks and APPE portfolio |
| | | Request student feedback on ways to achieve more inclusive teaching, including course evaluations | |
| | | Ensure students are exposed to diverse populations during IPPEs and APPEs | |
| | | Include diversity/ inclusion checklist in syllabus review process | |

**Required Resources:** Curriculum oversight to ensure implementation, partnering with faculty who have expertise in social determinants of health (equity and diversity). Simulation Center Resources/Standardized patients

| Outcome (3-5 Years) | Strategies | Tactics (1-3 Years) | Metrics |
|---|---|---|---|
| Use of inclusive teaching techniques and practices within the curriculum. | Engage our communities to find people who are willing to provide live real patients to create opportunities for students to interact and relate to patients within diverse groups of people. | Recruit real, live patients representative of patient diversity and utilize them in Putting Families First to foster D/I through patient exposure | Use of course evaluations to determine whether the course was effective in helping them to see applicability of the subject matter to people from diverse backgrounds |
| | Increase diversity within cases taught in patient care to reduce stereotypes and increase diverse patient populations | | |
| | Purposeful placement of students in diverse teams during their first three years of the curriculum. Similar to 3.1, outcome #3, strategy #2 " Promote diversity and inclusion within the learning experience". | Evaluate current and past student teams for diversity and intentionally place students together to ensure people of diverse backgrounds are working together | |
| | Availability of elective offerings that address cultural understanding and health disparities. Similar to 3.1, Outcome #3, strategy #1 "Ensure that curriculum covers a range of diverse populations" | Create an elective focused on D / I., role of cultural beliefs in shaping medication use; establishing relationships with diverse communities | Proportion of courses with a D/I component (determine during the course quality review to be completed by curriculum committee) |
| | Promote D/I in co-curricular involvement for student orgs | Offer training to faculty for teaching techniques surrounding diversity | Change in inclusion of diversity in teaching |
| | | Consider adding a D/I element to the co-curricular approval process | Current D/I content in each year of program |

| | | | |
|---|---|---|---|
| | Availability of preceptors of diverse backgrounds in order to expose students to more D/I during APPE/IPPE rotations | Purposefully recruit preceptors of diverse backgrounds in order to expose students to more D/I during APPE/IPPE rotations | Number of preceptors of diverse backgrounds |

**Required Resources:** Look for leaders in D/I in the literature and at of colleges / universities.  D/I officer within COP (if this already exists, make it better known who it is and what their role is).  Central location of information and educational materials on D/I.

| Outcome (3-5 Years) | Strategies | Tactics (1-3 Years) | Metrics |
|---|---|---|---|
| Education: Pharm.D. students capable of caring for patients from multiple cultures and capable of problem solving based on a world view | Encourage participation of our students in international meetings and exchange programs | Operationalize the global certificate program | The number of students who take advantage of international experiences (i.e., SSA, etc.) |
| | Increase the number of international students in the PharmD program | Create financial and logistical support for students to go on exchanges, participate in international meetings, etc. | The number of faculty who participate in leading international experiences |
| | | | The number of international students enrolled in the PharmD students |
| | Create educational experiences through the curriculum that incorporates problem solving within a multicultural environment. | Reestablish a global health elective that exposes students to health care systems around the world and health issues that need to be addressed | |
| | | Utilize technology to bring in more international speakers/create a zoom seminar series that brings in people from around the world to talk about health care systems and health issues around the world. | The number of international speakers who address students |

**Required Resources:** Monetary support, scholarships, etc., to facilitate student participation in international meetings. Faculty to provide experiences related to the global certificate program and the global health elective. IT support for meetings with international speakers/online learning activities.

## 1.2 Create individualized educational and advising experiences that prepare students to choose a career path that is sustainable and aligns with their interests and long-term career goals

| Outcome (3-5 Years) | Strategies | Tactics (1-3 Years) | Metrics |
|---|---|---|---|
| Successfully graduate students who understand the available career paths and the ability to pivot their path when needed and wanted | Continue to improve the advising program to ensure a strong faculty advising program to assist students in navigating the curriculum and potential career paths | Develop a training program for faculty on how to be an effective advisor that sets clear expectations for advisors and a standardized process; provide advising debriefs each semester. (2 Years) | Track faculty attendance in advising training. |
| | Provide students with a better understanding of the importance of advising and career development. | Create an advising manual for faculty and students as well as a coaching manual for career coaches and students.  The manuals would be updated every 3-5 years and would contain discussion topics specific for each year of the program | Tracking student attendance to faculty advising sessions. |
| | | | Survey students and faculty on effectiveness of advising sessions; possibly pre and post surveys for students or alumni input. |
| | Provide coursework that helps students identify and understand diverse career paths  (traditional and non-traditional) and broadens the scope of practice possibilities for all students | Increase PPD credit allocation and convert into a graded course series. Create a career development series within PPD with increased credit hours with increased focus on career opportunities with non-traditional, indirect patient care. | Student focus groups regarding effectiveness |

| | Provide opportunities and training to explore career paths | Create a required seminar series to overview and engage students in non-direct patient care career paths | |
| --- | --- | --- | --- |
| | | Create electives that expand knowledge of career opportunities (e.g. drug development process - pharmaceutical industry). | |
| | | Transcending concept that discusses career options when the topic arises in PC courses throughout the curriculum | |
| | Create a career resource center for all COP students to include PharmD and graduate students | Add staff to support increased credit hours of PPD. | |
| | | Provide Summer Internship information for all students | |
| | Improve the career coach / mentoring program to meet the needs of our student's career goals | Allow for students to have more than one career coach throughout the curriculum to provide more exposure to different career paths | Survey students on effectiveness of career coach sessions. |
| | | Ensure diversity of career coaches | Monitor number of students seeking advisement early in the curriculum versus late in the curriculum. |

**Required Resources:** Increased PPD personnel (both faculty and staff). Career development personnel

## 1.3 Achieve national recognition for innovation in teaching and learning and the practice of evidence-based education

| Outcome (3-5 Years) | Strategies | Tactics (1-3 Years) | Metrics |
| --- | --- | --- | --- |
| Be recognized internationally and nationally for our Innovation in education through increased scholarly activity and faculty leadership in education organizations | Leverage current SOTL group to develop research agenda for longitudinal, education research projects | Promote and expand SOTL collaboration within and external to formal SOTL group (1 -2 Years) | # of faculty who are involved in educational research |
| | Expand quantity and quality of educational research | Identify content experts within or external to the College to serve as resources for educational research through seminars and consultation (1 - 2 Years) | # of education-related seminars presented at the College |
| | | Develop relationships with peer institutions for multi-institutional education research | # of institutional collaborators |
| | | Identify current internal and external funding sources that support educational research | # of educational grants, including PROSPER, submitted |
| | | Collaborate with students and residents on educational projects | # of projects with students and residents |
| | Amplify educational research advancement through regional and national presentations, publications, and grants | Establish a mentoring committee for faculty interested in educational research (1 - 3 Years) | # of educational publications and which journal it is published |
| | | | # of educational awards won and by awarding body |
| | | | # of education-related leadership positions |

| | | Add an educational research category to Research Day | # of regional and national educational research presentations and which meetings including COP Research Day |
|---|---|---|---|
| | | Utilize communication staff to promote faculty who have achievements in SoTL | Social media reach |
| | | Seek opportunities for awards and recognitions for education innovation; example: distinguished achievement awards in college for education innovation | Number of awards, recognitions, distinguished achievements by faculty |

**Required Resources:** List of opportunities to advance faculty's educational research training.  Access to educational research-related software (e.g. qualitative analysis software).  Increased PROSPER and other internal funding to support educational research.  Education of faculty about possible national publishing and presenting venues and education-based journals.  Provide protected time for educational research.

