



**PACIFIC**  
**2020**

EXCELLING IN A  
**CHANGING** HIGHER  
EDUCATION ENVIRONMENT

## PREAMBLE

Health care delivery and the health-related needs of the American public are evolving at a rapid pace. Pharmacy practice and models of patient care are advancing and being largely influenced by the Institute of Medicine, government entities, professional associations, and consumer demand. Among the important issues facing current and future pharmacists are improving consumer access to care; ensuring the proper use, safety and effectiveness of medications; reducing health disparities; and utilizing technology and innovative intelligence to improve health outcomes. In order to be best prepared to address these issues, future practitioners will require expanded training in leadership, communication, informatics, research, collaboration, critical thinking, problem solving, technology, public health, disease prevention and treatment, and emerging sciences. A commitment to accountable, ethical, and responsible patient-centered medication management must accompany a dedication to continuous professional development and clinical competency.

Technologic, economic and demographic forces are expected to have a dramatic impact on higher education. The use of on-line and blended courses, social media, and widespread access to information on the internet results in challenges, but also provides a potential opportunity to markedly enhance student development. In the currently highly competitive environment, Universities must adapt in order to remain relevant to informed prospective students who are critically evaluating the value of a professional or graduate degree and the value of a specific University based on reputation, cost, job placement, educational experience, and other performance indicators. Faculty must adapt to the increasing diversity of the student population, evolving research on evidence-based teaching and learning methods, an ever expanding body of knowledge, changes in health care disciplines, and the need to develop superior competencies, work readiness, career success, and continuous professional development. Higher education is also being driven to increase quality and accountability by accrediting and funding agencies. Universities must address convenience, quality of learning, innovation and recognizable value in order to successfully compete in the changing higher-education landscape.

Pacific Pharmacy is well positioned to meet the opportunities and challenges in the current and future health care and higher education environments and continues to strengthen its programs and graduates. The future health care environment will require pharmacists with strong abilities fully developed in an evidence-based, learning-focused, comprehensive program intentionally designed to enhance competency and success. Student success will be further enhanced by attracting a stronger cohort of students, and improving retention, progression, and career development. The effectiveness of Pacific Pharmacy is also enhanced by strong community service, scholarship, and partnerships. The success of Pacific Pharmacy is fully dependent on the abilities of faculty and staff and on the facility, technologic and organizational infrastructure needed to fully support student, faculty and staff development and performance. Additionally, this plan also incorporates the University of the Pacific's core competencies and aligns with the University strategic plan.

## Unit Mission, Vision, Values, and Strategies

### Mission of the Unit:

The mission of the Thomas J. Long School of Pharmacy and Health Sciences (the School) is to prepare students for lifelong success in health careers by providing an excellent, student-centered learning environment. We aspire to develop leadership skills in our students and a strong commitment to their professions, to interprofessional collaboration, and to society. These efforts are assisted by linkages across the University of the Pacific (the University) professional and liberal arts programs. We support outstanding professional and graduate teaching, research and other scholarly activity, and services as a means of achieving our mission.

### Vision Statement:

The Pharmacy program of the Thomas J. Long School of Pharmacy and Health Sciences will be among the top 25% of private pharmacy schools in the United States, nationally and internationally recognized as a source of pharmacists and pharmaceutical scientists of exceptional ability who can effectively contribute to the healthcare team and system through the optimization of patient outcomes and scholarly work, and will be distinguished by innovative student-centered teaching, inter-professional education experiences, and curricular programming, research, and service.

### Values (list if any are identified):

We will consistently strive to achieve and promote the following values:

- **Excellence** – in practice, academics (both teaching and learning), research, service and leadership;
- **Professionalism** – encouraging integrity as an essential part of pharmacy practice, research and education;
- **Student-centeredness** – encouraging and fostering academic and professional interactions between students and faculty, both inside and outside of the classroom;
- **Critical thinking and problem solving** – developing effective leaders and citizens of our communities and the world, as providers and consumers of healthcare and members of our profession;
- **Discovery** – recognizing the obligation of the academy, contributing through discovery and scholarly activity to knowledge in the fields of pharmacy and pharmaceutical sciences;
- **Accountability** – recognizing that, as healthcare professionals, we are patient-centered and responsible to help our patients optimize their health outcomes;
- **Human dignity** – recognizing that every individual deserves respect and will at different times both struggle and excel;
- **Ethics** – in all of our interactions, so that our teaching, practice, research, leadership and service are above reproach; and
- **Quality improvement** - developing and utilizing measurable quality assessment techniques and best practices to inform decision-making and enhance the quality of our programs.

