Condensed Self-Study Report of University of Wisconsin - Madison

University of Wisconsin - Madison
School of Pharmacy
777 Highland Avenue
Madison
Wisconsin - 53705-2222

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Pharmacy College or School Profile

University of Wisconsin - Madison
School of Pharmacy
777 Highland Avenue
Madison
Wisconsin - 53705-2222

Departmental/Divisional Structure

administration (Admin)
Extension Services in Pharmacy (ESP)
Pharmaceutical Sciences (Pharm Sci)
Pharmacy Practice (Pharm Prac)
Social & Administrative Sciences (SAS)

Branch/Distance Campus

Main Campus

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Mission, Planning and Evaluation

The School’s Mission and Vision statements were revised, statement of Guiding Principles was developed, and Strategic Plan for 2010-2015 was approved and implemented.

Programmatic Assessment and Educational Outcomes Assessment Plan was approved and is being implemented.

Organization and Administration

University Leadership

Carolyn (“Biddy”) Martin was named Chancellor in Summer 2008; she selected Paul DeLuca as Provost/Vice Chancellor for Academic Affairs in Summer 2009.

Following Fall 2010 elections, the State of Wisconsin, the UW System and the UW-Madison experienced significant upheaval. The new governor and legislature eliminated most activity of public employee unions, reduced UW System funding by $250M for the current biennium (~$95M coming from UW-Madison), and took other actions resulting in a ~8% reduction in State employees’ take-home pay.


School Organization

Leadership and Staffing changes

- Associate Deans were appointed: Administration (Whitehorse), Faculty Affairs (Burnette), Research (Heideman)
- Assistant Deans were appointed: Graduate Studies (Lauhon), Research Admin (Vetter)
- Division chairs were elected: Pharmacy Practice (Gidal), Pharmaceutical Sciences (Burnette), Social & Administrative Sciences (Kreling)
- Division vice-chairs appointed were: Pharmaceutical Sciences (Lauhon, Marker), Pharmacy Practice (Elliott)
• Directors were appointed: Admissions (Altschafl), Assessment (Kuba), Communications (Stojanovich), Diversity (Beebe), Ombuds (Garner), PGY-1 Residency (Kieser), PGY-2 Residency (Kraus)

Organization
• Separate Curriculum and Assessment Committees were formed.
• General Policies & Procedures For Organization & Governance was approved.
• Programs and Affiliations were begun, including:
  Office of Global Health
  Wisconsin Center for Natural Products Research
  Pharmaceuticals History and Policy Center
  Institute for Clinical and Translational Research
  Center for Nanomedicine

Curriculum
Educational Outcomes of the PharmD curriculum were revised; content and outcome mapping was completed.

Introductory Pharmacy Practice Experiences significantly expanded.

PharmD curriculum revision was approved; implementation is underway.

PharmD/MPH dual degree program was initiated.

New interdisciplinary certificate programs in Clinical Investigation, Global Health and Consumer Health Advocacy have been implemented.

Students
PharmD enrollment was expanded form 130 to 140 students (maximum) in each newly-admitted class.

Admissions processes have been expanded and revised: applicants participate in 1/2-day on-campus interview process; criteria for holistic reviews continue to be refined; the School joined the PharmCAS system.

Career advising-related activities and services for PharmD students have been expanded and include students in all years.

Faculty and Staff
Faculty: Since 2006, there have been 5 retirements, 10 resignations, and 17 new hires (including 6 who filled vacancies that existed in 2006). At present, we have 4 vacant faculty positions on hold.

Staff: Since 2006, support staff has grown by 8.4 FTEs.

The Dean has established a Research Innovation Award and a Teaching Innovation Award to encourage interdisciplinary collaboration within the SoP. The SoP also has initiated a PGY-2 residency.

**Facilities and Resources**

**Physical Facilities**

- Remodeling of the Pharmacy Commons is underway and will be completed in Jan. 2012.
- Replacement of all chemical fume hoods is underway and will be completed in late 2011.

**Practice Facilities**

- Affiliation agreements have been established with all Experiential Education sites.
- Experient Education sites have been expanded to accommodate expanded Introductory Pharmacy Practice Experiences.

**Finances**

- *People and Programs* Campaign raised $22.6M for the School’s endowment.
- State funding for the University System has continued to erode.
University of Wisconsin - Madison / School of Pharmacy

Summary of the College or School's Self-Study Process

(School comments begin here)

Summary of Self-Study Process

This self-study involved extensive participation of faculty, staff, students, Board of Visitors, preceptors, alumni and other internal and external stakeholders in the University of Wisconsin-Madison School of Pharmacy. The resulting report presents their collective evaluation of the School’s current performance and plans for improvement.

Timeline for the self-study involved 4 general stages (see: Process and Timeline for Self-Study and Reaccreditation). Major activities during each stage include:

1. Background work: In January 2010, the Associate Dean for Academic Affairs (Mount) and Directors of Assessment (Kuba) and Curriculum (Gilbert) began bi-weekly meetings that developed infrastructure for the self-study and began gathering data and documentation.

2. Initiation: In Summer 2010, self-study organization and timeline were established and committees appointed. The official “kick-off” occurred at an All-School retreat on Aug. 24, 2010; there, Greg Boyer provided an overview of accreditation standards and processes.

3. Report writing: In Fall 2010 and Spring 2011, respectively, preliminary and revised versions of reports addressing each of the accreditation standards were drafted by 6 Area Committees. The Self-Study Steering Committee reviewed these reports in December 2010, March 2011 and August 2011.

4. Report approval and submission. The Self-study evaluation was approved at an All-School retreat on Aug. 23, 2011.

Dean Jeanette Roberts oversaw the overall self-study process. In the initial stages (Summer/Fall 2010), she organized the self-study “kick-off”, established the timeline, appointed Self-Study Committees (see below), and charged standing committees of the School to review/comment on draft reports. In the public review phase (Spring 2011), Dean Roberts requested comments on the draft reports from numerous faculty, staff and student groups; discussed and invited comments on the draft reports from practitioner groups, including alumni, preceptors, and pharmacy leaders in Wisconsin. She reviewed self-study documents for accuracy and completeness at multiple points, giving special attention to proposed plans for monitoring/improvement. During Fall 2011, Dean Roberts facilitated final approval and submission of Self-Study documents.

Formal participants in the self-study are identified in Self-Study Committees and Teams. Six Area Committees corresponding to sections of ACPE Standards were established; each prepared reports for Standards in its area. Membership was designed to engage diverse stakeholders. It included 28 faculty, 11 academic staff members, 2 classified staff members, 18 students and 2 external representatives. All participated fully in the process. Faculty included all ranks (8 full/13 associate/7 assistant professors) and all divisions (8 Pharmaceutical
Chairs and vice-chairs included faculty and staff from all 4 academic divisions and 2 administrative units. The Self-Study Coordinating Team (3 faculty holding administrative positions and 3 staff), managed the self-study process and supported Area Committees’ work. The Self-Study Steering Committee included the chairs/vice-chairs of the Area Committees, Coordinating Team members, 2 students, 2 external representatives and the School’s Ombuds. This group discussed topics related to multiple Areas, reviewed initial and full versions of Area Committee reports, reviewed proposed monitoring activities, and recommended the School’s self-evaluation for each Standard.

**Coordination and communication** were facilitated through multiple mechanisms:

- Committees used Open Atrium, a team collaboration tool, to carry out their work. Its features include a notebook, blog, calendar and case tracking and provided committee members with ready access to data and documents.
- Information about all committees’ work was posted in a display case in Rennebohm Hall and updated regularly.
- The Dean provided monthly updates in her First of the Month email to faculty/staff.
- Meetings of the School’s faculty/staff and subunits were used to discuss self-study issues, findings, etc.
- Initial reports were posted on the SOP webpage for public review in April and (revised) reports were posted in August.

**Public review** of the self-study engaged numerous groups both inside and outside the School (see: Groups Involved During the Public Review Phase). This included multiple open forums with faculty, staff and students; review by numerous standing committees within the School; and invited comments from alumni, preceptors, and others in the Pharmacy community.
## Summary of Compliance Status

<table>
<thead>
<tr>
<th>Standards</th>
<th>Compliant</th>
<th>Compliant With Monitoring</th>
<th>Partially Compliant</th>
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1. College or School Mission and Goals

The college or school of pharmacy (hereinafter "college or school") must have a published statement of its mission, its goals in the areas of education, research and other scholarly activities, service, and pharmacy practice, and its values. The statement must be compatible with the mission of the university in which the college or school operates. These goals must include fundamental commitments of the college or school to the preparation of students who possess the competencies necessary for the provision of pharmacist-delivered patient care, including medication therapy management services, the advancement of the practice of pharmacy and its contributions to society, the pursuit of research and other scholarly activities, and the assessment and evaluation of desired outcomes.

2. College or School's Self-Assessment

<table>
<thead>
<tr>
<th>Statement</th>
<th>Evaluation</th>
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<tbody>
<tr>
<td>The college or school has a published statement of its mission; its long-term goals in the areas of education, research and other scholarly activities, service, and pharmacy practice; and its values.</td>
<td>Satisfactory</td>
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<tr>
<td>The mission statement is compatible with the mission of the university in which the college or school operates.</td>
<td>Satisfactory</td>
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<td>The college or school's vision includes the development of pharmacy graduates who are trained with other health professionals to provide patient care services as a team.</td>
<td>Satisfactory</td>
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<td>The college or school's vision and long-term goals include fundamental commitments of the program to the preparation of students who possess the competencies necessary for the provision of pharmacist-delivered patient care, including medication therapy management services, the advancement of the practice of pharmacy and its contributions to society, the pursuit of research and other scholarly activities, innovation, quality assurance and continuous quality improvement, and the assessment and evaluation of desired outcomes.</td>
<td>Satisfactory</td>
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<tr>
<td>The college or school's vision and goals provide the basis for strategic planning on how the vision and goals will be achieved.</td>
<td>Satisfactory</td>
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</table>
| For new college or school initiatives, e.g., branch campus, distance learning, or alternate pathways to degree completion, the college or school ensures that:  
  • the initiatives are consistent with the university's and the college or school's missions and goals  
  • the same commitment to the instillation of institutional mission and academic success is demonstrated to all students, irrespective of program pathway or geographic location  
  • resources are allocated in an equitable manner | Satisfactory |

3. College or School's Comments on the Standard

Focused Questions

☑ How the college or school's mission is aligned with the mission of the institution

☑ How the mission and associated goals address education, research/scholarship, service, and practice and provide the basis for strategic planning
How the mission and associated goals are developed and approved with the involvement of various stakeholders, such as faculty, students, preceptors, alumni, etc.

How and where the mission statement is published and communicated

How the college or school promotes initiatives and programs that specifically advance its stated mission

How the college or school supports postgraduate professional education and training of pharmacists and the development of pharmacy graduates who are trained with other health professionals to provide patient care as a team

How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard

Any other notable achievements, innovations or quality improvements

Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

(School comments begin here)

How the school’s mission is aligned with the mission of the institution.

The mission of the School is aligned closely with the overall mission of the UW-Madison, as stated in the University’s mission statement and the University’s commitment to providing a learning environment where students, faculty and staff can discover (innovative research), transmit knowledge (quality teaching) and improve the quality of life of the patients served (pharmacy practice). The University provides guidance for aligning School mission with University priorities and documents this campus-wide.

How the mission and associated goals address education, research/scholarship, service, and practice and provide the basis for strategic planning

“Prescription for Excellence” lists the School’s mission, vision, guiding principles and strategic priorities for 2010-2015. The mission statement emphasizes the core roles of any professional school: to educate, train, and maintain competence of students through high quality teaching, contributing to the knowledge base through innovative research in the pharmaceutical, social and clinical sciences, improving patients’ quality of life through professional practice, and reaching out to the larger community through service and outreach. The vision and guiding principles (values) of the School numerate the goals of the School to fulfill its mission of education, research, service and professional practice. The vision statement recognizes the School’s commitment to excellence in all areas and the desire to be preeminent in preparing pharmacists, scientists and educators for the future. The guiding principles reinforce this commitment, focusing support for the humanistic ideals that guide learning and emphasize professionalism, community, collaboration, innovation and excellence. Together, they inform the School’s 6 strategic priorities. To advance these priorities, specific initiatives are annually decided upon, implemented and evaluated.
How the mission and associated goals are developed and approved with the involvement of various stakeholders, such as, faculty, students, preceptors, alumni, etc.

The School updated its mission and vision statements in 2010 and created a guiding principles statement to anchor its activities. The current statements were drafted through collaborative effort of the School's Academic Planning Committee and Dean’s Advisory Council. They incorporate minor changes to the previous mission, values and values statements, as the previous statements also reflected the School's commitment to the principles of pharmaceutical care, the importance of scholarship and cutting-edge research, support for innovative education, and promotion of continuing professional development. Drafts of the revised statements were shared widely. In addition to the SoP faculty and staff, input was received from the Pharmacy Student Senate and external stakeholders such as the Board of Visitors and the Executive Board of the Pharmacy Alumni Association. The School’s current mission statement received final approval by the SoP Faculty during a meeting on December 15, 2009.

How and where the mission statement is published and communicated

The mission statement, as well as the School’s vision, guiding principles and strategic plan, are available for students, faculty, stakeholders, UW Administration and other interested parties through the School’s website and a widely-disseminated print publication.

How the school promotes initiatives and programs that specifically advance its stated mission

The School’s mission is advanced through a strategic planning process that identifies initiatives and programs to accomplish our stated mission and vision. Our strategic priorities correspond to elements of our mission statement. Specific initiatives that promote each strategic priority are identified annually and assigned to SoP committees, administrators and faculty to monitor and/or accomplish using a priority timetable. Progress in achieving each of these initiatives is monitored as part of our programmatic evaluation process. Standards 2 & 3 elaborate on these processes and how they create a dynamic learning-oriented cycle involving mission clarification, priority setting, implementation, monitoring/review and improvement.

How the school supports postgraduate professional education and training of pharmacists and the development of pharmacy graduates who are trained with other health professionals to provide patient care as a team

The School promotes post-graduate education and training of pharmacists through a full range of educational programs.

Continuing Professional Development. The SoP offers one of the premier programs in continuing professional development. Extension Services in Pharmacy (ESP) was created in the 1950’s and is a division within the School. ESP is an ACPE-accredited provider of continuing
pharmacy education. Consisting of 5 full-time faculty and 3 support staff, the ESP provides postgraduate education for pharmacists nationally and for scientists working in pharmaceutical industry worldwide. The mission of ESP is focused on life-long learning and continuing professional development. Many ESP programs utilize the expertise of School of Pharmacy faculty as speakers. Pharmacists involved as preceptors in the School’s experiential education program and graduate students are provided with reduced registration fees for Extension programs and faculty can participate for free.

**Community Pharmacy Residency Program.** The School also sponsors two post-graduate residency programs. The Community Pharmacy Residency Program has 4 PGY-1 sites and in 2010 began a PGY-2 residency.

**MS/Residency Program.** In collaboration with University Hospital & Clinics, the School offers a 2-year MS/Residency program in health-system pharmacy administration and leadership that enrolls 4 new students each year.

**Interprofessional (IP) Education** efforts are numerous and varied (see Standards 8, 12 & 14 for further information). They are supported at the administrative level by regular meetings of the Associate Dean for Academic Affairs with her counterparts from the Schools of Medicine & Public Health, Nursing and Veterinary Medicine. At the curricular level, SoP instructors from both didactic and experiential courses collaborate with faculty counterparts from our sister Schools. Interprofessional co-curricular and extra-curricular activities continue to expand and to support students’ overall experience in working with members of other health professions.

**How the school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard**

Through the establishment of its mission, strategic priorities to accomplish that mission, and specific assignment of faculty to accomplish/monitor the priorities, the School builds on its commitment to continuous improvement and attempts to accomplish its commitment to current students, faculty and stakeholder served. Through its website and publications the School promotes its mission, values and guiding principles to potential future students.

**Interpretation of the data from the applicable AACP standardize survey questions, especially notable differences from national or peer norms**

Results of the AACP Survey suggest that New Graduates and recent Alumni from the UW SoP are similar to graduates of our peer institutions with respect to their enthusiasm of pharmacy as a career choice. Results are less positive for choosing to study at this particular school of pharmacy and evaluation of the overall quality of the educational experience here. While responses from New Graduates show improvement over time and now match our peers, we will continue to monitor this.
4. College or School's Final Self-Evaluation

| Compliant | Compliant with Monitoring | Partially Compliant | Non-Compliant |

5. Recommended Monitoring

(School comments begin here)
2. Strategic Plan

The college or school must develop, implement, and regularly revise a strategic plan to facilitate the advancement of its mission and goals. The strategic plan must be developed through an inclusive process that solicits input and review from faculty, students, staff, administrators, alumni, and other stakeholders as needed, have the support of the university administration, and be disseminated in summary form to key stakeholders.

2. College or School's Self-Assessment

| The program is in the process of or has developed, implemented, and regularly revises a strategic plan to advance its mission and long-term goals. | Satisfactory |
| The strategic planning process is inclusive, soliciting input and review from faculty, students, staff, administrators, alumni, and other stakeholders as needed, has the support of the university administration, and is disseminated in summary form to key stakeholders. | Satisfactory |
| The strategic plan of the college or school is aligned with the university’s strategic plan. | Satisfactory |
| Substantive changes are addressed through the strategic planning process, taking into consideration all resources (including financial, human, and physical) required to implement the change and the impact of the change on the existing program. | Satisfactory |
| Consultation with ACPE occurred at least six months before recruiting students into new pathways or programs. | |
| The college or school monitors, evaluates and documents progress toward achievement of strategic goals, objectives, and the overall efficacy of the strategic plan. | Satisfactory |

3. College or School's Comments on the Standard

Focused Questions

- How the college or school's strategic plan was developed, including evidence of the involvement of various stakeholder groups, such as faculty, students, preceptors, alumni, etc.
- How the strategic plan facilitates the achievement of mission-based (long-term) goals
- How the college or school's strategic plan incorporates timelines for action, measures, responsible parties, identification of resources needed, and mechanisms for ongoing monitoring and reporting of progress
- How the college or school monitors, evaluates and documents progress in achieving the goals and objectives of the strategic plan
- How the support and cooperation of University administration for the college or school plan was sought and achieved, including evidence of support for resourcing the strategic plan?
- How the strategic plan is driving decision making in the college or school, including for substantive changes to the program
- How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
Any other notable achievements, innovations or quality improvements

Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms.

(School comments begin here)

How the school’s strategic plan was developed, including evidence of the involvement of various stakeholder groups such, faculty, students, preceptors, alumni, etc.

Development of the School's current 5-year strategic plan (2010-15) involved the same multi-step process that produced the 2005-10 plan. Trained facilitators from UW's Office of Quality Improvement assisted SoP faculty, staff, students and invited stakeholders in developing the overarching goals within the plan, along with priorities intended to meet those goals. The School's Academic Planning Committee (APC) was charged with crafting the document and received input from the Dean's Advisory Council (DAC), faculty, students, staff and other stakeholder groups. The 2010 faculty/staff retreat was used to review the strategic plan, offer feedback on its priorities, and approve the plan. Since its approval, the strategic plan has been distributed to faculty and staff, students, alumni, preceptors and other stakeholders in addition to being posted on the School's webpage.

The Board of Visitors (BOV), an advisory group composed of alumni and friends of the School that meets semi-annually, plays an active role in strategic planning. BOV meetings are a forum for discussion and dissemination of the strategic priorities and provide the School with valuable input from these key external stakeholders.

How the strategic plan facilitates the achievement of mission-based (long-term) goals

A review of the School's strategic priorities is evidence of their alignment with its mission. The mission of the SoP is to educate, train, and maintain competency of highly-skilled pharmacists (exemplary educational experiences) and scientists (recruit, develop, retain outstanding faculty); to create, transmit, and apply new knowledge based on cutting-edge research in the pharmaceutical, social, and clinical sciences (advance our research mission); and to enhance the quality of life through improved health for the people of Wisconsin and the global community (foster our commitment to the Wisconsin Idea). The strategic priorities for the School closely parallel priorities of the University of Wisconsin-Madison.

How the school’s strategic plan incorporates timelines for action, measures, responsible parties, identification of resources needed, mechanisms for ongoing monitoring and reporting of progress

Annually, the School identifies specific initiatives or action plans for addressing each of our strategic priorities. This process has become increasingly structured and systematic over time. The APC initiates this process, reviewing progress on each of the previous year's action items, re-visiting the overall plan and updating items as necessary. Each fall, as part of the School of Pharmacy retreat, the Dean's State of the School presentation lists progress on action items from the previous year and proposes action items for the coming year. Students from all years of the curriculum are invited to participate in the retreat and the planning process.
The timeframe for initiatives for advancing our strategic priorities that result from this process is a one year period commencing in the fall of each academic year. The document identifies specific initiatives intended to address the goals of the strategic plan, specific actions intended to achieve the initiative, resources needed to accomplish the action, and the responsible person or group. Importantly, these action items feed forward to inform charges that are given to School of Pharmacy committees.

**How the school monitors, evaluates and documents progress in achieving the goals and objectives of the strategic plan**

The School is using Open Atrium, an open source platform designed to facilitate team collaboration and communication. We began use of Open Atrium for coordinating work on this Self-Study. Based on the system’s flexibility and ease of access, its use has expanded to include a variety of SoP committees and work units.

We have used various features in Open Atrium to monitor and document strategic initiatives. Using the Case Tracker, responsibility for each initiative is assigned to the relevant individual or group. The Notebook, Blog, Calendar, and other functions enable easy sharing of information, commenting on efforts, and documenting of progress on a continual, real-time basis.

Information gathered in Open Atrium is complemented by reports submitted each June by SoP committees. These reports document progress on committee charges and comment on how the committee’s activities addressed the School’s mission and strategic plan.

**How the support and cooperation of University administration of the school plan was sought and achieved, including evidence of support for resourcing the strategic plan**

University Administration assisted the School by providing facilitators from the University to help the faculty identify needs and issues, and develop the initial strategic plan. The final strategic priorities were shared with University Administration. There are no additional University resources available to help the School with implementation of the strategic priorities and these will need to be accomplished through traditional School funding sources.

**How the strategic plan is driving decision making in the school, including for substantive changes to the program**

The strategic plan creates the framework for the School’s initiatives and actions. Following plan approval, each division reviews the strategic plan and identifies division-specific objectives and responsibilities that flow from or complement the plan.

When a targeted outcome requires Faculty approval, recommendations from the relevant committee or task force are introduced, discussed and voted upon by the faculty. The strategic plan informs faculty, staff, students and stakeholders. It is not the sole driving force for decision-making, though. For example, various ACPE standards pertaining to the curriculum are in the purview of the Curriculum Committee. That Committee brings forward recommendations that must be voted on by Faculty.

The following are examples of initiatives related to the 2005-10 Strategic Plan's Priority 1 (Assure that our students are of the highest quality and exhibit the attributes necessary for success) and
Priority 2 (Integrate and enhance learning), how they have been met, and how they have resulted in substantive changes to improve the PharmD program:

- The PharmD Admissions Committee was charged to develop guidelines and materials for training Admission Committee members. These were completed and provide the platform for the holistic review process used by the Admissions Committee. (See Standard 17)

- The Associate Dean for Academic Affairs was assigned to continue semester meetings with coordinators of core courses in the PharmD curriculum, to coordinate exam schedules and other administrative matters. Course coordinators continue to meet each semester and their discussions have been broadened to include curricular coordination concerns. (See Standard 10)

- Concept mapping has been completed, as well as further definition of the goals and objectives for core courses. This has resulted in modification of course content and is informing curricular revisions that began being implemented in the current semester. (See Standards 13 and 15)

- Development of the School of Pharmacy’s Office for Global Health has increased the number and diversity of international clerkships available. (See Standard 14)

Several additional examples illustrate the breadth of activities that have been fostered through the 2005-10 Strategic Plan:

- Development/revision of Division-specific strategic plans that are coordinated and consistent with School-wide plan have been completed for each of the academic divisions and multiple support units. (Priority #5: Improve internal and external collaboration and further a sense of community within the School of Pharmacy)

- Diversity is a factor that is considered the Scholarship Committee in awarding SoP scholarships by awards. (Priority #6: Increase diversity)

- The Pharmacy Practice and Social & Administrative Science Divisions have collaborated with the Wisconsin Pharmacy Quality Collaborative (WPQC) to assess types of quality measures that can be successfully implemented in community pharmacies. (Priority #7: Influence the practice of pharmacy and health care delivery)

How the school is applying the guidelines for this standard

The guidelines were applied against the known documents and processes currently in place. Self-assessment of the ACPE guidelines informed the School about real or potential process weaknesses. A review of our strategic plan, mission, vision, and guiding principles meet the intent and expectation of the standard. Faculty accountability for the School's strategic initiatives occurs through committee and/or individual faculty/staff assignments.

Any other notable achievements, innovations or quality improvements
We continue to make more systematic our efforts related to strategic priorities. Importantly, using Open Atrium provides us with a continual, real-time mechanism to apply timelines, monitor progress and document effects.

Interpretation of data from applicable AACP standardized survey questions, especially notable differences from national or peer group norms.

There was no significant difference between UW SoP faculty and peer institutions with respect to: 1) the School effectively employs strategic planning and 2) the School requests faculty input during the development of the current strategic plan. We note that these questions do not provide information about the appropriateness or effectiveness of goals and objectives within the strategic plan or with their respective action items.

4. College or School's Final Self-Evaluation

☐ Compliant  ☐ Compliant with Monitoring  ☐ Partially Compliant  ☐ Non-Compliant

5. Recommended Monitoring

(School comments begin here)
### 3. Evaluation of Achievement of Mission and Goals

The college or school must establish and implement an evaluation plan that assesses achievement of the mission and goals. The evaluation must measure the extent to which the desired outcomes of the professional degree program (including assessments of student learning and evaluation of the effectiveness of the curriculum) are being achieved. Likewise, the extent to which the desired outcomes of research and other scholarly activities, service, and pharmacy practice programs are being achieved must be measured. The program must use the analysis of process and outcome measures for continuous development and improvement of the professional degree program.

#### 2. College or School's Self-Assessment

<table>
<thead>
<tr>
<th></th>
<th>Needs Improvement</th>
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<tbody>
<tr>
<td>The evaluation plan describes a continuous and systematic process of evaluation covering all aspects of the college or school and the accreditation standards. The plan is evidence-based and embraces the principles and methodologies of continuous quality improvement.</td>
<td></td>
</tr>
<tr>
<td>Individuals have been assigned specific responsibilities in the evaluation plan.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The evaluation plan uses surveys of graduating students, faculty, preceptors, and alumni from the American Association of Colleges of Pharmacy (AACP).</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The evaluation plan includes assessments to compare and establish comparability of alternative program pathways to degree completion, including geographically dispersed campuses and distance-learning activities.</td>
<td></td>
</tr>
<tr>
<td>The program assesses achievement of the mission and long-term goals.</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>The analysis of process and outcome measures is used for continuous development and improvement of the professional degree program.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The program measures the extent to which the desired outcomes of the professional degree program (including assessments of student learning and evaluation of the effectiveness of the curriculum) are being achieved.</td>
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<td>Needs Improvement</td>
</tr>
<tr>
<td>The evaluation plan includes the college or school's periodic self-assessment using the accreditation standards and guidelines to assure ongoing compliance.</td>
<td>Satisfactory</td>
</tr>
</tbody>
</table>

#### 3. College or School's Comments on the Standard

**Focused Questions**

- [x] How all components of the program's mission and goals are being followed and assessed
- [x] How the college or school periodically self-assesses its program using the accreditation standards and guidelines to assure ongoing compliance.
- [x] A description of the instruments used in assessment and evaluation of all components of the program's mission (e.g. in the areas of education, research and other scholarly activity, service, and pharmacy practice).
- [x] How assessments have resulted in improvements in all mission-related areas
How all components of the program’s mission and goals are being followed and assessed

Ensuring quality of the School’s professional program has always been a high priority and assessment of curriculum has been an ongoing process. Until recently, however, the School lacked a structured approach to assess the progress of changes and initiatives at the program- and institution-levels. During 2010, the School’s Assessment Committee developed a document, the Programmatic Evaluation and Educational Assessment Plan (PEEAP) to address this gap. Following review and comment by the Academic Planning Council (APC) and Dean’s Advisory Council (DAC), the SoP Faculty reviewed and approved this document (on 12/10/10) and it now is in the process of full implementation.

The Plan provides guidance for ensuring that all areas of the School’s mission are being addressed successfully. It is designed to be 1) a systematic, ongoing effort that 2) focuses on processes and outcomes of importance, 3) employs processes that are minimally intrusive and effectively link into ongoing activities, and 4) applies meaningful metrics to yield results that 5) are useful in identifying areas and directions for improvement.

The Plan speaks to assessment and evaluation at the student-, program- and institution-levels. Activities that focus on students individually and in the aggregate are referred to in the Plan as Educational Assessment. Assessment of student learning outcomes is, obviously, of central importance here. Activities that focus beyond student-related outcomes are referred to in the Plan as Programmatic Evaluation and include efforts to measure and improve performance in all areas of the School’s mission. While the Plan is comprehensive in coverage, we focus here on its programmatic evaluation components as they relate to Standard 3. Educational assessment components are addressed under Standard 15.

The School’s programmatic evaluation efforts address two different but interrelated areas. The first is implementation of the strategic plan and progress on achievement of strategic initiatives. This is complemented by the second area, performance related to core functions of the School.

Strategic initiatives. As described in Standard 2, the School’s use of Open Atrium provides an online system for documenting and monitoring progress in accomplishing strategic initiatives. Individuals with lead responsibility for specific action items are responsible for providing updated information about progress and achievements. Progress is reviewed annually in May/June and this information is incorporated into development of strategic initiatives and action plans for the following academic year.
Core functions of the SoP generally align with the administrative responsibilities held by the School’s Associate and Assistant Deans. Their emphasis areas are: Academic and Student Affairs, Administration, Experiential Education, Faculty Affairs, Graduate Studies, Outreach, Research, and Research Administration. In each area, a limited number of high-priority performance indicators have been identified for ongoing monitoring and inclusion in a performance dashboard. Indicators were selected in consultation with the Dean and with input from relevant groups within the School. Performance is being measured annually with results included in the School’s annual Assessment Report.

Description of instruments used in assessment and evaluation of all components of the program’s mission

The new programmatic evaluation plan assures that assessments focus on processes and outcomes that are important to the School’s mission and vision. This mission embraces the goals of educational excellence, of which the professional degree program is a critical component; faculty and student scholarly activity through research; and the School’s commitment to service and quality professional practice.

The Plan delineates the guiding principles and processes for assessing each of these and identifies individual/groups responsible for implementing identified changes. As described in Standard 2, evaluation of progress in accomplishing strategic initiatives uses the case tracking function in Open Atrium. Complementing this, the Core Functions Evaluation Plan identifies performance indicators related to the School’s mission (i.e., education, research/scholarship and outreach/service) and to mission-critical resources (i.e., financial resources and support services). Indicators identify responsible persons, specific metrics, and numeric goals. The Core Functions Evaluation Plan was completed in Summer 2011, so we are still in the first cycle of its use. We will monitor and continue to refine it as we proceed with its implementation.

Programmatic evaluation results will be presented annually in a formal written report prepared by the Director of Assessment and the Assessment Committee. As has been the Dean’s practice, accomplishments will continue to be discussed at meetings of the Dean’s Advisory Council and/or presented by the Dean in her State-of-the School presentation at the all-school retreat prior to each fall semester. The newly implemented assessment plan should improve the process and provide metrics for measuring success. The AACP surveys of alumni, faculty, preceptors and recent graduates are in use. Their results are shared with the Curriculum and Assessment Committees to help those committees identify trends and ways of addressing areas of concern with School programmatic activities.

How assessments have resulted in improvements in all mission-related areas

The Programmatic Evaluation and Educational Assessment Plan provides a systematic approach to measuring improvement in all mission-related areas and to identifying areas of deficiency. As described above, the plan focuses on (ongoing) performance of core functions of the School and on accomplishment of (special) strategic initiatives related to the School’s strategic priorities. With input
from faculty, students, staff and stakeholders, the Academic Planning Committee (APC) is charged with shaping the strategic plan/strategic initiatives and with monitoring its progress. APC also is responsible for reviewing the “dashboard” of core function performance measures. As recognized above, we are still in the first cycle of using this system and will monitor and continue to refine it moving forward. We believe that this will provide a timely means for recognizing and promoting programmatic improvement. In the absence of well-defined national or peer group performance standards, the onus is on the School to develop internal metrics that allow assessment and tracking of meaningful improvement.

Innovations and best practices implemented by the school

We view the logic, organization and processes of our Programmatic Evaluation and Educational Assessment Plan as an innovative approach to programmatic evaluation and incorporating best practices related to accountability, learning and improvement in higher education. The plan provides the School with a systematic, reliable and manageable approach to evaluating program- and institution-level outcomes.

Description of members of Assessment Committee, charges and major accomplishments in the last academic year

The 2011-12 Assessment Committee is chaired by a Pharmacy Practice faculty member (B. Martin) whose PhD studies focused in the area of adult learning. Members are 7 faculty/staff members (including the Director of Assessment), 3 students and 1 alumna. The Associate Dean for Academic Affairs is an ex officio member.

Prior to Fall 2009, the Assessment Committee focused its activities primarily on the assessment of the curriculum; this has been expanded to include the total mission of the School. The Committee’s core charges focus on the array of curricular and non-curricular activities that are included in the Programmatic Evaluation and Educational Assessment Plan. Responsibility for assessing progress on the School’s core functions and strategic initiatives is shared with the Dean and administrative committees (APC, DAC). A major accomplishment of the past year was development, approval and implementation of PEEAP. Other important progress is development of a strategy to assess pre-APPE competencies. These efforts will be brought to fruition in 2011-12.