## 1.4 Continue to evolve and innovate programs that ensure a pipeline of applicants that is of sufficient quality and quantity to maintain admission of highly qualified individuals

| Outcome (3-5 Years) | Strategies | Tactics (1-3 Years) | Metrics |
|---|---|---|---|
| The UF College of Pharmacy enrolls a full class of diverse, patient-centered, highly motivated students | Increase the appeal of UF vs other Florida schools and out-of-state schools | Create specializations that can be added to the PharmD degree, i.e., precision medicine, pharmacometrics, drug discovery, regulatory affairs. (1-3 years) | Number of enrolled students |
| | | Partner with alumni to promote the college and pharmacy career opportunities including to middle and high school students | |
| | | Increase student recognition and visibility through social media outreach | Number of social media posts and reach for student awards, student professional organization awards and state, regional and national leadership positions |
| | | Assess feasibility of a regional tuition rate | |
| | Increase focus on recruiting UF undergraduate students and students from other Florida schools | Expand the Pharmacy Early Assurance Program and Pathways to Pharmacy programs both within UF and with other important feeder schools including those in Orlando and Jacksonville | Number of students who enroll in the Pharmacy Early Assurance Program |
| | Become national leaders in pharmacy school virtual recruiting | Use technology for one-on-one advising sessions to educate the value of candidate experiences and attributes in addition to a successful academic record | Number of virtual recruiting events |
| | | Increase the virtual footprint for recruiting through Zoom webinars | Number of webinar events |
| | Evaluate and enhance the system of assessing holistic attributes | Analyze and adjust current total score metric in the admissions interview process (1 Year) | Maintain mean GPA and PCAT scores for entering students |
| | | | Number of residency placements and NAPLEX pass rate |

| | | | Maintain low attrition and remediation numbers |
|---|---|---|---|
| | Participate in established and develop new opportunities to promote pharmacy as a career | Partner with alumni to promote the college and pharmacy career opportunities including to middle and high school students. | Number of alumni engaged in career-specific programming. |

**Required Resources:** Continued investment in student recruitment digital marketing campaign.  Build alumni recruitment base.  Incentives for faculty to participate in recruiting events and mentoring programs (protected time, valued on evaluations).  Statistical support for data analysis

**Goal 2 Research: Discover new knowledge to improve the lives of others though high-impact research and provide outstanding research training in areas core to the college.**

**2.1 Advance our leadership and global impact in innovative and transformative basic and clinical research**

| Outcome (3-5 Years) | Strategies | Tactics (1-3 Years) | Metrics |
|---|---|---|---|
| 1-2 "home-grown" or "home-born" drugs through preclinical trials and licensed | Facilitating transition of compounds from one stage to another / connecting basic research to clinical research both within and outside college (e.g. cancer center) | Building partnerships with industry to advance drugs to clinical trials | At least one licensed patent and/or option agreements (2 - 3 Years) |
| | | Connect established translational drug development cores more globally | At least one new spin-off company or use of incubator space (3-5 Years) |
| | | Identify gaps in translational process and external resources to buildout core facilities to fill them | One IND submitted for novel 1st in class compound (5 Years) |

**Required Resources:** University support of seed grants. Access to investors, and legal and business advice through collaboration with UF Innovate.

| Outcome (3-5 Years) | Strategies | Tactics (1-3 Years) | Metrics |
|---|---|---|---|
| COP research leads to novel precision medicine strategies and devices, including leading integration of AI strategies in drug dosing technologies | COP leadership of collaborative teams of clinicians and experts in pharmacogenetics, laboratory medicine and health information technology | Identify opportunities to enhance pharmacogenomic discovery through inter-departmental collaborations and resources to fund inter-departmental collaborations | 3-5 Cross department publications related to pharmacogenomics and personalized medicine (2 - 4 Years) |
| | | | At least 1 new cross-dept. funding related to pharmacogenomics and personalized medicine (3 Years) |
| | COP leadership of national/international collaborations to advance knowledge in genomic medicine research | Identify gaps in knowledge that hinder clinical translation of precision medicine strategies and resources needed to fill them | UF COP faculty research has led to multiple FDA recommendations to include consideration of pharmacogenomics and personalized dosing in treatment strategy  (2 - 3 Years ) |
| | | | At least one Patent for personalized medicine technology (3 - 5 Years) |
| | Use of innovative computational strategies | Recruit faculty to college and collaborate with faculty outside COP for expertise in AI | an increasing number of faculty within COP using AI in their research |
| | Foster collaboration between AI experts and pharmaceutical scientists | Targeted faculty education about applications of AI | |
| | Integrating AI approaches | | |

**Required Resources:** Leverage resources available through AI initiative.

| Outcome (3-5 Years) | Strategies | Tactics (1-3 Years) | Metrics |
|---|---|---|---|
| COP faculty are making impacts on science and policy  in the pharmaceutical sciences | Major leadership roles in international societies and editorial boards | Plenary session talks at major/international meetings | 3-5 faculty each year give major talks and/or serve on organizing committees of major national or international venues (2 Years) |
| | | International Conference/workshop organizer | |
| | Contributions to FDA review panels, NIH advisory, etc. | Improve communication of research; Promote research accomplishments via press releases and social media | At least 3 press releases from major journals regarding work of college faculty (3 - 5 Years) |
| | | | An increase in the number of faculty on guideline committees or working groups (3 - 5 Years) |

Required Resources: Support for future travel to major/international meetings. Increased resource allocation from communications group.

**2.2 Catalyze and fuel interdisciplinary, collaborative research teams to tackle large scale problems in pharmaceutical research**

| Outcome (3-5 Years) | Strategies | Tactics (1-3 Years) | Metrics |
|---|---|---|---|
| COP will have multiple disease-state specific interdisciplinary teams to tackle cancer, infectious disease, pain and addiction, cardiometabolic disease and aging that solve major problems in drug treatment, including pioneering the development of new pharmaceutical research directions. | Leadership on Center grants from the NIH/FDA | Team-building activates across depts. and colleges | At least 2 large collaborative or center grants in the college (1-3 years) |
| | Leverage existing interdisciplinary centers to focus on specific drug development | Develop an on-line database of COP expertise, equipment, techniques available for new translational collaborations | Significant number of people using on-line database (6 Months - 1 Year) |
| | | | Develop/utilize AI technology to keep database up-to-date (1 Year) |
| | Form collaborations between existing centers to leverage each of their strengths towards large scale problems | Organize informal and formal data presentations and discussion amongst faculty from diverse disciplines on the same disease problem or at intersection of diseases (eg infectious diseases/cancer) | Demonstrable increase in new collaborations (2 - 3 Years) |
| | | | >75 % of PROSPER grants translate into R or P proposals (1 - 2 Years submission of proposals) |
| | | Identify specific faculty that are members of multiple centers to establish additional translational collaborations | New collaborative translational grant proposals such as center grants, but including collaborative R21, R01 (2 - 3 Years) |
| | | Identify expertise of individual center members that would be useful across centers and can be used to foster development of junior faculty | Funded projects that produce publications/ patents and new large collaborative grants (2 - 3 Years) |

**Required Resources:** A database of potential translational opportunities and researchers.  Common areas for fostering communication.  Engagement and support from administration; training of admin for supporting center grants.  Workshops – both training and informative to build relationships with PO. Build funding mechanisms to address emerging issues.  Set incentives to encourage collaborative research, including for junior faculty - realign T and P to reflect this change.

| Outcome (3-5 Years) | Strategies | Tactics (1-3 Years) | Metrics |
|---|---|---|---|
| Facilitation of timely pipeline from bench to bedside for translational platforms in precision medicine/genomics | Dissemination of information about potential translational clinical-basic research partnerships | Use databases to identify clinical partners within UF | Implementation of clinical partnerships (1 - 2 Years) |
| | | Strategic hiring to fill gaps in present expertise (2 - 3 Years) | |
| | | Increased COP faculty movement in CTSI training and research activities | |
| | Establish collaboration with pharma and Engage advisors from industry | Offer adjunct positions | Increased number of MOU or advisory relationships with industry |

**Required Resources:** Staff for identifying data and databases.  Funding for strategic hiring.  Seed grants to build collaborative teams/equipment.