## Primary Unit Strategies:

### STRATEGY 1. Enhance pharmacy student abilities and learning through curricular innovation, integration, application and assessment

- 1.1 Faculty design and implement methods that promote student learning, development and assessment through evidence-based, innovative modalities that facilitate active learning and use alternative delivery methods
- 1.2 The Doctor of Pharmacy curriculum is pertinent, efficient, well-coordinated, and well-sequenced within and across all required course series
- 1.3 Doctor of Pharmacy graduates develop strong abilities in meeting curricular outcomes
- 1.4 Doctor of Pharmacy graduates have opportunities to develop high quality, distinctive and competitive abilities
- 1.5 Pharmacy faculty collect, analyze, disseminate, discuss, and use assessment data to enhance the Doctor of Pharmacy program and student abilities

### STRATEGY 2. Enhance pharmacy students' academic and professional success

- 2.1 An adequate number of high quality and diverse students apply and matriculate into the Doctor of Pharmacy program
- 2.2 Student retention and progression are maintained at a high level
- 2.3 Student career planning and graduate placement are well supported by School services and resources

### STRATEGY 3. Build, expand and sustain community service and scholarship

- 3.1 Health care screenings, referrals and education are provided to the diverse population in the local and regional communities by Pacific students and faculty
- 3.2 Post-graduate training programs in the basic and applied pharmaceutical sciences, public health, and pharmacy practice are expanded to enhance the impact and image of the University and the School
- 3.3 Faculty research and other scholarship continues to expand and enhance the impact and image of the University and the School
- 3.4 Enhance the distinctiveness of industry training focused Ph.D. program in the western United States and strengthening the faculty scholarly activity

### STRATEGY 4. Strengthen partnerships with internal and external constituencies to maximize Pacific's competitiveness

- 4.1 Pacific pharmacy fosters strong relationships with strategically selected local, regional, national, and international organizations and partners
- 4.2 Pacific pharmacy fosters strong and sustained relationships with alumni and preceptors
- 4.3 Communications with internal and external constituents are effective in content and dissemination
- 4.4 The brand image effectively markets and enhances the image of the pharmacy programs, the School, and the University

### STRATEGY 5. Recruit, develop, retain, and support exceptional faculty and staff in fulfilling their roles and responsibilities

- 5.1 Faculty and staff are provided meaningful evaluations and other support to enhance career development planning, productivity, and retention
- 5.2 Faculty and staff are supported and provided opportunities to enhance their abilities
- 5.3 Faculty and staff are rewarded for outstanding accomplishments
- 5.4 Facilities, technologies, and organizational structures will support staff, students, faculty, and administrators during routine operations and emergency situations

**Strategy: 1. Enhance pharmacy student abilities and learning through curricular innovation, integration, application and assessment**

Pacific’s Doctor of Pharmacy program has a long history of producing highly effective practitioners and leaders. Faculty must continue to consider methods to enhance student learning and the development of student abilities in an efficient, sustainable, and quality-driven manner. The faculty’s experience, dedication, collaboration and excellence must be used to continue to innovate, maximize our strengths, meet challenges of the accelerated program, decentralize delivery of advanced pharmacy practice experiences, adapt to student abilities and needs, and be prepared for increased competition from existing and new colleges and schools of pharmacy.