How the school makes available to key stakeholders the major findings and actions resulting from its evaluation plan

Upon completion of our first year under the PEEAP, an enhanced annual assessment report will be distributed for review and comment by the Dean, faculty, students, Board of Visitors and other stakeholders. Comments on the report, along with recommendations regarding possible refinement or alteration of the outcome measures will be used by the Dean’s Advisory Council and the Assessment Committee to make adjustments in the School’s evaluation of its strategic initiatives. AACP Alumni Survey results show that, among recent UW alumni, only half have been asked for
input/feedback for programmatic improvements at the School. While this result is comparable to peer institutions, we believe that broader dissemination of an enhanced assessment report provides great opportunity both for better engaging our alumni and improving our School.

How the school is applying the guidelines for this standard

The School's recently-implemented Programmatic Evaluation and Educational Assessment Plan is being used to address the guidelines for this Standard. Through monitoring success of strategic initiatives and performance of core functions, enables recognition of problems and identification of new priorities to continually realize the vision, mission, and guiding principles of the School.

Any other notable achievements, innovations or quality improvements

Described above

4. College or School's Final Self-Evaluation

☐ Compliant ☑ Compliant with Monitoring ☐ Partially Compliant ☐ Non-Compliant

5. Recommended Monitoring

(School comments begin here)
• The new Programmatic Evaluation and Educational Assessment Plan complements current student- and curriculum-focused assessment activities. It provides enhancements and structure to the School's quality improvement process. Because the Plan is still in being implemented, this process will be monitored closely. Modifications will be made to the Plan based on our experience with it.
• Evaluation results arising from the new Plan also will be closely monitored by the Assessment Committee. Given the Plan's expanded scope of coverage, new areas for programmatic improvement may be identified. The Assessment Committee will bring these to the attention of the Dean, the Dean's Advisory Council and/or other relevant groups so that improvement efforts can be initiated.
• The Assessment Committee will continue to review AACP survey results to identify trends and areas of concern within the School and to explore ways of improving curricular and programmatic concerns.
4. Institutional Accreditation

The institution housing the college or school, or the independent college or school, must have or, in the case of new programs, achieve full accreditation by a regional/institutional accreditation agency recognized by the U.S. Department of Education.

2. College or School's Self-Assessment

| The institution housing the program, or the independent college or school, has full accreditation by a regional/institutional accreditation agency recognized by the U.S. Department of Education or it is in the process of seeking accreditation within the prescribed timeframe. | Satisfactory |
| The college or school reports to ACPE, as soon as possible, any issue identified in regional/institutional accreditation actions that may have a negative impact on the quality of the professional degree program and compliance with ACPE standards. | Satisfactory |

3. College or School's Comments on the Standard

Focused Questions

☑ Any deficiencies from institutional accreditation that impact or potentially impact the college, schools or program (if applicable)
☑ Measures taken or proposed by the college or school to address any issues arising from institutional accreditation (if applicable)
☑ How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard

(School comments begin here)

Any deficiencies from institutional accreditation that impact the college, schools or program.

The University of Wisconsin School of Pharmacy is part of the University of Wisconsin (UW)-Madison. UW-Madison was founded in 1848 by an act of the Wisconsin state legislature, and it was named a land-grant university under the federal Morrill Act in 1862. As of 2007, UW-Madison had an enrolled student population of 42,041 and a faculty of 2,198. UW-Madison has maintained a continuous accreditation from the Higher Learning Commission (HLC) of the North Central Association since 1913. As of the most recent reaccreditation self-study, the academic structure of the UW-Madison included 13 colleges and schools, 120 academic departments, and approximately 440 academic degree/major programs. Every 10 years, the HLC conducts a comprehensive evaluation of the UW-Madison including its academic programs and its governance structure as part of the process for continued institutional accreditation. The most recent comprehensive evaluation visit by an evaluation team from the HLC occurred on April 27-29, 2009. Prior to that visit, UW-Madison conducted a Special Emphasis Self-Study titled “For Wisconsin and the World: A Great Public University.” This self-study was addressed in the site visit reports along with related accreditation criteria. The overall recommendation from the evaluation team of the HLC was for continued accreditation of the UW-Madison with no interim follow-up visits prior to the next comprehensive HLC review that is scheduled to occur in 2019. The HLC evaluation team did outline challenges facing the UW-Madison during the next 10 years in the Advancement Section of the Report of
a Comprehensive Evaluation Visit. While the challenges outlined in this report are not insignificant, none of these challenges will directly impact the mission of the UW School of Pharmacy.

**Measures taken or proposed by the college or school to address any issues arising from institutional accreditation**

Not applicable.

**How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard**

The School of Pharmacy is a full participant in the processes for obtaining and maintaining Institutional Accreditation. We are also aware of the guideline reporting responsibilities to ACPE should there be any change in Institutional Accreditation status that impacts compliance with ACPE standards.

4. College or School's Final Self-Evaluation

| ☑ Compliant | ☐ Compliant with Monitoring | ☐ Partially Compliant | ☐ Non-Compliant |

5. Recommended Monitoring

(School comments begin here)
5. College or School and University Relationship

The college or school must be an autonomous unit within the university structure and must be led by a dean. To maintain and advance the professional degree program, the university president (or other university officials charged with final responsibility for the college or school) and the dean must collaborate to secure adequate financial, physical (teaching and research), faculty, staff, student, practice site, preceptor, library, technology, and administrative resources to meet all of the ACPE accreditation standards.

2. College or School's Self-Assessment

<table>
<thead>
<tr>
<th>The university president (or other university officials charged with final responsibility for the college or school) and the dean collaborate to secure adequate financial, physical (teaching and research), faculty, staff, student, practice site, preceptor, library, technology, and administrative resources to meet all of the ACPE accreditation standards.</th>
<th>Satisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>The college or school participates in the governance of the university, in accordance with its policies and procedures.</td>
<td>Satisfactory</td>
</tr>
</tbody>
</table>
| The college or school has autonomy, within university policies and procedures and state and federal regulations, in all the following areas:  
  - programmatic evaluation  
  - definition and delivery of the curriculum  
  - development of bylaws, policies, and procedures  
  - student enrollment, admission and progression policies  
  - faculty and staff recruitment, development, evaluation, remuneration, and retention | Satisfactory |
| The college or school's reporting relationship(s) is depicted in the university's organizational chart. | Satisfactory |

3. College or School's Comments on the Standard

**Focused Questions**

- How the college or school participates in the governance of the university (if applicable)
- How the autonomy of the college or school is assured and maintained
- How the college or school collaborates with university officials to secure adequate resources to effectively deliver the program and comply with all accreditation standards
- How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
- Any other notable achievements, innovations or quality improvements

(School comments begin here)

UW-Madison is part of the 26-campus University of Wisconsin System. All System colleges and universities are governed by a single 18-member Board of Regents and a System-wide President, currently Kevin P. Reilly. The UW-Madison campus is led by Interim Chancellor David Ward.
and Provost Paul DeLuca. Statutes of the State of Wisconsin establish clear policies of shared governance involving University administration, faculty, staff and students.

**How the school participates in the governance of the university**

All School of Pharmacy faculty, staff and students participate directly (or indirectly through representation) in governance of the University. Participation of the SoP and its constituents in shared governance of the University helps ensure that the School is able to secure adequate financial, physical (teaching and research), faculty, staff, student, practice site, preceptor, library, technology, and administrative resources to meet all ACPE accreditation standards.

The Faculty Senate, Academic Staff Assembly, and Associated Students of Madison are elected bodies that provide faculty, academic staff, and students, respectively, with formal processes for participation in governance of the institution. All three bodies maintain detailed web sites in order to promote shared governance and make governance information readily accessible to all members of the campus community.

The Faculty Senate, convened by the Chancellor, is the representative governing body for the Faculty of the University of Wisconsin-Madison. The Senate’s 211 Senators includes three Senators (and three alternates) who are elected by the Faculty of the School of Pharmacy and serve 3-year terms. The Academic Staff Assembly, convened by the Provost, represents the Academic Staff; from the School of Pharmacy, this includes both instructional (i.e., CHS and clinical track faculty) and non-instructional (i.e., administrative and research) academic staff. Faculty senators and academic staff representatives are expected to converse regularly with colleagues about issues arising in their respective divisions. Representatives of the University’s 4,300 unionized employees have met regularly with the Vice Chancellor for Administration in the Labor Management Advisory Committee. Finally, the Council for Non-represented Classified Staff (CNCS) meets regularly to address issues of concern for the 700 non-represented staff and is part of the Labor Management Advisory Committee. Growing awareness of the importance of including classified staff members in shared governance has resulted in a growing number of classified staff appointments to committees across the University.

Wisconsin is one of few states where students have statutory rights to participate in University governance. Students in many departments, schools and colleges have formed governance groups to represent their interest; this includes the School of Pharmacy. In addition, all students are eligible to vote in selecting representatives to sit on the Student Council of the Associated Students of Madison (ASM), the recognized student government. ASM represents students in discussions with University administration and with faculty and academic staff governance groups.

**How the autonomy of the school is assured and maintained**

Autonomy of the School is assured in formal policies of the State and maintained through ongoing interactions of the School’s administration, faculty and staff.
Pharmacy Dean Jeanette Roberts reports directly to the Chancellor and Provost/Vice Chancellor for Academic Affairs. This typically occurs in the context of twice-monthly meetings of the Chancellor and Vice Chancellors with the academic deans. Dean Roberts meets bimonthly with the Provost on an individual basis. She has frequent interaction with the Chancellor, Provost, Vice Chancellor for Administration and other administrators on matters of budget, academic programs, academic personnel, space/facilities, business affairs, research administration, student discipline and counseling, admissions, and minority affairs. UW-Madison's culture of decentralized internal decision-making structures and processes grants considerable autonomy to individual schools/colleges and their deans.

Rights and responsibilities of SoP faculty are established in University of Wisconsin Faculty Policies and Procedures (FP&P). As stated in FP&P §1.20.A, "The faculty is vested with responsibility for the immediate governance of the university, subject to the responsibilities and powers of the chancellor and under other provisions of 36.09, Wisconsin Statutes, and shall actively participate in university policy development." The authority of the faculty includes: a) control of matters involving academics and student promotion, including the advancement of students and dismissal for poor performance, b) recommending to the University faculty requirements for admission to the School, its courses of study, conditions of graduation, and the nature of the degrees to be conferred, and c) administering the regulations for the admission of students, in so far as this duty is committed to them by the University faculty. Under Wisconsin Statutes Ch 36.09(4), the faculty also is empowered to adopt rules and procedures for recruitment, appointment, and review of performance of members of the faculty.

How the school collaborates with university officials to secure adequate resources to effectively deliver the program and comply with all accreditation standards

The Dean and other School representatives participate in multiples campus-level administrative councils that assist the School in securing information, collaborators, facilities and other resources needed for program delivery and compliance with accreditation standards. Several examples illustrate this.

- **Health Sciences Council**: Dean Roberts meets each semester with the Deans of Medicine and Public Health, Nursing, Veterinary Medicine, the Director of Ebling Library (Health Sciences), and the CEO of UW Hospital and Clinics, and several other health sciences administrators. This group is chaired by the Provost, which provides an effective link back to the University's central administration. The Health Sciences Council is responsible for stimulating new collaborations in interdisciplinary professional instruction, research, computer-based and distance learning initiatives, and integrated facilities development.

- **BioScience Deans Council**: Dean Roberts meets bimonthly with the Deans of Letters & Science, Agricultural & Life Sciences, Medicine & Public Health, Veterinary Medicine, Nursing, Education and the Graduate School. The Council chair serves on a rotating basis and reports to the Chancellor. The objective of this group is to serve as counsel to the Chancellor on campus-wide biology initiatives involving instruction and research, emerging centers of interest, and facilitation of interdepartmental collaborations.
Among the councils on which other SoP representatives are: University Assessment Council, Council of Associate Deans, and Interprofessional Education (each involving the Assoc. Dean for Academic Affairs); Associate Deans for Research Committee and Animal Care and Use Committee (Assoc. Dean for Research); Institute for Clinical and Translational Research (Dean, multiple faculty); and Administrative Council (Assoc. Dean for Administration).

**How the school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard**

As described above, the Dean, faculty, staff and students from the School of Pharmacy participate in University governance and directly apply principles set forth in the guidelines for this standard. Many members of the School of Pharmacy play important roles in applying the guidelines on the relationship between the SoP and the larger academic community in the University. This includes holding joint or affiliate appointments in academic departments outside the School; participating in university-wide centers, programs or committees; and teaching courses in other University departments and/or schools (see Standard 6).

Within the School of Pharmacy, committees that determine academic and related policies have sufficient autonomy to ensure that the School of Pharmacy programs meet all ACPE accreditation standards. For example, committees such as the School of Pharmacy Academic Planning Council (APC) are considered by the UW-Madison to be the decision-making body for academic policies in the School of Pharmacy. Many decisions of the SoP’s APC are presented to the University Academic Planning Council (UAPC) for information purposes. This is an important step because changes within the purview of an individual school (like the SoP) may have an impact on other campus units. The UAPC serves as the body to officially recognize and formally document these changes at the institution-level. Autonomy of the School of Pharmacy is maintained while important actions taken by the School of Pharmacy are monitored by the University’s central administration.

**Any other notable achievements, innovations, or quality improvements**

University officials work collaboratively with and recognize the needs of the School. Recent examples of this include returning to the School funds generated through expanded class size and enrollment deposits.

4. College or School's Final Self-Evaluation

| ☑ Compliant | ☐ Compliant with Monitoring | ☐ Partially Compliant | ☐ Non-Compliant |

5. Recommended Monitoring

(School comments begin here)
6. University of Wisconsin - Madison / School of Pharmacy

6. College or School and Other Administrative Relationships

The college or school, with the full support of the university, must develop suitable academic, research, and other scholarly activity; practice and service relationships; collaborations; and partnerships, within and outside the university, to support and advance its mission and goals.

2. College or School's Self-Assessment

| The college or school, with the full support of the university, develops suitable academic, research, and other scholarly activity; practice and service relationships; collaborations; and partnerships, within and outside the university, to support and advance its mission and goals. | Satisfactory |
| Formal signed agreements that codify the nature and intent of the relationship, the legal liability of the parties, and applicable financial arrangements are in place for collaborations and partnerships. | Satisfactory |
| The relationships, collaborations, and partnerships advance the desired outcomes of the professional degree program, research and other scholarly activities, service and pharmacy practice programs. | Satisfactory |

3. College or School's Comments on the Standard

Focused Questions

☑ The number and nature of affiliations external to the college or school
☑ Details of academic research activity, partnerships and collaborations outside the college or school
☑ Details of alliances that promote and facilitate interprofessional or collaborative education
☑ How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
☑ Any other notable achievements, innovations or quality improvements

(School comments begin here)

**Number and nature of affiliations external to the school**

The University of Wisconsin (UW) School of Pharmacy (SoP) has had a long history of excellence across the areas of academia, teaching and research; practice and service relationships; and collaborations and partnerships, both within and outside the university. UW SoP operates within the very large, highly decentralized and culturally diverse UW-Madison campus. Within the University environment there are more than 100 [Centers and Institutes](https://www.wisc.edu/centers-and-institutes/). Of those, SoP intimately interacts to support and advance our mission and goals with more than 15 affiliations/relationships outside of the School for which the School provides financial support as part of its participation in these programs. In addition to the financial support for these programs, SoP also has faculty, staff and students who participate in leadership, faculty and student roles.

**Details of academic research activity, partnerships and collaborations outside the school:**

Within many of the UW Centers/Institutes, SoP faculty/staff participate as leaders, teachers and learners. The following are a few examples:

- University of Wisconsin - Madison / School of Pharmacy
UW ICTR:

The UW Institute for Clinical and Translational Research (UW ICTR), funded under NIH, represents a novel partnership between UW-Madison (with the William S. Middleton [Madison] VA Medical Center) and the Marshfield Clinic. This union creates an amalgamation of the strong and distinct resources of these institutions, bringing together unique opportunities to enhance the clinical and translational research opportunities in Wisconsin. The UW-Madison area of ICTR is composed of five academic partners. They are the Schools of Medicine, Nursing, Pharmacy, and Veterinary Medicine and the College of Engineering. Currently, there are 48 investigators, staff, and trainees from the SoP who are members of ICTR. Of those, 27 have benefited from ICTR resources since the March of 2010. Four SoP faculty have participated as KL2 scholars and seven SoP faculty have been recipients of one of the ICTR Pilot (Type 1 & 2) Grant Awards. Two of the SoP students have been supported as TL1 Scholars.

School of Pharmacy Office of Global Health:

The Office of Global Health at the University of Wisconsin-School of Pharmacy exists to foster sustainable educational, service and research collaborations with partner institutions domestically and internationally in order to define and promote the roles of pharmacists in improving public health at home and abroad. SoP Faculty: Connie Kraus, Lee Vermeulen, Thomas Thielke

Global Health Institute:

The UW Global Health Institute addresses health issues that transcend national boundaries and contributes to sustainable health improvements for humans, animals and the environment through interdisciplinary education, research and partnerships.

SoP faculty participate as Steering Committee members, Ad Hoc members, Affiliates and faculty of this initiative.

UWCCC:

UW School of Pharmacy currently has 12 faculty/affiliate faculty who are members of the University of Wisconsin Carbone Cancer Center (UWCCC). The University of Wisconsin Carbone Cancer Center in Madison is committed to leading-edge research to provide better treatment and, ultimately, cures for cancer. In addition, the McArdle Laboratory for Cancer Research, an integral part of the UWCCC, is dedicated to cancer research and conducts some of the most innovative research in this field. UWCCC members total more than 250 faculty from 55 departments and nine schools, and participate in and have access to Research Programs, Disease-Oriented Working Groups and Shared Services.

Details of alliances that promote and facilitate inter-professional or collaborative education:

UW ICTR: See above

The School of Pharmacy has strong affiliation with the School of Nursing, SMPH and College of Engineering in academic and teaching collaboration. Examples include share facilities; joint and team teaching; development of shared teaching resources; shared student advising; and collaboration of certificate programs.

School of Pharmacy faculty can have joint or affiliate appointments with other departments on campus, broadening their spheres of activity and contributions. Joint or affiliate appointments are permissible for both tenured faculty or academic staff. Joint appointments confer voting rights in either the department
and/or executive committee as determined by the conferring department. An affiliate appointment may be conferred but does not include voting rights. A partial list of faculty holding such appointments include:

SoP faculty with Joint/Affiliate appointments:
Chewning, Betty (SAS) - Affiliate appt with Dept of Population Health (SMPH)
Claget-Dame, Margaret (Pharm Sci) - Biochemistry
Gallimore, Casey (PPD) - Joint appt with Dept of Family Medicine (SMPH)
Gidal, Barry (PPD) - Neurology
Hutson, Paul (PPD) - Cancer Center
Kao, Weiyuan John (Pharm Sci) - Joint appt with Biomedical Engineering (CoE) and Dept of Surgery (SMPH)
Kolesar, Jill (PPD) - Cancer Center
Li, Lingjun (Pharm Sci) - Chemistry
Mecozzi, Sandro (Pharm Sci) - Chemistry
Scarborough, John - Affiliate appt with Dept of History (L&S)
Sorkness, Chris (PPD) - Joint appt with Dept of Medicine
Sorkness, Rob (PPD) - Medicine & Pediatrics; Morris Institute for Respiratory Research
Vardeny, Orly - Joint appt with Dept of Medicine (SMPH)
Young, Henry - Affiliate appt with Dept of Population Health (SMPH)

UW faculty with SoP Affiliate/Adjunct appointments:
Adjunct faculty must be performing primarily instructional activities, be from a non-instructional institution and have professional careers outside of University Instruction. Thirteen Adjunct faculty are currently associated with the SoP (6-Pharm Sci, 5-ESP, 1-PPD, 1-SAS). There are currently four affiliate faculty associated with the Pharmaceutical Sciences division.

How the school is applying the guidelines in order to comply with the intent and expectation of the standard.
As outlined above, many members of the School of Pharmacy participate in collaborations and partnerships within and outside UW-Madison. These activities clearly fit within the intent and expectations put forth in the guidelines.

Any other notable achievements, innovations or quality improvements.
None.

4. College or School's Final Self-Evaluation

☐ Compliant  ☐ Compliant with Monitoring  ☐ Partially Compliant  ☐ Non-Compliant

5. Recommended Monitoring
(School comments begin here)
## 7. College or School Organization and Governance

The college or school must be organized and staffed to facilitate the accomplishment of its mission and goals. The college or school administration must have defined lines of authority and responsibility, foster organizational unit development and collegiality, and allocate resources appropriately. The college or school must have published, updated governance documents, such as bylaws and policies and procedures, which have been generated by faculty consensus under the leadership of the dean in accordance with university regulations.

### 2. College or School's Self-Assessment

<table>
<thead>
<tr>
<th>Statement</th>
<th>Satisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>The college or school is organized and staffed to facilitate the accomplishment of its mission and goals.</td>
<td></td>
</tr>
<tr>
<td>The college or school administrative leaders working with the dean have credentials and experience that prepare them for their respective roles.</td>
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<tr>
<td>The college or school administration has defined lines of authority and responsibility, fosters organizational unit development and collegiality, and allocates resources appropriately.</td>
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<tr>
<td>The college or school has established mechanisms to foster unity of purpose, effective communication, and collaboration among administrators.</td>
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<tr>
<td>The college or school's administrative leaders - individually or collectively - are developing and evaluating interprofessional education and practice opportunities</td>
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<tr>
<td>The college or school has published, updated governance documents, such as bylaws and policies and procedures, which have been generated by faculty consensus under the leadership of the dean in accordance with university regulations.</td>
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<tr>
<td>If the college or school organizes its faculty into subunits, such as departments or divisions, subunit goals and objectives align with the mission and goals of the college or school.</td>
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<tr>
<td>The effectiveness of each organizational unit is evaluated on the basis of its goals and objectives and its contribution to the professional program.</td>
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<tr>
<td>Programs are in place to hone leadership and management skills of college or school administrators, including department/division chairs (if applicable).</td>
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<tr>
<td>Faculty meetings and committees established to address key components of the mission and goals are part of the system of governance of the college or school.</td>
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<tr>
<td>Where appropriate, faculty committees include staff, students, preceptors, alumni, and pharmacy practitioners.</td>
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<tr>
<td>Minutes of faculty meetings and committee actions are maintained and communicated to appropriate parties.</td>
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<tr>
<td>The college or school has policies and procedures that address potential systems failures, whether such failures are technical, administrative, or curricular.</td>
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<tr>
<td>Contingency planning includes creating secure backups of critical applications and systems data, providing mechanisms for making up lost course work and academic</td>
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</table>
credit, securing alternate means for communication and information delivery, and creating exit strategies to protect students if part or all of a program loses viability.

| The college or school maintains an effective system of communication with internal and external stakeholders. | Satisfactory |
| Alternate program pathways are integrated into the college or school's regular administrative structures, policies, and procedures (including planning, oversight, and evaluation), and are supervised by an administrator who is part of the college or school. |
| The college or school ensures that workflow and communication among administration, faculty, staff, preceptors, and students engaged in distance-learning activities are maintained. |
| The college or school retains ultimate responsibility for the academic quality and integrity of distance-learning activities and the achievement of expected and unexpected outcomes, regardless of any contractual arrangements, partnerships, or consortia for educational or technical services. |

3. College or School's Comments on the Standard

**Focused Questions**

- A description of the college or school's organization and administration and the process for ongoing evaluation of the effectiveness of each operational unit
- A self-assessment of how well the organizational structure and systems of communication and collaboration are serving the program and supporting the achievement of the mission and goals
- How college or school bylaws, policies and procedures are developed and modified
- How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
- How the college or school's administrative leaders are developing and evaluating interprofessional education and practice opportunities
- How the credentials and experience of college or school administrative leaders working with the dean have prepared them for their respective roles.
- Any other notable achievements, innovations or quality improvements
- Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

*(School comments begin here)*

**Description of the school’s organization and administration and the process for ongoing evaluation of the effectiveness of each operational unit**

The SoP is composed of three academic divisions: Pharmaceutical Sciences (Pharm Sci), Pharmacy Practice (Pharm Prac), and Social and Administrative Sciences (SAS). Extension Services in Pharmacy (ESP) is a self-sustaining unit that operates in many respects like the other divisions. Each division is led by a chair who serves on the Dean’s Advisory Council (DAC). The Pharm Sci and Pharm Prac divisions also have vice-chair(s). Each division has a mission statement and strategic plan; these are consistent with the mission of the SoP and University.

University of Wisconsin - Madison / School of Pharmacy
Support units are the offices of: Experiential Education Program, Instructional & Information Technology (IIT), Business Services, Research Administration, Student & Academic Affairs (SAA), and Global Health. The School’s research mission is promoted through multiple centers, including the Analytical Instrumentation Center, Sonderegger Research Center, Zeeh Pharmaceutical Experiment Station, Wisconsin Center for Natural Products Research Center for Nanomedicand Center for Pharmaceuticals History and Policy (connected with the American Institute of the History of Pharmacy). The Dean’s Office includes Directors of Communication, Development (from the UW Foundation), and Alumni Relations, and the Dean’s Executive Assistant.

UW Faculty Policies & Procedures identifies the membership, functions and authority of the School’s Executive Committee. An arm of faculty governance, the Exec Comm is advisory to the Dean and plays a key role in evaluating faculty, including recommending hiring, awarding of promotion, tenure/indefinite appointment and dismissal/nonrenewal. Particularly important is review of Assistant Professors who, after an initial 3-year appointment, require annual reappointment. Reviews emphasize faculty members’ support of the SoP mission. Annually, the Exec Comm delegates authority to the Faculty Activities Review (FAR) Committee to review performance of all faculty; reviews include evaluating how each faculty member’s activities have promoted the SoP mission.

Effectiveness of SoP academic divisions and support units is summarized in annual reports submitted to the Dean by Division chairs and unit supervisors. Reports are organized to parallel the School’s Strategic Priorities and describe progress in each area. SoP committees submit similar reports that evaluate their progress in meeting their charges. Reports are reviewed by the Dean, integrated into a summary document, and forwarded to the Provost for University-level review.

Self-assessment of how well the organizational structure and systems of communication and collaboration are serving the program and supporting the achievement of the mission and goals

Multiple venues and mechanisms are used coordinate work across the School. As noted below, the SoP is performing better than peer institutions with regard to faculty promotion guidelines.

Collaboration between the Curriculum and Assessment Committees has been identified as an area for improvement. Strategies to address this in the 2011-12 academic year include having the Associate Dean for Academic Affairs meet regularly with chairs of the committees and forming joint working groups to address shared charges.

An ongoing area of concern is inability for the CHS faculty to participate fully in faculty governance. This was identified in the 2006 accreditation report and was a subject of monitoring. The essence of the issue is that CHS and clinical faculty are academic staff; as such, they are precluded from participating in faculty governance. How we are approaching this issue is discussed below (see “How the school is applying guidelines for this standard”).

How school bylaws, policies and procedures are developed and modified

University of Wisconsin - Madison / School of Pharmacy
The School relies on many standing committees to address key functions, including drafting SoP policies and procedures. With input from the Associate/Assistant Deans, Division Chairs, and topic experts, the Dean annually appoints and charges all SoP committees. Charges for most committees include development, review and/or revision of SoP policies and procedures. Committee recommendations are brought to the appropriate governance group (e.g., faculty, Executive Committee, Academic Planning Council) for consideration.

All-School meetings of the faculty and staff are held at least once per semester and presided over by the Dean. These meetings inform faculty/staff about issues facing the school; receive reports and discuss recommendations from School committees and other groups or individuals; determine new or modify existing School policies and procedures; and decide all items requiring a faculty vote.

Any SoP faculty or staff member can bring ideas for modification of existing policies to the Dean for consideration. Such items are then referred to committees for further evaluation and policy revisions.

**How the school is applying guidelines for this standard to comply with the intent and expectation of the standard**

The SoP is staffed by faculty and support personnel who advance our missions of teaching, research, practice and service. The SoP is led by an administrative team with specific responsibilities in each of these areas. SoP policies have been developed in accordance with UW-Madison regulations and by faculty consensus. Because CHS and clinical faculty are Academic Staff (rather than Faculty) under UW-Madison policies, the consensus-building strategies implemented by the Executive Committee of the SoP, and allowed by UW-Madison policy are described.

Under [SoP Faculty Policies and Procedures](#), the Executive Committee has extended the right to CHS and clinical faculty to participate as voting members of the Departmental (School) faculty. This includes rights to: a) participate and vote in Departmental (School) faculty meetings, b) participate in election of appropriate Division Chairs/Vice Chairs, c) participate on all School committees (following guidelines for the Academic Planning Council and Faculty Activities Review Committee) either by election or appointment by the Dean, d) participate and vote in student appeals to the faculty of disciplinary actions, and e) follow the same processes as tenured faculty for annual reviews, periodic post-promotion reviews, and salary adjustments. CHS and Clinical faculty also serve as advisory members to the Exec Comm. Votes from advisory members are tallied and recorded in the minutes; advisory members are welcome to speak, however, have no decision-making power.

As granted, these rights allow CHS faculty to participate in the majority of decision making at the SoP and voice their opinion at the Executive Committee. They represent the best available compromise between UW-Madison policies and faculty consensus. Satisfaction with this compromise is suggested by the majority of faculty (75%) either agreeing or strongly agreeing that promotion and criteria are uniformly applied.
How the school’s administrative leaders are developing and evaluating interprofessional education and practice opportunities

The Dean, Associate Dean for Academic Affairs and Assistant Dean for Experiential Education are actively engaged in the development and evaluation of interprofessional (IP) education and practice opportunities. Alliances that promote and facilitate inter-professional or collaborative education are described in Standard 6-. Several examples illustrate the range of efforts:

The Dean is working with the School of Nursing Dean regarding design of IP education facilities in the School of Nursing building that will begin construction in 2012.

The Associate Dean for Academic Affairs’ work with counterparts in Medicine, Nursing and Veterinary Medicine focuses on defining interprofessional learning outcomes, developing a system for progressive IP experiences, and planning additional curricular and extra-curricular IP activities.

The Assistant Dean and members of the Experiential Learning Program Committee review students’ documentation of IP practice experiences.

How credentials and experience of school administrative leaders working with the dean have prepared them for their respective roles

Administrative leaders working with the Dean have significant academic experience. They have served in the SoP for an average of nearly 20 years. All participate actively in University and professional groups (e.g., AACP, ACCP, CIC, scientific assns) that relate to their responsibilities.

Other notable achievements, innovations or quality improvements

Many SoP faculty participate in UW governance and some notable positions are held by SoP faculty. William Mellon is Associate Dean for Research Policy of UW-Madison and oversees Institutional Review Boards (IRBs), Conflict of Interest Reporting, and Animal Use Committees. Christine Sorkness is Senior Associate Director of UW Institute for Clinical and Translational Research (ICTR), overseeing Core areas of: Research Education & Career Development, Clinical &Translational Resources, Biostatistics & Biomedical Informatics, and the Community-Academic Partnerships.

Interpretation of the data from applicable AACP standardized survey questions

AACP survey results show that SoP appears to be out-performing peer institutions in several areas, including: administrators working as a team and being aware of/responsive to faculty members’ needs; uniform application of promotion & tenure guidelines and explicit performance criteria; effectiveness of recruitment processes; availability of support services. An area identified for improvement involves the Assessment Cmte; less than half of UW respondents viewed this as functioning effectively (vs. 65% at peer institutions).
4. College or School's Final Self-Evaluation

<table>
<thead>
<tr>
<th>Compliant</th>
<th>Compliant with Monitoring</th>
<th>Partially Compliant</th>
<th>Non-Compliant</th>
</tr>
</thead>
</table>

5. Recommended Monitoring

(School comments begin here)

- Addressing concern regarding limited participation of CHS and clinical faculty in hiring, promotion and other personnel decisions under UW-Madison policy, the SoP has established policies that allow CHS and clinical faculty to vote on SoP business and voice opinions at the Executive Committee level. Effects of this policy will be monitored and more flexible provisions for participation in governance will continue to be explored.

- Collaboration of the Curriculum and Assessment Committees will be expanded to enhance effectiveness of these committees; change in committee structure and/or interaction to promote this will be explored.
8. Qualifications and Responsibilities of the Dean

The dean must be qualified to provide leadership in pharmacy professional education and practice, including research, scholarly activities, and service. The dean must be the chief administrative and academic officer and have direct access to the university president or other university officials delegated with final responsibility for the college or school. The dean must unite and inspire administrators, faculty, staff, preceptors, and students toward achievement of the mission and goals. The dean is responsible for ensuring that all accreditation requirements of the ACPE are met, including the timely submission of all reports and notices of planning for substantive changes.