**2.3 Strengthen research training programs to enhance national and global recognition for excellence in the pharmaceutical sciences**

| Outcome (3-5 Years) | Strategies | Tactics (1-3 Years) | Metrics |
|---|---|---|---|
| The college will be recognized as an international leader in research training | Establishment of international collaborations for research and interdisciplinary training programs | Create new online programs in areas of expertise | Additional online programs providing opportunities to train students from across the US and internationally |
| | | Targeted recruitment of international students associated with collaborations with foreign institutions | Increase in quality of international students recruited to the programs |
| | Increase number of industry and public partnerships in graduate training | Establish on agreements/ MOU with regulatory agencies, other institution, and industry | At least 4 more students funded from these agreements (2 - 3 Years) |

| | Increase dissemination of research findings and current training opportunities in research | Increase media outreach | Media outreach metrics and "Hits" increase by 50% (6 Months - 1 Year) |
|---|---|---|---|
| | | Implement marketing strategy to targeted audiences for recruiting | 20% increase in number of applicants from US (2 Years) |

**Required Resources:** Faculty effort in establishing the collaborations. Training for faculty in international collaborations. Staff time for communication and marketing staff. Training for faculty on social media, how to talk to media, and engage in dissemination.

| Outcome (3-5 Years) | Strategies | Tactics (1-3 Years) | Metrics |
|---|---|---|---|
| The college will have an increase in external funding for training of grad students and postdocs | Increase faculty participation in interdisciplinary T grants | Outreach and engagement with Cancer Center and other UF colleges | at least 2 T32 with COP leadership (3 - 5 Years) |
| | | | Number of grants with more than one college (2 - 3 Years) |
| | Increase resources and mentorship for trainee grant writing | Database of resources and successful applications | Percentage of grad students submitting grants >25% (2 Years) |
| | | Expand postdoc and faculty participation in UF "F force" course and in grant writing | Increase number of F32 and K99/R01 grants (2 - 3 Years) |

**Required Resources:** Graduate office staff and program staff for T support; HSC/CTSI resources for T grants. Website development

| Outcome (3-5 Years) | Strategies | Tactics (1-3 Years) | Metrics |
|---|---|---|---|
| Composition of research training programs will be diverse | Implement Graduate programs recruitment strategy | Expand on SURF | > 40% of students in diversity programs that apply and get accepted to grad programs (3 - 5 Years) |
| | | Establish intentional PostBac program for early assurance /onboarding | >3 diversity supplements submitted (1 - 2 Years) |
| | Build inter-institution collaborations | Build relationships with undergrad institutions for summer training | 2-3 agreements/ MOU/R25s with other institutions HCBU HSI (3 - 5 Years) |

**Required Resources:** Increase infrastructure. Faculty participation in recruiting. Staff time.

| Outcome (3-5 Years) | Strategies | Tactics (1-3 Years) | Metrics |
|---|---|---|---|
| Ability to recruit and matriculate high quality graduate students | Improved recruiting to increase pool of highly qualified applicants | Improved websites | >50% yield of accepted/matriculated students (2 - 3 Years) |
| | Dedicated mentoring of undergraduates | Participation in undergrad research fairs, and presence in local and national meetings/conferences | |

**Required Resources:** Increased marketing infrastructure and faculty and graduate student effort in recruiting

| Outcome (3-5 Years) | Strategies | Tactics (1-3 Years) | Metrics |
|---|---|---|---|
| Increased PharmD applicants to graduate programs | Increased PharmD students involved in research | Create structure for educating PharmD students regarding involvement in Research and research career paths | Annual presentation to PharmD students regarding Research opportunities |
| | | | online open house for non-UF PharmD students |
| | Create PharmD specific MS programs | Market program to PharmD students as post PharmD path | Steady growth of PharmD students per year entering MS or PhD program. With target of 10-15 per year by 2025 (4 Years) |

**Required resources:** Online open house for non-UF PharmDs

| Outcome (3-5 Years) | Strategies | Tactics (1-3 Years) | Metrics |
|---|---|---|---|
| Majority of students after graduation are in positions matching their career goals | Provide committee input to career development | Assure IDP and annual meeting | All students complete annually (Immediately) |

| | | |
|---|---|---|
| | Provide external mentors and internship opportunities | Survey of employers and past graduates | Tracking system established (1 Year) |
| | Increase opportunities for student mentorship | Increase college-sponsored or college-led venues / events for trainees interaction for career advancement | 2-3 events per year (1 Year) |
| **Required Resources:** faculty and staff effort to track past graduates, and in faculty training in mentorship | | | |

**Goal 3 Clinical Practice: Create, evaluate and disseminate innovative and transformative pharmacy practice models that result in high quality, cost-effective, patient-centered care that improves lives.**

3.1 Advance the profession by creating, evaluating, and disseminating innovative and transformative pharmacy practice models

| Outcome (3-5 Years) | Strategies | Tactics (1-3 Years) | Metrics |
|---|---|---|---|
| Grow the number of faculty at clinical sites, salary offset, clinical services provided, and reimbursement for clinical activities | Leveraging relationships to influence stakeholder | Identify which faculty have clinical assignment +/- existing salary offset (1 - 2 Years). | Percent clinical faculty with offset, both internal and external |
| | | Obtain information to identify which faculty have existing partnerships (baseline data) (1 - 2 Years). | |
| | Identify gaps in care and how pharmacy can address them | Grow existing practices that already have faculty offset (Ongoing 1 - 5 Years) | Number of clinical practices that have bill for service model. |
| | Diversify service offerings at established sites | | |
| | Create new services that are appropriate for the respective established sites (based on population and interest of the site) | Identify service to create value to the stakeholder (1-2 Years) | Growth in # of clinical service offerings |
| | Develop new relationships with individual providers/hospitals/organizations to establish a productive business, teaching, service, scholarship and/or new high quality APPE teaching models | Identify new sites (Ongoing 1 - 5 Years) | Growth in # of clinical sites |
| | | Pilot and demonstrate value and sustainability (Ongoing 1 - 5 Years) | Clinical revenue |
| | | Conduct clinical research (Ongoing 1 - 5 Years) | Scholarly collaborations |
| | Be diligent about identifying clinical success via regular "check-ups" with clinical faculty concerning accomplishments. Increase interaction and transfer about accomplishments to COP communication team for consideration as social media content through COP channels | Seek opportunities for awards and recognitions for practice innovation; example: distinguished achievement awards in college for practice innovation | Number of awards, recognitions, distinguished achievements by faculty |

**Required Resources:** Funding to support: speakers, collaborative projects, internal funding for research and faculty development projects. Internal consultant program pairing senior faculty with innovative practices with junior faculty - Faculty should be given time and recognition for participating.

| Outcome (3-5 Years) | Strategies | Tactics (1-3 Years) | Metrics |
|---|---|---|---|
| Create a new practice/setting/model for faculty (e.g. The Villages, Concierge Service, Innovative practice model with CQM, etc.) | Coordinate with Associate Dean for Lake Nona campus and Director of CQM on creation of new clinical practice model | Refine relationships with key personnel in UFP (1 Year) | Number of new practice settings or models |
| | | Develop and grow relationships with healthcare partners including payers (1 Year) | Number of clinical faculty at new practice settings or models. Number of telehealth services offered by COP faculty |
| | Build out telehealth models to provide chronic disease management | Build out operations of pharmacy delivered telehealth services (3-5 Years) | |