Goal	Expected Metric
<p>1.1 Faculty design and implement methods that promote student learning, development and assessment through evidence-based, innovative modalities that facilitate active learning and use alternative delivery methods</p>	<ul style="list-style-type: none"> <li>• Effective active learning methods are used in all courses</li> <li>• At least one innovative/creative teaching and learning method is implemented in each course at least once every 3 years</li> <li>• A variety of active learning delivery methods (technology, blended, online, social media, etc.) are used in at least 50% of required courses</li> <li>• Collectively, faculty will submit at least 3 abstracts per year and at least 1 article for publication per year on teaching, learning and assessment in pharmacy and/or higher education meetings and journals</li> </ul>
<p>1.2 The Doctor of Pharmacy curriculum is pertinent, efficient, well-coordinated, and well-sequenced within and across all required course series</p>	<ul style="list-style-type: none"> <li>• All required courses are well sequenced and coordinated within and across all course series according to course and curricular review by faculty and students</li> <li>• All pertinent topics are covered in required courses with respect to curricular outcomes; ACPE standards and guidelines; lists of the most common drugs, diseases and conditions, practice components; and pertinent emerging sciences, technologies and practices</li> <li>• Highly relevant topics (top drugs, most common disorders, etc.) are progressively developed in appropriate courses across the curriculum</li> </ul>
<p>1.3 Doctor of Pharmacy graduates develop strong abilities in meeting curricular outcomes</p>	<ul style="list-style-type: none"> <li>• At least 90% of students score at least 75% on evaluations of knowledge and skills in periodic and comprehensive learning assessments</li> <li>• At least 95% of graduates pass the NAPLEX and 90% of graduates pass the CPJE, each year</li> <li>• Doctor of Pharmacy graduating students receive an overall rating of their abilities at least 4.0 on a 5-point scale by students, and preceptors</li> </ul>
<p>1.4 Doctor of Pharmacy graduates have opportunities to develop</p>	<ul style="list-style-type: none"> <li>• Combined programs have minimum new enrollments per year of 20 in the Entrepreneurial pharmacy practice certificate program,</li> </ul>

high quality, distinctive and competitive abilities

6 in the PharmD/MBA or PharmD/PhD, and 40 in the BA in Applied Science programs

- At least 2 new curricular tracks or specialized certificate programs are fully evaluated and potentially developed over the next 5 years
- On average, at least 2 electives that target the development of distinctive and competitive abilities will be offered each semester
- At least 20% of students in each graduating class participate in research activities with faculty
- At least 20% of students in each graduating class will hold a leadership role in student professional organizations
- Students, graduates and employers rate the quality of current combined programs (PharmD/MBA, PharmD/PhD, BA in Applied Science, Entrepreneurial certificate) at an overall average of at least 4.0 on a 5-point scale
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1.5 Pharmacy faculty collect, analyze, disseminate, discuss and use assessment data to enhance the Doctor of Pharmacy program and student abilities.

- Comprehensive reviews of the curriculum and courses are performed at least every 4 years, including assessments of student outcomes and services, impact of teaching and learning methods, and curricular sequencing and integration
- Assessment data are presented and discussed at pharmacy faculty meetings
- Assessment data are used in all major decisions
- A comprehensive review of the assessment plan is performed at least every 3 years

## Strategy 2: Enhance pharmacy students' academic and professional success

The Thomas J. Long School of Pharmacy and Health Sciences has a reputation for producing the future leaders of pharmacy and must continue to equip our students with the skills, knowledge, and direction to ensure their professional success. Through enhancements to student support systems, career planning, and post-graduate professional development, our graduates will have greater success in residency programs, more employment potential and less chance to fall behind in an accelerated curriculum. The continuous quality improvement and assessment of these programs with each graduating class will allow for a sustainable production of leaders in pharmacy who can further the profession and provide exceptional patient care.