2. College or School's Self-Assessment

<table>
<thead>
<tr>
<th>The dean is qualified to provide leadership in pharmacy professional education and practice, including research, scholarly activities, and service.</th>
<th>Satisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>The dean is the chief administrative and academic officer and has direct access to the university president or other university officials delegated with final responsibility for the college or school.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The dean unites and inspires administrators, faculty, staff, preceptors, and students to achieve the mission and goals.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The dean is responsible for ensuring that all accreditation requirements of the ACPE are met, including the timely submission of all reports and plans for substantive changes.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The dean has the assistance and full support of the administrative leaders of the college or school's organizational units and adequate staff support. In instances where the dean is assigned other substantial administrative responsibilities within the university, arrangements for additional administrative support to the office of the dean are made to ensure effective administration of the affairs of the college or school.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The dean is responsible for compliance with ACPE's accreditation standards, policies, and procedures. In the event that remedial action is required to bring the college or school into compliance, the dean takes the necessary steps to ensure compliance in a timely and efficient manner.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The qualifications and characteristics of the dean relate well to those called for in the standards, i.e.:</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>• a degree in pharmacy or a strong understanding of contemporary pharmacy and health care systems</td>
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<tr>
<td>• a scholarly concern for the profession, generally, and for the diverse aspects of pharmacy science and practice, in particular</td>
<td></td>
</tr>
<tr>
<td>• publications in pharmacy and biomedical literature in areas relevant to the mission and goals of the college or school</td>
<td></td>
</tr>
<tr>
<td>• appropriate leadership and managerial skills and experience in the academic (preferred) or health care sectors</td>
<td></td>
</tr>
<tr>
<td>• recognition for career accomplishments by pharmacy or other health profession educators, researchers, and practitioners</td>
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<tr>
<td>• strong written and interpersonal communication skills</td>
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• experience with and a commitment to systematic planning, assessment, and continuous programmatic improvement
• a thorough understanding of and a commitment to teaching and student learning, including pedagogy
• evidence of a commitment to the advancement of research and scholarship
• the ability and willingness to provide assertive advocacy on behalf of the college or school to the university administration
• the ability and willingness to provide assertive advocacy on behalf of the college or school and the profession of pharmacy in community, state, and national health care initiatives
• a record of and willingness to continue active participation in the affairs of pharmacy’s professional and scientific societies

The dean has the authority and accepts ultimate responsibility for ensuring:
• development, articulation, and implementation of the mission and goals
• acceptance of the mission and goals by the stakeholders
• development, implementation, evaluation, and enhancement of the educational, research, service, and pharmacy practice programs
• collaborative efforts to develop, implement, evaluate, and enhance interprofessional education, practice, service, and research programs
• development and progress of the strategic plan and the evaluation plan, including assessment of outcomes
• recruitment, development, remuneration, and retention of competent faculty and staff
• initiation, implementation, and management of programs for the recruitment and admission of qualified students
• establishment and implementation of standards for academic performance and progression
• resource acquisition and mission-based allocation
• continuous enhancement of the visibility of the college or school on campus and to external stakeholders
• the effective use of resources to meet the needs and mission of the college or school

The dean has ensured that ACPE has been notified in advance of the implementation of any substantive change, allowing sufficient time for evaluation of compliance with standards or the need for additional monitoring.

Satisfactory

3. College or School's Comments on the Standard

**Focused Questions**

☑️ How the dean provides leadership for the college or school and program and how the qualifications and characteristics of the dean support the achievement of the mission and goals

☑️ The authority and responsibility of the dean to ensure all expectations of the standard and guidelines are achieved

☑️ How the dean interacts with and is supported by the other administrative leaders in the college or school
Jeanette Roberts received a PhD in medicinal chemistry from the University of Minnesota, a Masters in Public Health and a certificate in higher education leadership prior to being appointed as Dean of the University of Wisconsin School of Pharmacy in 2003. Prior to her appointment as Dean, she had a successful academic career at the University of Utah College of Pharmacy, highlighted by more than $1M in grant support and mentoring numerous graduate students and postdoctoral fellows, while simultaneously participating in the PharmD curriculum and serving as the Associate Dean for Academic Affairs. As such, she is highly experienced in diverse aspects of pharmacy education and research and is able to effectively lead the faculty at the SoP.

The authority and responsibility of the dean to ensure all expectations of the standard and guidelines are achieved

The authority of the Dean is firmly established by University policies. As stated in UW Faculty Policies and Procedures (FP&P) §3.01b:

The dean is the chief executive officer of the college or school, and is appointed by the chancellor under search and screen procedures as set forth in 6.49. The dean must hold a tenured faculty rank as set forth in Chapter 7 of these rules.

As the executive officer, the Dean has overall responsibility for directing the School, including meeting all accreditation standards and guidelines addressed in this self-study.

We note that the SoP is composed of academic divisions rather than departments. Under FP&P, a school that is not organized into departments operates as a department. Thus, the Dean also holds authority identified in FP&P §5.31.

How the dean interacts with and is supported by the other administrative leaders in the school

The Dean is supported by five Associate Deans (Faculty Affairs, Outreach, Research, Academic Affairs, Administration) and three Assistant Deans (Experiential Education, Graduate Studies, Research Administration). She is further supported by the Dean’s Advisory Council (DAC) which
is composed of the Associate Deans and chairs of the academic Divisions, and by the Academic Planning Council (APC) which is composed of elected members from the academic divisions. She interacts with each of these administrative leaders by regularly scheduled group and individual meetings, as well as day-to-day interactions. She employs an overall management strategy of "management by walking around".

**How the dean is providing leadership to the academy at large, and advancing the pharmacy education enterprise on local, regional, and national levels.**

Dean Roberts is held in high respect by members of the School of Pharmacy, the University, and the broader professional community. Her administrative role in the SoP is supplemented by numerous leadership involvements on the campus. Current examples include serving on the Campus Planning Committee, MPH Program Steering Committee, University Lectures Committee, Honorary Degrees Committee, and multiple Search & Screen Committees. Beyond the University, she serves on the Board of Directors for the Pharmacy Society of Wisconsin.

On the national level, Dean Roberts has played an increasingly active role in AACP, serving on multiple committees and currently on the National Research Council Task Force. Continuing her commitment to the training and education of clinical and translational scientists, she served on the AACP Educating Clinical Scientists Task Force which published their findings in the *American Journal of Pharmaceutical Education* in 2007. This Task Force was integral to implementing policy change at AACP; that research-intensive university pharmacy programs should accept as a necessary component of their research/graduate training mission, a significant interdisciplinary education/training program for clinical scientists in experimental pharmacotherapeutics at the PhD level. The Task Force also recommended changes to ACPE regarding addition of a new competency requiring exposure of student’s clinical and translational research during their education.

Dean Roberts’ appointment to the Board of Governors for the Institute for Clinical and Translational Research (ICTR) provides a concrete example of her vision and leadership abilities. The University formed ICTR to serve as the vehicle to achieve the transformation of the clinical and translational research enterprise. The UW-Madison ICTR is composed of five academic partners: the Schools of Medicine & Public Health, Nursing, Pharmacy, and Veterinary Medicine and the College of Engineering. It also partners with the Marshfield Clinic. The goal of ICTR is to develop an academic home for the discipline of clinical and translational science. ICTR is currently funded by 13 federal and local groups, starting with a $41M 5-year Clinical and Translational Science Award (CTSA) made in September 2007 by the National Institutes of Health. ICTR offers both clinical research services and education and training ranging from PhD in clinical investigation to non-credit seminar courses. Through her involvement in the Board of Governors for ICTR, Dean Roberts fosters the multidisciplinary relationship between the SoP and other campus and state partners, and guides the UW clinical and translation research enterprise, including education and training.

A final illustration of Dean Roberts’ leadership relates to her serving as co-chair of the campus wide Global Health Initiative (GHI). The Initiative’s main goal is to build new relationships and collaborations to address global health problems in new ways- especially working on root causes,
anticipating problems, and innovating solutions- and resulting in the transformation of the Center for Global Health to the Global Health Institute. The GHI has recently launched an incubator series that is attracting students, staff, and faculty from all over campus. This is linked with an RFP for substantial resources for pilot projects that fulfill the goals of the GHI. It is an outstanding example of Dean Roberts’ collaborative efforts to develop, implement, evaluate, and enhance interprofessional education, practice, service, and research programs collaborative efforts to develop, implement, evaluate, and enhance interprofessional education, practice, service, and research programs.

How the school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard

The Dean leads a full complement of administrative support staff and administrative leaders that support the research, service and academic missions of the SoP. She meets on a regular basis with the other Health Science Deans as well as the Chancellor and the Provost of the University. She provides local, regional and national leadership to the pharmacy profession and is rated above peer institutions by faculty and alumni.

Any other notable achievements, innovations or quality improvements.

The Dean successfully led the SoP People and Programs Campaign, the goal of this fund raising initiative was to add $18M to our endowment to support students, faculty, and staff in various ways, as well as to work more on certain programs of interest to our people. The campaign concluded after raising $22.6M. This is notable achievement in the current economic environment and is an example of her effective use of resources to meet the mission and goals of the SoP.

Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

The Dean’s leadership within the SoP is well-recognized, with more than 88% of faculty strongly agreeing or agreeing that she is an effective dean. Also significant is her relationship with school of pharmacy alumni, with 76% of alumni either strongly agreeing or agreeing that the dean encourages alumni to stay involved; this is 14% higher than alumni at peer institutions.

4. College or School's Final Self-Evaluation

☐ Compliant ☐ Compliant with Monitoring ☐ Partially Compliant ☐ Non-Compliant

5. Recommended Monitoring

(School comments begin here)
University of Wisconsin - Madison / School of Pharmacy

9. The Goal of the Curriculum

The college or school's professional degree program curriculum must prepare graduates with the professional competencies to enter pharmacy practice in any setting to ensure optimal medication therapy outcomes and patient safety, satisfy the educational requirements for licensure as a pharmacist, and meet the requirements of the university for the degree.

The curriculum must develop in graduates knowledge that meets the criteria of good science; professional skills, attitudes, and values; and the ability to integrate and apply learning to both the present practice of pharmacy and the advancement of the profession. Graduates must be able to identify and implement needed changes in pharmacy practice and health care delivery.

2. College or School's Self-Assessment

| The curriculum prepares graduates with the professional competencies to enter pharmacy practice in any setting to ensure optimal medication therapy outcomes and patient safety, satisfies the educational requirements for licensure as a pharmacist, and meets the requirements of the university for the degree. | Satisfactory |
| The curriculum develops in graduates knowledge that meets the criteria of good science; professional skills, attitudes, and values; and the ability to integrate and apply learning to both the present practice of pharmacy and the advancement of the profession. | Satisfactory |
| The curriculum fosters the development of students as leaders and agents of change. The curriculum helps students embrace the moral purpose that underpins the profession and develop the ability to use tools and strategies needed to affect positive change in pharmacy practice and health care delivery | Satisfactory |
| In developing knowledge, skills, attitudes, and values in students, the college or school ensures that the curriculum fosters the development of professional judgment and a commitment to uphold ethical standards and abide by practice regulations. | Satisfactory |
| The college or school ensures that the curriculum addresses patient safety, cultural competence, health literacy, health care disparities, and competencies needed to work as a member of or on an interprofessional team. | Satisfactory |
| Curricular content, instructional processes, course delivery, and experiential education are documented, aligned, and integrated where appropriate. | Needs Improvement |

3. College or School's Comments on the Standard

Focused Questions

- A description of the college or school's curricular philosophy
- A description of how the curriculum fosters the development of students as leaders and agents of change and helps students to embrace the moral purpose that underpins the profession and develop the ability to use tools and strategies needed to affect positive change in pharmacy practice and health care delivery
- How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
The University of Wisconsin-Madison School of Pharmacy Curriculum is based on the philosophy that a successful student builds expertise in many specific areas of pharmacy by gaining mastery of foundation material from the biomedical, pharmaceutical, social and clinical sciences. The foundation material provides an intellectual framework on which to build experiential knowledge. Conversely, the experiential curriculum provides specific examples that validate the foundation principles taught. The school embraces diversity in teaching approach, including active learning, traditional teaching strategies, up-to-date laboratories, robust use of technology, and an emphasis on learning as a life-long activity. The curriculum is meant to be constantly evolving to maintain a progressive and reiterative connection to interprofessional patient care and the pharmacy profession, both locally and globally via the Wisconsin Idea.

This statement encapsulates beliefs that are central to our PharmD program:

- Students require a strong foundation in the diverse disciplines upon which the science and the practice of pharmacy is built
- Experiential knowledge both builds upon and reinforces foundational knowledge and is essential to students' professional development
- Effective learning relies on use of diverse teaching approaches that include active learning, hands-on laboratory experiences, use of up-to-date technology, and emphasis of learning as a life-long activity
- An effective curriculum is both reflective and dynamic in nature and, as such, is both aware of and active in shaping Pharmacy's professional, interprofessional and broader societal purposes.

Description of how the curriculum fosters the development of students as leaders and agents of change and helps students to embrace the moral purpose that underpins the profession and develop the ability to use tools and strategies needed to affect positive change in pharmacy practice and health care delivery

Educating the next generation of leaders is a core element of the vision of the School of Pharmacy. The School's approach to fostering students as ethical leaders in the Profession is based on several assumptions. First, leadership takes - and needs to take - many different forms. Second, learning to lead is a developmental process. It begins long before application to the Program and continues long beyond graduation. Student leadership development is the culmination of curricular,
co-curricular and extra-curricular experiences. Finally, effective leadership requires embracing appropriate goals, developing skill in interpersonal relationships, and learning how to manage oneself.

The School's Educational Outcomes articulates the educational goals and objectives for the Doctor of Pharmacy program. The 21 educational outcomes identify the body of knowledge, skills, attitudes and values required of all graduates of our PharmD Program. These outcomes recognize the importance of self-awareness and personal integrity that are essential for a student to be/become an ethical leader. Within the curriculum, numerous didactic and experiential courses incorporate reflection into students' activities. For example, at several points during the DPH-2, -3 and -4 years, students write, reflect on and revise their personal learning plans. The ethics course ("Professional decision-making in pharmacy practice") engages DPH-3 students in similar write/reflect/revise activities regarding a Statement of Personal Work Ethics.

Courses in the didactic curriculum provide foundation for development of interpersonal and administrative skills required to lead. Social & Administrative Sciences and various Pharmacy Practice courses give attention to this via structured exercises and projects. Skill-building depends on gaining experience in real-world applications. This highlights the importance of integrating of students' curricular and co-curricular activities, such as occurs in the Community Outreach Projects (COPs) carried out as part of students' IPPEs. This extends to each of the 13 student organizations that is active within the SoP.

Students gain insight into trends and dynamics in Pharmacy and in health care from essentially every course in the curriculum as well as from participation in student organizations. Such professional awareness, when combined with personal awareness and requisite interpersonal skills, provides students with the experience, skills and commitment to be positive change agents in health care.

How the school is applying the guidelines for this standard

The Curriculum Map demonstrates how the school is applying the guidelines for this standard. A key aspect of the curriculum review is examining each core and elective course, and mapping the content and objectives of each to student learning outcomes for the UW PharmD program. Mapping will continue on a recurring basis and reinforce the importance of understanding how specific courses contribute to student learning, and how the courses within the School build upon one another.

Under the expanded Assessment Plan, the annual Assessment Report will address the extent to which the learning outcomes and competencies are achieved, identify areas where the program is successful in achieving its stated educational mission, suggest areas for program improvement, and suggest revision in the measures, methods and/or overall plan for program assessment.

Any other notable achievements, innovations or quality improvements
The School has undertaken significant curricular improvements since our last comprehensive review. The PharmD curriculum went through a first set of revisions in 2007; these addressed requirements included in Standards 2007, especially expansion of IPPEs, and various improvements suggested during our last comprehensive review. A second set of revisions resulted from the broad-based curricular review that concluded in 2009 and resulted in significant redefinition of the program's educational outcomes and mapping the curriculum to these outcomes. This also resulted in the expanded assessment plan that is in the process of implementation.

Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences, from national or peer group norms

There was no significant difference between responses from graduates from UW-Madison and peer institutions with respect to the percentage of new graduates who agree/strongly agree that "the program included opportunities to develop professional attitudes, ethics and behaviors." Similarly, UW-Madison Alumni matched those of peer institutions, with the vast majority of both groups saying they agree/strongly agree that "when I was a student I knew what the program outcomes were."

4. College or School's Final Self-Evaluation

☐ Compliant  ☑ Compliant with Monitoring  ☐ Partially Compliant  ☐ Non-Compliant

5. Recommended Monitoring

(School comments begin here)

- The School’s curricular philosophy will be broadly communicated to all within the School and awareness of it will be monitored.

- Assessment activities under the revised assessment plan will address and report on graduates’ competence to enter pharmacy practice, to serve as leaders and agents of practice change, and to exercise professional judgment and uphold ethical standards.
10. Curricular Development, Delivery, and Improvement.

The college or school's faculty must be responsible for the development, organization, delivery, and improvement of the curriculum. The curriculum must define the expected outcomes and be developed, with attention to sequencing and integration of content and the selection of teaching and learning methods and assessments. All curricular pathways must have both required and elective courses and experiences and must effectively facilitate student development and achievement of the professional competencies.

The curriculum for the professional portion of the degree program must be a minimum of four academic years or the equivalent number of hours or credits. The curriculum must include didactic course work to provide the desired scientific foundation, introductory pharmacy practice experiences (not less than 5% of the curricular length) and advanced pharmacy practice experiences (not less than 25% of the curricular length).

2. College or School's Self-Assessment

| The college or school's faculty is responsible for the development, organization, delivery, and improvement of the curriculum. | Satisfactory |
| The curriculum defines the expected outcomes and is developed with attention to sequencing and integration of content and the selection of teaching and learning methods and assessments. | Satisfactory |
| All curricular pathways have both required and elective courses and experiences and effectively facilitate student development and achievement of the professional competencies. | Satisfactory |
| The curriculum for the professional portion of the degree program is a minimum of four academic years or the equivalent number of hours or credits. | Satisfactory |
| Introductory pharmacy practice experiences are not less than 5% (300 hours) of the curricular length. | Satisfactory |
| The advanced pharmacy practice experiences are not less than 25% (1440 hours) of the curricular length. | Satisfactory |
| On behalf of the faculty, the Curriculum Committee (or equivalent) manages curricular development, evaluation, and improvement to ensure that the curriculum is consistent with the collective vision of the faculty and administration. | Satisfactory |
| Learning outcomes for curricular courses and pharmacy practice experiences are mapped to the desired competencies and gaps and inappropriate redundancies identified inform curricular revision. | Satisfactory |
| Curricular design allows for students to be challenged with increasing rigor and expectations as they matriculate through the program to achieve the desired competencies. The curriculum design enables students to integrate and apply all competency areas needed for the delivery of holistic patient care. | Satisfactory |
| The Curriculum Committee (or equivalent) is constituted to provide balanced representation from all departments, divisions, and/or disciplines within the college or school. | Satisfactory |
Faculty members are aware of the content, competencies, and learning outcomes for each other’s courses and use that information to optimize these elements within their own courses. | Satisfactory
---|---
The curriculum complies with university policies and procedures and the accreditation standards. | Satisfactory
Student representation and feedback are integral parts of curricular development and improvement. | Satisfactory
The Curriculum Committee (or equivalent) has adequate resources to serve as the central body for the management of orderly and systematic reviews of curricular structure, content, process, and outcomes, based on assessment data. | Satisfactory

3. College or School's Comments on the Standard

<table>
<thead>
<tr>
<th>Focused Questions</th>
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<tr>
<td>☑ A description of the curricular structure, including a description of the elective courses and experiences available to students</td>
</tr>
<tr>
<td>☑ How both the didactic and experiential components comply with Standards for core curriculum and IPPE and APPEs in regard to percentage of curricular length</td>
</tr>
<tr>
<td>☑ Any nontraditional pathway(s) leading to the Doctor of Pharmacy degree (if applicable)</td>
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<tr>
<td>☑ Data that link teaching-and-learning methods with curricular outcomes</td>
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<tr>
<td>☑ How the results of curricular assessments are used to improve the curriculum</td>
</tr>
<tr>
<td>☑ How the components and contents of the curriculum are linked to the expected competencies and outcomes through curricular mapping and other techniques and how gaps in competency development or inappropriate redundancies identified inform curricular revision</td>
</tr>
<tr>
<td>☑ How the curricular design allows for students to be challenged with increasing rigor and expectations as they matriculate through the program to achieve the desired competencies and how the curriculum design enables students to integrate and apply all competency areas needed for the delivery of holistic patient care.</td>
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<td>☑ Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms</td>
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(School comments begin here)

**Description of the curricular structure, including a description of elective courses and experiences available to students**

Over the past 5 years, SoP faculty, staff, and students have engaged in extended, comprehensive dialog regarding the goals, organization, content and effectiveness of our PharmD curriculum. This has been led by the Curriculum Committee in collaboration with the Assessment Committee, academic divisions, and the Faculty as a whole. It has resulted in an approved formal statement of curricular philosophy; development of a new set of Educational Outcomes; mapping of the curriculum to these outcomes and to ACPE-specified curricular outcomes and content; review/
clarification/revision of course-specific outcomes; and development of a new educational assessment plan that links directly to these outcomes. We also have approved curricular revisions that began implementation in Fall 2011. Thus, information presented here reflects our progress to date and indicates the dynamic nature of the development, delivery and improvement of our curriculum.

The curricular structure of the PharmD program is a traditional 4-year curricular organization that requires completion of 206 (Classes of 2012-14) or 208 (Class of 2015) credits for graduation. It emphasizes progressive learning in the pharmaceutical, social and administrative, and clinical sciences that is coordinated with progressive pharmacy practice experiences. All didactic courses are taught on a semester basis that includes 15 weeks of classes and a 1-week summary period. The first 2 years of the curriculum (DPH-1 and DPH-2) involve required didactic and experiential coursework (only). The final 2 years (DPH-3 and DPH-4) provide for significant didactic and experiential elective courses in addition to required courses. Introductory Pharmacy Practice Experiences (IPPEs) are included throughout the DPH-1, -2 and -3 years.

Elective courses. Graduates from the PharmD program are required to complete 18 credits of professional elective coursework. Electives are intended to further a student’s professional development by 1) expanding upon subject matter included in the professional curriculum, 2) addressing subject matter not included in the professional curriculum but relevant to the pharmaceutical professions, and/or 3) preparing a student for post-graduate education. A wide range of pre-approved elective courses are available; this includes all SoP courses (didactic, experiential, and independent study courses) and numerous courses outside the SoP. A student also may request approval for any course that the student demonstrates is germane to his/her career plans.

How both the didactic and experiential components comply with Standards for core curriculum and IPPE and APPEs in regard to percentage of curricular length

Introductory Pharmacy Practice Experiences (IPPEs) comprise 5% of the curriculum. Collectively, they involve 304 clock hours and account for 6 credit hours. Students are enrolled in IPPEs every semester during years 1-3 of the curriculum.

Advanced Pharmacy Practice Experiences (APPEs) account for a minimum of 25% of the curriculum. For APPEs, each 40-hour week is equivalent to 1 credit hour. APPEs are either 7-weeks/credits (Summer) or 8-weeks/credits (Fall/Spring) in length. The curriculum formally states that each student is required to complete a minimum of 35 credits (1,400 hours) of APPEs. However because of the length of our APPEs, the effective minimum of APPE enrollment is 38 weeks/credits (i.e., 1,520 hours in 5 rotations). Also, students may elect to complete an additional APPE rotation – resulting in 46 weeks (1,840 hours) of experience – and about half our students elect to do so each year.

Data that link teaching-and-learning methods with curriculum outcomes
Multiple innovative approaches have been initiated related to delivery of the curriculum. Ongoing assessments have been completed on a course-by-course basis to evaluate student perceptions of these innovations and their impact on student learning. The most comprehensive of these efforts is use of a course management website (Moodle) which provides a venue for administering online quizzes, posting taped tutorials, and posting of virtual patient cases that require students to perform patient assessments and develop plans for patient treatment and monitoring. Additional electronic activities have included a simulated research project requiring the development of database query skills. A second area of innovation is longitudinal development of student abilities to communicate with patients regarding the administration, use, and monitoring of drug therapies. Assessment is completed semi-annually through oral lab practical exams with live simulated patients beginning in the DPH-2 year.

How the results of curricular assessments are used to improve the curriculum

The Curriculum Committee has principal responsibility for efforts to improve the curriculum. Committee membership includes representatives of the academic Divisions (including the Drug Discovery, Drug Action and Drug Delivery cores in Pharm Sci) and current PharmD students, as well as resource people in the areas of libraries, assessment and instructional technology. This provides for 2-way communication with all relevant groups within the School. A flowchart that illustrates the linkage of the Assessment Committee and assessment outcomes to the Curriculum Committee is included in the School’s Programmatic Evaluation and Educational Assessment Plan (PEEAP).

The Committee’s use of curricular assessment information is perhaps best illustrated by the process that led to the revised curriculum that was implemented beginning in Fall 2011. Global indicators such as graduation rates and licensing exam pass rates indicated that the curriculum was generally successful in meeting its central goal. Nonetheless, student feedback (e.g., annual surveys, exit interviews, town hall meetings) identified several concerns. In the DPH-1 year these focused on lack of connection to Pharmacy while in the DPH-2 year concerns focused on student stress and content overload. Faculty assessment of student performance identified several weaknesses, including those related to preparation and/or retention of knowledge regarding infectious disease. Based on these assessments, decisions were made to revise the curriculum. Major changes were to change two courses (microbiology and statistics) from PharmD courses to pre-pharmacy requirements, move two courses (Compounding & Dispensing I and Med Chem I) from the DPH-2 to the DPH-1 year, and alter the content and increase the credits for two courses (Drug Lit Evaluation and Pharmacology III). We anticipate that this curricular revision will more effectively engage DPH-1 students and lessen stress experienced by DPH-2 students while strengthening students’ foundational knowledge.

Having completed development/revision of curricular outcomes, mapping and organization, the Curriculum Committee is now working to implement a system for regular review of the curriculum. In addition to evaluating the effects of these revisions, such review will keep these courses up-to-date and promote continued improvement of the curriculum. For the current (2011-12) year, the Curriculum Committee has been charged to develop such a system and to use it to review
courses in the DPH-4 year. This will position the Committee to review the revised curriculum as it is implemented, on a year-by-year basis, beginning in 2012-13 with the DPH-1 curriculum.

**How the components and contents of the curriculum are linked to the expected competencies and outcomes through curriculum mapping or other techniques and how gaps in competency development or inappropriate redundancies identified inform curricular revision**

The curriculum was mapped to the educational outcomes as part of the curricular review described above. Information was gathered from all PharmD courses regarding the level of learning emphasized (introductory or advanced), the extent to which a given outcome is addressed (minor or major) and whether basic and/or applied aspects are addressed. The map documented progression of the curriculum throughout the academic years. It also showed several gaps and areas of redundancy. Gaps were addressed by the revisions described earlier. The few redundancies identified were addressed by instructors of the involved courses. We note that components of the curriculum meet and exceed the standards for curriculum listed in Appendix B as well as the educational outcomes developed by the faculty.

**How the curricular design allows for students to be challenged with increasing rigor and expectations as they matriculate through the program to achieve the desired competencies and how the curriculum design enables students to integrate and apply all competency areas needed for the delivery of holistic patient care.**

As stated earlier and described further under Standard 13, the curriculum emphasizes progressive learning in the pharmaceutical, social and administrative, and clinical sciences that is coordinated with progressive pharmacy practice experiences. Year-specific educational outcomes reflect the increasing expectations for student knowledge, skill and attitude development. These outcomes are accomplished through sequencing of courses throughout the length of the curriculum and coordinating content of courses taught at concurrently within the curriculum.

**How the school is applying the guidelines for this standard**

The curriculum was mapped by the faculty and the Curriculum Committee. The map shows progression through the 4-year program and documents pedagogical strategies used in the curriculum. The map illustrates appropriate integration and progression as multiple courses address some educational outcomes and shows that courses early in the curriculum present information at the introductory level and then progress to advanced levels as students continue in the program.

**Any other notable achievements, innovations or quality improvements**

Efforts are currently underway to develop a simulation lab to develop and evaluate clinical assessment skills. Accomplishments to date include the acquisition and validation of a simulated...
arm which is used to assess student abilities to take blood pressure and pulse measurements, and
the use of programmed automated external defibrillators in cardiopulmonary resuscitation training
and assessments. Additional opportunities for simulated training, assessment, and interdisciplinary
learning continue to be pursued in cooperation with the School of Medicine & Public Health and
School of Nursing.

Opportunities for self-directed learning within both core professional courses and elective course
offerings are available for student directed self-assessment and learning. Students are required
to develop and implement a professional self-directed learning plan as part of DPH-2 and DPH-3
course requirements.

Interpretation of the data from the applicable AACP standardized survey questions,
especially notable differences from nation or peer group norms

UW faculty, New Graduates, and Alumni responses to survey questions generally were consistent
with responses of their peers. Several exceptions exist. On the positive side, UW faculty were more
likely to agree/strongly agree that the curriculum is consistent with the faculty vision and to agree/
strongly agree that the curriculum is taught at a depth that promotes understanding of concepts and
principles.

UW faculty were less likely than peers to agree/strongly agree that we use assessment data to
improve the curriculum (UW 67% vs. peers 86%). Strategies to improve this are developed and time
is required to demonstrate to the faculty that the system works.

UW students were more likely than their peers to agree/strongly agree that the course load was
too heavy (UW 17% vs. peers 8%). Recent changes to the curriculum aimed at moderating
the workload in the DPH-2 year have been made. Effects of these changes will continue to be
monitored.

UW alumni were more likely to disagree/disagree strongly that the curriculum was properly
sequenced (UW 28% vs. peers 13%). Though the current curriculum map shows evidence of
appropriate sequencing of courses and content, student perceptions of this will continue to be
monitored.

4. College or School's Final Self-Evaluation

☐ Compliant ☐ Compliant with Monitoring ☐ Partially Compliant ☐ Non-Compliant

5. Recommended Monitoring

(School comments begin here)
University of Wisconsin - Madison / School of Pharmacy

11. Teaching and Learning Methods

The college or school, throughout the curriculum and in all program pathways, must use and integrate teaching and learning methods that have been shown through curricular assessments to produce graduates who become competent pharmacists by ensuring the achievement of the stated outcomes, fostering the development and maturation of critical thinking and problem-solving skills, meeting the diverse learning needs of students, and enabling students to transition from dependent to active, self-directed, lifelong learners.

2. College or School's Self-Assessment

<table>
<thead>
<tr>
<th>The program, throughout the curriculum and in all pathways, uses and integrates teaching and learning methods that have been shown through curricular assessments to meet the diverse learning needs of students and produce the desired professional competencies and outcomes, including the development and maturation of critical thinking, problem-solving, and self-directed, lifelong learning skills.</th>
<th>Satisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty members use a variety of teaching and learning techniques (e.g., active learning, case studies, etc.) that have been thoughtfully selected, designed, and/or tailored to help students achieve the learning outcomes articulated for their courses.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The college or school evaluates the effectiveness of its curricular innovations through its assessment activities.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The outcomes of the distance-learning activities are appropriate for the student population and achievable through distance study.</td>
<td></td>
</tr>
<tr>
<td>Teaching and learning methods used assure that learning experiences, opportunities, and outcomes are comparable for all pathways, branches or campuses.</td>
<td></td>
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</tbody>
</table>

3. College or School's Comments on the Standard

Focused Questions

☑ A description of teaching and learning methods and strategies employed in the delivery of the curriculum, including nontraditional pathway(s) leading to the Doctor of Pharmacy degree (if applicable), and how those methods are expected to advance meaningful learning in the courses in which they are employed.

☑ Efforts of the college or school to address the diverse learning needs of students

☑ The formative and summative assessments used to evaluate teaching and learning methods used in the curriculum, including nontraditional pathway(s) leading to the Doctor of Pharmacy degree (if applicable)

☑ How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard

☑ Any other notable achievements, innovations or quality improvements

☑ Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

(School comments begin here)
Description of teaching and learning methods and strategies employed in the delivery of the curriculum and how those methods are expected to advance meaningful learning in the courses in which they are employed.

The SoP uses a **broad range of teaching-learning methods and strategies** to deliver its curriculum and does so appropriately, given the curriculum’s goals to foster student knowledge and skill development and their self-efficacy for using these skills. In large, required courses students work collaboratively, create project plans, evaluate pharmacy work systems, perform skills that range from counseling to compounding, perform critical self reflection, evaluate peers, and expand and integrate basic knowledge needed for the practice of pharmacy.

The curriculum includes significant **laboratory experiences**, including basic pharmaceutical sciences (2 semesters), pharmaceutical product preparation (2 semesters), pharmacotherapy skills (4 semesters), and video recorded communication skills using standardized patients (1 semester).

**Small group discussions** are held in numerous courses. This includes 3 Social & Administrative Science courses that address psychosocial aspects of pharmacy, health systems, and ethics; Drug Literature Evaluation; and all DPH-1 and DPH-2 IPPEs.

Faculty also employ a wide range of **active and interactive learning methods in lecture courses**; these include use of an audience response system ("clickers"), online discussions and/or quizzes between lectures, and student talk-backs and report-outs in lectures.

An example illustrates how such teaching strategies come together to provide meaningful, student-centered learning. In Pharmacotherapy lab, DPH-3 students write their own patient cases for use in medication therapy management (MTM) simulations. Partner 1 is the pharmacist performing an MTM session with Partner 2. Partner 2 writes her/his own patient case with information about disease states, social history, etc. that s/he will provide to the pharmacist when asked during the MTM visit. Partner 1 gathers the info and “faxes” the MD about his or her recommended interventions/changes. Students are highly engaged in this activity and appear to both enjoy and benefit from it.

**Efforts of the college or school to address the diverse learning needs of students**

The SoP addresses the diverse learning needs of students by varying the manner in which material and educational experiences are offered to students. The curricular coursework can be **categorized by the auditory, visual and kinesthetic** needs of learners. Students participate in computer-based learning, group and individual projects, and experiential vs. didactic teaching-learning. Lecture, lab, group work, individual work, simulations, and practice-based assignments are all used. Group projects involving assessment of pharmacy systems, needs, and opportunities are used to promote project planning and communication skills.

In several courses within the curriculum, students are required to assess their learning needs and develop/revise personal learning plans to achieve desired competencies and outcomes. This process will become more systematic, broad-based and tied to the program’s Educational Outcomes as the “Outcome Tracker” is implemented; this is further described in Standard 15.
For students with physical and/or psychological conditions that affect learning processes or performance, UW's McBurney Disability Resource Center develops individualized contracts for students with special needs. The Director of Student Affairs is the Disabilities Coordinator for the SoP. She serves as the primary contact for students who have disability- or accommodation-related concerns, advises faculty about accommodations for students, and is the SoP liaison to the McBurney Center.