**Required Resources:** Cooperation of UFP personnel. Time commitment from CQM leadership. Time commitment from Lake Nona COP leadership and faculty

| Outcome (3-5 Years) | Strategies | Tactics (1-3 Years) | Metrics |
|---|---|---|---|
| Create increased awareness of innovative practice models—internally to progress and externally to be exemplars | Peer reviewed publications regarding UF practice models | Needs survey of peer institutions to see what innovative practices they have (1 - 2 Years) | 1-2 publications / presentations with UF authors / presenters per year on practice innovations |
| | | To facilitate publishing - Training for JR faculty for writing about innovations – nontraditional writing formats (1 - 2 Years) | |
| | | Multi-site projects within practice disciplines (intranet work) regarding practice innovations | Establishment of intranet clinical group for collaborative scholarly productivity |
| | Seek speaking opportunities (national, regional, state) to share UF innovations with others and bring innovations to UF | PTR seminars with innovations from peer institutions and/or from preceptors in the state e.g. precision medicine, billing models, etc. (1 - 2 Years) | Percent of seminars devoted to innovative models both internal and external. |
| | | | Diversity in delivery of seminars |
| | | Creating opportunities to share innovations with practice peers internally | Noon Conferences with partner department |
| | | | Partner department newsletters or email updates |
| | Empower junior faculty and new faculty to develop innovative practice relationships | Further development clinical metrics task force initiatives as part of research collaborative (2 - 3 Years). | Number of clinical faculty participating in the scorecard, number of entries into the scorecard, quality of data captured by the scorecard |
| | | Completion of the clinical metrics scorecard | |
| | | Develop an integrated network for new faculty looking to develop innovative practices (3 - 5 Years) | Increase # of clinical faculty who implement new practice models |
| | | | Increase # of clinical faculty who have board certification in the area of specialty certification |

**Required Resources:** Research support for survey development, statistical analysis, and study design. Support for senior faculty growth opportunities external to the university - Seminars, Sabbaticals, Targeted conferences. Both may be accomplished through individual or joint PROSPER award projects.

**3.2 Increase, sustain, and refine partnership models within UF Health and externally to advance clinical teaching, integration of pharmacy postgraduate training programs, practice-based research and scholarship, and patient advocacy**

| Outcome (3-5 Years) | Strategies | Tactics (1-3 Years) | Metrics |
|---|---|---|---|
| Sustain current partnership models with UF Health and externally | Show impact/benefit of faculty in various practice sites | Collect and examine metrics across various practice sites to show impact: clinical, economic, etc. (3 - 5 Years) | Clinical metrics currently being collected for ambulatory and hospital-based practice sites from annual clinical faculty survey |
| | | Increase Publications, Presentations, Posters, Workshops to highlight UF shared innovative interprofessional clinical practice models (1-2 Years). | Number of publications; physician satisfaction; provider burnout avoidance |
| | | Complete clinical metrics scorecard. | |

**Required Resources:** Faculty time and salary offset. Clinical metrics scorecard.

| Outcome (ongoing) | Strategies | Tactics (1-2 Years) | Metrics |
|---|---|---|---|

| Increase number of high-quality OEP sites for APPE where there is need (e.g., general medicine, Hospital IPPE) | Expand clinical practice partner institutions. Evaluate OEP existing data to identify areas of need. | Hire faculty with clinical specialty in general medicine (or Inpatient IM) (1-2 Years). | Number of new high quality OEP sites and training programs |
|---|---|---|---|
| | | Analyze scheduling reports to determine capacity | Preceptor surveys |
| | | Enhance preceptor development program (e.g. layered learning model, using students effectively, coaching models) | |

**Required Resources:** Funding to hire faculty and expand clinical practice with partner institutions

| Outcome (3-5 Years) | Strategies | Tactics (1-3 Years) | Metrics |
|---|---|---|---|
| Expansion of partnerships in Jacksonville and Orlando and through UF Health's expanding clinical enterprise (e.g. UF Health Central Florida, The Villages Health, Deltona, etc.) | Expand clinical practice partner institutions | Investigate providing pharmacy services via telehealth to expand access to patients and flexibility of work site to provide pharmacist services to locations that may not otherwise have access (e.g.,. telehealth rounding for institutions that don't have need for a full FTE. (Pilot Program 1- 2 Years) (3-5 Years Response to Needs; Standardize PGY1) | 2-4 new shared faculty positions (4 - 5 Years) |
| | | | Growth of telehealth APPE sites |
| | | Create a new "practice site" within CQM where clinical faculty can deliver telehealth services as their practice model | Growth of clinical services within The Villages |
| | | | Number of new shared faculty positions |

**Required Resources:**

| Outcome (3-5 Years) | Strategies | Tactics (1-3 Years) | Metrics |
|---|---|---|---|
| Increase number of postgraduate training programs in collaboration with UF Health and other external partners | Increase number of pharmacy specialists in innovative practice models | Needs assessment to compare UF to other institutions; create standardized approach to creating new residencies or fellowships (1 Year) | Number of certificate programs for post-graduate trainees |
| | | Promote post-graduate training programs to eligible applicants within and outside UF (3 - 5 Years) | |
| | Increase integration of postgraduate training programs | Certificate programs for postgraduate trainees (3 - 5 Years) | |
| | | Expand resident rotation opportunities outside of current programs (3 - 5 Years) | |

**Required Resources:** Marketing support to advertise and promote collaborative clinical environment. Funding to support new residencies, fellowships. Funding to support seminars, and workshops highlighting post-graduate training opportunities

| Outcome (3-5 Years) | Strategies | Tactics (1-3 Years) | Metrics |
|---|---|---|---|
| Increase practice-based research and scholarly activity of clinical faculty | Examine current research efforts to find overlap with clinical possibilities | Review clinical faculty to identify core strengths to expand post-graduate training programs (1 - 2 Years) | Identify and disseminate internally all clinical overlap and core strengths within clinical faculty |

| | | Pair clinical faculty with research faculty to expand opportunity for trainees for a blend between clinical practice and research (3 - 5 Years) | Number of clinical faculty partnered with research faculty on research/ scholarly activity |
|---|---|---|---|

**Required Resources:** Program organizational support to conduct baseline and core data

**3.3 Participate as leaders for positive transformation and innovation in pharmacy through contributions to local, state, and national organizations, and promotion of the profession**

| Outcome (3-5 Years) | Strategies | Tactics (1-3 Years) | Metrics |
|---|---|---|---|
| Faculty participation in community service and local/state/ national organizations within pharmacy and health-related groups | Group discounts for membership in organizations | Increase the percent/number of faculty contributing at the state or national level (1 - 3 Years) | Number and percent of clinical faculty who have membership in state and national organizations |
| | Keeping track of faculty memberships | | Number of clinical faculty who have leadership role in state or national organizations |
| | Involvement in NIH Study sections/committees and other organizations | | Number and percent of clinical faculty who provide volunteer service in community or via professional organizations. |
| | Speak with other faculty members from other colleges about professional engagement | Assessment evaluation of peer schools on faculty involvement in organization leadership | Number of clinical faculty who have leadership role in state or national organizations |
| | Internal & external mentorship programs especially for new faculty | Invite experts to help faculty navigate what is allowed in advocacy | Number and percent of clinical faculty who have membership in state and national organizations |
| | Clear communication and publicity about how to get involved | Identify which organizations & create role and responsibilities (1 - 2 Years) | |
| | College liaison for organizations | Creation of liaison (2 - 3 Years Program Roll Out) | Number and percent of clinical faculty who have membership in state and national organizations |
| | | College liaison speaks at faculty meeting | |