Goal	Expected Metric
2.1 An adequate number of high quality and diverse students apply and matriculate into the Doctor of Pharmacy program	<ul style="list-style-type: none"> <li>• The number of transfer student completed applications is at least 1500 per year</li> <li>• The number of transfer and pre-pharmacy student matriculations totals 200 per year, with 90 to 110 of each group per year</li> <li>• The matriculated transfer and pre-pharmacy advantage student pre-professional grade point average is at least 3.30 overall for each group of students</li> <li>• The number of applications and matriculations of students from qualified under-represented populations doubles within 5 years</li> </ul>
2.2 Student retention and progression are maintained at a high level	<ul style="list-style-type: none"> <li>• All students at risk of failing a course are identified at least by the completion of midpoint examination by course coordinators and are encouraged to meet with course faculty and their advisor</li> <li>• For each entering class, on-time graduation is achieved by at least 90% and total graduation by at least 95% of students</li> <li>• Academic support services for students (prospective academic advising, tutoring, academic skills resource center) are available for students in all years of the program and each is rated at least 4.0 on a 5-point scale by students</li> </ul>
2.3 Student career planning and graduate placement are well supported by School services and resources	<ul style="list-style-type: none"> <li>• Career development services and resources (career planning and resource center, presentations, group discussions, advising, position postings) are utilized by at least 80% of graduating students</li> <li>• All career development services and resources are rated at least 4.0 on a 5-point scale by graduating students</li> <li>• At least 90% of graduating students have procured a position or been accepted into an academic program within a year of graduation</li> <li>• At least 20% of graduating students enter a residency or fellowship program following graduation</li> <li>• The placement rate in the ASHP residency match exceeds the national average</li> </ul>

**Strategy: 3. Build, expand and sustain community service and scholarship**

The Thomas J. Long School of Pharmacy and Health Sciences is devoting significant effort in developing and enhancing community service and scholarship. To achieve excellence, recognition, and sustainability in these areas, School of Pharmacy has created a culture of community service and scholarship within Pacific and has established successful partnerships with multiple external organizations. By engaging our students in community service activities we increase their awareness of the importance and value of giving back to the community and we also strengthen their learning, abilities and professionalism. Enhancing research and scholarship by improving infrastructure, increasing grant applications and publications, and encouraging collaboration within and outside Pacific will ensure that our faculty become recognized experts in their areas of focus to more effectively educate our students, publish and obtain grants and contracts, and enhance the visibility and reputation of the School and the University.

Goal	Expected Metric
<p>3.1 Health care screenings, referrals and education are provided to diverse populations in local and regional communities by Pacific students and faculty.</p>	<ul style="list-style-type: none"> <li>• At least 3,000 health care screenings, referrals and educational consults are provided annually by Pacific students and faculty</li> <li>• Health care screenings, referrals and education are provided to a diverse population, including underserved populations (accounting for at least 50% of those served) and all ages (children through the elderly)</li> <li>• Inter-professional teams are utilized in at least 50% of the clinical pharmacy services</li> <li>• 80% of the major health initiatives in the local area (as defined by local and regional public health agencies) are supported by at least one community health care outreach program or clinical pharmacy service</li> <li>• Satisfaction with these outreach services are rated at least 4.0 on average on a 5-point scale by those served</li> </ul>
<p>3.2 Post-graduate training programs in the basic and applied pharmaceutical sciences, public health, and pharmacy practice are expanded to enhance the impact and image of the University and the School</p>	<ul style="list-style-type: none"> <li>• At least 2 new master of science programs in basic and/or applied pharmaceutical, public health, or related sciences are fully evaluated and potentially developed over the next 5 years</li> <li>• At least 2 new pharmacy residencies and/or fellowships are fully evaluated and potentially developed over the next 5 years</li> </ul>
<p>3.3 Faculty research and other scholarship continues to expand and enhance the impact and image of the University and the School</p>	<ul style="list-style-type: none"> <li>• Total grants/contracts received by Pacific pharmacy faculty are ranked in the top 25% of private colleges and schools of pharmacy in the U.S.</li> <li>• At least 50% of tenure track faculty are authors on at least 1 peer-reviewed publication per year</li> <li>• At least 50% of tenure track faculty are authors on at least 1 abstract per year presented at a professional or scientific meeting</li> </ul>

3.4 Enhance the distinctiveness of an industry training focused Ph.D. program in the western United States and strengthening the faculty scholarly activity