**Formative and summative assessments used to evaluate teaching and learning methods used in the curriculum**

The SoP uses a variety of formative and summative assessments to evaluate the teaching and learning methods that are used. Assessments of these methods target different domains (i.e., student knowledge, skills, and/or attitudes) as well as different levels (individual student, individual course, or curriculum as a whole). Depending on the goal of the assessment, different methods are used.

Formative evaluation to improve the quality of courses is undertaken through a variety of means. The extent to which course outcomes are achieved is measured through student knowledge and skill during regular course exams, lab practical exams, and assignments. For example, in Spring of the DPH-3 year, the Pharmacist Communication course evaluates student communication skills by assessing video recorded consultations with standardized patients. These recorded encounters occur weekly across a full semester with evaluation by faculty, peers, patients, and by the individual student him/herself using structured evaluation forms that target specific skills. In these evaluations, it becomes apparent from student behavior whether skills have been taught – and learned – effectively. Pharmacotherapy courses also used taped encounters in their early, formative evaluation of students. Reflective writing, such as the 1-word reflections used in the Introductory Pharmacy Practice Experiences, illustrates another approach to formative assessment. Considerable time and energy is dedicated to such efforts.

Many courses gather mid-semester feedback from students regarding what students perceive as more (or less) helpful to them in their learning. Online survey tools available in Learn@UW and Moodle, the two course management systems used in the SoP, provide convenient mechanisms for this. Students also are asked to complete formal instructional evaluations each semester; these evaluations address the course itself as well as all instructors (i.e., regular faculty, teaching assistants, guest lecturers). Students and alumni evaluate the curricula as a whole at regular intervals via AACP surveys. Lastly, the quality of faculty teaching is evaluated through structured faculty peer evaluations.

Summative evaluations of student learning outcomes are undertaken through diverse mechanisms. An array of written exams and performance evaluations are employed throughout the curriculum to evaluate teaching/learning methods and related student outcomes.

Traditional exams (written or online) using short answer or multiple choice formats are the most common means for evaluating student knowledge and problem-solving at the individual and aggregate levels.
Compounding laboratory, a pharmaceutical science course, similarly uses lab exams and assignments to evaluate skills. Lab practical exams are given twice a semester. A student must correctly compound two prescriptions that are cumulative assessments of the different facts and techniques a student has learned.

OSCEs are given in the Spring semesters of the DPH-2 and DPH-3 years and in December of the DPH-4 year. Any DPH-2 student who does not pass the exam must complete remediation in order to complete the current semester of Pharmacotherapy and progress to the next course in the sequence; any DPH-3 student who does not pass must complete remediation to progress to the DPH-4 (APPE) year.

Preceptors evaluate students during IPPEs and APPEs using standardized, structured rubrics.

The UW SoP licensure pass rate helps validate the School’s evaluation of student preparation and readiness to enter the profession.

How the school is applying the guidelines for this standard

PharmD students are expected to be full and active participants in the PharmD curriculum. This includes being reflective learners, engaging in activities that further develop analytic and critical thinking skills, and taking responsibility for their own learning. The overall curriculum and individual courses are organized to provide students with progressive challenges in each of these respects.

Any other notable achievements, innovations or quality improvements

Active learning methods are used throughout all years of the didactic curriculum. Faculty from two divisions (Pharmacy Practice Division and Social & Administrative Sciences) have collaborated to create an integrated and consistent framework for building patient pharmacy encounter skills across 10 courses spanning 3 years of the curriculum that then are carried into the DPH-4 pharmacy practice experiences. This cross-division sequential, integrated curriculum incorporating active learning and significant individual student feedback is noteworthy.

The curriculum is highly learner-centered, using diverse methods such as active learning, videotaped simulated encounters with patients and patient actors, critical self-analysis of skills and of peers’ skills, and group projects with community or clinic pharmacies. There is substantial individual feedback on student behaviors and skills through observation by faculty and preceptors.

Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

For all AACP Standardized Survey questions related to this Standard, UW responses were consistently high and statistically equivalent to peer institutions. This reflects the effort that the SoP makes to provide its students with the preparation needed to be outstanding practitioners of pharmacy.
Responses from faculty, graduating students, alumni and preceptors all endorsed the quality of educational methods. Fully 98.8% of our graduating students agreed/strongly agreed that they were, "provided opportunities to engage in active learning (e.g., laboratories, recitations, student portfolios, problem-based learning, in-class activities)."

UW faculty were more likely than peers to agree/strongly agree (84.7% vs. 81.6%) that "Laboratories and other non-classroom environments are conducive to learning." Reflecting our relatively new facilities in this building, more of our faculty strongly agree (38.5%) with this statement compared to peer faculty (24.8%).

Responses from UW New Graduates, Alumni and Preceptors were comparable to those from peer institutions in agreeing/strongly agreeing that "they were provided opportunities to engage in active learning", that "they were encouraged to assume responsibility for their own learning", and that "faculty encourage students to assume responsibility for their own learning."

4. College or School's Final Self-Evaluation

| ☑ Compliant | ☐ Compliant with Monitoring | ☐ Partially Compliant | ☐ Non-Compliant |

5. Recommended Monitoring

(School comments begin here)
12. Professional Competencies and Outcome Expectations

Professional pharmacist competencies that must be achieved by graduates through the professional degree program curriculum are the ability to:

1. Provide patient care in cooperation with patients, prescribers, and other members of an interprofessional health care team based upon sound therapeutic principles and evidence-based data, taking into account relevant legal, ethical, social, cultural, economic, and professional issues, emerging technologies, and evolving biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences that may impact therapeutic outcomes.

2. Manage and use resources of the health care system, in cooperation with patients, prescribers, other health care providers, and administrative and supportive personnel, to promote health; to provide, assess, and coordinate safe, accurate, and time-sensitive medication distribution; and to improve therapeutic outcomes of medication use.

3. Promote health improvement, wellness, and disease prevention in cooperation with patients, communities, at-risk populations, and other members of an interprofessional team of health care providers.

These professional competencies must be used to guide the development of stated student learning outcome expectations for the curriculum. To anticipate future professional competencies, outcome statements must incorporate the development of the skills necessary to become self-directed lifelong learners.

2. College or School's Self-Assessment

<table>
<thead>
<tr>
<th>Professional Competencies 1, 2 and 3 guide the development of stated student learning outcome expectations for the curriculum.</th>
<th>Satisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>The curriculum prepared graduates to provide patient care in cooperation with patients, prescribers, and other members of an interprofessional health-care team based upon sound scientific and therapeutic principles and evidence-based data.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The curriculum fosters an understanding of, and an appreciation for, the legal, ethical, social, cultural, economic, and professional issues, emerging technologies, and evolving biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences that may impact therapeutic outcomes.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The curriculum prepares graduates to manage and use resources of the health care system, in cooperation with patients, prescribers, other health care providers, and administrative and supportive personnel, to promote health; to provide, assess, and coordinate safe, accurate, and time-sensitive medication distribution; and to improve therapeutic outcomes of medication use.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The curriculum prepares graduates to promote health improvement, wellness, and disease prevention in cooperation with patients, communities, at-risk populations, and other members of an interprofessional team of health care providers.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Outcome statements include developing skills to become self-directed lifelong learners.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The curriculum prepares graduates to independently seek solutions to practice-based problems in the scientific and clinical literature.</td>
<td>Satisfactory</td>
</tr>
</tbody>
</table>
3. College or School's Comments on the Standard

Focused Questions

- A description of the professional competencies of the curriculum
- A description of the assessment measures and methods used to evaluate achievement of professional competencies and outcomes along with evidence of how feedback from the assessments is used to improve outcomes
- How the curriculum is preparing graduates to work as members of an interprofessional team, including a description of the courses that focus specifically on interprofessional education
- How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
- Any other notable achievements, innovations or quality improvements
- Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

(School comments begin here)

Description of the professional competencies of the curriculum

The SoP faculty has approved a set of 21 Educational Outcomes for the PharmD curriculum that specify progressive knowledge, skills and attitudes for each year of the curriculum. In brief, these outcomes address: Information processing, Information provision, Terminology, Drug factors, Drug classes, Drug products, Patient factors, Drug kinetics, Product preparation, Communication, Teamwork, Behavioral principles, Management principles, Practice evaluation, Practice standards, Professional standards, Health disparities, Population-level programming, Public health, Professional awareness, and Lifelong learning.

Together, they address the spectrum of knowledge, skills, attitudes and values that SoP faculty have identified as essential for any entry-level generalist pharmacy practitioner. These Outcomes incorporate CAPE Competencies 1, 2, and 3 identified in Standards 2007. These outcomes were then mapped to the required courses and pharmacy practice experiences within the PharmD curriculum to confirm and track where these expectations are met.

Providing patient-centered care is the focus of numerous outcomes that identify expectations regarding development and monitoring of patient care plans and provision of pharmaceutical products (Outcomes 1-9). Collaboration with patients, caregivers, prescribers, other healthcare providers, as well as administrative and support personnel are addressed in outcomes that focus on communication, teamwork and behavioral management (Outcomes 10-12).

Health Systems Management, both concepts and theory, are addressed in terms of the macro-components (e.g., health care and insurance system) and the micro-components (i.e., budgeting, personnel management, and team-building). Didactic coursework provides some, though limited, opportunity for students to apply these ideas in laboratory-like settings, however IPPEs and APPEs
provide expanded opportunities in this area. This includes outcomes that focus on communication, teamwork and behavioral management (Outcomes 10-12) as well as management principles, program and professional standards and practice evaluation (Outcomes 13-16).

**Population Health-related** expectations include population-specific, evidence-based disease management programs in the patient care plans that students develop in their Pharmacotherapy laboratory cases. These plans or treatment objectives include the incorporation of national clinical consensus guidelines for chronic diseases such as diabetes, dyslipidemia, hypertension, and asthma. Educational Outcomes broadly related to this address health disparities (Outcome 17), population-level programming (Outcome 18) and public health (Outcome 19).

The importance of professional engagement and continuing skill development are formally recognized in Outcomes 20 and 21. These focus on students’ personal plans for continuing professional development to recognize new/evolving trends, promote lifelong learning and maintain professional competence. This approach assists UW graduates in being well-prepared for entering practice, pursuing residencies, or undertaking other efforts to further their expertise and skills. For example, in each elective APPE, students are expected to identify, develop, and institute a project at their clinical site. Projects vary with a site’s needs and setting, but typically include tools to further patient education, facilitate systems operation, or promulgate improved drug use or prescribing by other health care providers. These projects are presented to colleagues and faculty for discussion and grading.

**Description of assessment measures and methods used to evaluate achievement of professional competencies and outcomes along with evidence of how feedback from the assessments is used to improve outcomes**

Numerous direct and indirect assessment measures are used to evaluate achievement of professional competencies and outcomes. The nature of these assessments is varied among the various didactic courses and pharmacy practice experiences. As discussed more fully in Standard 15, they include written examinations, laboratory exams, videotaped consultations, OSCE examinations, IPPE and APPE performance evaluations, and APPE project development and presentations.

An effort to identify, select and compile assessment instruments to assure coverage of the 21 Educational Outcomes is currently underway in the Assessment Committee’s Outcome Tracker project. The formal process by which the outcomes from these varied tools are reflected back to the course at hand or to prior preparatory courses and/or pharmacy practice experiences is still in development and will require pilot testing and follow up monitoring. This is an area to which the faculty need to attend, both to assure assessment of the outcomes and the re-examination of content and delivery of the curriculum based upon the assessment measures.

**How the curriculum is preparing graduates to work as members of an interprofessional team, including a description of the courses that focus specifically on interprofessional education**
Students are exposed to the various roles in the interprofessional healthcare team from the DPH-1 year through IPPEs and the Health Care Systems course. In IPPEs, students interact in a longitudinal manner with specific patients and are able to observe and interact with the other members of these patients’ health care team including physicians, nurses, nursing assistants, dieticians, and patients’ caregivers.

Several required didactic course incorporate interprofessional perspectives. For example, within Social & Administrative Sciences courses, a nurse patient advocate lectures for a class period about patient perspectives; another nurse reflects upon patient perspectives in organ transplant and immunizations, several discussions focus on interprofessional practice, and physician practitioners, industrial engineers, and industrial scientists teach about medication safety. Similarly, multiple elective courses (e.g., Dietary Supplements, Herbals, and Homeopathy; Seminars in Pediatric Pharmacotherapy) include lectures by other medical practitioners.

Expanding truly interprofessional experiences has received considerable attention in recent years. Global Health courses that bring in practitioners from other disciplines and other countries for presentations that address issues of public health on a global scale have been very popular among SoP students. In 2010, UW’s common book was Skloot’s The Immortal Life of Henrietta Lacks; approximately 750 Pharmacy, Nursing, Medicine and Veterinary Medicine students participated in interprofessional discussions of Henrietta Lacks’ story and implications of the use of HeLa cells. The community MEDiC clinics in which many students volunteer involves medical, nursing, pharmacy, physician assistant, and other health profession students in care of underserved patients.

APPEs provide an excellent platform for student interaction and learning with members of other health professions. DPH-4 students placed in primary through tertiary hospitals are responsible for performing pharmacy tasks and are expected to interact as a pharmacy intern with other members of the health care team. For example, at the UW Hospital & Clinics, this includes rounding multiple times daily with the interdisciplinary patient care team of physicians, PAs, NPs, RNs, and others such as social workers. They are given tasks both by their preceptors and team physicians, and are encouraged to work with medical students on patient care objectives.

How the college or school is applying the guidelines for this standard

Graduates of the UW School of Pharmacy have consistently demonstrated the professional skills and judgment needed and sought for both leadership and staff positions in primary through tertiary practice settings. Their didactic and in particular their pharmacy practice experiences provide multiple opportunities to retrieve, analyze, and apply scientific and professional literature in the clinical context. The curriculum has recently increased the level of integration of informatics through the curriculum, and students in their IPPE and APPE experiences have the opportunity and expectation to develop basic skills with several different EMR and medical informatics platforms.

Any other notable achievements, innovations or quality improvements
Since approval of the revised Educational Outcomes, they have been widely disseminated and used. For example, they are explicitly identified in most course syllabi and reference to them continues to grow. And each fall, as part of Orientation for new students or Welcome Back for continuing students, the Outcomes are re-introduced and year-specific learning goals are discussed.

**Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms**

Faculty survey results show that UW faculty generally feel that the SoP is performing well. Many UW results are significantly above our peers. Similarly, Preceptors survey results were more positive for UW preceptors than for our peers.

We note, though, that survey results for UW Alumni tend to be lower than those of peer institutions, with results being significantly lower in 6 of 11 questions. Similarly, 2010 New Graduate survey results tended to be below those of peer institutions; 5 of 17 questions lower than peers and 1 of 17 questions being higher than peers. Results for 2011 are encouraging, though. Essentially all differences observed in 2010 disappeared; some actually reversed such that survey results for UW graduates met or exceed those of peer institutions.

4. College or School's Final Self-Evaluation

5. Recommended Monitoring

(School comments begin here)

- The entire faculty’s awareness of curricular learning objectives, content, and outcomes will be improved, particularly as related to the revised curriculum and its effects.

- Efforts to improve integration of material in courses across the 3 divisions, including IPPEs and APPEs, will be strengthened.

- Informatics training will continue to be assessed and adapted to changing needs growing from changes in technology and/or identified through discussions with pharmacy practitioners.

- Graduates' skills in management of medication systems and of human, physical, medical, informational, and technological resources will be monitored and adapted to address feedback and changing needs.

- Interprofessional education opportunities will continue to be explored and expanded.
13. Curricular Core - Knowledge, Skills, Attitudes and Values

To provide the thorough scientific foundation necessary for achievement of the professional competencies, the curriculum of the professional degree program must contain the following:

- biomedical sciences
- pharmaceutical sciences
- social/behavioral/administrative sciences
- clinical sciences

Knowledge, practice skills, and professional attitudes and values must be integrated and applied, reinforced, and advanced throughout the curriculum, including the pharmacy practice experiences.

2. College or School's Self-Assessment

<table>
<thead>
<tr>
<th>Description</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>The curriculum contains at an appropriate breadth and depth the necessary elements within the following areas as outlined in Appendix B of the Standards:</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>biomedical sciences</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>pharmaceutical sciences</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>social/behavioral/administrative sciences</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>clinical sciences</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The content of curricular courses is mapped to Appendix B to assess where specific content foundations are addressed in the curriculum. Gaps in curricular content and inappropriate redundancies identified in the mapping process inform curricular revision.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The didactic course work provides a rigorous scientific foundation appropriate for the contemporary practice of pharmacy.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Knowledge, practice skills, and professional attitudes and values are integrated and applied, reinforced, and advanced throughout the didactic and experiential curriculum.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences are of adequate depth, scope, timeliness, quality, sequence, and emphasis to provide the foundation and support for the intellectual and clinical objectives of the professional degree program and the practice of pharmacy.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The sciences provide the basis for understanding the development and use of medications and other therapies for the treatment and prevention of disease.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Courses and other formal learning experiences are coordinated and integrated across disciplines.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Where instruction is provided by academic units of the university other than the pharmacy program, these areas are developed in accordance with the professional degree program's curricular goals and objectives; and assessment liaison mechanisms ensure effective instructional delivery and achievement of the educational objectives of the program.</td>
<td>Satisfactory</td>
</tr>
</tbody>
</table>
Focused Questions

- The curricular structure and content of all curricular pathways
- A description of the breadth and depth of the biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences components of the didactic curriculum, and the strategies utilized to integrate these components
- How the curricular content for all curricular pathways is linked to Appendix B of Standards 2007 through mapping and other techniques and how gaps in curricular content or inappropriate redundancies identified inform curricular revision
- Examples of assessment and documentation of student performance and the attainment of desired core knowledge, skills and values
- Evidence that knowledge, practice skills and professional attitudes and values are integrated, reinforced and advanced throughout the didactic and experiential curriculum
- How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
- Any other notable achievements, innovations or quality improvements
- Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

(School comments begin here)

**The curricular structure and content of all curricular pathways**

UW SoP offers a single curricular pathway to the PharmD degree. During years 1-3, the program is structured in a traditional Fall/Spring semester format. The exception to this is that for years 2 and 3, approximately 1/3 of students complete IPPEs during the summer prior to the academic year. During year 4, all students are enrolled on a year-round basis.

**Description of the breadth and depth of the biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences components of the didactic curriculum, and the strategies utilized to integrate these components**

The School's curriculum emphasizes a strong foundation in biomedical, pharmaceutical, social and administrative, and clinical sciences. This begins in the pre-SoP curriculum which requires 46 math/science credits and 22 social science/humanities credits.

The PharmD core curriculum includes 122 credits; this includes 82 credits of didactic coursework, 6 IPPE credits, and 35 APPE credits. The 82 credits of didactic coursework include 8 basic biomedical sciences credits (2 courses), 39 Pharmaceutical Sciences credits (12 courses), 12 Social & Administrative Sciences credits (5 courses), and 23 Pharmacy Practice credits (5 courses). All years of the didactic curriculum include courses from all academic divisions. Most courses are team-taught and several are taught by faculty from multiple academic divisions. The curriculum also includes 18 professional elective credits.
Biomedical Science Courses. Most biomedical science courses required for our PharmD students are prerequisites for admission to the program. Our newly implemented PharmD curriculum continues to include two biomedical science courses, Physiology and Pathophysiology. These are taught by faculty in the School of Medical & Public Health who are aware of and highly responsive to our program needs. They meet with SoP faculty at the beginning of each semester to share syllabi, discuss course changes, and address any issues for the upcoming semester.

Pharmaceutical Science Courses. The SoP has an integrated Pharmaceutical Sciences Division. While individual faculty are identified as belonging to the Drug Discovery, Drug Action or Drug Delivery core, existence of a single division facilitates the linking of faculty and courses in ways that promote integration of the curriculum. Students are introduced to the Pharmaceutical Science in multiple DPH-1 courses. Most notable is the 8-credit/2-semester "Introduction to Drug Action and Delivery" course sequence. This sequence is a lecture/laboratory/discussion course that presents an integrated introduction to the pharmaceutical science disciplines (i.e., medicinal chemistry, pharmaceutics, pharmacology). This provides foundation for advanced/specialized courses that students complete in each of these areas during their DPH-2 and DPH-3 years.

Pharmacy Practice Courses. Students learn to prepare pharmacy care plans and to address population-level health through a 16-credit/4-semester Pharmacotherapy lecture/laboratory course sequence, a lecture/discussion Drug Literature Evaluation course, and a lecture/project Patient Safety course. All courses in the Pharmacotherapy sequence are collaborative efforts that involve diverse content-experts partnering with a cadre of faculty who focus on lab-based teaching and learning. Didactic Pharmacy Practice courses link with experiential courses both simultaneously and longitudinally to assist students in skill development. This is seen, for example, in the curriculum-long program that provides students with knowledge, skill and experience in using evidence in pharmacy practice.

General learning expectations in areas such as immunizations are covered in Pharmacotherapy, and are expanded for interested students in Comprehensive Immunization Delivery. Similarly, issues of public health on both a local and global scale are discussed in the Global Health seminar elective, with guest speakers and student projects. There are multiple other opportunities for students to pursue a greater understanding of population-specific pharmacotherapy, including elective lecture or seminar courses in Geriatrics, Substance Abuse, Pediatrics, Diabetes, Cardiology, and Psychiatry.

Social/Behavioral/Administrative Science Courses. Principles of human and work systems resources are covered in a DPH-1 required course (Psychosocial and Management Aspects of Pharmacy) as are financial and pharmacoeconomic principles to provide grounding in cost-benefit and cost-effective use of pharmacy resources and pharmaceuticals (Pharmacy in the Health Care System). These topics are taught with a combined managerial and patient care perspective. Managing medication use systems is the focus of Safety & Quality in the Medication Use System, a required DPH-3 course that involves application of scientific processes to develop strategies to improve drug use, safety, and patient outcomes. This course builds upon principles taught in earlier classes covering the health care system, insurance, and drug use control mechanisms provide a foundation to understand and assess policy and implications of drug benefit design.
Strategies utilized to integrate these components include both formal and informal approaches. Among formal strategies, 3 courses (7 credits) in the core curriculum are taught by members of multiple academic divisions. Many electives (e.g., OTCs, Drug Interactions, Substance Abuse, Pharmacist Services Management) also are taught by faculty from multiple divisions. To recognize and facilitate such collaboration, the School recently received approval of Pharmacy, a new "subject" under which courses can be listed. (This complements the existing division-specific "subjects" of Pharm Prac, Pharm Sci, and S&A Phm.) Other formal strategies involve regular pre-semester meetings and discussion among faculty who coordinate courses within a semester (e.g., Spring DPH-2 courses) and posting of all course syllabi on the SoP Intranet, such that any instructor can know immediately what topics are or have been addressed in other courses.

Informal strategies involve working groups of faculty whose courses address interrelated content. This has been very helpful in integrating pharmacology and pharmacotherapy courses (content focus), pharmacotherapy and communication courses (skills focus), and various didactic courses with IPPEs. Pharmacotherapy/communication linkages illustrate this well. Pharmacotherapy lab practical exams are given in Fall semesters of the DPH-2 and DPH-3 years. These courses utilize the same consultation framework that is introduced in the DPH-1 year in Social & Administrative Science and Pharmacy Practice courses. (Courses involved here are: Psychosocial Aspects of Patient Care and IPPE I/II in the DPH-1 year; IPPE III/IV and Pharmacotherapy I/II in the DPH-2 year; and Pharmacotherapy III/IV and Pharmacist Communication in the DPH-3 year.) In Spring of the DPH-3 year, the Pharmacist Communication course evaluates student communication skills by assessing videotaped consultations with standardized patients. These taped encounters continue weekly across a full semester with evaluation by faculty, peers, patients, and by the individual student him/herself using structured evaluation forms that target specific skills. In these evaluations, it becomes apparent from student behavior if skills have not been taught effectively.

How the curricular content for all curricular pathways is linked to Appendix B of Standards 2007 through mapping and other techniques and how gaps in curricular content or inappropriate redundancies identified inform curricular revision

The Curriculum Committee mapped the curriculum by assigning levels of development (introductory or advanced) and degree of emphasis (primary or secondary) to each of the learning outcomes identified in our learning outcomes document and approved by School Faculty. These learning outcomes are based on the science foundation guidelines in Appendix B of Standards 2007. The map illustrates the breadth of topics of the science components of the curriculum, as well as the depth and sequencing of subject coverage as well as student’s progress through the curriculum.

As shown by our curriculum map, this basic science content is reinforced throughout the curriculum and integrated into therapeutic application to prepare students to excel in applying this content during pharmacy practice. Integration is achieved by covering similar content in multiple courses in a temporally coordinated manner (e.g., Pharmacology paired with Pharmacotherapy) or by integrating cross-divisional instructional content within the same course (e.g., Medication Safety).
Examples of assessment and documentation of student performance and the attainment of desired core knowledge, skills and values

Aside from direct assessment in the classroom and graduation rates, documentation of student attainment of desired core knowledge, skills and values is best provided by performance on OSCEs and in pharmacy practice experiences. These are discussed in Standard 15. Performance on the NAPLEX and MPJE exams is a direct measure of student attainment of core knowledge and ability to apply it in supposed situations. Our students have exceedingly high pass rates on these exams (5-year pass rate = 99.2%), which compares favorably to the pass rate of all institutions (5-year pass rate = 94.6%). UW graduates consistently score approximately 0.4-0.6 points above the national averages on all 3 NAPLEX Areas. For the MPJE, UW graduates’ pass rate (5-year pass rate = 97.3%) compares very favorably to the national average (5-year pass rate = 90.6%).

Evidence that knowledge, practice skills and professional attitudes and values are integrated, reinforced and advanced throughout the didactic and experiential curriculum

The basic science content of the core curriculum is reinforced through the teaching of applied material in the pharmacotherapy courses. This collaboration acts to reinforce the underlying scientific foundation as well as better integrate the science with its clinical application. Conversely, therapeutic applications are infused throughout the basic science course material. Knowledge is integrated with practice skills and values in courses such as the Communications course and Pharmacotherapy laboratory. These controlled learning settings are crucial for successful transition from the didactic to the experiential portion of the curriculum.

Several examples illustrate this:

- Clinically relevant lectures on diabetes, antibiotic resistance, and cancer chemotherapy in the first year Pharmaceutical Biochemistry course are reinforced specifically in later Pharmacology and Pharmacotherapy courses.

- The School’s integrated course in Pharmaceutical Biotechnology & Pharmacogenomics has been taught since 2000. Co-taught by Pharmaceutical Sciences and Pharmacy Practice faculty, the course integrates the basic science of pharmaceutical biotechnology with clinical applications in pharmacogenomics and reinforces the biochemistry and genetics of drug metabolism which are taught in the DPH-1 year.

- The School’s integrated course in Medication Use Quality & Safety has been taught since 2004. Co-taught by Pharmacy Practice and Social & Administrative Sciences faculty, the course integrates pharmacy practice with principles of pharmacy management and pharmacy law that are taught in the DPH-1 and DPH-2 years.

How the school is applying the guidelines for this standard
The curriculum was mapped by a Curriculum Committee composed of faculty and students with input from the entire faculty. The map shows balanced, extensive content in each area of basic biomedical, pharmaceutical, social/behavioral/administrative and clinical sciences relevant to our learning outcomes. Most of the faculty who teach in these courses conduct basic research relevant to the content in which they teach and, thus, have extensive expertise.

Nearly all of the curriculum content is taught by faculty whose primary appointment is within the School; thus, we can tailor content in a timely manner to the changing needs of our students. In the newly implemented curriculum, only two courses are taught by non-School of Pharmacy faculty. These faculty reside in the School of Medical & Public Health and are acutely aware of and responsive to the needs of our students.

The Curriculum Map illustrates clear progression, reinforcement and integration of scientific content through the program leading to its successful application in the clinical use of medications for the treatment of disease. The map also shows that cross-cutting topics, such as information processing, communication, and teamwork, which impact a number of disciplines, are taught at a level that is appropriate for their position in the curriculum.

The logical sequence of core competencies in the curriculum, as shown by the curriculum map, ensures that integration can be carried out without sacrificing the rigor of the core content. Faculty collaboration is crucial to assuring that there are as few gaps as possible and that the timing of integration is appropriate for the level of student understanding. We have improved greatly as a School in this area.

Any other noteworthy achievements, innovations or quality improvements

SoP faculty regularly share course-related information and materials in publications and at regional, national and international professional conferences.

Interpretation of the data from the applicable AACP standardized survey questions especially notable differences from nation or peer group norms.

UW results of AACP surveys generally parallel those of peer institutions. UW New Graduates reported that they felt that they were academically prepared to enter APPEs. Overall, 40% of respondents strongly agreed they were prepared which is comparable to our peers (39% strongly agree). UW Alumni also were comparable to peers in agreeing that they were prepared to enter APPEs (96% for UW vs. 95% for peers). Introduction of the new IPPEs is expected to further improve students’ competence and confidence when entering APPEs. UW New Graduates responded slightly more favorably than their peers regarding the usefulness of their elective courses. UW Alumni are in line with peers with respect to how they view their professional competencies in developing patient specific care and disease management care plans.
4. College or School's Final Self-Evaluation

- Compliant
- Compliant with Monitoring
- Partially Compliant
- Non-Compliant

5. Recommended Monitoring

(School comments begin here)
14. Curricular Core - Pharmacy Practice Experiences

The college or school must provide a continuum of required and elective pharmacy practice experiences throughout the curriculum, from introductory to advanced, of adequate scope, intensity, and duration to support the achievement of the professional competencies presented in Standard 12.

The pharmacy practice experiences must integrate, apply, reinforce, and advance the knowledge, skills, attitudes, and values developed through the other components of the curriculum. The objectives for each pharmacy practice experience and the responsibilities of the student, preceptor, and site must be defined. Student performance, nature and extent of patient and health care professional interactions, where applicable, and the attainment of desired outcomes must be documented and assessed.

In aggregate, the pharmacy practice experiences must include direct interaction with diverse patient populations in a variety of practice settings and involve collaboration with other health care professionals. Most pharmacy practice experiences must be under the supervision of qualified pharmacist preceptors licensed in the United States.

2. College or School's Self-Assessment

<table>
<thead>
<tr>
<th>The college or school provides a continuum of required and elective pharmacy practice experiences throughout the curriculum, from introductory to advanced, of adequate scope, intensity, and duration to support the achievement of the professional competencies presented in Standard 12.</th>
<th>Satisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>The pharmacy practice experiences integrate, apply, reinforce, and advance the knowledge, skills, attitudes, and values developed through the other components of the curriculum.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Pharmacy practice experiences include periods for preparation and guided reflection.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The objectives for each pharmacy practice experience and the responsibilities of the student, preceptor, and site are defined.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Goals and outcomes for each pharmacy practice experience are mapped to activities listed in Appendix C to ensure that students’ experience will cover, at a minimum, all the listed activities.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Student performance, nature and extent of patient and health care professional interactions, where applicable, and the attainment of desired outcomes are documented and assessed.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>In aggregate, the pharmacy practice experiences include direct interaction with diverse patient populations in a variety of practice settings and involve collaboration with other health care professionals.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Most pharmacy practice experiences are under the supervision of qualified pharmacist preceptors licensed in the United States.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The college or school ensures that all preceptors (especially first-time preceptors prior to assuming their responsibilities) receive orientation regarding the outcomes expected of students and the pedagogical methods that enhance learning, ongoing training, and development.</td>
<td>Satisfactory</td>
</tr>
</tbody>
</table>
A quality assurance procedure is in place that facilitates standardization and consistency of experiences and outcomes while allowing for individualization of instruction, guidance, and remediation by the preceptor based on student needs.  

Students do not receive remuneration for any pharmacy practice experiences (introductory or advanced) for which academic credit is assigned.  

The introductory pharmacy practice experiences involve actual practice experiences in community and institutional settings and permit students, under appropriate supervision and as permitted by practice regulations, to assume direct patient care responsibilities.  

Introductory pharmacy practice experiences account for not less than 300 hours over the first three professional years. The majority of students' time (minimum 150 hours) is balanced between community pharmacy and institutional health system settings.  

The length of the advanced pharmacy practice experiences is not less than 1440 hours (36 weeks) during the last academic year and after all pre-advanced pharmacy practice experience requirements (i.e., introductory pharmacy practice experiences and required core didactic course work) are completed.  

All required advanced pharmacy practice experiences in all program pathways are conducted in the United States or its territories and possessions (including the District of Columbia, Guam, Puerto Rico, and U.S. Virgin Islands).  

Required experiences include primary, acute, chronic, and preventive care among patients of all ages and develop pharmacist-delivered patient care competencies in the following settings:  
- community pharmacy  
- hospital or health-system pharmacy  
- ambulatory care  
- inpatient/acute care general medicine  

Simulation is used appropriately as a component of introductory pharmacy practice experiences; it does not account for greater than 20% of total introductory pharmacy practice experience time and does not substitute for the hours devoted to actual experiences in community pharmacy and institutional health system settings.  