**Required Resources:** Dedicated time. credit in faculty evaluation process.  Funding for seminars by advocacy experts.  Faculty credit for time served in liaison role.

| Outcome (3-5 Years) | Strategies | Tactics (1-3 Years) | Metrics |
|---|---|---|---|
| Participation in community service at the local, state, and regional level. i.e. University "Days" and Florida Days | Coordinate and organize through existing student organizations or COP liaison for FSHP or FPA | Develop interest groups within the college to assist with outside collaborations (1-2 years) | Number of clinical faculty who have leadership role in state or national organizations |
| | | Advisors of organizations should be members of that organization | Number of faculty serving as student organization advisors |
| | Diversify organizations that faculty participate in (education, PBM, industry) | Recognize those who are leading organizations by crediting them at promotion time (Ongoing) | Number of clinical faculty who have leadership role in state or national organizations |

**Required Resources:** Dedicated, protected, and/or recognized time for faculty and post-doctoral trainees.  Potential to have costs associated with memberships in pharmacy organizations reimbursed at

| Outcome (3-5 Years) | Strategies | Tactics (1-3 Years) | Metrics |
|---|---|---|---|
| Extend networking through partnership and increase the opportunities for faculty and students (e.g., getting students jobs) | Increase visibility of the college | Creating database to include faculty involvement in different organizations at national/ state /local levels and faculty interest areas for media requests; database updated with annual report (1 Year). | General involvement in different organizations (e.g., number, %) |
| | | Utilize existing clinical faculty survey to support/guide strategies. | |

|  |  | Identify strategic organizations |  |
|  | Highlight the current ongoing involvement and activities. | Connect our students to alumni and other organization members |  |
|  |  | Create and share success for students and faculty |  |
|  |  | Recognize active and leadership involvement for junior faculty in different organizations. |  |
|  |  | Better communication of organizational members to their peers |  |

**Required Resources:** Funding resources and dedicated and protected time for faculty to do it (recognition of different roles as part of the services efforts)

| Outcome (3-5 Years) | Strategies | Tactics (1-3 Years) | Metrics |
| --- | --- | --- | --- |
| Expand our national impact as a voice and presence in clinical pharmacy practice for colleges/schools of pharmacy | Increase our presence in media to promote our profession | Have administrative support to organize and train faculty for media (2- 3 Years) | Magnitude of media presence |
|  | Create and organize media efforts | Create faculty influencers using social media platforms (2- 3 Years) |  |
|  |  | Weekly/monthly media presence for faculty/students/ staff to promote profession and outreach (2- 3 Years) |  |
|  |  | Recognition of this effort to be included in the annual evaluation and packet (e.g., media award for both senior and junior faculty) (2- 3 Years) | Role senior faculty play in mentoring junior faculty |
|  |  | Annual seminar highlight faculty's involvement and contributions (2- 3 Years) | Number of seminars that focus on faculty's effort and commitment to state and national organizations |

**Required Resources:** Funding for administrative support associated with media training.  Availability of communications, graphic design, and video production resources for dissemination to target audiences.

**Goal 4 Diversity & Inclusion: Stimulate a culture that promotes diversity and inclusion within an exceptional community of students, faculty and staff.**

**4.1 Increase and maintain the diversity of our Pharm.D. students, pre- and postdoctoral research trainees, staff, and faculty**

| Outcome (3-5 Years) | Strategies | Tactics (1-3 Years) | Metrics |
|---|---|---|---|
| PharmD students<br>• Gender/ ethnic demographics of PharmD students are comparable to Florida demographic data | Invest in the infrastructure for professional students aimed at increasing diversity and inclusion. | Develop D&I recruitment strategy for PharmD students. technicians. | Proportion of URM among PharmD student body continually elevate and eventually meets or exceeds state population census data for race/ethnicity (external benchmark) |
| | | Develop an intensive pharmacy experience for high school and undergraduate students, which will introduce them to pharmacy/pharmaceutical science as a career and provide diverse and positive role-modeling. | |
| | | Utilize the pharmacy early-assurance program (PEAP) benefits to attract UF students from underrepresented backgrounds | |
| | Increased visibility of COP goal of building a reputation of diversity and inclusion | Develop and distribute D&I marketing materials (including website/social media) to showcase COP efforts in D&I (1 Year). | Proportion of URM among PharmD student body continually elevate and meet or exceeds other health professions in HSC (internal benchmark) |
| | | Promote & engage with affinity groups to connect current and prospective students with the college community | |
| | | Advertise D&I efforts to the community and our institutional education partners | |
| | | Partner with professional societies and industry to attract URM students to COP programs | |
| | | Incentives for SURF and SHPEP students to enroll by providing admissions benefits (i.e., PCAT waiver, guaranteed interview with required GPA, etc.) | |
| | Establish and build upon relationships with URM community stakeholders | Develop a feeder program with Minority Serving Institutions for PharmD admission | Demographics of applicants, those invited to interview. Maintain mean GPA and PCAT scores for entering students. Number of residency placements and NAPLEX pass rate. Maintain low attrition and remediation numbers. Number of out of state, underrepresented minority students |
| | Build collaboration with HSI, HBCUs to generate pipeline for PharmD/Grad Students/Postdocs | | |
| | Encourage faculty and staff to participate in pipeline programs which promote diversity and inclusion | Incentivize participation for faculty to serve as mentors for programs which promote D&I (i.e., SURF, SHPEP, BOE, etc.) through the annual evaluation process | |
| | | Create a faculty development program to retain URM graduate students and postdocs fellows | |

| | | | |
|---|---|---|---|
| | Utilize and expand a holistic PharmD admissions process that reflects candidate characteristics that improve diversity and inclusion. | Include diversity statement as a part of the holistic PharmD admission process. | |
| | Applicants represent diverse backgrounds and experience | Create a bridging program/summer enrichment for students who have academic struggles but who also have outstanding holistic attributes | Maintain mean GPA and PCAT scores for entering students. Number of residency placements and NAPLEX pass rate |
| | | Target specific recruiting subsets including international students, underrepresented minority students, and pharmacy technicians | Maintain low attrition and remediation numbers |
| | | | Number of out of state, underrepresented minority students |

**Required Resources:** Incentivize participation for faculty to serve as mentors for programs which promote D&I (i.e., SURF, SHPEP, BOE, etc.) through the annual evaluation process.  Development and Alumni Affairs to highlight successful URM graduates.  Development of an Office of Diversity, Inclusion and Health Equity to support and lead D&I efforts across the College.  Appointment of an Associate Dean-level to develop and lead Office of Diversity, Inclusion and Health Equity.