- Average GRE scores of admitted students will be at least 1150
- Selectivity ratio will be less than 10% (ratio of applicants to admitted)
- All Ph.D. students will gain an external experience via an internship program
- Each Ph.D. student will publish at least one first-author peer reviewed paper under the advisor's guidance
- Greater than 90% of the graduates will be employed within 1 year post-graduation

**Strategy: 4. Strengthen partnerships with internal and external constituencies to maximize Pacific’s competitiveness**

The Thomas J. Long School of Pharmacy and Health Sciences is strengthened through its internal and external partnerships. These partnerships enhance our academic programs and our ability to serve and impact our community, health care, the student experience, and the profession. The School partners with alumni, practitioners, corporations and businesses, legislative bodies, professional organizations, health agencies, foundations, and other faculty, researchers, universities, and research institutions. Internal partnerships are also developed with other academic, administrative and service units. We work to develop our students and alumni as lifelong Pacificans. Pacific’s reputation and image will be enhanced through a commitment to effective communication, lifelong learning, continuous quality improvement, and collaboration.

Goal	Expected Metric
<p>4.1 Pacific pharmacy fosters strong relationships with strategically selected local, regional, national and international organizations and partners</p>	<ul style="list-style-type: none"> <li>• Strategic long-term relationships with local and regional health facilities and public health agencies and local, regional, national and international universities and corporations are increased by at least 1 relationship per category every 2 years</li> <li>• Student attendance at state and national association meetings is increased by 5% each year so that 25% of students in each graduating class attends at least one state or national organization meeting prior to graduation</li> <li>• At least 1 formal relationship or partnership with another University program or external organization is fully evaluated and potentially developed every 2 years to enhance inter-disciplinary collaboration</li> </ul>
<p>4.2 Pacific pharmacy fosters strong and sustained relationships with alumni and preceptors</p>	<ul style="list-style-type: none"> <li>• Current contact information is accurate for 95% of all current preceptors, 50% of alumni graduating within the last 5 years, and 25% of all graduates</li> <li>• At least 25% of preceptors participate in at least one preceptor development program each year</li> <li>• Preceptor development programs are rated at least 4.0 on a 5-point scale by preceptors</li> <li>• Alumni engagement (communication from alumni, participation in School events and programs, etc.) will increase by 5% per year</li> </ul>
<p>4.3 Communications with internal and external constituents are effective in content and dissemination</p>	<ul style="list-style-type: none"> <li>• Communications with alumni and other external constituencies are rated at least 4.0 on a 5-point scale in terms of interest in topic, format, timeliness, and quality of information</li> <li>• Pertinent communications are disseminated to 90% of all available constituents</li> <li>• Online communications and social media utilities are accessible to all constituents and partners</li> </ul>

4.4 The Pacific pharmacy brand image effectively markets and enhances the image of the pharmacy programs, the School, and the University

- A unified Pacific pharmacy brand image is developed, approved by administration and faculty, and used appropriately as the sole brand image of Pacific pharmacy
- The Pacific pharmacy brand image is disseminated to all faculty, students, staff, preceptors, alumni, prospective students, and other major partners and constituents
- At least 90% of all faculty and staff and 50% of all graduating students can effectively describe the Pacific pharmacy brand image
- At least 25% of all preceptors, prospective students, and major partners can recognize the Pacific pharmacy brand image
- The Pacific pharmacy brand image is rated 4.0 on a 5-point scale by internal and external constituents as displaying a strong, desirable and professional image

**Strategy: 5. Recruit, develop, retain, and support exceptional faculty and staff in fulfilling their roles and responsibilities**

The Thomas J. Long School of Pharmacy & Health Sciences will continue to have an exceptional faculty and support staff in place to train exceptional pharmacy graduates. Faculty and staff will be provided the necessary developmental and infrastructural support to ensure that they are able to best meet the evolving needs of professional students and address challenges and changes in a timely manner. Emphasis on the efficient utilization of personnel resources, recognition of exceptional achievements, and fostering a collaborative atmosphere will ensure that we are able to recruit and retain outstanding faculty and staff.