3. College or School's Comments on the Standard  

**Focused Questions**  
- How student performance is assessed and documented, including the nature and extent of patient and health care professional interactions, and the attainment of desired outcomes  
- How, in aggregate, the practice experiences assure that students have direct interactions with diverse patient populations in a variety of health care settings  
- How the college or school ensures that the majority of students' IPPE hours are provided in and balanced between community pharmacy and institutional health system settings  
- How the college or school uses simulation in the curriculum  
- How the college or school establishes objectives and criteria to distinguish introductory from advanced practice experiences.  
- How the college or schools assures, measures, and maintains the quality of site used for practice experiences
How quality improvements are made based on assessment data from practice sites

How the goals and outcomes for each pharmacy practice experience are mapped to the activities listed in Appendix C of Standards 2007 to ensure that students' experience will cover, at a minimum, all the listed activities

How the college or school is applying the guidelines for this standard, and the additional guidance provided in Appendix C, in order to comply with the intent and expectation of the standard

Any other notable achievements, innovations or quality improvements

Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

(School comments begin here)

How student performance is assessed and documented, including the nature and extent of patient and health care professional interactions, and the attainment of desired outcomes

In all Practice Experience courses, student performance is assessed and documented via the Student Performance Evaluation tool, referred to as the "9-point Tool." This is further described in Standard 15. During Advanced Pharmacy Practice Experiences (APPEs), students regularly report on their interactions with patients and other health care professionals. In 2009-10, students reported weekly interactions with an average of 76 patients and 20 other health care professionals. The Experiential Education Program (ELP) Committee reviews detailed contact information to verify that students have diverse experiences. Currently, data regarding the nature of the interactions and attainment of desired outcomes are not recorded.

How, in aggregate, the practice experiences assure that students have direct interactions with diverse patient populations in a variety of health care settings

Introductory Pharmacy Practice Experiences (IPPEs) are designed to assure that students interact with diverse patient populations. In IPPEs I/II, students participate in Pharmacist Role Observations (PROs) in practice settings with diverse populations, conduct interviews and discussions with older adults in the Pharmacist-Oakwood Partners (POPs) Program, and provide health education and screenings for diverse patient populations in Community Outreach Projects (COPs). In IPPEs III/IV, they participate in health literacy pharmacy role observations and complete a survey, provide health education and screenings for diverse patient populations in COPs and observe communications among varied health professionals in Institutional PROs. In IPPEs V/VI, students participate in direct interactions with patients from diverse backgrounds in collaboration with other health professionals.

In APPEs, students participate in direct patient interactions through a variety of inpatient and outpatient settings. Students assist in health care provision to patients ranging from infants to the aged, for a large variety of ethnicities and in a broad array of cultures in Wisconsin (rural, urban), the U.S. (Alaska, Hawaii, New Mexico), and internationally (Thailand, Belize, and Oman).

How the school ensures that the majority of students' IPPE hours are provided in and balanced between community pharmacy and institutional health system settings
Students spend 180 (60%) of their 304 IPPE hours in practice settings. Of these, 84 hours are in community, 60 hours are in institutional and 36 hours are in elective rotations. Using a web-based application, students select specific IPPE rotations in each of these categories from among the School's approved sites. If a student wishes to select an alternative site, the site must be identified and approved for that rotation (i.e., meet all applicable criteria) by the Experiential Learning Program before the selection process opens.

How the school uses simulation in the curriculum

The experiential curriculum relies on interaction with patients and other health professionals in actual practice settings. Use of simulation in the curriculum is limited to didactic courses.

How the college or school establishes objectives and criteria to distinguish introductory from advanced practice experiences.

Syllabi for all practice experience courses contain criteria and assignments that differentiate introductory and advanced experiences. These are tied to the progressive, year-specific educational outcomes of the curriculum. They were developed through efforts of the Experiential Learning Program (ELP) Committee.

How the college or schools assures, measures, and maintains the quality of site used for practice experiences

Since 1997, faculty involved in experiential education have participated in the Experiential Learning Program (ELP) Committee, a standing SoP committee that is responsible for assuring, measuring, and maintaining the quality of sites used for practice experiences. To provide broader perspectives, the Quality Review Council (QRC) meets quarterly to address quality issues. The QRC is comprised of 6 "at-large" members (preceptors from across Wisconsin), two ELP members, one Pharmacy Examining Board (PEB) member, and two students. Practice site visits are conducted on a rotational basis as well as to resolve specific site issues identified through surveys and student feedback. PEB minutes are reviewed to identify any preceptors/sites receiving disciplinary actions from the Board.

How quality improvements are made based on assessment data from practice sites

All APPE preceptors must complete School-created inter-rater reliability training led by the Assistant Dean for Experiential Education. All sites and preceptors must meet standard criteria prior to precepting their first student; these criteria are reviewed at each periodic site visit.

Students complete site and preceptor evaluations at the close of each rotation to assess preceptor/site ability to facilitate achievement of stated competencies and to provide feedback. Assessment data are reviewed by the ELP Committee and the QRC annually. Any outlier sites are targeted for site visits and appropriate remediation by the Assistant Dean who assists sites/preceptors.
in meeting unmet criteria. Assessment and interventions are conducted whenever issues are brought to the attention of the Assistant Dean or the ELP Committee. New training for preceptors is developed based on assessment data.

**How the college or school is applying the guidelines for this standard, and the additional guidance provided in Appendix C, in order to comply with the intent and expectation of the standard**

The School annually reviews/appoints preceptors to clinical instructor positions. Preceptors must complete orientation prior to precepting a student and participate in ongoing training/development offered by the ELP faculty. Wisconsin law requires a 1-to-1 preceptor:student ratio for DPH-3 and DPH-4 students. Students are discouraged from selecting rotation sites where s/he is or has been employed. The School strives to assign students with unique circumstances to rotation sites that will offer the greatest opportunity for rotation success. All students and preceptors are informed that students may not be paid for participating in pharmacy practice experiences.

IPPEs begin in the first semester that a student is enrolled and continues until the student begins APPEs. IPPEs have been designed in a longitudinal, progressive manner and interface with the didactic curriculum. Examples across the years (and courses reinforced) include:

- **DPH-1:** students observe compounding and dispensing at IPPE sites (reinforcing Drug Action & Drug Delivery); survey pharmacists about public health service in community pharmacy settings and communicate with Oakwood partners (Psychosocial & Management Aspects of Pharmacy); screen for diseases, provide poison prevention and immunization programs, and discuss disease states of POPs partners (Pathophysiology).
- **DPH-2:** students discuss health literacy and pharmacotherapy (Pharmacotherapy and Drug Literature Evaluation) and conduct brown bags/med drops (Pharmacy Law).
- **DPH-3:** students conduct Critical Review of Complex Medication Regimens (Pharmacology, Pharmacotherapy, and other courses); complete OTC consultations (Nonprescription Medications); write Clinical Inquiries (Drug Literature Evaluation); conduct medication histories and provide medication consults (Psychosocial & Management Aspects of Pharmacy and Pharmacist Communication); and complete a Pharmacy Self-Inspection (Pharmacy Law).

APPEs are 7 or 8 week full-time experiences; their length is intended to promote continuity of patient care. Students' patient care experiences are of sufficient intensity and breadth to expose them to common health conditions commonly encountered in practice as well as occasional uncommon health conditions.

All required APPEs are conducted in the U.S. and encompass primary, acute, chronic, and preventive care among patients of all ages. Students participate in required experiences in community, hospital/health-system, ambulatory care, and inpatient/acute care medicine pharmacy settings.

Elective APPEs include, in addition to sites similar to the required experiences, opportunities in research, administration, drug information, hospice, home health care and others. Students are
encouraged to select a wide variety of elective experiences. Sites outside Wisconsin (domestic or international) must meet the same requirements as Wisconsin sites, including orientation, continuing training, and periodic site visits.

Any other notable achievements, innovations or quality improvements

Self-care concepts and laboratory activities formerly included in the Nonprescription Medications course have been integrated into each year IPPEs and the required community APPEs.

Wisconsin Pharmacy Quality Collaborative (WPQC) concepts and skills are taught across the curriculum (in Pharm Prac and Social & Admini Sciences courses) and the WPQC software is used in several pharmacotherapy lab sessions. All APPE students are WPQC-trained in order to participate in WPQC site activities in community APPEs.

Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

Results for all AACP Preceptor and Alumni survey questions showed that the UW program is comparable to peer institutions and national norms. UW New Graduates differed from their peers only with respect to their evaluation of IPPEs. UW graduates were less likely to agree/strongly agree that IPPEs were valuable in preparing them for APPEs (49% for UW vs. 69% for peer) and less likely to agree/strongly agree that IPPEs permitted direct student involvement in direct patient care, both inpatient and outpatient (59% for UW vs. vs. 71% for peers). IPPEs have had major redesign since respondents to this survey participated in them. Students now engage in direct patient care and public health activities in all semesters of the program. We note that patient care activities in the DPH-1 and DPH-2 years are limited by the fact that, under Wisconsin law, PharmD students are recognized as interns only after completing all DPH-2 coursework.

4. College or School's Final Self-Evaluation

☐ Compliant   ☐ Compliant with Monitoring   ☐ Partially Compliant   ☐ Non-Compliant

5. Recommended Monitoring

(School comments begin here)
15. Assessment and Evaluation of Student Learning and Curricular Effectiveness

As a component of its evaluation plan, the college or school must develop and carry out assessment activities to collect information about the attainment of desired student learning outcomes. The assessment activities must employ a variety of valid and reliable measures systematically and sequentially throughout the professional degree program. The college or school must use the analysis of assessment measures to improve student learning and the achievement of the professional competencies.

The college or school must systematically and sequentially evaluate its curricular structure, content, organization, and outcomes. The college or school must use the analysis of outcome measures for continuous improvement of the curriculum and its delivery.

2. College or School's Self-Assessment

<table>
<thead>
<tr>
<th>Description</th>
<th>Status</th>
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<tr>
<td>The college or school develops and carries out assessment activities to collect information about the attainment of desired student learning outcomes. The assessment activities employ a variety of valid and reliable measures systematically and sequentially throughout the professional degree program.</td>
<td>Satisfactory</td>
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<tr>
<td>The college or school's evaluation of student learning determines student achievement at defined levels of the professional competencies, in aggregate and at the individual student level.</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>The college or school uses the analysis of assessment measures to improve student learning and the achievement of the professional competencies.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The college or school systematically and sequentially evaluates its curricular structure, content, organization, pedagogy, and outcomes.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The college or school uses the analysis of outcome measures for continuous improvement of the curriculum and its delivery.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The college or school has developed a system to evaluate curricular effectiveness.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The college or school ensures the credibility of the degrees it awards and the integrity of student work.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The college or school has mechanisms to assess and correct underlying causes of ineffective learning experiences.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The college or school's assessments include measurement of perceived stress in faculty, staff, and students, and evaluate the potential for a negative impact on programmatic outcomes and morale.</td>
<td>Needs Improvement</td>
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3. College or School's Comments on the Standard

**Focused Questions**

☑ A description of formative and summative assessments and measures used to evaluate teaching and learning methods and curricular effectiveness, including nontraditional pathway(s) leading to the Doctor of Pharmacy degree (if applicable)
A description of the assessment measures and methods used to evaluate student learning and achievement at defined levels of the professional competencies and educational outcomes, both in aggregate and at the individual student level

☑ How achievement of required competencies by all students is assessed and assured on completion of the program

☑ Comparisons with national data and selected peer-group programs (include a description of the basis for the peer-group selection) and trends over time

☑ How feedback from the assessments is used to improve student learning, outcomes, and curricular effectiveness

☑ The mechanisms in place to assess and correct causes of ineffective learning experiences, including the measurement of perceived stress in faculty, staff, and students and evaluation of the potential for a negative impact on programmatic outcomes and morale

☑ How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard

☑ Any other notable achievements, innovations or quality improvements

☑ Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

(School comments begin here)

**Description of formative and summative assessments and measures used to evaluate teaching and learning methods and curricular effectiveness**

The School's [Programmatic Evaluation & Educational Assessment Plan](#) (PEEAP) spells out a system of assessment and evaluation of curricular effectiveness that is intended to promote program excellence and to encourage identification of deficiencies in curricular content or delivery. Each defined [Educational Outcome](#) of the PharmD program is associated with key assessments that regularly and systematically analyze Program outcomes. The Assessment Committee is responsible for identifying these assessments, and the Committee's selections are to be brought to the School Faculty/Staff regularly for information and discussion. The Assessment Committee is responsible for collaborating with relevant course instructors in establishing the key assessments.

**Description of assessment measures and methods used to evaluate student learning and achievement at defined levels of the professional competencies and educational outcomes, both in aggregate and at the individual student level**

Numerous direct and indirect assessment methods are used to evaluate student learning throughout the PharmD program. These connect to the Educational Assessment portion of the School's [Programmatic Evaluation & Educational Assessment Plan](#). Major efforts include compounding lab practical exams, pharmacotherapy lab practical exams, OSCEs, scoring of videotaped interactions with standardized patients, evaluation by preceptors who undergo regular training, and national licensing examinations.

The School has a 13-year history of using OSCEs to assess student learning at the aggregate and individual student levels. OSCEs are administered in April of the DPH-2 and DPH-3 years.

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(as part of the pharmacotherapy course sequence) and a "clerkship OSCE" is administered in December of the the DPH-4 year. Review of OSCE results allows faculty and students to identify and address individual performance deficiencies. Review by course instructors, the Experiential Education Committee, the Assessment Committee and others informs efforts to address aggregate performance deficiencies.

The "9-point Tool" is the instrument used to assess student learning and achievement in our experiential education courses. It has been used for more than a decade in DPH-4 (APPE) rotations and abbreviated versions are now being used in IPPEs. The 9-point Tool has been mapped to the Educational Outcomes of the PharmD program and to the Performance Domains and Abilities identified in Appendix D of *Standards 2007*. Refinement of the tool is ongoing. There are repeated efforts to orient Preceptors to the instrument, to train them in using its rubric in formative assessment and summative evaluation, and to communicate more generally about assessment expectations.

Our assessment efforts continue to expand and evolve. Reflective of this, the faculty very recently (Aug. 2011) approved development of an Outcome Tracker to fulfill the expectation spelled out in Appendix D of *Standards 2007* regarding the assessment of student capabilities before entering APPEs. This is a portfolio-type approach that will place numerous assessment efforts under a common "umbrella" and provide more comprehensive, integrated assessment of student learning. The Outcome Tracker ties specific course activities (e.g., lab activities, OSCE stations, exam sections, 9-point Tool evaluations) to educational outcomes and Appendix D domains. The Assessment Committee currently is working with DPH-3 course coordinators to identify course activities to include. Activities will be completed as Satisfactory or Unsatisfactory. All Unsatisfactory marks must be remediated and then will be marked Remediated. The Outcome Tracker will be implemented for DPH-3 students this year. The intent is to add a new class of students each semester until all classes (DPH-1 through DPH-3) are participating. Each student will be assigned a faculty connection to monitor the student's satisfactory completion (or remediation) of designated activities. At the close of the year, the Assessment Committee will review Outcome Tracker results in aggregate.

**How achievement of required competencies by all students is assessed and assured on completion of the program**

Achievement of required competencies by students after graduation has historically been judged by successful graduation itself, along with high pass rates of the NAPLEX and MPJE. In addition, direct assessment has been performed through OSCE exams every year, and regular assessment of performance in APPEs.

**Comparisons with national data and selected peer-group programs (include a description of the basis for the peer-group selection) and trends over time**

The credibility of the PharmD degrees awarded by the University of Wisconsin is validated by the high pass rate for the professional examinations. The 5-year average passing rate on the MPJE is 97.3% which is higher than our peer group. The five year average passing rate on the NAPLEX is 99.2% which is higher than our peer group. UW SoP graduates average almost half a point higher
than national scores on Area 1 of the NAPLEX each year. Performance of UW-Madison School of Pharmacy graduates averages more than half a point higher than national scores each year in Areas 2 and 3 of the NAPLEX.

We generally use the 6 other colleges/schools of pharmacy in the Big Ten as our peer group. If we need additional schools/colleges to have an adequate number of programs for comparison, we select programs in large public research universities with high or very high research activity (as described in the Carnegie Classification). We specifically omit schools/colleges of pharmacy that have multiple campuses or distance programs.

How feedback from the assessments is used to improve student learning, outcomes, and curricular effectiveness

Evaluation of student learning incorporates a variety of assessments such as OSCE examinations in years 2-4 of the program, practical exams in compounding and communication courses, and structured evaluation forms for IPPE and APPE experiences. These performance-based assessments complement traditional examinations that address didactic material. The Outcome Tracker (described above) will provide a progressive, systematic framework for organizing these and other direct assessments of student learning and educational outcomes of the PharmD program. Additional (indirect) assessments of the effectiveness of student learning comes from graduation rates, performance on standardized national credentialing examinations, and results generated by diverse assessment tools (including the AACP Standard Surveys).

The current Programmatic Evaluation & Educational Assessment Plan delineates pathways for dissemination of assessment results. These include reports to the Dean, the Curriculum Committee, the Academic Planning Council, Division chairs, the faculty and academic staff of the School, and various School committees. Approved in December 2010, the Plan has not been in place for a sufficient time to demonstrate the efficiency of processes described in the document. This is an area for continuing review.

The mechanisms in place to assess and correct causes of ineffective learning experiences, including the measurement of perceived stress in faculty, staff, and students and evaluation of the potential for a negative impact on programmatic outcomes and morale

At the individual level, ineffective learning experiences are discovered through course grades. Students earning Ds or Fs meet with the Student Promotions Committee. Causes of ineffective learning experiences are discussed and plans to correct the causes and create effective learning experiences are delineated.

At the aggregate level, review of exam performance (including OSCEs), course grades, and instructional evaluations help to identify ineffective learning experiences; improvement is pursued through the Curriculum Committee and the academic divisions. Two current efforts are aimed at enhancing our success in identifying and addressing ineffective learning experiences (including morale-related aspects). One is implementation of the Outcome Tracker which will provide more comprehensive and systematic results to the Assessment Committee. The second is the Curriculum
Committee work to strengthen periodic review of the curriculum. These efforts will work in concert to correct causes of ineffective learning experiences.

How the college or school is applying the guidelines for this standard

The School has completed mapping of the curriculum to expected competencies in the basic, administrative, and clinical sciences. Although faculty are provided with the autonomy and flexibility to teach as they see fit, recent mapping activities and the assessment plan are expected to more easily identify areas in which modifications in teaching technique, prerequisites, or evaluation methodology are needed.

The School actively seeks out information regarding enhancement of its assessment program and invites feedback about its performance. Examples of this include regular gathering of advice on the curriculum and how it is implemented from advisors on the Board of Visitors and practitioners around the State and Nation. Regular 'town hall' meetings are held around the State by School faculty/staff to orient clinical preceptors to curricular and assessment expectations; these meetings are planned to also provide time and opportunities for feedback to the School about the general skill sets and/or deficiencies noted in students placed on rotations. The School also encourages membership and active participation of the faculty in groups that promote pharmacy education, including AACP and ACCP. Numerous members of the SoP faculty are regular attendees, presenters, and committee members and office holders.

Related to this, we note that the Associate Dean for Academic Affairs (Mount), the Director of Assessment (Kuba), and the Assessment Committee chair (Martin) actively participate in the CIC Pharmacy Assessment Collaborative, a now 5-year long effort of administrators and faculty responsible for assessment activities in the schools/colleges of pharmacy in the Big Ten. This continues to provide us with new ideas and perspectives regarding tools, techniques and trends in educational assessment.

Academic integrity is an issue that is addressed systematically in orientations to the program itself and in standardized reminders in course syllabi. Entering PharmD classes are asked during their orientation week to construct an original class code of honor/conduct, setting early expectations for professionalism. On-line examinations require a student-unique login. Most didactic course examinations are taken in person with oversight of exam administration provided by course instructors. Incidents of suspected academic misconduct including cheating are pursued vigorously. Ongoing concern for this issue, particularly with the advent of more electronic devices, prompted the interdisciplinary program committee of the 2011 Health Sciences Teaching Symposium to present a program focused on various aspects of academic misconduct. Co-sponsored by the School of Pharmacy, the symposium was well attended by many faculty of the School.

Any other notable achievements, innovations or quality improvements

Ongoing innovation in assessment of curricular effectiveness is apparent. Examples include the educational assessment portion of PEEAP and the Outcome Tracker that will incorporate assessment of both didactic and experiential aspects of the program. An inter-divisional working group is completing its design.
Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

Faculty surveys show that UW faculty are less likely than their peers to agree that the School uses programmatic assessment data to improve the curriculum, although more faculty have become aware that such assessment data exist. Progress in implementing PEEAP should provide a more consistent, integrated assessment program and feedback mechanism. Trends in these areas warrant continued observation.

New Graduates were equivalent to their peers regarding the program preparing them to reflect critically on personal skills and actions and to make plans to improve when necessary. Reasons for the decline in positive (agree/strongly agree) responses in 2011 is unclear and will continue to be followed. We anticipate that the Outcome Tracker will promote improvement in this area.

Alumni survey results show that UW results are equivalent to peer institutions with respect to their feedback being solicited by the School.

Preceptor survey results for UW are equivalent to our peers with respect to Preceptors being aware of mechanisms to provide feedback to the school regarding the PharmD curriculum and perceiving the "assessment tools provided to me for my site are suitable for measuring student performance."

4. College or School's Final Self-Evaluation

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<tr>
<th>Compliant</th>
<th>Compliant with Monitoring</th>
<th>Partially Compliant</th>
<th>Non-Compliant</th>
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5. Recommended Monitoring

(School comments begin here)

- Implementation of the Programmatic Evaluation and Educational Assessment Plan will be monitored on an ongoing basis, including its manageability, utility and actual use of results of assessments to evaluate teaching and learning methods and curricular effectiveness.

- Effectiveness of interaction of the Curriculum and Assessment Committees and other SoP groups around assessment findings and program improvement efforts will be monitored. Processes and timelines by which assessment results are communicated to the Curriculum Committee and other groups will be further developed. Effects of assessment results on modification of curricular content and processes will be evaluated.
16. Organization of Student Services

The college or school must have an organizational element(s) devoted to student services. The administrative officer responsible for this organizational element must oversee and coordinate the student services of the college or school.

2. College or School's Self-Assessment

| The college or school has an organizational element(s) devoted to student services. | Satisfactory |
| The organizational element(s) devoted to student services has an administrative officer responsible for overseeing and coordinating them. | Satisfactory |
| The budget assigned to student services is sufficient to provide needed services. | Satisfactory |
| The college or school has an ordered, accurate, and secure system of student records which are confidential and maintained in compliance with the Family Educational Rights and Privacy Act (FERPA). | Satisfactory |
| Student services personnel are knowledgeable regarding FERPA law and its requirements. | Satisfactory |
| The college or school provides students with financial aid information and guidance, academic advising, career-pathway and other personal counseling, and information about post-graduate education and training opportunities, e.g., residencies, fellowships, and graduate school. | Satisfactory |
| The college or school offers access to adequate health and counseling services for students. Appropriate immunization standards exist, along with the means to ensure that such standards are satisfied. | Satisfactory |
| The college or school has policies in place so that students who have off-campus classes or pharmacy practice experiences fully understand their insurance coverage and where and how to access health and counseling services. | Satisfactory |
| The college or school has a policy on student services, including admissions and progression, that ensures nondiscrimination as defined by state and federal laws and regulations, such as on the basis of race, religion, gender, lifestyle, sexual orientation, national origin, or disability. | Satisfactory |
| The college or school ensures that students in all degree program pathways and geographic locations have equal access to and a comparable system of individualized student services (e.g., tutorial support, faculty advising, counseling). | Satisfactory |

3. College or School's Comments on the Standard

**Focused Questions**

☑️ A description of student services offered and, if applicable, how the college or school ensures that students in all degree program pathways and geographic locations have equal access to and a comparable system of individualized student services (e.g., tutorial support, faculty advising, counseling).

☑️ A description of the sections of the student handbook that deal with specific requirements of the standard and guidelines.
How the college or school provides students with financial aid information and guidance, academic advising, career-pathway and other personal counseling, and information about post-graduate education and training opportunities

How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard

Any other notable achievements, innovations or quality improvements

Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

(School comments begin here)

**Description of student services offered**

The [Office of Student and Academic Affairs](#) (SAA) provides a wide variety of services to the School. The Associate Dean for Academic Affairs oversees and coordinates the operations of the office which includes the Director of Student Affairs, five Student Services Coordinators, two University Services Associates and three student hourly employees.

SAA provides a [variety of services to students](#) in the School. Advising of current and prospective students is the core activity of SAA. Advisors are available to assist students with academic issues such as academic difficulty; referral to academic support services; enrollment issues; independent study and mentoring opportunities; preparation for application to pharmacy school; and information regarding graduation requirements and program completion. Currently, four advisors work with enrolled PharmD students; each is assigned one class (~140 students) as advisees. In addition, one advisor works with pre-pharmacy students at UW-Madison and other institutions and one advisor works with applicants/newly-admitted students to the SoP.

Beyond academic advising, SAA staff members assist students with: career advising; accessing physical health, mental health and disability-related resources; conflict resolution with peers and faculty/staff; addressing academic and non-academic misconduct; SoP scholarship administration; immunization and health certification monitoring; accessing the UW Office of Student Financial Aid; and providing short-term loans. SAA staff members also provide students with information related to University and School related policies, deadlines, news and events. The Office securely maintains academic records for current, prospective and former students in compliance with Family Education Rights and Privacy Act (FERPA) regulations. The Director of Student Affairs coordinates the Student/Faculty Career Mentor program and serves as advisor to the Student Ambassador Program. The Ambassador Program is a volunteer organization for SoP students who wish to serve as positive role models for other students and to share their experiences with prospective students and other guests of the School. The Ambassadors assist, for example, with School events and give building tours to prospective students, alumni and visitors.

Each year, SAA coordinates several major student-focused events. *Discovery Day* takes place each spring and is designed for high school juniors and seniors interested in learning more about the School of Pharmacy degree programs. Three hundred high school students and their guests attend this program annually. *PharmD Admissions Interviews* are held each January. Approximately 250 applicants come to the School to complete interviews, write extemporaneous essays, meet current students, etc. Additional programming provides prospective students...
with opportunities to interact with faculty, staff and current PharmD students. New Student Orientation takes place on the four days prior to the beginning of the fall semester. Students are given information about the school, program, student life and policies and procedures. Following admission to the program, the Student Connections Program matches 10 newly-admitted students with a DPH-3 student who serves as a Connections Leader; the Leader contacts his/her new students via email throughout the summer and first semester and works with their students as part of New Student Orientation. The Hooding Ceremony and the Scholarship Ceremony are annual student events that are jointly organized by SAA and the Director of Alumni Relations.

Career development and advising efforts have been expanded substantially over the past several years. Each October, SAA staff and the Pharmacy Student Senate collaborate on the Pharmacy Career Fair. In 2010, this was expanded to Career Days, a 2-day event that includes the Career Fair and Residency Showcase, programming related to Advanced Pharmacy Practice Experience (APPE) rotation sites, and numerous career development-related activities and presentations.

School of Pharmacy students have access to all UW-Madison student services. Students receive medical and mental health treatment through University Health Services. Students are able to get assistance with disability assessment, advocacy and accommodations through the McBurney Disability Resource Center. UW's Office of Student Financial Aid has an advisor who works with all pharmacy students, providing students with financial aid information and guidance. School of Pharmacy students also have access to University libraries and tutoring services. Students who are completing their APPEs near other University of Wisconsin System schools have access to health and counseling services at an institution closer to their rotation site.

Description of sections of the student handbook that deal with specific requirements of the standard and guidelines

The Doctor of Pharmacy Student Handbook is accessible on the School website and is introduced to students as part of their acceptance packet at the time of admission. The Handbook is divided into several sections.

• Building & School of Pharmacy Campus Policies
• Course Related Policies
• Health & Insurance Policies
• Information Technology Policies
• Program Related Policies contains Student Promotion Policies and Procedures
• Student Organizations & Events
• Student Rights

How the college or school is applying the guidelines for this standard

The School has organized a substantial support unit to meet the needs of the PharmD students and assuring their success in the program. The staff of the Student and Academic Affairs Office work
together to provide myriad services to the students of the School, including referrals to appropriate resources.

**Areas of program that are noteworthy, innovative, or exceed the expectation of the standard**

The School's commitment to student services is evident in the number of staff dedicated to providing service to the students, faculty and staff of the school. Most notably, the School employs six student services professionals to work with students beginning with the pre-pharmacy period, across the admissions process and throughout their time in the school.

**Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms**

Results for several of the required survey questions for this standard indicate satisfaction with the services equivalent or greater to that of peer institutions. Student surveys indicate that respondents feel that academic advising and tutoring services are meeting their needs. Overall, 92.9% of graduating students feel that the school is welcoming to students from diverse backgrounds. Alumni indicate satisfaction with information provided regarding education opportunities.

Survey data indicate that while the majority of graduating students feel that the school does a good job of providing timely information to students, this number is lower than peer institutions (11.9% disagree/strongly disagree compared to 5.1% for peers). Graduating students also were lower in their satisfaction with financial aid information received (17.9% disagree/strongly disagree compared to 13.1% for peers) and career planning information received (32.1% disagree/strongly disagree compared to 23.1% for peers). Future graduation surveys will be analyzed to assess how recently-completed website updates, improved information given at the time of admission, expanded career-related services, and a financial aid staff member dedicated to the School of Pharmacy have affected these results.

4. College or School's Final Self-Evaluation

- [ ] Compliant
- [ ] Compliant with Monitoring
- [ ] Partially Compliant
- [ ] Non-Compliant

5. Recommended Monitoring

(School comments begin here)
17. Admission Criteria, Policies, and Procedures

The college or school must produce and make available to students and prospective students criteria, policies, and procedures for admission to the professional degree program. Admission materials must clearly state academic expectations, required communication skills, types of personal history disclosures that may be required, and professional standards for graduation. As a component of its evaluation plan, the college or school must regularly assess the criteria, policies, and procedures to ensure the selection of students who have the potential for academic success in the professional degree program and the ability to achieve the professional competencies and to practice in culturally diverse environments.

Student enrollment must be managed in alignment with available physical, financial, faculty, staff, practice site, preceptor, and administrative resources. The dean and a duly constituted committee of the college or school must share the final responsibility for enrollment and selection of students.

2. College or School's Self-Assessment

| The college or school produces and makes criteria, policies, and procedures for admission to the professional degree program available to students and prospective students. | Satisfactory |
| Admission materials clearly state academic expectations, required communication skills, types of personal history disclosures that may be required, and professional technical standards for graduation. | Satisfactory |
| As a component of its evaluation plan, the college or school regularly assesses the criteria, policies, and procedures to ensure the selection of students who have the potential for academic success in the professional degree program, the ability to achieve the professional competencies, and the disposition to practice in culturally diverse environments. | Satisfactory |
| Student enrollment is managed in alignment with available physical, financial, faculty, staff, practice site, preceptor, and administrative resources. | Satisfactory |
| The dean and a duly constituted committee of the college or school share the final responsibility for enrollment and selection of students. | Satisfactory |
| Written and verbal communication skills are assessed for student admissions in a standardized manner. | Satisfactory |
| Interviews are structured to consistently address key admission criteria for each applicant. | Satisfactory |
| Interviewers have appropriate credentials and are trained in successful interview strategies and techniques. | Satisfactory |
| Evaluation of professional attitudes and behaviors is a component of the student selection process. | Satisfactory |
| The college or school develops and employs admission criteria that set performance expectations for admission tests, evaluations, and interviews used in selecting students who have the potential for success in the professional degree program and the profession. | Satisfactory |
| The admission evaluation of students is documented and records are maintained by the college or school. | Satisfactory |
Admission criteria, policies, and procedures are not compromised regardless of the size and quality of the applicant pool.

<table>
<thead>
<tr>
<th>Satisfactory</th>
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</table>

In accordance with United States Department of Education regulations, the college or school has a process in place through which the college or school establishes that the student who registers in a distance education course or program is the same student who participates in and completes all course or program requirements and receives academic credit.

Consultation with ACPE occurs at least six months before recruiting students into new pathways or programs.

The college or school ensures that early assurance students are at least as well qualified as students accepted for direct entry into the first professional year. Early assurance agreements and policies allow the college or school to manage student enrollment in alignment with physical, financial, faculty, staff, practice site, preceptor, and administrative resources.

3. College or School's Comments on the Standard

**Focused Questions**

- Admissions and enrollment Information, highlighting how specific requirements of the standards and guidelines are met, including those for early admission agreements or policies, if applicable
- How admission evaluations of students is documented and how records are maintained.
- A description of the college or school's recruitment methods
- A description of methods used to assess verbal and written communication skills of applicants to the program
- How enrollment is managed in alignment with available physical, financial, staff, faculty, practice site, preceptor and administrative resources
- How curricular outcomes data are correlated with admissions data
- How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
- Any other notable achievements, innovations or quality improvements
- Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

(School comments begin here)

**Admissions and enrollment information**

The SoP requires a minimum of 68 pre-pharmacy credits that address a full range of subject matter and provide firm foundation for the PharmD curriculum. Prerequisites must be complete prior to beginning the PharmD program. Applicants are encouraged to enroll in a variety of coursework during pre-professional years.

Prerequisite course requirements and any changes to them are decided by vote of the SoP faculty. The latest prerequisite changes, passed in May 2009, involved removing microbiology and statistics from the PharmD curriculum and making them prerequisites. These were part of an overall PharmD...
curriculum revision that took effect in Fall 2011 (for Class of 2015) and aligned UW-Madison with peer institutions.

The SoP specifies 12 criteria for admission of applicants: academic achievement, oral & written communication skills, community service/volunteerism, prerequisite coursework, cultural competence, diversity of background & experiences, extracurricular activities, interest/experience in pharmacy/health care, leadership experience, personal attributes, personal talents & skills, and PCAT scores.

How admission evaluations of students are documented and how records are maintained

As described below, reviewers use a standard form that identifies the 12 admission criteria to record their evaluations. Reviewers use this form when presenting the applicant for discussion by the full Admission Committee. Following discussion, Committee members rate each applicant using written ballots that include space for comments about how the applicant satisfies each admission criterion. Ratings are averaged and yield rankings used for admission decisions. All printed and electronic application materials (including written ballots) are maintained securely by the Director of Admissions; these are separate from advising files that are maintained by the student's academic advisor.