| Outcome (3-5 Years) | Strategies | Tactics (1-3 Years) | Metrics |
|---|---|---|---|
| Grad student/Postdocs <br>• Gender/ethnic demographics of domestic-born graduate students and postdocs are comparable with national demographic data <br>• Increased number of African and Central/South Americans for residential graduate studies and traineeships. | Invest in the infrastructure for pre- and postdoctoral research trainees aimed at increasing diversity and inclusion. | Develop D&I recruitment strategy for graduate students | • Proportion of URM among Residential Graduate Student body continually elevate and eventually meets or exceeds national population census data for race/ethnicity (external benchmark) |
| | | Develop an intensive pharmacy experience for high school and undergraduate students, which will introduce them to pharmacy/pharmaceutical science as a career and provide diverse and positive role-modeling. | • Proportion of URM among Residential Graduate Student body continually elevate and meets or exceeds other residential graduate programs HSC colleges (internal benchmark) <br>• Proportion of URM among Online Graduate Student body continually elevate and eventually meets or exceeds national population census data for race/ethnicity (external benchmark) |
| | | Catalog and promote internal and external D&I student engagement opportunities (i.e., Black Doctoral Network, McKnight Doctoral Fellowship, NIH Diversity Supplements, Institute On Teaching and Mentoring, etc.) | • Proportion of URM among Online Graduate Student body continually elevate and meets or exceeds other UF online programs for race/ethnicity (internal benchmark) <br>• Demographics of applicants, invited to interview |
| | Increased visibility of COP goal of building a reputation of diversity and inclusion | Develop and distribute D&I marketing materials (including website/social media) to showcase COP efforts in D&I (1 Year). | |
| | | Promote & engage with affinity groups to connect current and prospective students with the college community | |
| | | Advertise D&I efforts to the community and our institutional education partners | |
| | | Partner with professional societies and industry to attract URM students to COP programs | |

| | | Incentives for SURF and SHPEP students to enroll by providing admissions benefits (e.g., guaranteed interview with required GPA, etc.) | |
|---|---|---|---|
| | Establish and build upon relationships with URM community stakeholders | Develop a feeder program with Minority Serving Institutions for graduate student admission | |
| | Build collaboration with HSI, HBCUs to generate pipeline for Grad Students/Postdocs | | |
| | Encourage faculty and staff to participate in pipeline programs which promote diversity and inclusion | Incentivize participation for faculty to serve as mentors for programs which promote D&I (i.e., SURF, SHPEP, BOE, etc.) through the annual evaluation process | |
| | | Create a faculty development program to retain URM graduate students and postdocs fellows | |
| | Utilize and expand a holistic graduate student admissions process that reflects candidate characteristics that improve diversity and inclusion. | Include diversity statement as a part of the holistic graduate student admission process | |
| | Leverage online MS student body to improve recruitment of URM applicants to the PhD program | Promote opportunities to online MS students, including URM students, for further study at UF by actively marketing | |

**Required Resources:** Incentivize participation for faculty to serve as mentors for programs which promote D&I (i.e., SURF, SHPEP, BOE, etc.) through the annual evaluation process. Development and Alumni Affairs to highlight successful URM graduates. Development of an Office of Diversity, Inclusion and Health Equity to support and lead D&I efforts across the College. Appointment of an Associate Dean-level to develop and lead Office of Diversity, Inclusion and Health Equity.

| Outcome (3-5 Years) | Strategies | Tactics (1-3 Years) | Metrics |
|---|---|---|---|
| Faculty/Leadership<br>• Making steady progress toward meeting/exceeding colleges of pharmacy nationally in terms of gender/ethnic demographics of faculty and College leadership | Adhere to a diversity and inclusion recruitment strategy for all faculty/staff/postdocs searches | Create and implement a diversity and inclusion strategy to be used for all faculty/staff/postdocs searches | • Proportion of URM among Faculty continually elevate and eventually meets or exceeds colleges of pharmacy nationally for race/ethnicity (external benchmark)<br>• Proportion of URM among Faculty continually elevate and meets or exceeds other HSC colleges (internal benchmark)<br>• Demographics of students, staff, faculty<br>• Demographics of faculty/staff search committees |
| | | Develop requirements to ensure diversity of faculty search committees | |
| | | Promote & engage with affinity groups that represent minority groups for faculty at both UF & other institutions | |
| | | Expand faculty recruitment efforts to utilize various outreach mediums to target URM candidates (i.e., Job fairs, Online portals, professional organizations, etc.) | |
| | | Review faculty job postings to ensure accessibility and inclusivity | |
| | | Include UF COP D&I statement in all job postings, and require all applicants to provide a diversity statement | |
| | | Enhance employment tab with current faculty and postdoc vacancies | |

| | | Utilize UF COP Marketing to highlight achievements and testimonials from URM faculty, staff, students, and postdocs | |
| | | Increase the visibility of D&I efforts on COP website | |

**Required Resources:** Incentivize participation for faculty to serve as mentors for programs which promote D&I (i.e., SURF, SHPEP, BOE, etc.) through the annual evaluation process.  Competitive salaries compared to peer institutions, without differences based on gender/ethnicity.  Development of an Office of Diversity, Inclusion and Health Equity to support and lead D&I efforts across the College. Appointment of an Associate Dean-level to develop and lead Office of Diversity, Inclusion and Health Equity.

| Outcome (3-5 Years) | Strategies | Tactics (1-3 Years) | Metrics |
|---|---|---|---|
| <u>Staff</u><br>• Gender/ethnic demographics of staff are comparable to local county demographic data | Adhere to a diversity and inclusion recruitment strategy for all staff searches | Create and implement a diversity and inclusion strategy to be used for all staff searches | • Proportion of URM among Staff  continually elevate and eventually meets or exceeds local county census data for race/ethnicity (external benchmark)<br>• Proportion of URM among Staff continually elevate and meets or exceeds other HSC colleges (internal benchmark)<br>• Demographics of students, staff, faculty<br>• Demographics of faculty/staff search committees |
| | | Develop requirements to ensure diversity of staff search committees | |
| | | Develop and promote a personalized Career Development/ Advancement timeline for staff from diverse backgrounds | |
| | | Promote & engage with affinity groups that represent minority groups for staff at both UF & other institutions | |
| | | Expand staff recruitment efforts to utilize various outreach mediums to target URM candidates (i.e., Job fairs, Online portals, professional organizations, etc.) | |
| | | Review staff job postings to ensure accessibility and inclusivity | |
| | | Include UF COP D&I statement in all job postings, and require all applicants to provide a diversity statement | |
| | | Enhance employment tab with current faculty/staff/postdoc vacancies | |
| | | Utilize UF COP Marketing to highlight achievements and testimonials from URM faculty, staff, students, and postdocs | |
| | | Increase the visibility of D&I efforts on COP website | |

**Required Resources:** Competitive salaries compared to peer institutions, without differences based on gender/ethnicity.  Development of an Office of Diversity, Inclusion and Health Equity to support and lead D&I efforts across the College.  Appointment of an Associate Dean-level to develop and lead Office of Diversity, Inclusion and Health Equity.

**4.2 Continually improve an environment of inclusiveness that supports faculty, staff, students and trainees at all levels and promote retention of these groups within the college**

| Outcome (3-5 Years) | Strategies | Tactics (1-3 Years) | Metrics |
|---|---|---|---|
| Students, Faculty and Staff perceive an environment of inclusiveness and feel supported by the COP. Faculty and staff from diverse | Develop purposeful mentorship programs for faculty, staff, and students that focus on D/I | Climate survey for faculty, staff, PharmD students, grad students and post docs (< 1 Year) | Percentage of faculty, staff, students, post-docs reporting (1) being comfortable with the college's climate and (2) that the climate is inclusive, with |

| | | | |
|---|---|---|---|
| backgrounds do not leave the COP because of concerns that the COP is not supportive and inclusive. | | Climate survey to hear from URM students and trainees about what challenges they face in the program. (academic, emotional, financial). | no statistical differences by campus (ORL/JAX vs GNV), gender, race/ethnicity or sexual orientation disparities in how they perceive climate of the college |
| | | Respond to the survey with regard to the feedback received (1 - 3 Years) | |
| | | Increase awareness among faculty and staff with regard to increasing collaboration with diverse student's organizations, supporting annual diversity events. Consider adding to our events calendar similar to white coat ceremony and graduation | |
| | | Create a calendar of D / I events | |
| | | Mandatory implicit bias training for all faculty, staff, postdocs, and students (1 Year) | Percentage of faculty, staff and students completing required trainings for university and college required racism and implicit bias training |
| | | Faculty training on D/I issues and resources to improve mentorship of diverse faculty (1 - 2 Years) | |
| | | Required faculty staff, postdoctoral fellows and graduate students development/training such as seminar series and/or workshops on sensitivity and accommodations in classroom/teaching; how to include diversity in pedagogy and patients/problems presented through teaching and cases; and how to provide mentorship and support of students with focus on diversity; Completion of Multicultural & Diversity Affairs Center (MCDA center) BEAD ("Become Educated About Diversity") workshop at faculty retreat | |
| | | Required staff development/training, such as for staff who have direct student contact and teaching assistants (TAs): workshops on sensitivity and accommodations in classroom/teaching; and seminars on mentorship and support of students with focus on diversity; periodic completion of diversity and inclusion online course | |
| | Create Incentives to contribute to an inclusive environment within the college | Faculty to add a reflective statement to their annual report (and if possible to T&P packet per UF guidelines) with regard to their experience in D/I | |