Goal	Expected Metric
5.1 Faculty and staff are provided meaningful evaluations and other support to enhance career development planning, productivity, and retention	<ul style="list-style-type: none"> <li>• All new faculty and staff will be provided with an initial assessment and plan for development</li> <li>• All faculty and staff will undergo prospective review in a timely manner by their immediate supervisor</li> <li>• Faculty and staff retention will be enhanced so that there is no more than 15% turnover per year in any group or department</li> </ul>
5.2 Faculty and staff are supported and provided opportunities to enhance their abilities	<ul style="list-style-type: none"> <li>• On average, at least one faculty and staff development opportunity (workshop, webinar, conference, etc.) will be available per month each year</li> <li>• At least 95% of faculty and 95% of staff participate in at least 1 development opportunity each year</li> <li>• Development opportunities offered in teaching/scholarship/service areas are rated, on average, at least 4.0 on a 5-point scale with respect to usefulness, quality, and availability</li> <li>• A formal mentoring system is available for all newly hired faculty, and rated at least 4.0 on a 5-point scale by faculty</li> </ul>
5.3 Faculty and staff are rewarded for outstanding accomplishments	<ul style="list-style-type: none"> <li>• Each year, faculty and staff who demonstrate overall outstanding performance are formally recognized within the pharmacy program</li> <li>• Each year, those faculty and staff who demonstrate strong leadership and/or teamwork are formally recognized within the School</li> </ul>
5.4 Facilities, technologies, and organizational structures will support staff, students, faculty, and administrators during routine operations and emergency situations	<ul style="list-style-type: none"> <li>• Offices, classrooms, and meeting rooms are fully functional with respect to meeting the space, regulatory, and technology needs of staff, faculty, students, courses, the curriculum, faculty governance, administrative offices, and School-sponsored functions</li> <li>• Courses with special elements (distance education, laboratory, etc.) have access to a fully functional classrooms</li> <li>• Students, faculty, preceptors and staff rate facilities and technology on average at least 4.0 on a 5-point scale</li> <li>• The business continuity plan is current and revised annually</li> <li>• Drills to simulate emergency situations are performed at least once a year</li> </ul>

**Alignment to Pacific 2020**

(check the box where the strategy aligns)

Unit Strategy	1. Build the strength, relevance, and reputation of Pacific's academic programs	2. Pursue new student markets that capitalize on the strengths of Pacific's academic programs and multiple locations	3. Prepare students for tomorrow's careers and for lifelong success	4. Develop organizational capacities that support Pacific's vision
<b>1. Enhance learning through curricular innovation, integration and application, and strengthen infrastructure</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Prepare students for professional success</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>3. Build, expand and sustain scholarship and community service</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>4. Strengthen partnerships with constituencies to maximize Pacific's competitive edge</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>5. Recruit, develop and retain exceptional faculty and staff to support a progressive organizational structure</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

## Thomas J. Long School of Pharmacy & Health Sciences Strategic Plan with University Alignment

### Resources Needed for Strategic Investments \*\* (if any at this time)

	Amount Needed	Base Budget Add	Endowment Payout	Endowment Fundraising	One-time Fund Raising
Strategy 1	\$395,000.00	\$375,000.00	\$20,000.00	\$500,000.00	
Strategy 2	\$270,000.00	\$180,000.00	\$90,000.00	\$2,200,000.00	
Strategy 3*	\$553,000.00	*\$493,500.00	\$60,000.00	\$1,500,000.00	
Strategy 4	\$100,000.00	\$60,000.00	\$40,000.00	\$1,000,000.00	
Strategy 5	\$5,012,000.00	\$12,000.00			\$5,000,000.00
<b>Total:</b>	<b>\$6,330,000.00</b>	<b>\$1,120,500.00</b>	<b>\$210,000.00</b>	<b>\$5,200,000.00</b>	<b>\$5,000,000.00</b>
				**	**

\$433,500.00 new program through University investment funds: MPh, other Masters programs and

\* New curricular tracks

\*\* Total fundraising for Strategic Plan \$10.2 Million

\*\* Resources needed may come from redistribution, reallocation or new resources.

More details will be requested in the second phase of unit planning.