The school's recruitment methods

Student recruitment activities are conducted by staff, faculty, students, and alumni and are overseen by the Student and Academic Affairs Office (SAA). The SoP takes advantage of UW-Madison's Pre-Health Advising Center to identify students' interest in healthcare. The SoP offers campus visits to many colleges and offers programs (e.g., Pharmacy Discovery Day) for high school students. The SoP participates in campus and UW System-level recruitment events. To recruit a diverse applicant pool, the SoP connects with campus-level organizations to publicize pharmacy. The School's Multicultural Affairs Program in Pharmacy (MAPP) is charged to raise public awareness of the pharmacy profession, especially among students from underrepresented groups. The School's pre-pharmacy advisor directly links the SoP to prospective students throughout the applicant's pre-pharmacy studies. The School's Diversity Director is instrumental in recruitment and retention of a diverse student population.

Methods used to assess verbal and written communication skills of applicants to the program

On-campus interviews are central to assessing applicants' communication skills. The Director of Admissions uses the admissions criteria to decide upon interview invitations, ensuring that more than GPA determines which applicants qualify for an interview. Decisions are reviewed and revised, if needed, by the Admissions Committee chair and vice chair. Typically, about 50% of applicants are interviewed, with attention to the fact that an enrolled class may contain no more than 20% non-Wisconsin residents.
On-campus interviews occur during a 2-day period in early January. As part of a 1/2-day program, communication skills are assessed through extemporaneous essay writing (completed in a controlled environment) and a 30-minute interview (conducted by faculty & clinical instructors using a 2-interviewers-per-applicant format). Each interviewee also participates in a small group session with the Director of Admissions.

Formal interviews elicit behavioral responses concerning pharmacy and non-pharmacy topics, using standard questions for each session. Interviewers are trained on interviewing techniques and the evaluation rubric to standardize interviews. Other than name, interviewers have no information about their interviewees. Most interviewers have participated in this process annually since on-campus interviews began in 2006. Written comments are gathered on an Applicant Interview Form where each interviewer uses specific criteria to evaluate interviewee answers to standard questions. The Admissions Committee reviews interviewers’ scores and comments as they evaluate each applicant.

How enrollment is managed in alignment with available physical, financial, staff, faculty, practice site, preceptor and administrative resources

Admissions and enrollment are managed by a full-time Director of Admissions, with support staff to assist with various functions. Faculty/staff, instructional space, and experiential site availability inform decisions regarding class size. The maximum class size was increased from 130 to 140 in 2009 after careful consideration of the above variables.

How curricular outcomes data are correlated with admissions data

The Admissions Committee annually reviews admission criteria. Should they feel that criteria need to be altered, changes are proposed to the faculty for a vote. Admission criteria emphasize communication skills, especially due to the increased role of the IPPE curriculum. The Admissions Committee puts special emphasis on certain prerequisite courses, particularly organic chemistry, knowing that students deficient in this area struggle with the PharmD curriculum. We routinely review application information of students who experience academic difficulty to explore how admissions decisions can be improved. Our total graduation rate of 97.2% indicates that we admit students who can excel in a challenging curriculum.

How the school is applying the guidelines for this standard

The SoP uses 12 admission criteria (identified above) in the admission review process. Minimum criteria include a 3.0 GPA (or 3.2 over last 60 semester hours) and 68 semester hours of pre-professional coursework. While the SoP does not publish a minimum PCAT composite, scores below a 50 composite percentile score are of special concern. We also expect that applicants have clear interest in the field of pharmacy and can express this in orally and in writing.
Students who satisfy the admission criteria also must have the intellectual, physical, and emotional aptitudes needed to be a qualified health professional/student. To address this, the SoP requires that students complete a checklist certifying that they meet SoP technical standards at the time of admission; this is based on the full Technical Standards. The SoP is committed to providing reasonable accommodations for students with disabilities, to provide individuals with disabilities equal opportunity to participate in the School's programs. Accommodations are based on individual student needs. An admitted student who is unable to meet the technical standards must follow a 5-step process at the time of admission, including a formal meeting with the UW-Madison McBurney Disability Resource Center.

The SoP application process provides the Admissions Committee with the data needed to select qualified applicants. The admissions process allows the Admissions Committee to review academics and other criteria to predict success. The 2010-2011 PharmD Admissions Committee consists of 13 voting members (9 faculty from all academic divisions, 4 preceptors/clinical instructors) and 4 non-voting members (including the Admissions Director, Diversity Director and pre-SoP advisor).

The Admissions Committee conducts in-depth reviews of all applicants who completed an on-campus interview. Each applicant's PharmCAS and supplemental application information is evaluated by 2 reviewers and by the Director of Admissions based on posted admissions criteria. Applicant review meetings involve two weeks in February/March. During these meetings, reviewers verbally present each applicant; the full Committee then has opportunity for questions, clarification and comments. Voting members use a standard voting ballot to cast votes and the mean vote is used to rank applicants; extensive quality control is used to prevent errors. Each applicant then is offered admission, denied admission or placed on a small waitlist.

**Any other notable achievements, innovations or quality improvements**

Our holistic criteria and intensive review process allow us to successfully identify motivated, academically qualified, and professional students with the desire to practice pharmacy. The Admissions Committee regularly analyzes the process and recommends modifications, allowing for continuous improvement and flexibility as applicant pools change from year to year. In 2010, we began using PharmCAS as our application service provider aligning the SoP with other peer institutions. We expect that PharmCAS will increase the efficiency of and overall satisfaction with the admissions process. Currently, 82% of students surveyed indicated that they agree or strongly agree that the SoP's admissions process was well organized.

**Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms**

SoP students do well in the PharmD program. Total graduation rate (over the past 5 years) is 97.2%, above the 2009 national average of 94.9%. More telling, the 4-year graduation rate (over the past 5 years) is 94.6% compared to the 2009 national average of 88.7%.
4. College or School's Final Self-Evaluation

Compliant [ ]  Compliant with Monitoring [ ]  Partially Compliant [ ]  Non-Compliant [ ]

5. Recommended Monitoring

(School comments begin here)
University of Wisconsin - Madison / School of Pharmacy

18. Transfer of Credits and Waiver of Requisites for Admission with Advanced Standing

The college or school must produce and make available to students and prospective students transfer credit and course-waiver policies, based on rational procedures and defensible assessments.

2. College or School's Self-Assessment

<table>
<thead>
<tr>
<th>The college or school produces transfer credit and course-waiver policies, based on rational procedures and defensible assessments and makes that information available to students and prospective students.</th>
<th>Satisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>The college or school implements policies and procedures for the evaluation of the equivalency of educational courses (preprofessional or professional) prior to admission or transfer to the professional degree program.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Requisites are only waived based upon an educationally sound assessment of the professional competencies (as set forth in Standard 12) that have been achieved through continuing pharmacy education, other postgraduate education and training, and previous pharmacy practice experience.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The college or school has established and implemented policies and procedures for students who request to transfer credits or who wish to change from one program pathway to another.</td>
<td>Satisfactory</td>
</tr>
</tbody>
</table>

3. College or School's Comments on the Standard

Focused Questions

☑ The number of transfer students, including (if applicable) international students or graduates of other professional degree programs admitted with advanced standing, and an assessment of the correlation between the criteria in the transfer policy and success in the program. If applicable, comparative performance data should be provided.

☑ How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard

☑ Any other notable achievements, innovations or quality improvements

(School comments begin here)

The number of transfer students, including (if applicable) international students or graduates of other professional degree programs admitted with advanced standing, and an assessment of the correlation between the criteria in the transfer policy and success in the program. If applicable, comparative performance data should be provided.

The UW SoP policy regarding transfer into the PharmD program from another ACPE-accredited professional degree program is available online. Transfer requests are considered by the PharmD Admissions Committee. Admission is on a space-available basis and the process is competitive. We receive few inquiries regarding advanced-standing transfer and even fewer applications – less than one per year. Because our classes generally maintain full enrollment, transferring into the PharmD program generally is not possible.
Within our currently-enrolled PharmD students, we have only one transfer student. While that student is performing well in the PharmD program, it is not possible to provide comparative data.

How the college or school is applying the guidelines for this standard

The UW SoP policy on transfer of credits toward the completion of professional program outlines the process to request advanced-standing transfer. The SoP does offer a transfer possibility if the student meets the posted criteria. In addition to having satisfied all program prerequisites, the prospective advanced-standing transfer student must have been competitive for admission to UW SoP at the time that the student applied to his/her current PharmD program. On occasions when the UW-Madison SoP PharmD Admissions Committee accepts transfer students with advanced standing into the PharmD program, the student’s previous curriculum is formally reviewed by appropriate program faculty at the time of admission. This is to identify course equivalencies and to design the student’s individual plan for completion of the PharmD program.

The School’s general policy on the transfer of credits and course waivers is available online. Transfer credit is awarded for college-level courses that are completed at institutions accredited by a regional or national accrediting organization that is recognized by the Council for Higher Education Accreditation (CHEA). Foreign institutions must be recognized by the Ministry of Education in that country. Course equivalencies are available online (above) for UW System 4-year universities, UW System 2-year colleges, Wisconsin technical colleges, Wisconsin private colleges/universities, and surrounding colleges/universities outside of Wisconsin. While there is no time limit concerning the acceptability of transfer credit, the Admissions Committee is concerned with any required math and/or science coursework taken more than 10 years ago. Upon transcript review, applicants may be advised to retake courses completed 10 or more years ago.

Any other notable achievements, innovations or quality improvements

The UW-Madison SoP has set up and made available to students and prospective students (both traditional and advanced-standing) transfer credit and course-waiver policies for the defensible assessment of course equivalencies from Wisconsin colleges and universities and surrounding colleges/universities outside of Wisconsin

4. College or School's Final Self-Evaluation

☐ Compliant  ☐ Compliant with Monitoring  ☐ Partially Compliant  ☐ Non-Compliant

5. Recommended Monitoring

(School comments begin here)
University of Wisconsin - Madison / School of Pharmacy

19. Progression of Students

The college or school must produce and make available to students and prospective students criteria, policies, and procedures for academic progression, academic probation, remediation, missed course work or credit, dismissal, readmission, rights to due process, and appeal mechanisms.

2. College or School's Self-Assessment

The college or school produces and makes available to students and prospective students criteria, policies, and procedures for academic progression, academic probation, remediation, missed course work or credit, dismissal, readmission, rights to due process, and appeal mechanisms.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Status</th>
</tr>
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<tbody>
<tr>
<td>The college or school's system of monitoring student performance, based on formative assessments of learning outcomes provides for the early detection of academic difficulty.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The college or school maintains a record of student retention, attrition, and on-time graduation, identifies and analyzes trends, and makes programmatic adjustments as needed.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The college or school ensures that all students have comparable access to individualized student services such as comprehensive academic success counseling, tutoring and faculty advising.</td>
<td>Satisfactory</td>
</tr>
</tbody>
</table>

3. College or School's Comments on the Standard

Focused Questions

☑ How student matriculation, progression and graduation rates correlate to admission and transfer policies and the school’s mission
☑ The academic counseling and/or student support staff available to work with students seeking to retain or regain good academic standing, and how extensively they are utilized
☑ How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
☑ Any other notable achievements, innovations or quality improvements
☑ Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

(School comments begin here)

How student matriculation, progression and graduation rates correlate to admission and transfer policies and the school’s mission

SoP faculty and staff take a comprehensive view of our students, their development and their performance. Our goal is to admit, educate and graduate a talented and diverse student body, thus contributing to the School’s vision of training the next generation of Pharmacy leaders. SoP admission policies, as described under Standard 17, involve holistic assessment of an applicant’s likelihood for success in the PharmD program and require that the applicant excel in criteria that...
include academic achievement, communication skills, and social engagement. Paralleling this, policies governing progression in the SoP require that a student demonstrate strengths in academic performance, professional conduct and technical abilities. We feel that this comprehensive view has served us well in achieving our high rate of program completion (graduation rate >97% over the last 5 years) and of successful entry into the Pharmacy profession (NAPLEX and MPJE pass rates >99% and 97%, respectively, over the last 5 years). To gain more detailed understanding of student progression, we are in the process of constructing an integrated database that will allow us to identify and analyze factors affecting student progression.

**Academic counseling and/or student support staff available to work with students seeking to retain or regain good academic standing, and how extensively they are utilized**

We take this same comprehensive approach in supporting students who are seeking to retain or regain good academic standing. The School’s academic advisors and the Director of Student Affairs are readily available to work with such students. Each student is assigned an academic advisor who remains consistent through the first three years of the PharmD program. This structure allows advisors to be persistent, responsive and proactive when working with students. Students can schedule appointments or drop in to speak with their advisor about concerns related to their academic progress, life issues or academic accommodations. Advisors are able to provide study skills tips as well as help students identify available school and campus resources such as tutoring, study groups, etc. The Rho Chi Honor Society provides individual, group and drop-in tutoring for pharmacy students. Students utilize advising and tutoring services to varying degrees throughout the semester and their time as a student.

Academic advisors are given access to view grades in most required pharmacy courses. Advisors will contact students and follow up with faculty when they notice concerns regarding academic performance during the course of the semester. Faculty members also contact advisors or the Associate Dean for Academic Affairs directly with concerns about a student’s academic performance or professional behavior.

Students who fail to meet academic, technical and behavior standards as described in the *Student Promotion Policy and Procedures* are referred to the Student Promotion Committee (SPC). Responsibilities of SPC are to:

1. Interpret, review and recommend revision of the Student Promotion Policies and Procedures, as needed.
2. Review situations where accommodations are needed for a student to be able to meet the School’s Technical Standards.
3. Review the academic progress of any student not meeting the School’s Academic Standards.
5. Determine whether needed accommodations can be provided in a reasonable manner.
6. Determine the necessary remediation and/or sanctions in cases involving unsatisfactory academic progress or unprofessional behavior.
7. Consider requests for part-time programs that may change a student’s graduation date.
8. Consider requests for a Leave of Absence for one academic year or longer.
9. Approve the promotion to the next year of all students who have satisfactorily completed a given year's curricular requirements.
10. Approve the graduation of all students who have completed the degree requirements.
11. Report to the Dean and the Faculty and Academic Staff of the School of Pharmacy regarding Committee activities.

Voting members are selected from the Faculty and Instructional Academic Staff of the School. Non-voting members and resource persons may be selected from the School of Pharmacy and/or from other campus units.

The Committee works with students in academic difficulty to develop a plan to ensure future success. It strives to take a proactive approach, to identify and address problems at an early stage. Students who receive an Academic Warning for earning a grade of D in a single course or for not meeting GPA requirements are provided suggestions for improvement by SPC. Students who fall into Must Obtain Permission to Continue (MOPTC) Status are required to meet with SPC if they wish to continue in the program. SPC meetings are held after the conclusion of each semester (January and June) and at other times, as needed. Students who meet with SPC work with their advisor and/or the Director of Student Affairs to follow through with the Committee's suggestions and requirements. Suggestions and requirements are tailored to the individual student's circumstance and can include remediation of course content, repeating courses and continuing with courses on a part-time basis. SPC has authority to dismiss or suspend a student from the program or to place a student on involuntary medical leave; such decisions receive automatic review by the Dean. Policies spell out processes that a student may pursue to appeal a decision made by SPC.

The Director of Student Affairs is a non-voting member of the Student Promotion Committee. She maintains records of students who 1) have Must Obtain Permission to Continue status, receive Academic Warnings or receive grades of Incomplete, 2) are on medical leaves and/or 3) present academic or professional conduct problems. Records are maintained by the Director of Student Affairs on students who have extended programs or modified schedules due to any of the previously mentioned situations.

As has been reported nationally, we find that mental and/or physical health problems are increasingly important influences on students' academic performance and often underlie academic performance problems. All parties who assist students in academic difficulty work to identify underlying problems and to connect students with appropriate counseling, health and/or disability services. SAA staff members maintain close working relationships with colleagues who provide such services on campus.

How the school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard

The School provides each student a copy of the Student Promotion Policy and Procedures upon admission to the school. This document is available on the website for reference and is also discussed during DHP-1 Orientation and during Welcome Back for DPH-2 and DPH-3 students. Students with questions or concerns about policies or procedures are encouraged to meet with
members of the Student and Academic Affairs Office. This document provides information related to progression, professional behavior, remediation, dismissal and readmission to the Doctor of Pharmacy program.

Any other notable achievements, innovations or quality improvements

The School’s Student Promotion Policies & Procedures have undergone substantial revision during the past several years. Three are particularly meaningful. First, technical standards are now codified and an explicit consideration for student admission and progression. This is providing better guidance to students, faculty and staff, particularly in situations involving students with serious health problems. Second, standards related to professional conduct have been expanded, updated and clarified to better address both age-old issues (e.g., academic integrity) and recently-evolving issues (e.g., inappropriate use of social media). Third, revisions to SPC procedures enable the Committee to be more nimble and to respond more promptly when a student issue arises.

Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

This standard had one required survey question related to faculty perception of how the school manages students in academic difficulty. Faculty evaluated the School highly in this category which was equivalent to peer responses.

4. College or School’s Final Self-Evaluation

| ☑ Compliant | ☐ Compliant with Monitoring | ☐ Partially Compliant | ☐ Non-Compliant |

5. Recommended Monitoring

(School comments begin here)
20. Student Complaints Policy

The college or school must produce and make available to students a complaints policy that includes procedures to be followed in the event of a written complaint related to one of the accreditation standards, student rights to due process, and appeal mechanisms. Students must receive information on how they can submit a complaint to ACPE for unresolved issues on a complaint related to the accreditation standards.

2. College or School's Self-Assessment

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Grade</th>
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<tbody>
<tr>
<td>The college or school produces and makes available to students a complaints policy that includes procedures to be followed in the event of a written complaint related to one of the accreditation standards, student rights to due process, and appeal mechanisms.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Students receive information on how they can submit a complaint to ACPE for unresolved issues on a complaint related to the accreditation standards.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The college or school includes information about the complaint policy during student orientation.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The college or school maintains a chronological record of student complaints related to matters covered by the accreditation standards and allows inspection of the records during on-site evaluation visits by ACPE.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The college or school informs ACPE during an on-site evaluation if any of the student complaints related to the accreditation standards have led to legal proceedings, and the outcomes of such proceedings.</td>
<td>Satisfactory</td>
</tr>
</tbody>
</table>

3. College or School's Comments on the Standard

Focused Questions

- How the complaint policy is communicated to students
- The number of complaints since the last accreditation visit and the nature of their resolution
- How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
- Any other notable achievements, innovations or quality improvements
- Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

(School comments begin here)

How the complaint policy is communicated to students

The School's Complaints Policy takes a broad approach to identifying and resolving a wide range of issues, including those related to accreditation standards. It provides students with information about informal and formal pathways they may use to resolve problems. It also creates a systematic process for the School’s Student, Faculty and Staff Relations Committee to review formal and informal complaints and their solutions in order to find ways to continuously improve school climate.

University of Wisconsin - Madison / School of Pharmacy
The Policy is communicated to students in several ways. It is in the Student Handbook that is readily-accessible on the SoP website; this includes links to the SoP complaint form and to relevant materials on ACPE’s webpage. At the time of admission to the PharmD program, students are required to sign a form indicating that they have read and understand the expectations and policies included in the Handbook and that they agree to abide by the conditions outlined in it. More directly, the Policy is discussed during DPH-1 Orientation, with DPH-2 and DPH-3 students during Welcome Back, and with DHP-4 students during APPE Orientation. So each year, students are informed and/or reminded about this policy.

The number of complaints since the last accreditation visit and the nature of their resolution

A complaint file is kept in the SAA Office and is available for inspection. The SoP has not received any student complaints related to ACPE standards since the last accreditation visit.

How the school is applying the guidelines for this standard

The Complaints Policy is included in the School’s online Student Handbook. This is regularly updated and readily available all students. The Complaints Policy can be accessed through the Student Handbook on the SoP website.

Any notable achievements, innovations or quality improvements

Over the past 2 years, there has been School-wide discussion of the Complaints Policy as the Student/Faculty/Staff Relations Committee worked to update this policy. The Committee’s work has resulted in clear definition of both formal and informal pathways for resolving complaints. The formal pathway includes submitting written complaints related to ACPE Accreditation Standards in writing to the Office of Student and Academic Affairs (SAA) and/or directly to ACPE. The informal pathway focuses on direct discussion that may involve mediation by an academic advisor, student leader, and/or the School’s Ombuds. As posted on the SoP website, the Policy includes a direct link to ACPE’s Complaints webpage.

Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

Students’ awareness of the process for raising issues with the school administration has improved significantly. The percentage of new graduates saying that they are aware of this have increased from 43% (2008) to 58% (2010) to 82% (2011). Our current performance compares favorably to the 80% (2011) awareness reported for our peer institutions.
4. College or School's Final Self-Evaluation

| Compliant | Compliant with Monitoring | Partially Compliant | Non-Compliant |

5. Recommended Monitoring

(School comments begin here)
University of Wisconsin - Madison / School of Pharmacy

21. Program Information

The college or school must produce and make available to students and prospective students a complete and accurate description of the professional degree program, including its current accreditation status.

2. College or School's Self-Assessment

| The college or school produces and makes available to students and prospective students a complete and accurate description of the professional degree program, including its current accreditation status. | Satisfactory |
| Admissions policies, procedures, and practices fully and clearly represent the conditions and requirements related to distance learning, including full disclosure of any requirements that cannot be completed at a distance. | |

3. College or School's Comments on the Standard

Focused Questions

- ☑ How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
- ☑ Any other notable achievements, innovations or quality improvements
- ☑ Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

(School comments begin here)

How the school is applying the guidelines for this standard

The School provides extensive online and print materials that are up-to-date and readily available to both current and prospective students. Information is presented and discussed with students at key points in the program. These include Admission/Orientation for new DPH-1 students, annual Welcome Back for DPH-2 and DPH-3 students, APPE Orientation for DPH-4 students, and regularly-scheduled Colloquia that are presented throughout the program. We continually work to increase the effectiveness of these communications.

The Student Handbook provides official information about the PharmD program. It is monitored and updated by the SoP Office of Student and Academic Affairs (SAA). It includes all student-related policies of the School, including the Student Promotion Policies and Procedures. Upon admission, students are required to sign a form indicating that they have read and understand the expectations and policies, and that they agree to abide by the conditions outlined in this document. The Student Handbook is reviewed and discussed during the first-year orientation and is referenced often during the duration of the PharmD program. Students are encouraged to inform the SAA staff if items are missing or unclear. The online student handbook went through a major revision in the spring of 2010 and is updated/revised as needed.
UW-Madison Undergraduate/Professional School Catalog is an online resource used by prospective and current SoP students. It contains information about SoP facilities, student resources, the accreditation statement, financial aid, scholarships, student organizations, the pharmacy profession, curriculum, admission and graduation policies, course descriptions, and SoP contact information.

Using the ACPE Standards and Guidelines as a template, below are links to specific program information content. Program information generally is available in the University Catalog, and/or in the School’s Student Handbook.

- **Mission**, goals, objectives, and educational philosophy of the professional degree program
- **Curricular plan**, courses, and credit hours
- Resources available to support the curriculum
- Criteria, policies, and procedures related to admissions, progression, and access to student records
- **Types of disclosures** students may be required to make prior to admission or during the professional degree program, what background checks they may be subject to prior to admission or during the professional degree program, and the potential adverse consequences resulting from the disclosures or background checks
- **Grading policy** grade scheme, and GPA calculation policy. Note that the SoP follows the UW-Madison campus-level grading policy
- **Student code documents** such as ethics, conduct, and professional behavior
- **Off-campus curricular requirements**
- **Graduation requirements**
- **Tuition and fees** including refund policies
- **Financial aid guidance**
- **Statement of nondiscrimination**
- Provision for on and off-campus housing including availability during off campus practice experiences
- **Graduation and placement rates**
- **Current accreditation status** of the program and contact information for ACPE
- Recent pass rates of graduates taking the standardized licensure examinations for the first time
- **Expectations** for attitudes, values, traits, and ethics required in the profession
- Description of policies regarding student life such as accommodations for disabilities, harassment, and antiviolence
- **Immunization and other health or practice site requirements**

Any other notable achievements, innovations or quality improvements

The SoP keeps a very current, easy to navigate website that includes extensive information about admission and academic information. After major revision in 2010, it better highlights the PharmD program and provides information in a more intuitive and accessible fashion.
At the beginning of each academic year, special sessions have been scheduled with students in each year of the PharmD program. These sessions are intended to get students off to a positive start for the year. Presented by the Associate Dean for Academic Affairs, the sessions provide students with an overview of the learning goals for their coming year, reinforce key program information related to standards for academic and professional conduct, and remind students of mechanisms through which they can raise issues or complaints. Student response to these sessions has been positive.

Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

Surveys indicate that students are generally well-informed about the program. Among new graduates from 2008-11, 95-100% agreed/strongly agreed they were aware of expected behaviors with respect to professional and academic conduct; this is comparable to our peer institutions. Among new graduates from 2009-11, the percentage agreeing or strongly agreeing that the School provided timely information improved from 85% (2009) to 88% (2010) to 95% (2011). These results offer support that our new website and changes in our admission, orientation and colloquium programs have been well-received.

4. College or School's Final Self-Evaluation

[ ] Compliant
[ ] Compliant with Monitoring
[ ] Partially Compliant
[ ] Non-Compliant

5. Recommended Monitoring

(School comments begin here)
22. Student Representation and Perspectives

The college or school must consider student perspectives and include student representation, where appropriate, on committees, in policy-development bodies, and in assessment and evaluation activities.

2. College or School’s Self-Assessment

| The college or school considers student perspectives and includes student representation, where appropriate, on committees, in policy-development bodies, and in assessment and evaluation activities. | Satisfactory |
| The college or school involves student representatives on appropriate program committees, as well as in accreditation self-studies and strategic planning activities. | Satisfactory |
| The pharmacy students feel their perspectives are heard, respected, and acted upon in a fair and just manner. | Needs Improvement |
| A clear process exists for students to follow to raise issues with the college or school administration. | Satisfactory |
| The college or school administration responds to problems and issues of concern to the student body. | Satisfactory |

3. College or School’s Comments on the Standard

**Focused Questions**

- ☑ The participation and contribution of students on college or school committees
- ☑ The organization, empowerment, and implementation of a student government association or council
- ☑ The other methods (e.g., focus groups, meetings with the Dean or other administrators, involvement in self study activities, review of student complaints) used to gather student perspectives
- ☑ Examples of quality improvements in the college or school that have been made as a result of student representation and perspectives
- ☑ How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
- ☑ Any other notable achievements, innovations or quality improvements
- ☑ Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

(School comments begin here)

**The participation and contribution of students on school committees**

Students are recruited to participate in SoP committees, including committees focused on curriculum, assessment, and governance, through email. Each committee, its charge, and member names are listed on the SoP website. The Student Senate also recommends student members to standing committees.

Students were recruited to become committee members for the self-study. Each self-study group includes two to four student representatives and two students were members of the Steering Committee.
These students were asked to lead open forums for students to review and comment on the self-study report.

Student leaders and committee members are invited to attend yearly faculty/staff retreats to learn more about the goals and objectives for the academic year and share comments related to strategic planning activities.

The organization, empowerment, and implementation of a student government association or council

The SoP supports the Student Senate, which serves as liaison among the student classes, organizations, and faculty for communicating information and serves as a mediator for conflicts. Student Senate is made up of one representative from each student organization, the president and vice president from each class, and officers of Student Senate. Every SoP student is welcome to attend meetings, in which senators discuss projects, ideas for improving the school, and concerns or issues among students and faculty. Senators are encouraged to share meeting minutes and resolutions with the students they represent.

The president or vice president of each class serves as a member of the School's Student/Faculty/Staff Relations Committee. Beginning in Fall 2011, 8-10 person Class Councils have been formed for the DPH-1, -2 and -3 classes. Each council will meet regularly with the class academic advisor and the School's Ombuds.

The other methods used to gather student perspectives

Students are encouraged by course coordinators verbally and through email to complete course evaluations at the end of the semester to provide feedback and comments for future improvements. Students are also asked for feedback after completion of OSCEs (Objective Standardized Clinical Examinations) to make improvements in the exam format, process, and patient cases. Focus groups are used to evaluate introductory and advanced pharmacy practice experiences. Dean Roberts supports student input and feedback by holding focus groups throughout the year.

Examples of quality improvements in the school that have been made as a result of student representation and perspectives

- Moving Microbiology and Statistics to pre-pharmacy curriculum reduced the course load of the second year and provided flexibility to complete IPPE hours
- Firm exam schedules established, scheduling policy created that requires study time between examinations, and SoP control of the final exam schedule
- Development of class councils and processes for appointing student members of the Student/Faculty/Staff Relations Committee to improve communication

How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard

UW-Madison has always embraced the ideal that faculty, staff and students actively participate in institutional governance and policy development. The University accomplishes this through organizations unique to faculty, staff and student groups and increasingly through organizations that combine representation from each group. Our culture, which has evolved over more than 150 years, continues to embrace shared governance, distributed decision-making and local support. The SoP also has a strong commitment to shared governance. The Student/Faculty/Staff/Relations Committee is charged with
ensuring that the complaints policy is meaningful, manageable and consistent with ACPE Standards 20, 22, and 23, and if warranted, brings recommendations to the faculty for modification.

Any other notable achievements, innovations or quality improvements

- Monthly newsletters emailed by the Dean to faculty, students, and staff to enhance communication, highlight achievements, recruit participation and solicit feedback
- Career Fair revamped in 2010 to include more professional development for students and courses rescheduled to facilitate student attendance
- Incoming students introduced to the student handbook and complaints policy during orientation starting in 2009
- Complaints policy updated in 2011 by the Student/Faculty/Staff Relations Committee

Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

More UW-Madison students were more unaware of the process to raise issues with administration compared to the peer group (32.2% vs 13.5%). This percentage will decrease as students are now introduced to the complaints policy during orientation.

4. College or School's Final Self-Evaluation

5. Recommended Monitoring

(School comments begin here)

- Student recruitment for SoP committees will be promoted systematically (e.g., conducted verbally via class announcements as well as email) to ensure student awareness and increase participation.
- Student Senate will be assisted in maintaining an up-to-date webpage with minutes, list of current members, and announcements to enhance communication between students, faculty, and staff. Senators will be responsible for sharing meeting information with student groups they represent.
- Student leaders will review the student handbook and complaints policy at the start of each academic year.
- Student/Faculty/Staff Relations Committee will encourage student comments and report how feedback has been used to implement changes.
23. Professional Behavior and Harmonious Relationships

The college or school must provide an environment and culture that promotes professional behavior and harmonious relationships among students, faculty, administrators, preceptors, and staff. Faculty, administrators, preceptors, and staff must be committed to developing professionalism and fostering leadership in students and to serving as mentors and positive role models for students.

2. College or School's Self-Assessment

<table>
<thead>
<tr>
<th>The college or school provides an environment and culture that promotes professional behavior and harmonious relationships among students, faculty, administrators, preceptors, and staff.</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty, administrators, preceptors, and staff are committed to developing professionalism and fostering leadership in students and to serving as mentors and positive role models for students.</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>The college or school develops, via a broadly based process, a policy consistent with university policies on student, faculty, preceptor, and staff professionalism that defines expected behaviors and consequences for deviation from the policy, as well as due process for appeals.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The activities undertaken by the college or school to promote professional behavior are effective.</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>The activities undertaken by the college or school to promote harmonious relationships are effective.</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>The activities undertaken by the college or school to promote student mentoring and leadership development are effective.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Faculty receive support from peers to participate in student mentoring and leadership development activities, and these efforts are viewed favorably by college or school administration.</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>The college or school supports students, faculty, administrators, preceptors, and staff participation, where appropriate, in pharmacy, scientific and other professional organizations.</td>
<td>Satisfactory</td>
</tr>
</tbody>
</table>

3. College or School's Comments on the Standard

Focused Questions

- Strategies that the college or school has used to promote professional behavior, and the outcomes
- Strategies that the college or school has used to promote harmonious relationships among students, faculty, administrators, preceptors, and staff; and the outcomes
- Strategies that the college or school has used to promote student mentoring and leadership development, and the outcomes
- How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
- Any other notable achievements, innovations or quality improvements
Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

(School comments begin here)

**Strategies that the school has used to promote professional behavior, and the outcomes**

The School recognizes that professionalism is an essential student outcome and that faculty and staff play key roles in advancing this. The School promotes professional behavior beginning with our earliest contact with prospective students and continuing throughout the program. We use an array of curricular, co-curricular, and extra-curricular activities in these efforts. We also address this via policies regarding professional conduct.

**Course-based efforts.** Professionalism is an integral aspect of all SoP courses and professional development is an explicit focus of many. For example, the experiential education curriculum includes major focus on professional behavior and includes this as a grading criterion for all IPPE and APPEs. All IPPEs include regular student reflection with feedback from faculty. Professional development is the focus of a longitudinal self-assessment survey/exercise that is completed by all DPH-1 and DPH-3 students and of continuing professional development exercises that are completed by DPH-2 and DPH-3 students.

**Co-curricular efforts.** Over the past several years, the School has consciously strengthened co-curricular efforts that promote professionalism. This includes venues such as New Student Orientation, Welcome Back (for continuing students), DPH-4 Clerkship Orientation, and colloquia that are organized by SAA and other SoP groups throughout the year. In each, students engage in activities geared toward fostering high professional standards. An example of this is our practice, begun in Fall 2010, of having each new PharmD class write an Honor Code that spells out expectations of all class members.