| | | Annual diversity campaign, diversity and inclusion week, centered around a theme to focus support and leverage diversity activities and initiative of faculty, staff, and students. (2 Years) | |
| | | Create an annual award for a faculty member, a student, and staff member to recognize individuals who made an extraordinary impact in diversity, inclusion and health equity | |

**Required Resources:** Consult HR Training & Development Unit regarding qualitative research methods for focus group design.  Consult HR and Multicultural & Diversity Affairs center (MCDA center) for support.  Consult COP curricular affairs regarding summer seminar series.  Identify and recruit key speakers (funding may be needed).   Consult UF Human Resources about respectful workplace training under development.  Consult COP meeting planner and University Conferences Department to create planning committee.  Identify a group or student organization that will sponsor this panel series and take ownership to coordinate these events.

**4.3 Promote the internationalization of our research and educational programs to enhance our effectiveness as world citizens**

| Outcome (3-5 Years) | Strategies | Tactics (1-3 Years) | Metrics |
| --- | --- | --- | --- |
| Increased international reputation and collaboration. | Facilitate interaction with international students, post-docs, and faculty | Enhance exchange programs for students and visiting scholars/professorships (3 Years) | Number of international post docs, students and visiting professors |
| | | Increase outreach  to create pathways for international undergraduate programs to enroll their students in the PharmD program | Number of international PharmD students educated at UF |
| | Share educational programs, share resources for research | Expand certificate and degree programs that are offered online internationally (3 Years) | Number of online certificate and degree programs offered internationally |
| | Identify areas of expertise at the college and provide international training in these areas | Create a specialized meeting that draws international participants (2 Years) | Number of COP conferences/symposia/workshops drawing international participants and the number of international participants attending. Number of faculty, students, and trainees who are members of international societies. Number of faculty, students, and trainees in leadership roles in international societies. Number of faculty, |
| | | Increase membership and leadership in international societies by both faculty and students (2 Years) | |
| | | Support UF COP faculty, students, and trainees in various areas to publically present in international venues (2 Years) | |
| | Increase international visibility through enhanced communication and presence on social media | Develop a platform that tracks how many international individuals have been trained through UF clinical and/or research programs and | The number of students and trainees impacted by UF research and clinical training. Number of clinical and/or research collaborations with international organizations. |
| | | Create a map of places around the world impacted by UF training and/or collaboration are from and make part of our web presence (2 Years) | |
| | | Increase marketing in terms of the strength of our international collaborations and the Global Gator Program (1 Year) | |
| | | Promote international activities and research on the college website (1 Year) | |
| | Seek out international research partnerships | Provide protected time and/or financial support for students and faculty to participate in | Number of MOUs created with international academic institutions |

| Outcome (3-5 Years) | Strategies | Tactics (1-3 Years) | Metrics |
|---|---|---|---|
| | | international research, education and professional society activities | Number of publications involving international collaboration |
| | | | Number of grants and publications with international collaborators |
| | Faculty obtain extramural funding to support international research collaboration | Support (financial and otherwise) and encourage faculty and student presentation at international conferences (3 Years) | Number of international presentations given by UF faculty, students, and trainees at international conferences both in the US as well as at international venues |
| | | Identify research funding opportunities that span international borders (1 Year) | The amount of extramural funding obtained by UF faculty |

**Required Resources:** Mechanisms to hire international faculty to teach online.  Budget to support international activity  Print and media resources to market our educational and  research portfolios.  HR support for international hires, visiting professors, etc.  Staff support for IRBs affiliated with other countries.  Funding for pilot projects involving international collaborations.  A software platform to track international individuals affected by UF research and clinical training and a staff member to maintain the information.  Staff support to collate data related to international presentations, publications, funding, etc.

| Outcome (3-5 Years) | Strategies | Tactics (1-3 Years) | Metrics |
|---|---|---|---|
| **Education:** Pharm.D. students capable of caring for patients from multiple cultures and capable of problem solving based on a world view | Encourage participation of our students in international meetings and exchange programs | Operationalize the global certificate program. Create financial and logistical support for students to attend exchange programs and participate in international meetings. | The number of students who take advantage of international experiences (i.e., SSA, etc.). The number of faculty who lead (chaperone) international experiences |
| | Increase the number of international students in the PharmD program | Market the PharmD program to potential applicants in select countries including Africa and Central/South America | The number of faculty who participate in leading international experiences |
| | | | The number of international students enrolled in the PharmD students |
| | Create educational experiences through the curriculum that incorporates problem solving within a multicultural environment | Reestablish a global health elective that exposes students to health care systems around the world and health issues that need to be addressed, possibly in collaboration with PHHP. | |
| | | Utilize technology to bring in more international speakers/create a zoom seminar series that brings in people from around the world to talk about health care systems and health issues around the world. | The number of international speakers who address students |

**Required Resources:** Monetary support, scholarships, etc., to facilitate student participation in international meetings. Faculty to provide experiences related to the global certificate program and the global health elective. IT support for meetings with international speakers/online learning activities.

**Goal 5 Lifelong Learning: Foster a culture that supports lifelong learning for faculty and staff and expands access for a global community seeking advanced knowledge and skills.**

**5.1: Promote the career development and advancement of faculty and staff**

| Outcome (3-5 Years) | Strategies | Tactics (1-3 Years) | Metrics |
|---|---|---|---|
| Junior faculty regularly update an Individualized Development Plan (IDP) and share with supervisor or chair and mentor | Standardized administrative process | Create an online document/checklist/FAQ that can be accessed by individual faculty/mentor (or chair) with clear, discrete steps for each faculty member in document (1 year), e.g.: | Annual Evals |
| | A formal faculty orientation that is recorded and updated periodically to the promotion process for COP | a) Teacher evals b) Publications c) Grants d) Service | Timely progression of faculty through the tenure and promotion process |

**Required Resources:**

| Outcome (3-5 Years) | Strategies | Tactics (1-3 Years) | Metrics |
|---|---|---|---|
| Have an effective faculty mentoring process particularly for junior faculty | Adapt mentoring plan from training programs | Implement training programs for senior faculty at departmental/division level (2 years) | Percentage of faculty participating in a formal professional development program |
| | Teach senior faculty how to be effective mentors | Use Mentoring academy in CTSI or alternate mentoring training program | Percentage of assistant professors, lecturers, assistant scientists reporting effective mentoring |
| | Peer/mentor counseling on promotion process | Use IDP to inform the process | Percentage of assistant professors, lecturers, assistant scientists with a mentor or mentoring committee |
| | | Matching of mentors to mentees (assigned and chosen mentors with considerations of URM/gender etc.) to assure mentor can facilitate growth | |
| | | Expand mentor base to include those in other colleges/institutions | |