**Extra-curricular efforts.** The School currently sponsors 13 student organizations. They are well-organized, well-supported and host many activities. Students have support in attending outside meetings. Faculty encourage student attendance at state and national professional organization meetings. Examples include providing accommodations for exams and assignments for students attending these functions and a standard practice by SAA staff to schedule major course activities around professional meetings. The Dean and the Wisconsin Society of Pharmacy Students (WSPS, the School's affiliate with APhA, ASHP and PSW) provide supplemental funding for students to attend meetings. AACP survey results show that UW graduates are encouraged to participate in meetings at a level similar to their peers.

Faculty attend and present at the state (PSW) and national professional organization (APhA, ASHP, ACCP, AACP) meetings that students attend, and serve as role models for students.

**Policies.** The School's *Student Promotion Policies & Procedures* (p.19ff) identifies professional conduct requirements of all students and lays out procedures for addressing situations that violate them. Codes of expected professional behavior are well delineated and easily retrievable. In situations that appear not to violate professional conduct policies, the recently-revised *Complaints Policy* provides a mechanism for any SoP student to bring forth concerns.
Strategies that the school has used to promote harmonious relationships among students, faculty, administrators, preceptors, and staff; and the outcomes

Faculty are accessible to students. Offices hours are posted, and students are encouraged to meet with faculty during these times, or to schedule appointments, if they have concerns or questions about a course. Multiple courses utilize smaller discussion groups or labs in order to facilitate student-faculty interactions outside of lecture. Use of email, course wikis, etc. is encouraged to facilitate communication.

Efforts have been made to provide more social occasions for students and faculty to interact in settings outside the classroom. For example, for the past several years, student groups have organized monthly ice cream socials, various student/faculty breakfasts and lunches, and the annual Fall all-School picnic. Involving faculty and staff in fall and spring recognition receptions and monthly "Furlough Fridays" provide opportunity for social interaction.

Preparing this Self-Study has provided valuable opportunities for students, faculty and staff to reflect on the climate within the School, identify our strengths and weaknesses, and engage in meaningful dialogue about how to improve relationships School-wide. Survey results indicate that trends generally are moving in a positive direction, though this remains an important area for improvement.

Strategies that the school has used to promote student mentoring and leadership development, and the outcomes

Student mentoring and support of leadership development occurs in diverse forums.

- Each student organization has a faculty advisor who attends the organization's meetings and assists in its activities. The Dean, Associate Dean for Academic Affairs and academic advisors mentor student leaders to support their development.

- Students are encouraged to participate in the Career Mentoring Program which matches students and a faculty mentor to discuss professional development and career goals. Students are also encouraged to meet with individual faculty to discuss career options outside of the Mentoring Program.

- The Student Senate collaborates with the Pharmacy Alumni Association to organize a mentoring program for aspiring and new pharmacy students. Other SoP student organizations organize programs around specific student interests including residencies (Phi Lambda Sigma), diversity (Multicultural Affairs Program in Pharmacy), and pharmacy ownership (NCPA).

- Students interested in research or who have specific interest areas for which formal courses are not offered are encouraged to seek out a faculty member with whom they can do independent study and are also encouraged to speak with the Assistant Dean for Graduate Studies to explore combined degree options.

- The SoP also works closely with the state's professional pharmacy organization, the Pharmacy Society of Wisconsin (PSW). The Wisconsin Society of Pharmacy Students (WSPS) works
closely with PSW on various programs and issues. Students have representation on the Board of Directors for PSW and have the opportunity to participate in a clerkship at the organization.

SoP graduates have an exceptionally strong tradition of rising to leadership positions within their practice sites and within the profession.

**How the school is applying the guidelines for this standard**

Professional behaviors and consequences are clearly defined through codes of conduct. **Student codes of conduct** are clear, readily-available, and regularly discussed. It is noteworthy that graduating students, alumni, and preceptors feel that academic and professional conduct are handled appropriately, and that graduating students understood what was expected of them in terms of behaviors. This suggests that the codes supporting professional conduct are effectively delineated, understood and applied.

**Any other notable achievements, innovations or quality improvements**

- Starting in 2010, one class officer from each class is a member of the Faculty/Student/Staff Relations Committee, in addition to the Student Senate. Student members were recently asked to assist with updating the *Complaints Policy* by soliciting feedback from other students. These members were also charged with reviewing this policy with student bodies at least once during the academic year.

- The Student Connections Program was created to match current PharmD students (Connections Leaders) with 6-8 incoming students to provide support, answer questions, and foster professional relationships.

- The Career Fair was revamped to include more information related to professional development.

- Beginning in Fall 2011, Class Councils have been formed for the DPH-1, -2 and -3 classes. Each council includes two elected officers and 6-8 students who reflect the array of students in the class. Councils have begun meeting and will meet approximately monthly with the academic advisor for that class and the School's Ombuds.

**Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms**

While efforts have been undertaken to promote an environment and culture that promotes professionalism and harmonious relationships, AACP survey results suggest there is more work to be done. On an encouraging note, results show several positive trends in new graduates and faculty perceptions. Importantly, 2011 results shows UW generally is comparable to our peer group regarding managing misconduct, clarity of expected professional and academic behaviors, and
encouraging professional engagement. (Alumni and Preceptor surveys were not conducted in 2011.)

As described above, we have undertaken multiple efforts to promote professionalism and harmonious relationships. Nonetheless, when compared with peers, we need further improvement in several areas:

- the School providing an environment and culture that promotes professional behavior among students, faculty, administrators, preceptors, and staff
- faculty displaying respect for their colleagues and students
- faculty, administrators, staff and preceptors being committed to serving as positive role models for students.

4. College or School's Final Self-Evaluation

☐ Compliant  ☐ Compliant with Monitoring  ☑ Partially Compliant  ☐ Non-Compliant

5. Recommended Monitoring

(School comments begin here)

- AACP survey results will continue to be gathered and monitored, trends observed, and effectiveness of improvement efforts evaluated. Particular emphasis will be given to student/graduate perceptions of role modeling and mentoring by administrators, faculty, staff and preceptors.

- Additional efforts (e.g., focus groups, discussions with class councils) will be undertaken to identify reasons for AACP survey results.

- Means for sharing (de-identified) information to about professional behavior code violations and their consequences will be explored.

- Mechanisms to encourage, support and acknowledge faculty participation in student mentoring and leadership development activities will be established.
University of Wisconsin - Madison / School of Pharmacy

24. Faculty and Staff - Quantitative Factors

The college or school must have a sufficient number of qualified full-time faculty and staff to effectively deliver and evaluate the professional degree program, while providing adequate time for faculty development, research and other scholarly activities, service, and pharmacy practice.

2. College or School's Self-Assessment

<table>
<thead>
<tr>
<th>The college or school has a sufficient number of qualified full-time faculty to effectively deliver and evaluate the professional degree program, while providing adequate time to ensure that the following are achieved:</th>
<th>Satisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>effective organization and delivery of the curriculum through classroom, small group, laboratory, practice simulation, service learning, and oversight and provision of experiential education</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>faculty mentoring</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>student advising and mentoring</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>research and other scholarly activities</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>faculty development as educators and scholars</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>professional/community service and pharmacy practice (where indicated by their position)</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>participation in college or school and university committees</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>assessment and evaluation activities</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The college or school has a sufficient number of qualified full-time staff to effectively support the delivery and evaluation of the professional degree program.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Faculty receive adequate support staff resources.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The college or school periodically conducts faculty workload and needs assessments, at appropriate intervals.</td>
<td>Satisfactory</td>
</tr>
</tbody>
</table>

3. College or School's Comments on the Standard

**Focused Questions**

- A description of the process and interval for conducting faculty workload and needs assessments
- An analysis of teaching load of faculty members, including commitments outside the professional degree program
- The rational for hiring any part-time faculty, and the anticipated duration of their contract
- Evidence of faculty and staff capacity planning and succession planning
- A discussion of the college or school's student-to-faculty ratio and how the ratio ties in with the college or school's mission and goals for the program
- How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
- Any other notable achievements, innovations or quality improvements

University of Wisconsin - Madison / School of Pharmacy
Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms.

(School comments begin here)

**Description of process and interval for conducting faculty workload and needs assessments**

Assessment of faculty workload involves multiple SoP groups: the Faculty Activities Review (FAR) Committee, division chairs, the Executive Committee, and the Dean. Allocation of faculty is reviewed annually by the FAR Committee; membership and responsibilities of the FAR are specified in the SoP Organization and Governance document. The Annual Activity Report Form completed by all faculty provides full information regarding individual activities and productivity.

**Analysis of teaching load of faculty members, including commitments outside the professional degree program**

In February 2011, division chairs reported the following averages for their faculty for CY 2010 (metrics vary across divisions):

- **Pharmacy Practice**: 18 hours of lecture, 30-40 hours of discussion, and ~125 hours of clerkship responsibilities
- **Pharmaceutical Sciences**: 32 hours of lecture (includes all courses)
- **Social & Administrative Sciences**: 11-14 hours of lecture (junior faculty) and 18-20 hours of lecture (senior faculty) in PharmD courses; electives, labs, seminars excluded

Outside the PharmD program, the School teaches various graduate courses in Pharm Sci and SAS (commonly on annual or biennial bases), a pharmacology course required of Nursing students and 3 service courses that are available to undergraduates. Faculty contribute to Extension Services in Pharmacy (ESP) course offerings for pharmacists and the pharmaceutical industry. In 2010, 17 faculty participated in ESP offerings that ranged from 1-hour webinars to multi-day courses.

FAR has consistently concluded that faculty spend an appropriate amount of time in teaching activities. AACP survey results show that faculty agree that their teaching time is appropriate. Division chairs make adjustments when an overload is recognized.

**The rationale for hiring any part-time faculty, and the anticipated duration of their contract**

The School funds a limited number of annually-appointed part-time instructors who, collectively, account for approx. 4 FTEs. The level has been consistent over the past 5-10 years and is expected to remain stable. These instructors' involvements are based on their unique skills/experience and fall into 3 groups:

- **Pharmacists employed by UW Hospital and Clinics** whose contributions to the PharmD curriculum extend beyond precepting (e.g., teaching didactic courses) (8 persons; approx. 2 FTEs)
- **Pharmacists serving as regional coordinators** for Experiential Education (5 persons; approx. 1 FTE)
- **Practitioners** who assist in practice-related lab and/or discussion sessions (5 persons; approx. 1 FTE).
Evidence of faculty and staff capacity planning and succession planning

The SoP identified 95 faculty and professional staff as relevant for consideration in this self-study. This includes 76 full-time individuals who collectively account for 71.3 FTEs. Distribution of these FTEs (and persons) by unit is: 29.4 FTEs (32 persons) in Pharm Sci; 6.7 FTEs (7) in SAS; 19.3 FTEs (20) in Pharm Prac; 4.0 FTEs (4) in ESP; and 11.9 FTEs (15; includes 4 faculty with part-time appointments) in Administration.

There are 58 full-time faculty/professional staff who deliver core PharmD courses. Across these individuals, there is good balance across ranks: 22 (38%) are full professors, 16 (28%) are associate professors, 18 (31%) are assistant professors and 2 (3%) are instructors. This includes faculty on tenure and non-tenure tracks. Overall, the balance of faculty rank is appropriate for the School.

The School has been successful in advancing its faculty and awarding of tenure, indefinite appointment and promotion in rank. This demonstrates that faculty are meeting professional expectations and that time allocated to teaching versus research activities is appropriate for success. Faculty development has helped balance recent faculty losses.

Planning regarding faculty number and expertise is discussed in the DAC, Exec Comm and each division. School and division goals and finances are considered in addition to areas of research/teaching/practice needs. The Dean and division chairs generally are well-aware of planned departures; discussions at the division-level and within the Exec Com prepare for replacements and expansions. Open positions generally have been filled in a timely manner, though 4 vacant faculty positions currently are on hold. Searches committees are chaired by a faculty member in the affected division and include faculty from the SoP and other campus units. Policies are in the UW-Madison Search Handbook.

The majority of hires in the past 5 years replaced faculty who retired or resigned. Since 2006:

Pharm Sci had 5 retirements and 4 resignations since 2006; replacements have been hired for 7 of these. Two additional hires since 2006 were replacements for positions vacated prior to 2006. Two positions remain open. One (Drug Delivery) has been open since 2009 due to budget constraints. The other (Drug Discovery) is a University “cluster hire” position and replacement is guaranteed. The SoP is collaborating with the College of Agriculture & Life Sciences for approval of a new cluster hire to be based in Pharm Sci. If approved, search for this position is likely in 2012/13.

Pharm Prac had 2 resignations since 2006; 1 replacement has been hired. The other position has been vacant since 2008 due to budget constraints. Four additional hires since 2006 were replacements for positions vacated prior to 2006.

SAS had 1 resignation since 2006 and hired 2 replacements, 1 of whom has resigned.

ESP had 2 resignations since 2006 and hired 1 replacement; 1 position remains open.

Additional SoP support personnel are divided into 5 groups and comprise approximately 43 FTEs: Administration (12.8 FTE), Student & Academic Affairs (2 FTE), Research/laboratory (21.2 FTE), Instructional & Information Technology (4.6 FTE), and Extension Services in Pharmacy (3 FTE).
Since 2006, overall staffing has grown by 8.4 FTEs: 1.0 FTE in SAA, 2.4 FTEs in IIT, and 5.0 FTEs in Administration. Staff needs are determined by feedback from various units within the School. The Dean has been very responsive to the need for support staff, as evidenced by recent growth. Turnover among non-research/laboratory staff has been very low. In 2010, a strong majority of faculty (84.6%) agreed or strongly agreed that they receive adequate support staff resources (AACP survey). This percentage was higher than our peer institutions (73.8%).

A discussion of the school’s student-to-faculty ratio and how the ratio ties in with the school’s mission and goals for the program

Our PharmD student-to-faculty (stf) ratio, using 71.3 FTEs and the 2010-11 student body of 539 Doctor of Pharmacy students, is 7.6-to-1. This is somewhat above our peer institutions (10-school peer group mean=6.58 stf; median=6.53). The lack of specificity regarding how our schools/colleges “count” their faculty numbers makes it difficult to comment whether or why our stf situation is significantly different from theirs.

In 2010, the SoP had over 1200 volunteer faculty, with the large majority located in Wisconsin and a few located in different states and countries. These clinical instructors are a critical resource for Introductory and Advanced Pharmacy Practice Experiences (IPPE and APPEs). We note that, as required under Wisconsin law, we maintain a ratio of 1 student:1 pharmacist for students in the DPH-3 and DPH-4 years.

How the School is applying the guidelines for this standard in order to comply with the intent and expectation of the standard

The intent of this standard is to ensure that the School has a sufficient number of qualified faculty and staff to meet its educational mission as well as provide time for faculty development and research. In the SoP, discussions related to curricular changes and program evaluation typically address the adequacy of faculty and staff numbers and qualifications to accomplish goals. Adequacy of the number of faculty is reviewed by the FAR Committee when assessing faculty workload. Faculty expertise needs are determined via discussions at the division level. There is a deliberate process to delay heavy teaching workloads for junior faculty so they can initiate their research and clinical activities.

Vacancies lead to discussions in the divisions, DAC and Exec Comm about qualifications of replacement faculty in terms of rank, expertise and background. The Experiential Education Office assesses the adequate of numbers of APPE and IPPE sites and volunteer faculty to provide experiential courses.

Areas of program that are noteworthy, innovative, or exceed the expectation of the standard

Since 2006, IIT has nearly doubled in size, SAA staff has been expanded to include a Director of Assessment, a program specialist and financial specialist were added to assist in grant
administration, a Director of Communications was hired, and an administrative assistant was added
to Experiential Education.

Interpretation of the data from the applicable AACP standardized survey questions,
especially notable differences from national or peer group norms

AACP survey results for UW compare favorably with peer institutions. UW faculty were more
likely than their peers to agree/strongly agree that: they receive adequate support staff resources,
the School has a sufficient number of qualified faculty, program resources can accommodate
current student enrollment and the amount of time they spend on teaching is appropriate. For other
questions, UW faculty paralleled their peers.

4. College or School's Final Self-Evaluation

☐ Compliant    ☐ Compliant with Monitoring    ☐ Partially Compliant    ☐ Non-Compliant

5. Recommended Monitoring

(School comments begin here)
25. Faculty and Staff - Qualitative Factors

The college or school must have qualified faculty and staff who, individually and collectively, are committed to its mission and goals and respect their colleagues and students. Faculty must possess the required professional and academic expertise, have contemporary knowledge and abilities in current educational philosophy and techniques, and be committed to the advancement of the profession and the pursuit of research and other scholarly activities. Faculty whose responsibilities include the practice of pharmacy must satisfy all professional licensure requirements that apply to their practice. The college or school must foster the development of its faculty and staff, commensurate with their responsibilities in the program.

2. College or School's Self-Assessment

<table>
<thead>
<tr>
<th>Statement</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>The college or school has qualified faculty who, individually and collectively, are committed to its mission and goals and respect their colleagues and students.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The college or school has qualified staff who, individually and collectively, are committed to its mission and goals and respect their colleagues and students.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Faculty possess the required professional and academic expertise, have contemporary knowledge and abilities in current educational philosophy and techniques, and are committed to the advancement of the profession and the pursuit of research and other scholarly activities.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Faculty generate and disseminate knowledge through scholarship. Scholarship by faculty members, including the scholarship of teaching, is evident and demonstrated by productive research and other scholarly activities.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Faculty whose responsibilities include the practice of pharmacy satisfy all professional licensure requirements that apply to their practice.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Pharmacy practice faculty possess additional professional training (residency, fellowship, or equivalent experience)</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Pharmacy practice faculty either have or are working toward additional credentials (for example, specialty certification) relevant to their practice and teaching responsibilities.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The college or school ensures that policies and procedures for faculty recruitment, promotion, tenure (if applicable), remuneration and retention are established and applied in a consistent manner.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The college or school ensures that the faculty composition, including any contributions from internal and external relationships, encompasses the relevant disciplines within the biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences to meet the education and research needs as defined by the mission statement.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Faculty, regardless of their discipline, have or are developing a conceptual understanding of current and proposed future pharmacy practice in a variety of settings.</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>Faculty members have the capability and continued commitment to be effective teachers. Effective teaching requires knowledge of the discipline, effective</td>
<td>Satisfactory</td>
</tr>
</tbody>
</table>
communication skills, and an understanding of pedagogy, including construction and delivery of the curriculum, and a commitment to learning outcomes assessment.

| The college or school provides, or is affiliated with institutions that provide, postgraduate education and training, including accredited residency and fellowship programs. | Satisfactory |
| The college or school fosters an environment that encourages contributions by the faculty to the development and transmission of knowledge. | Satisfactory |

3. College or School's Comments on the Standard

**Focused Questions**

☑ The process used to assess and confirm the credentials of faculty and staff, and to assure that faculty credentials are appropriate for their assigned teaching responsibilities

☑ How the college or school ensures that the faculty composition, including any contributions from internal and external relationships, encompasses the relevant disciplines within the biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences to meet the education and research needs as defined by the mission statement

☑ How the college or school ensures that faculty members, regardless of their discipline, have a conceptual understanding of current and future trends in the scientific basis of the biomedical, pharmaceutical social/administrative and clinical sciences

☑ How the college or school ensures that faculty members, regardless of their discipline, have a conceptual understanding of contemporary pharmacy practice and future trends in a variety of settings

☑ A description of the college or school's policy or expectations regarding research productivity for faculty, including timeline for new faculty

☑ Evidence that faculty are generating and disseminating knowledge through productive research and scholarship, including the scholarship of teaching

☑ A description, if applicable, of how faculty, instructors, and teaching assistants involved in distance education are qualified through training or experience to manage, teach, evaluate, and grade students engaged in distance learning

☑ How the college or school provides, or is affiliated with institutions that provide, postgraduate education and training, including accredited residencies and fellowship programs

☑ How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard

☑ Any other notable achievements, innovations or quality improvements

☑ Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms.

(School comments begin here)

**Process used to assess and confirm the credentials of faculty and staff, and to assure that faculty credentials are appropriate for their assigned teaching responsibilities**
SoP searches are supported by the School's Human Resources Manager who ensures that recruitment policies and procedures are applied appropriately and consistently. The University provides numerous resources to assist in recruiting and retaining excellent faculty and staff.

Search committees collect extensive information about faculty candidates. Committees evaluate written information (e.g., CV, teaching philosophy, recommendations) in applicant files; they follow-up with applicants' mentors, recommenders, former employers, etc. as needed. Finalists' interviews schedules are multifaceted (e.g., research seminar, 1-on-1 meetings with up to 15 individuals, a "research directions" presentation) and span 1.5-2 days. All search committees include at least one member from outside the division that is leading the search and generally include a non-SoP member. This allows broad-based evaluation of applicant credentials, abilities and appropriateness for teaching responsibilities.

Achievements of SoP faculty demonstrate they are highly qualified to meet the education, research, practice and service missions of the SoP. All faculty with practice responsibilities are licensed pharmacists in Wisconsin. All have substantial experience; most have completed residencies and/or fellowships and/or are working toward additional credentials. Experiential Education Office verifies that all voluntary faculty are licensed in Wisconsin or the appropriate geographic location, if based out-of-state or internationally.

How the school ensures that the faculty composition encompasses the relevant disciplines within the biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences to meet the education and research needs as defined by the mission statement

Collectively, the education and training of SoP faculty members support all content areas covered in School's mission. Areas of faculty need generally are first identified at the division-level, reflecting on-the-ground experience. This ensures that disciplinary representation is appropriate and encompasses all areas essential to delivering the PharmD program and fulfilling the School's research, graduate education and practice missions.

As described in Standard 24, planning regarding faculty expertise is discussed in the Dean's Advisory Council (DAC) and the Executive Committee (Exec Comm) as well as in the division. (A current listing identifies Pharm Prac faculty by research/clinical interests and Pharm Sci faculty by research core.) Before any search may commence, approval is required from the SoP Exec Comm which has a formal role in personnel decisions. Finalists are presented at the division-level via motions of search committees and, if advanced, come as nonbinding recommendations to the Exec Comm.

How the school ensures that faculty members, regardless of their discipline, have a conceptual understanding of current and future trends in the scientific basis of the biomedical, pharmaceutical, social/administrative and clinical sciences

As a "very high research activity" university and with a long history of scholarship, UW-Madison faculty work in an academic culture that demands awareness of current trends in one's discipline.
and a drive to be on the cutting edge of developments. This is woven into the SoP mission and vision statements, guiding principles, and 2010-15 strategic priorities.

Research accomplishments are expected in all SoP faculty whether tenure-, CHS, or Clinician-Teacher track, although the latter commonly weighs teaching, practice, and service as more significant components than research. As discussed in Standards 24 and 26, the Faculty Activity Review (FAR) Committee reviews comprehensive information regarding faculty members’ efforts to maintain leadership in their fields. Research funding, as well as proposals not funded, are documented. FAR also recognizes professional association activities (e.g., offices held; meeting/symposia organized); service on editorial boards and peer review; and patents and license agreements. In sum, annual reviews ensure that faculty remain on the cutting edge by reviewing faculty and rewarding excellent performance.

The diverse SoP faculty are brought together in numerous venues (e.g., DAC, APC, Exec Comm, faculty/staff meetings; SoP committees; seminars; faculty & staff recognition events) that create opportunities for professional discussion and cross-discipline fertilization. Ongoing communication initiatives (e.g., the Dean's First of the Month newsletter; SoP media pieces) further this education by highlighting advances and excellence school-wide in research, teaching, practice, and service.

How the school ensures that faculty members, regardless of their discipline, have a conceptual understanding of contemporary pharmacy practice and future trends in a variety of settings

The School has made a variety of efforts to familiarize non-pharmacist faculty with the pharmacy profession and the aims and organization of PharmD education. In 2008, in response to a large number of non-pharmacist hires in Pharm Sci, a 1/2-day orientation was delivered by Associate Dean for Faculty Affairs/Pharm Sci Professor Ron Burnette, Pharm Prac Professor (CHS) Barry Gidal, and SAS Associate Professor Dave Mott. The program was viewed favorably by attending faculty. It will be repeated as warranted by faculty hires.

New faculty have been invited to observe an interdivisional elective course, Integrated Pharmacy: from Bench to Practice. Prompted by a Dean's Teaching Innovation Award, this course shows "how the apparently diverse areas of pharmacy practice, social & administrative sciences, and the pharmaceutical sciences can be interwoven into a...continuum which provides for the optimum drug management of a patient."

Revision of IPPE courses has provided good opportunity for faculty to better understand current pharmacy practice. Coordinators for DPH-1 IPPEs presented the organization and purpose of their courses in a Fall 2010 faculty/staff meeting. Presentations by DPH-2 and DPH-3 course coordinators are planned at future faculty/staff meetings.

We again note that SoP faculty are brought together in numerous venues, creating opportunities for professional discussion. Such interaction advances faculty understanding of the Pharmacy profession.
A description of the school's policy or expectations regarding research productivity for faculty, including timeline for new faculty

Qualified candidates may be appointed to the tenure track with SoP Exec Comm approval. At the time of initial appointment, faculty elect to join a UW-Madison Faculty Division most appropriate to his/her research and teaching. Faculty in Pharm Sci generally join the Biological Sciences or Physical Sciences Division while SAS faculty members generally join the Social Studies Division. UW Faculty Policies & Procedures (FP&P, 7.14) identifies process and factors related to granting of tenure. Tenure and promotion guidelines in the Biological Sciences, Physical Sciences, and Social Sciences are updated regularly and available online. UW follows the AAUP-recommended timeline regarding length of the probationary period (max. 7 years with extensions permitted in individual circumstances).

Faculty in CHS and Clinical appointments in Pharm Prac are considered academic staff by UW-Madison. Pharm Prac has its own SoP Exec Com-approved Policies Governing Faculty Appointments and Promotion that address calculation of the probationary period and research performance expectations for CHS or Clinical track promotion.

Evidence that faculty are generating and disseminating knowledge through productive research and scholarship, including the scholarship of teaching

Research activity and productivity is documented by each faculty member and regularly monitored by division chairs, the Dean and others. Productivity is documented in the Faculty Profiles that accompany this self-study and in the CVs that will be available on-site to the evaluation team.

How the school is applying the guidelines for this standard

Qualifications of potential hires are determined via discussions at several levels within the School. Applicant qualifications are thoroughly assessed by search committees and administrators during the hiring process. Annual faculty review processes evaluate a comprehensive list of criteria that indicate productivity and success. A strong faculty mentoring process helps ensure that faculty are aware of expectations for success and time frame for tenure and/or promotion.

Any other notable achievements, innovations or quality improvements

None

Interpretation of data from applicable AACP standardized survey questions

The School works to achieve high quality across its teaching, research, practice and service missions. AACP survey results indicate our success in doing so. UW results match or exceed peer institutions for all Standard 25-related items. In 2011, 89% of UW Faculty survey respondents...
agreed that the SoP "uses an effective faculty recruitment process" (vs. 79% for peer institutions), 77% agreed/strongly agreed that "programs are available to...help me develop my competence in research and/or scholarship" (vs. 56% for peer institutions), and 53% agreed/strongly agreed that program were available to help orient non-practice faculty to pharmacy (vs. 34% for peer institutions). Among 2010 Alumni survey respondents, 93% agreed/strongly agreed that "faculty were effective teachers", affirming the School's success in hiring competent teachers.

4. College or School's Final Self-Evaluation

| ☑ Compliant | ☐ Compliant with Monitoring | ☐ Partially Compliant | ☐ Non-Compliant |

5. Recommended Monitoring

(School comments begin here)
26. Faculty and Staff Continuing Professional Development and Performance Review

The college or school must have an effective continuing professional development program for full-time, part-time, and voluntary faculty and staff consistent with their responsibilities. The college or school must review the performance of faculty and staff on a regular basis. Criteria for performance review must be commensurate with the responsibilities of the faculty and staff in the professional degree program.

2. College or School's Self-Assessment

<table>
<thead>
<tr>
<th>Task</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>The college or school fosters the development of its faculty and has an effective continuing professional and career development program for full-time, part-time, and voluntary faculty consistent with their responsibilities.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The college or school fosters the development of its staff and has an effective continuing professional and career development program for full-time and part-time staff consistent with their responsibilities.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Faculty and staff are assisted in goal setting by their administrative reporting authority</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The college or school reviews the performance of faculty and staff on a regular basis.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Criteria for performance review are commensurate with the responsibilities of the faculty and staff in the professional degree program.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The college or school has or provides support for programs and activities for faculty and preceptor continuing professional development as educators, researchers, scholars, and practitioners commensurate with their responsibilities in the program.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Faculty receive adequate guidance and support on career development.</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>Faculty are able to attend one or more scientific or professional association meetings per year.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Faculty development programs are available to enhance a faculty member's academic skills and abilities.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The performance criteria for faculty are clear.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Expectations on faculty for teaching, scholarship and service are appropriate and commensurate with academic and professional development.</td>
<td>Satisfactory</td>
</tr>
</tbody>
</table>

3. College or School's Comments on the Standard

**Focused Questions**

- ✔ A description of the performance review process for full-time, part-time and voluntary faculty (including preceptors) and staff
- ✔ A description of the relationship between faculty, preceptor, and staff continuing professional development activities and their performance review
- ✔ A description of faculty development programs and opportunities offered or supported by the college or school
- ✔ A description of staff development programs and opportunities offered or supported by the college or school
- ✔ How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
Any other notable achievements, innovations or quality improvements

Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms.

(School comments begin here)

**Description of performance review process for full-time, part-time and voluntary faculty and staff**

The School's [Faculty Activity Review (FAR) Committee](#) meets annually to review all faculty. Each faculty member completes a FAR form that includes a brief narrative (progress toward goals and goals for the coming year) and overview of activities during the past year. The FAR Committee evaluates each member's performance using a set of criteria and provides written summary and overall score to the faculty member, division chair and Dean. The Dean uses this information for merit pay consideration. A faculty member may meet with the division chair to discuss annual review results. FAR is performs [post-promotion (5-year) faculty reviews](#); these follow the same approach as annual reviews.

Several different review processes exist for part-time and adjunct/affiliate (including voluntary) faculty. The Assistant Dean for Experiential Education oversees evaluation of voluntary faculty; appointments are reviewed/renewed annually by a vote of the Exec Comm. Part-time faculty are reviewed by the Assistant Dean for Experiential Education (for regional coordinators) or faculty course coordinators (for instructors assisting in the didactic curriculum). UWHC pharmacists are reviewed both through their departmental process and SoP process for adjunct and affiliate faculty.

Administrative leaders in the School are appointed and reviewed by the Dean. Other than reviews by the FAR Committee, no formal evaluation of (elected) division chairs is done.

Staff are reviewed annually. Reviews are coordinated by SoP Human Resources and conducted by unit supervisors. The staff and supervisor complete parallel [evaluation forms](#) then use them to discuss the individual's performance and future goals/development. Survey of SOP staff showed that 1/3 of respondents disagreed that they received formal feedback on performance on a regular basis and 2/5 said they disagree/strongly disagree that they receive adequate guidance on career development. This is an area for improvement.

**Description of relationship between faculty, preceptor, and staff continuing professional development activities and their performance review**

The [philosophy of personnel reviews](#) in the SoP is to evaluate performance/productivity and to promote professional development. Performance reviews, faculty mentoring and teaching evaluation all provide feedback to faculty which can be used to identify and pursue development opportunities.

**Faculty mentoring.** Each junior faculty member has a mentoring committee that has interdivisional membership, typically involves a non-SoP member and is created with significant input from the junior faculty member. Mentors continuously review mentees' research, teaching, service, and practice (if applicable); compare these with tenure/promotion criteria; assist the mentee in goal-setting; and discuss professional development strategies. Committees meet face-to-face at least
once per year and present an annual report (including any promotion material) to the Exec Comm for discussion.

**Teaching evaluations** are provided by students and by peers. The School's online instructional evaluation system allows instructors to select questions to individualize these forms. Results (ratings and comments) are made available to faculty, division chairs, and used by the FAR Committee. **Low student response rates** limit their utility. Ways to address this problem are being explored by a working group; recommendations are expected in 2011-12.

Peer evaluation of teaching is required annually for junior faculty members and as part of 5-year post-promotional reviews. The SoP has a standard form for peer evaluation of teaching: Pharm Prac has an evaluation form specific to Pharm Prac courses. Mentoring committees review teaching evaluations and discuss improvement strategies with junior faculty members.

Evaluation of voluntary faculty is required for every IPPE and APPE. The Assistant Dean for Experiential Education reviews these and recommends development programs for preceptors who need or want to obtain further skill.

**Description of faculty development programs & opportunities offered or supported by the school**

Myriad development opportunities are available to faculty and staff of the SoP and include the full range of required and/or voluntary research, teaching, and other skill development options.

**Faculty Research Development.** Awareness of on-campus research-related programming and funding opportunities is facilitated via campus websites, listserves, and other communication. Development opportunities include:

- [Graduate School’s Seminar Series](#) (e.g., human research protections, intellectual property)
- [Wisconsin's Discovery Portal](#) to find collaborators, campus seminars, professional meetings
- [Wisconsin Alumni Research Foundation](#) (WARF) guides faculty efforts to patent and transfer technology
- [Education and training in clinical and translational research](#) are led by UW's Institute for Clinical & Translational Research (ICTR). Three SoP faculty have received internal K awards from ICTR.

Mechanisms to provide SoP faculty with time and money for research development activities include start-up funding, salary "offset money" from grants (for conference travel, professional development) and numerous campus and SoP travel award programs.