**Required Resources:** Funding to support regular trainings of senior faculty to be effective mentors

| Outcome (3-5 Years) | Strategies | Tactics (1-3 Years) | Metrics |
|---|---|---|---|
| Promote career development for mid-level faculty | Faculty are given opportunities to develop new skills and collaborations | promote use of PROSPER and other mechanisms for faculty development (1 year) | Percentage of faculty participating in a formal professional development program |
| | Allow more time to devote to establishing oneself as national expert | Sabbaticals | Number of faculty participating in a sabbatical |
| | | Shift assignments | |

**Required Resources:** Time, funding

| Outcome (3-5 Years) | Strategies | Tactics (1-3 Years) | Metrics |
|---|---|---|---|
| Support Staff Career Progression & Promotion | Increase staff awareness of and access to professional development opportunities | Take advantage of professional development courses provided by the university or utilize increase in virtual meetings | Number of staff participating in career development opportunities |
| | | Create internal grant opportunity for staff to submit applications for funding for professional development (1 - 2 Years). | Number of staff applying for career development fund |
| | | | Annual amount of funding used to support staff career development |
| | Encourage staff supervisors to participate in leadership programs | | Number of staff supervisors participation in leadership programs (e.g., Managers' Cohort) |
| | Improve staff education on promotion ability and requirements for promotion | Educate staff on UF HR's new Career Paths by Job Family | Number of staff in new positions within the college |
| | | Encourage achievement of job position competencies | |
| | Document college-wide promotion policies | Create staff committee to review requests for promotion to increase transparency and consistency (1 - 2 Years). | |

**Required Resources:** Financial support for career development grant. Dedicate a portion of HR member FTE to focus on career development education and awareness. Continued career development offerings from UF will be helpful/necessary.

| Outcome (3-5 Years) | Strategies | Tactics (1-3 Years) | Metrics |
|---|---|---|---|
| Promote strong job satisfaction and retention among faculty and staff | Support a healthy work-life balance | Adopt a telecommuting policy for appropriate staff positions (1 Year) | Retention rates (especially of strong performers) |
| | Pay faculty and staff fairly and competitively | Perform annual equity review for all TEAMS employees and faculty | Comparing our faculty and staff salaries against UF's target compensation guidelines and salary analytics |
| | Improve and/or develop appreciation and recognition programs | Establish required completion of UF Engaged appraisal program for staff (1 Year) | Conduct periodic faculty and staff satisfaction surveys to solicit feedback |
| | | Explore interactive social opportunities via technology (Zoom, Microsoft Teams, etc.) that create an environment for recognizing achievements and accomplishments | |

**Required Resources:** Funding to provide equitable salaries. Dedicate a portion of HR member FTE to focus on appreciation and recognition programs.

**5.2: Establish a financial model that encourages faculty, their departments, and the college to develop lifelong learning programs.**

| Outcome (3-5 Years) | Strategies | Tactics (1-3 Years) | Metrics |
|---|---|---|---|
| Faculty benefit both internally and externally from participation in entrepreneurial programs. | Provide incentive for faculty and departmental participation. | Recognize entrepreneurial efforts toward tenure and promotion (2 Years). | Increased number of faculty developing entrepreneurial programs. |
| | Get buy in from faculty. | | |
| | Free up effort, resources, and increase availability of teaching expertise and applicant pool by utilizing high-quality remote personnel | Recruit remote faculty and staff to work in entrepreneurial programs. | Number of remote faculty and staff working in entrepreneurial programs. |

**Required Resources:** Departments and college recognize the value of collaborative entrepreneurial efforts.

| Outcome (3-5 Years) | Strategies | Tactics (1-3 Years) | Metrics |
|---|---|---|---|
| Revenue stream provides support for faculty, staff, department, and college operations. | Provide incentive for faculty and departmental participation. | Use revenue generated to stimulate faculty participation eg graduate student support, salary offset, clinical fellow support. | Salary offset for faculty and staff provided through self funded programs. |
| | Partner with industry and external stakeholders. | Identify opportunities for student recruitment (e.g., FDA Pharma, minorities). | Increase in number of graduates. |

**Required Resources:** Review of college budget policy regarding department and faculty incentive for entrepreneurial efforts.

**5.3: Expand access to the College of Pharmacy's educational resources by establishing a "turn-key" process for development and delivery of online programs**

| Outcome (3-5 Years) | Strategies | Tactics (1-3 Years) | Metrics |
|---|---|---|---|
| Turn-key process enables faculty to efficiently develop and deliver online programs, including graphic and instructional design, video capture, IT support, enrollment management and marketing. | Centralize resources within College. | Inventory of on and off campus units that can be drawn upon to support course development and delivery. Identify best practices including budgets (6 Months - 1 Year) and harmonize efforts across departments and support units (1 - 2 Years). | Increased number of online programs especially those with interdisciplinary emphasis. Achieve national recognition / reputation for expertise and achievement in developing and delivering online programs. |
| | Identify and apply aspects of departmental structure to coordinate support of faculty who work with the center. | Add Faculty/staff positions including those working remotely, that support creation and collaboration in developing entrepreneurial programs. Within-college collaboration to grow and develop programs. | Generate revenue to support innovation. |

**Required Resources:** Maximize existing resources and add FTE's (on campus or remote) as necessary.

| Outcome (3-5 Years) | Strategies | Tactics (1-3 Years) | Metrics |
|---|---|---|---|
| Expand access of University of Florida academic programs by making content available online. | Within-college collaboration to grow and develop programs. | Harmonize efforts across departments and support units (1 - 2 Years). | Number of courses or programs available in an online format. |
| | COP to establish online programming as a leading resource for remote students with the goal of making all course content asynchronous to accommodate all schedules | Revise marketing efforts around expanded flexibility of the online programming. Conduct a survey of current, past, and interested students on type of programs they would like to see added to portfolio. | Number of URM's and non-traditional students (age 30+, unable to relocate to campus) enrolled in COP online programs. |

**Required Resources: Staff coordination, support, and marketing**

**5.4: Provide educational opportunities that advance professional competence for the pharmacy community and foster continuing professional development.**

| Outcome (3-5 Years) | Strategies | Tactics (1-3 Years) | Metrics |
|---|---|---|---|
| Center of Excellence for Lifelong Learning offers courses for professional and career development that exemplify excellence and meet diverse educational needs. | Integrate strategic planning, program development, and marketing initiatives of CPE with Lifelong Learning. | CPE works together with Lifelong Learning to integrate best practices, course development and delivery resources (1 - 2 Years). | ≥ 2 distinct areas where marketing and course development efforts for CPE and Lifelong Learning are integrated (e.g., precision medicine) |
| | Build crosswalks between CPE programs and graduate education programs to increase opportunities for CPE programs to progress to graduate credit. | Align strategic planning of CPE with Lifelong Learning. | |

**Required Resources:** Coordination of existing resources. Expanded marketing efforts.

| Outcome (3-5 Years) | Strategies | Tactics (1-3 Years) | Metrics |
|---|---|---|---|
| Programs enable learners to accomplish career goals/new career paths. | Survey and elicit feedback to evaluate outcomes and satisfaction. | Simplify feedback mechanism to generate survey information from graduates. | Perception surveys of graduates show 95% agreement that they are competent and valued by employers and satisfied with their experience. >60% indicate positive impact on career goals. |

**Required Resources:** Development and programming of surveys.

| Outcome (3-5 Years) | Strategies | Tactics (1-3 Years) | Metrics |
|---|---|---|---|
| CPE Programming sufficient to meet all FL licensure requirements for general and consultant pharmacists. | Survey and elicit feedback to evaluate outcomes and satisfaction. | Simplify feedback mechanism to generate survey information from graduates. | ≥ 50 distinct CPE programs, including at least 3 professional certificates |

**Required Resources:** Development and programming of surveys.