**Faculty Teaching Development.** All faculty can consult numerous teaching development resources available on and off campus. A rich resource is UW's [Teaching & Learning Excellence website](#). The Teaching Academy conducts individual teaching consultations and group seminars designed to improve teaching skills of UW faculty. Some SoP faculty (Kopacek; Kraus; Martin) are [fellows of the Teaching Academy](#); Dr. Martin serves on the Exec Comm for the Academy. UW's Division of Information Technology (DoIT) and the SoP's IIT group provide training and
resources for technology-enhanced instruction. Via the SoP Curriculum Committee, Dean Roberts implemented an annual teaching innovation competition to incentivize SoP faculty to develop innovative courses and approaches to teaching.

Despite numerous teaching improvement resources, only 71.2% of SoP faculty agreed/strongly agreed that such programs are available (compared to 83.4% of faculty at peer institutions). Survey comments suggest there is lack of awareness of these programs by some faculty. This is an area for improvement.

Other Faculty Development. Campus programs provide skills training in a multitude of other areas. The Provost's Office administers faculty development grants. The Office of Human Resource Development provides series on managing and leading and numerous other conferences/special events. DoIT offers a continuous set of professional technical education options. Faculty in leadership chair roles have the Academic Leadership Series and the Department Chairs Toolkit. Secretary of the Faculty Office provides new faculty programming and services (inc, sessions on tenure processes) and women mentoring program.

The SoP does not have an structured sabbatical program. Applications require the faculty member to outline how his/her teaching responsibilities will be covered during the sabbatical period, which may discourage exploring sabbatical opportunities. Since 2006, 2 faculty members completed sabbaticals.

Voluntary Faculty Development. To become a preceptor, a pharmacist must attend a clerkship training program held annually or view the training program online. Further training is available regarding hosting students in specific clerkships (acute; ambulatory; specialty) and setting student expectations; training in providing feedback to students is scheduled. The School provides a subscription of Pharmacist's Letter to voluntary faculty and various online lectures are available. CE through ESP is offered to preceptors at a discounted rate.

Description of staff development programs and opportunities offered or supported by the school

Staff have access to many of the programs already mentioned. The Dean provides support to all staff to attend one professional development activity per year. Unclassified staff may apply for tuition reimbursement for job-related course work and training geared to improving job performance. The University offers an academic staff mentoring program, linking mentors and mentees from different campus units. The SoP's Committee for Academic Staff Issues (CASI) maintains a list of professional development opportunities. A recent in-house professional development opportunity was a StrengthsFinder discussion led by SoP Ombuds and involving ~20 staff.

How the school is applying guidelines for this standard

Annual faculty activity reviews consider a full range of activities, including engagement in professional development. Participation in professional development is highly encouraged, providing real opportunities for faculty and staff to participate.
Any other notable achievements, innovations or quality improvements

Since 2006, numerous SoP faculty received tenure/indefinite appointment or promotion to full professor. Only 1 faculty member resigned due to anticipated tenure denial.

Interpretation of data from the applicable AACP standardized survey questions

AACP Faculty surveys are generally positive regarding the degree to which they are encouraged to engage in scholarly activity, the extent of programs to develop research competence, and the availability of funds to support such career development are consistently higher than their peer institutions. Over 77% of SoP voluntary faculty favorably evaluated the development opportunities that are available to them. This is consistent with our peer institutions.

4. College or School's Final Self-Evaluation

<table>
<thead>
<tr>
<th>Compliant</th>
<th>Compliant with Monitoring</th>
<th>Partially Compliant</th>
<th>Non-Compliant</th>
</tr>
</thead>
</table>

5. Recommended Monitoring

(School comments begin here)

- Efforts will be undertaken to improve/strengthen the staff performance review system and career development options.

- The Instructional Evaluation system will be revised to improve student participation and enhance use of results.
27. Physical Facilities

The college or school must have adequate and appropriate physical facilities to achieve its mission and goals. The physical facilities must facilitate interaction among administration, faculty, and students. The physical facilities must meet legal standards and be safe, well maintained, and adequately equipped.

2. College or School's Self-Assessment

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>The college or school has adequate and appropriate physical facilities to achieve its mission and goals.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The physical facilities facilitate interaction among administration, faculty, and students.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The physical facilities meet legal standards and are safe, well maintained, and adequately equipped.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Physical facilities provide a safe and comfortable environment for teaching and learning.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>For colleges and schools that use animals in their professional course work or research, proper and adequate animal facilities are maintained in accordance with acceptable standards for animal facilities.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Animal use conforms to Institutional Animal Care and Use Committee (or equivalent) requirements. Accreditation of the laboratory animal care and use program is encouraged.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Space within colleges and schools dedicated for human investigation comply with state and federal statutes and regulations.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>All human investigations performed by college or school faculty, whether performed at the college or school or elsewhere, are approved by the appropriate Institutional Review Board(s) and meet state and federal research standards.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Students, faculty, preceptors, instructors, and teaching assistants have access to appropriate resources to ensure equivalent program outcomes across all program pathways, including access to technical, design, and production services to support the college or school's various program initiatives.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Commensurate with the numbers of students, faculty and staff, and the activities and services provided, branch or distance campuses have or have access to physical facilities of comparable quality and functionality as those of the main campus.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Faculty have office space of adequate size and with an appropriate level of privacy.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Faculty have adequate laboratory resources and space for their research and scholarship needs.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Computer resources are adequate.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Laboratories and simulated environments (e.g. model pharmacy) are adequate.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Facilities encourage interprofessional interactions (e.g., simulation laboratories)</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Access to quiet and collaborative study areas is adequate.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Common space for relaxation, professional organization activities and events, and/or socialization is adequate.</td>
<td>Satisfactory</td>
</tr>
</tbody>
</table>
3. College or School's Comments on the Standard

**Focused Questions**

- ✔ A description of physical facilities, including available square footage for all areas outlined by research facilities, lecture halls, offices, laboratories, etc.
- ✔ A description of the equipment for the facilities for educational activities, including simulation areas
- ✔ A description of the equipment for the facilities for research activities
- ✔ A description of facility resources available for student organizations
- ✔ A description of facilities available for student studying, including computer and printing capabilities
- ✔ How the facilities encourage and support interprofessional interactions
- ✔ How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
- ✔ Any other notable achievements, innovations or quality improvements
- ✔ Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

(School comments begin here)

**Description of physical facilities**

Rennebohm Hall (RH), located on west campus, was occupied in June 2001. The building meets all applicable building codes and ADA requirements. The original (6/94) program had a projected cost of $52.34M. The State mandated that costs be limited to $45M, which required sacrificing Research Tower floors and has factored into subsequent faculty recruitment and development. Remodeling has increased efficiency and the Dean has identified space outside the building to help address this situation.

<table>
<thead>
<tr>
<th>Description</th>
<th>Allocation (asf)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>6,385</td>
</tr>
<tr>
<td>American Institute of the History of Pharmacy</td>
<td>1,450</td>
</tr>
<tr>
<td>Analytical Instrumentation Center</td>
<td>4,016</td>
</tr>
<tr>
<td>Animal Care Facility</td>
<td>6,691</td>
</tr>
<tr>
<td>Building Services</td>
<td>3,390</td>
</tr>
<tr>
<td>Classrooms/Instructional Laboratories</td>
<td>20,864</td>
</tr>
<tr>
<td>Commons</td>
<td>12,589</td>
</tr>
<tr>
<td>Extension Services in Pharmacy</td>
<td>2,627</td>
</tr>
<tr>
<td>Pharmaceutical Experiment Station</td>
<td>2,961</td>
</tr>
<tr>
<td>Pharmaceutical Sciences Division (inc. 1 PPD lab)</td>
<td>42,867</td>
</tr>
<tr>
<td>Pharmacy Practice Division</td>
<td>4,804</td>
</tr>
<tr>
<td>Shared Space</td>
<td>3,810</td>
</tr>
<tr>
<td>Social &amp; Administrative Sciences Division</td>
<td>4,899</td>
</tr>
<tr>
<td>Sonderegger Research Center</td>
<td>2,424</td>
</tr>
<tr>
<td>Student Facilities</td>
<td>2,300</td>
</tr>
</tbody>
</table>
A total of 68,000 asf is devoted to research. Floors 4-7 in the Research Tower include faculty offices and conference rooms (publicly accessible) and laboratories and equipment corridors (secured via key card access). Electronic locks also secure the animal facilities and freight elevator. The School currently is replacing all 103 chemical fume hoods with high-performance, energy-efficient hoods. Break areas with refrigerators, sinks and microwaves are located in publically-accessible areas on each Tower floor.

Faculty offices are 150 asf. Conference rooms (~10 person) are located near all offices and labs. Break rooms also are available on Floors 1 and 2. Floor 1 has office suites for the Dean’s Office, Student & Academic Affairs, and Business Services; each has space for support work, photocopying, equipment/supplies, etc.

Description of equipment for the facilities for educational activities, including simulation areas

Information about most Rennebohm Hall rooms is publicly available. The Stein (rm 2002) and Sanders (rm 2006) Auditoriums are large lecture halls (3000 asf, 150 seats each) with video projection/capture systems and wireless microphones; each seat has electrical connections.

Rennebohm Hall has numerous dedicated teaching laboratories. These include the wet laboratory used for teaching drug delivery (2305; 1800 asf), Contemporary Practice Laboratories for Compounding and Pharmacotherapy instruction (4,300 asf; 8 adjoining rooms) and Communication Laboratories for practice simulations (2,000 asf; 3 adjoining rooms).

Compounding Labs: Room 2312, used for compounding non-sterile products, has 28 workstations and 2 fume hoods. The sterile products manufacturing lab (2306) has eight Class II biological safety cabinets. The gowning area for the sterile products manufacturing lab (rm 2308) has 5 wash stations, lockers for students and a stockroom (2308A).

Pharmacotherapy Labs: Rms (2320/2330) are used for small group discussion; 6 patient exam rooms are connected to 2330. These rooms plus 2 adjacent offices used when OSCEs are administered.

Communication Labs includes a teaching laboratory, control room, 2 conference rooms, and storage. An adjacent classroom (2121; 857 asf) is used for group lab activities and instruction.

Seven general-purpose classrooms seat 22-45 persons. Rm 1116 contains equipment for video conferencing, WebEx demonstrations and AV recording.

Description of equipment and facilities for research activities

Sonderegger Research Center (SRC) has project space including partitioned workstations, conferencing areas, research staff offices and a work/storage room.

Lenor Zeeh Pharmaceutical Experiment Station is equipped for pre-formulation, advanced physiochemical analysis, formulation, and stability analysis.
Analytical Instrumentation Center (AIC) is both a staffed service and an open access laboratory for student training and hands-on instrument use. Its 8-room complex supports:

- NMR facility (rm 1411; 1000 asf): 400 MHz and 500 MHz Inova NMR spectrometers & data stations
- Workstation room (rm 1419; 197 asf)
- Mass spectrometry (MS) rooms (rms 1418/1420; 389/350 asf): UPLC-MS, NanoLC-MS, Bruker MaXis Ultra High Resolution Q-ToF, Bruker Amazon ion trap, IonSpec FT-MS with an external MALDI source.
- Instrument labs (rms 1424/1426; 200/600 asf): FT-IR spectrophotometer, polarimeter, UV/VIS and fluorescence specrophotometers, and Agilent 1100 HPLC-MSD (housed in hoods)

Animal Care Facilities include facilities for research species, locker room for workers, prep room, scrub room, operating room, 5 procedure rooms, aquarium equipment room, 18 holding rooms, storage rooms and a rack wash room. Animal rooms meet NIH guidelines; their use has UW Safety Committee approval. Animal care is provided by certified personnel from UW-Medical School Laboratory Animal Resources (LAR). Additional space is needed.

**Description of facility resources available for student organizations**

The Student Organizations Room (rm 1107; 484 asf) is used for organization meetings and storage. Rooms throughout the building are used often for student organization meetings. Students can reserve most rooms online. Student organizations and their activities are highlighted on display cases on the building’s 2nd floor. Student organizations sponsor a refrigerator and microwaves for student use.

**Description of facilities available for student studying, including computer & printing capabilities**

Students use the Atrium, lower lobby, and classrooms for study. The Commons provides significant space for individual and small-group study. The space is undergoing renovation (completion: 1/12) to provide group study rooms, individual study areas, and 22- and 32-seat classrooms.

The Health Sciences Learning Center (HSLC) and Ebling Library, connected to RH by skybridge, provide numerous small, quiet, comfortable spaces for students to study or relax. Ebling offers 80 laptops for check out for up to 3 days. Ebling’s InfoCommons provides access to 115 workstations, printing, and other facilities. Students also have access to 6 workstations and printing facilities in Rennebohm Hall. Wi-fi is available campus-wide, including in Rennebohm Hall and the HSLC. The University’s Division of Information Technology (DoIT) provides extensive information and communication technologies support.

**How the facilities encourage and support interprofessional interactions**

The Health Sciences Learning Center (HSLC) is the site of classroom instruction and clinical skills training for Schools of Medicine & Public Health and Nursing and houses the Ebling Library. The SoP uses HLSC facilities on a regular basis for curricular and co-curricular activities. The HSLC
Clinical Skills Assessment Center is used for DPH-4 OSCEs. Pharmacy and Nursing students engage in interprofessional simulations in the SoN’s simlab, and SoP and interprofessional student organizations regularly hold events in the HSLC. The new Nursing building (in design) includes classrooms specifically designed for interprofessional teaching/learning.

**How the school is applying the guidelines for this standard**

Rennebohm Hall and the HSLC provide comprehensive, up-to-date facilities needed for delivery of the PharmD program and fulfilling other aspects of the School’s mission and goals. Facilities continue to be improved to address new and emerging needs.

**Any other notable achievements, innovations or quality improvements**

The Commons remodel will increase the number and quality of classrooms and small-group study rooms. It will continue to offer significant student study space that can be adapted for social gatherings. Access to computers and IT support will continue and students will have immediate access to advising and other student services. Relocation of Student and Academic Affairs will open 1st floor space that will be re-purposed.

**Interpretation of the data from the applicable AACP standardized survey questions**

With respect to having a safe work environment, AACP survey results indicate that the SoP is above peer institutions. Our students view physical facilities quite positively but they are less likely than peers to view computer resources and IT as conducive to learning. Survey results for 2011 showed improvement. We believe the Commons remodel will further improve this.

4. College or School's Final Self-Evaluation

| ☑ Compliant | ☐ Compliant with Monitoring | ☐ Partially Compliant | ☐ Non-Compliant |

5. Recommended Monitoring

(School comments begin here)
28. Practice Facilities

To support the introductory and advanced pharmacy practice experiences (required and elective) and to advance collaboratively the patient care services of pharmacy practice experience sites (where applicable), the college or school must establish and implement criteria for the selection of an adequate number and mix of practice facilities and secure written agreements with the practice facilities.

2. College or School's Self-Assessment

| The college or school collaboratively advances the patient-care services of its practice sites. | Satisfactory |
| The college or school establishes and implements criteria for the selection of an adequate number and mix of practice facilities. | Satisfactory |
| The college or school establishes and implements criteria to secure written agreements with the practice facilities. | Satisfactory |
| Before assigning students to a practice site, the college or school screens potential sites and preceptors to ensure that the educational experience would afford students the opportunity to achieve the required competencies. | Satisfactory |
| At a minimum, for all sites for required pharmacy practice experiences and for frequently used sites for elective pharmacy practice experiences, a written affiliation agreement between the site and the college or school is secured before students are placed. | Satisfactory |
| The college or school identifies a diverse mixture of sites for required and elective pharmacy practice experiences. | Satisfactory |
| The college or school has sites that provide students with positive experiences in interprofessional team-based care. | Satisfactory |
| The academic environment at practice sites is favorable for faculty service and teaching. | Satisfactory |
| There is adequate oversight of practice sites and efficient management and coordination of pharmacy practice experiences. | Satisfactory |
| The college or school periodically assesses the quality of sites and preceptors in light of curricular needs and identifies additional sites when needed. The college or school discontinues relationships that do not meet preset quality criteria. | Satisfactory |

3. College or School's Comments on the Standard

Focused Questions

- Capacity assessment (surplus or shortage) of the required and elective introductory pharmacy practice experiences (IPPEs) and advanced pharmacy practice experiences (APPEs) sites and preceptors for present and, if applicable, proposed future student enrollment
- Strategies for the ongoing quantitative and qualitative development of sites and preceptors and formalization of affiliation agreements
- How the college or school is collaborating with practice sites to advance patient care services
How the college or school assesses the quality of sites and preceptors in light of curricular needs and discontinues relationships that do not meet preset quality criteria

How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard

Any other notable achievements, innovations or quality improvements

Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

(School comments begin here)

**Capacity assessment (surplus or shortage) of the required and elective introductory pharmacy practice experiences (IPPEs) and advanced pharmacy practice experiences (APPEs) sites and preceptors for present and, if applicable, proposed future student enrollment**

The SoP uses regional support for its pharmacy practice experiences. The State is divided into 6 experiential education regions: Madison, Milwaukee, Green Bay, Wausau, Eau Claire and La Crosse. Regions outside Madison have regional coordinators who assist with grading and discussions. Students are placed in one of six regions to better utilize rural and urban pharmacy settings throughout the State. During the DPH-1, -2 and -3 years, students are placed closer to campus, if possible. In the DPH-4 year, students are assigned a region to complete their required rotations but may select the region of their choice to complete elective rotations. The SoP has been fortunate in recruiting practice sites in Wisconsin and in expanding its national and international practice sites.

Pharmacy practice experiences occur in all years of the curriculum; each class has a maximum of 140 students, which is expected to remain stable in coming years. For each course, we calculate the number of rotations need for a class size of 140 students as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Experience Type</th>
<th>Rotations</th>
</tr>
</thead>
<tbody>
<tr>
<td>DPH-1</td>
<td>Community (2x12 hours)</td>
<td>140 rotations</td>
</tr>
<tr>
<td></td>
<td>Hospital (1x4 hours)</td>
<td>140 rotations</td>
</tr>
<tr>
<td>DPH-2</td>
<td>Community (1x20 hours)</td>
<td>140 rotations</td>
</tr>
<tr>
<td></td>
<td>Hospital (1x16 hours)</td>
<td>140 rotations</td>
</tr>
<tr>
<td></td>
<td>Elective (1x12 hours)</td>
<td>140 rotations</td>
</tr>
<tr>
<td>DPH-3</td>
<td>Community (1x40 hours)</td>
<td>140 rotations</td>
</tr>
<tr>
<td></td>
<td>Hospital (1x40 hours)</td>
<td>140 rotations</td>
</tr>
<tr>
<td></td>
<td>Elective (1x24 hours)</td>
<td>140 rotations</td>
</tr>
<tr>
<td>DPH-4</td>
<td>Community/Ambulatory (1x7-8 weeks)</td>
<td>140 rotations</td>
</tr>
<tr>
<td></td>
<td>Hospital/Health System (1x7-8 weeks)</td>
<td>140 rotations</td>
</tr>
<tr>
<td></td>
<td>Elective (3.75 x 7-8 weeks)</td>
<td>525 rotations</td>
</tr>
</tbody>
</table>

We currently have [500 pharmacy practice sites and 1200 clinical instructors](#) in our program. Our Advanced Pharmacy Practice Experiences (APPE) courses have been operating since the summer of 2000. As of Fall 2010, all expanded Introductory Pharmacy Practice Experience (IPPE) courses are in full operation. The number of sites and instructors increased when we expanded the IPPEs and meets the needs for our experiential program.
Strategies for the ongoing quantitative and qualitative development of sites and preceptors and formalization of affiliation agreements

By surveying pharmacists for availability, we identify the number of rotations available and compare it to the number of rotations needed. If any additional rotations are needed, we recruit new sites before beginning the annual matching process. Recruiting new sites is facilitated by contacting current preceptors, managers, members of the SoP’s Quality Review Council (QRC) and students.

To assure our sites provide quality experiences, we incorporate the following requirements when appointing new clinical instructors and sites:

- A pharmacist requesting to become a clinical instructor must complete an application form that gathers background information about the pharmacist; the pharmacist’s licensure status is verified and documented on the application
- Pharmacists sign and submit a memorandum agreement
- New APPE instructors are required to complete course and rater training for APPE students
- New APPE sites are required to have a site visit by the Assistant Dean for Experiential Education

New sites are required to complete an action plan that documents how students will complete the required activities at the site

All routinely-used sites must enter into an affiliation agreement that is maintained on file at the SoP.

How the school is collaborating with practice sites to advance patient care services

The School collaborates with sites by having students complete various projects at the sites. Examples include: 1) encouraging elderly patients to continue healthy living and successful aging activities, 2) assessing and providing feedback on literacy in pharmacy settings, 3) providing patient education, 4) providing health screenings, 5) providing drug information, and 6) completing site-specific projects.

During the DPH-4 year, students also participate in the Wisconsin Pharmacy Quality Collaborative (WPQC). This is a program where pharmacy sites provide Level I and II patient care services and receive reimbursement from contracted payers for these services. Students completing rotations at WPQC sites complete 8 hours of training and participate in WPQC quality assurance projects, Level I and II services, and follow up with reimbursement processes.

In addition, the UW School of Pharmacy offers instructors low or no cost continuing education, library resources, educational preceptor meetings, course trainings, and soon the Pharmacist’s Letter preceptor trainings.
How the school assesses the quality of sites and preceptors in light of curricular needs and discontinues relationships that do not meet present quality criteria

For ongoing quality assurance, the UW School of Pharmacy requires student feedback regarding sites and instructors. Students complete online evaluations that are reviewed and summarized by the Experiential Education Office and presented in an annual report to the Experiential Learning Program (ELP) Committee and the Quality Review Council. ELP consists of coordinators of all IPPE and APPE courses, the Pharmacy Practice Chair and support staff. The QRC includes PPD faculty, practitioners, students and a Pharmacy Examining Board Representative. Instructors view student comments the month following the completed rotation. This provides instructors with timely student feedback on areas they are doing well and areas needing improvement. Sites receiving consistently negative feedback are contacted by the Assistant Dean for Experiential Education to discuss student feedback, identify potential problems and problem-solve for ways to improve the experience.

How the school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard

The UW School of Pharmacy has constructed a strong experiential education program. Consistent with the intent and expectations of the Standard, students complete 184 (out of 304) IPPE hours in pharmacy settings and a total of 1520-1840 APPE hours in sites that are screened and reviewed to assure that they provide high quality experiences for our students.

Any other notable achievements, innovations or quality improvements

The UW SoP models integrated pharmacy practice. We believe pharmacists must be knowledgeable and competent in both clinical and distributive services. We intentionally combine both experiences in our required rotations for improved learning and application of skills. Our longer rotations (7 or 8 weeks in length) allow students to learn and to practice skills at a competency level that is supported by our preceptors.

As we have revised our experiential program, we have identified areas needing improvement. One is the sign-up process for IPPE and APPE rotations. We now conduct 4 sign-up matches in an annual cycle. We decided to change our process with the goals of 1) improving student satisfaction, 2) improving preceptor satisfaction and 3) decreasing the time and work load to complete the matches. While AACP survey results indicate that new graduates generally agreed that assigning rotations for IPPEs and APPEs was fair (~75% and 84%, respectively), we anticipate that our process changes will improve this.

Working with our IIT department, we created an online system for the pharmacists to indicate their IPPE and APPE availability. We then assign students a specific time when they select rotation sites and dates using the online system. After the student sign-up process, the Experiential Education Office reviews student schedules before posting the match results. We have used the new matching system for assigning rotations in the 2011-2012 year. Preliminary comments indicate
improved preceptor satisfaction, much improved student satisfaction and decreased workload for the Experiential Education Office.

As the number of instructors and sites has grown, it is a challenge to visit all sites in a routine fashion. Currently, the Assistant Dean for Experiential Education visits all new sites and any sites with concerns. To complete routine site visits, the School hired a staff member to assist with these visits. In addition to site visits, the School connects with sites via electronic newsletters, town hall meetings, trainings and annual meetings.

**Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms**

Results from the numerous AACP survey questions related to this Standard show that the SoP compares very favorably with peer institutions. New graduates of UW matched or exceeded their peers with respect to their perceptions that assignment of IPPE and APPE sites was fair and that their PPEs permitted collaboration with other health care professionals. Recent alumni agreed the School provided an adequate number and mix of sites.

Results in two areas, graduates’ perception of the quality of IPPE sites and whether their pharmacy practice experiences provided direct interaction with diverse patient populations, have been somewhat inconsistent over time and will continue to be watched.

4. College or School’s Final Self-Evaluation

| ☑ Compliant | ☐ Compliant with Monitoring | ☐ Partially Compliant | ☐ Non-Compliant |

5. Recommended Monitoring

(School comments begin here)
29. Library and Educational Resources

The college or school must ensure access for all faculty, preceptors, and students to a library and other educational resources that are sufficient to support the professional degree program and to provide for research and other scholarly activities in accordance with its mission and goals. The college or school must fully incorporate and use these resources in the teaching and learning processes.

2. College or School's Self-Assessment

<table>
<thead>
<tr>
<th>The college or school ensures access for all faculty, preceptors, and students to a library and other educational resources that are sufficient to support the professional degree program and to provide for research and other scholarly activities in accordance with its mission and goals.</th>
<th>Satisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>The college or school fully incorporates and uses library and other educational resources in the teaching and learning process.</td>
<td>Satisfactory</td>
</tr>
</tbody>
</table>

3. College or School's Comments on the Standard

Focused Questions

- The relationship that exists between the college or school and their primary library, including the level of responsiveness of the Director and staff to faculty, student, staff needs, and any formal mechanisms (e.g., committee assignments) that promote dialog between the college or school and the library.
- A description of how the college or school identifies materials for the library collection that are appropriate to its programs and curriculum and assesses how well the collection meets the needs of the faculty and students.
- A description of computer technology available to faculty and students.
- A description of courses/activities throughout the curriculum in which students learn about the available educational resources.
- A description of library orientation and support for faculty and preceptors.
- A description of how remote access technologies and mechanisms that promote use of library information from off-campus sites by faculty, students, and preceptors compare with on-campus library resources.
- How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard.
- Any other notable achievements, innovations or quality improvements.
- Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms.

(School comments begin here)

The relationship that exists between the school and their primary library, including the level of responsiveness of the Director and staff to faculty, student, staff needs, and any formal mechanisms that promote dialog between the school and the library.
Ebling Library for Health Sciences is the primary library for the SoP. It is part of the campus library system and has access to all of the electronic and hard-copy holdings in the library system, including 5,506 electronic journals. Faculty and staff routinely access these resources and other electronic items remotely from their office, home or while traveling. Items not available through the campus library system are available for interlibrary loan between other peer institution libraries.

The Ebling Library provides the School of Pharmacy with outstanding access to educational resources. Its home page had 818,000 page views during the 2009-2010 fiscal year while the Library’s pharmacy portal page had 11,700 page views during that year. The Library had 342,000 visits (gate counts) during the 2009-2010 fiscal year.

Ebling’s Liaison to the SoP, Rhonda Sager, is readily available for consultation and assistance. She serves as a resource person on appropriate School of Pharmacy committees, particularly the Curriculum and Experiential Learning Program Committees. School/Library collaboration is strengthened further by participation of the Library Director on the Health Sciences Council. The Council provides an additional venue for dialog between the Director of the Library and the Dean of the School.

How the school identifies materials for the library collection that are appropriate to its programs and curriculum and assesses how well the collection meets the needs of the faculty and students

The Library has a process to add and remove holdings. This process is described in the Library Collection Development Policy. It identifies processes through which additions to the library collection are made, including how programs or individuals can contribute to this.

The Core Journal List compares the Ebling Library collection to the AACP Core List of Journals for Libraries that serve Schools and Colleges of Pharmacy Libraries and Educational Resources. The missing journals are highlighted in yellow on the core list. The Ebling Library is missing 16 of the 79 journals on the core list. The library has made the decision to either cancel or not subscribe to these titles due to low usage statistics, knowing the title can be obtained via the interlibrary loan service. The title is received in average of 1.6 days.

Computer technology available to faculty and students

The search databases document lists the 90 search databases available to faculty and students. The Ebling library has available 5506 electronic journals. Most faculty and students access these resources and electronic items from other libraries on campus remotely.

The Ebling Library has computers available for searching for references as well as searching the electronic databases. Copiers in the library can copy to Acrobat documents which then can be sent via email. The library houses a campus InfoLab which is called the InfoCommons. The InfoCommons has 103 single use computers and 12 computers which can be used collaboratively. Laptops, cameras, projectors and other items can be checked out by students, faculty, and
Courses/activities throughout the curriculum in which students learn about the available educational resources

The Ebling Library Liaison to the SoP provides an orientation for all incoming students. The Liaison offers course-integrated instruction (in Social & Administrative Sciences courses) to introduce DPH-1 students to health-related databases for research (including introduction to MEDLINE, IPA, and CINAHL), to library services, and to ways of obtaining journal materials. Course-integrated instruction is provided by the Library Liaison to DPH-2 students (in Pharmacotherapy) to teach students advanced methods of searching MEDLINE for drug information. The Liaison and other librarians developed an online tutorial for DPH-2 and DPH-3 students to learn how to use Evidence-Based techniques when researching and writing responses to clinical inquiries.

The Library Staff also provides course integrated instruction for students in the Pharmacy Practice course on Herbals, Homeopathy, and Dietary Supplements. The session provides an overview of library resources for herbals and dietary supplements. A course integrated lecture for DPH-3 students in Evidence Based Medicine practices is provided by an Ebling Librarian with expertise in EBM. An online EBM tutorial was developed by Ebling Librarians for all pharmacy students access the tutorial as they need review. An optional Library Orientation Session is provided by the Liaison to students as they prepare to begin their DPH-4 rotations. This session provides information about remote access to databases, e-journals, and EBM resources; document delivery options; an overview of PubMed MEDLINE; how to access library assistance while away from campus; full-text online books to know; and an overview of RefWorks (a free Web-based bibliographic management software). The Liaison and the Library staff also provide consultation, instruction, and library documentation to individuals and groups upon request.

A description of library orientation and support for faculty and preceptors

Newly hired faculty have access to one-on-one orientation to the Library. Ebling Library staff provide drop-in educational sessions on health-related resources. Some of these are electronically captured and available via the IME Video Library. Library staff also provide one-on-one consultations for help with literature searches and research needs.

Clinical instructor preceptors have access to handouts that describe library resources and services. The Ebling Library pharmacy resource portal is available for all clinical instructors to use as an easy method of accessing library resources as well as to provide easy access to the Liaison. Orientation for new preceptors is offered each year, prior to the start of the academic year. There is also online training available regarding the use of evidence based medicine resources.
A description of how remote access technologies and mechanisms that promote use of library information from off-campus sites by faculty, students, and preceptors compare with on-campus library resources

The same resources are available remotely as are available locally.

Any other notable achievements, innovations or quality improvements

The Ebling Library received a grant to explore the use of iPads by APPE students. Students in one of the regions have free use of the iPad during their rotation. Data is being collected on the use of the iPad along with data on the student’s activities while they are on the rotation.

Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

Survey data show that approaching 100% of faculty and preceptors agree that they have access to library and educational resources. Similarly, upwards of 97% of new graduates agree that access to educational resources was conducive to learning both on-campus and during their pharmacy practice experiences. These findings are similar to the peer results.

4. College or School's Final Self-Evaluation

| ☑ Compliant | ☐ Compliant with Monitoring | ☐ Partially Compliant | ☐ Non-Compliant |

5. Recommended Monitoring

(School comments begin here)
University of Wisconsin - Madison / School of Pharmacy

30. Financial Resources

The college or school must have the financial resources necessary to accomplish its mission and goals. The college or school must ensure that student enrollment is commensurate with its resources.

2. College or School's Self-Assessment

| The college or school has the financial resources necessary to accomplish its mission and goals. | Satisfactory |
| The college or school ensures that student enrollment is commensurate with its resources. Enrollment is planned and managed in line with resource capabilities, including tuition and professional fees. | Satisfactory |
| Tuition for pharmacy students is not increased to support unrelated educational programs. | Satisfactory |
| The college or school has input into the development of and operates with a budget that is planned, developed, and managed in accordance with sound and accepted business practices. | Satisfactory |
| Financial resources are deployed efficiently and effectively to: | Satisfactory |
| support all aspects of the mission, goals, and strategic plan | Satisfactory |
| ensure stability in the delivery of the program | Satisfactory |
| allow effective faculty, administrator, and staff recruitment, retention, remuneration, and development | Satisfactory |
| maintain and improve physical facilities, equipment, and other educational and research resources | Satisfactory |
| enable innovation in education, interprofessional activities, research and other scholarly activities, and practice | Satisfactory |
| measure, record, analyze, document, and distribute assessment and evaluation activities | Satisfactory |
| ensure an adequate quantity and quality of practice sites and preceptors to support the curriculum | Satisfactory |
| The dean reports to ACPE, in a timely manner, any budget cuts or other financial factors that could negatively affect the quality of the professional degree program or other aspects of the mission of the college or school. | Satisfactory |
| Business plans, including revenue and expense pro forma for the time period over which the change will occur and beyond, are developed to provide for substantive changes in programmatic scope or student numbers. | |
| The college or school ensures that funds are sufficient to maintain equivalent facilities (commensurate with services and activities) across all program pathways. | |

3. College or School's Comments on the Standard

Focused Questions
How the college or school and university develop annual budgets (including how the college or school has input into the process) and an assessment of the adequacy of financial resources to efficiently and effectively deliver the program and support all aspects of the mission and goals.

An analysis of federal and state government support (if applicable), tuition, grant funding, and private giving.

A description of how enrollment is planned and managed in line with resource capabilities, including tuition and professional fees.

A description of how the resource requirements of the college or school’s strategic plan have been or will be addressed in current and future budgets.

How business plans were developed to provide for substantive changes in the scope of the program or student numbers, if applicable.

An assessment of faculty generated external funding support in terms of its contribution to total program revenue.

How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard.

Any other notable achievements, innovations or quality improvements.

(School comments begin here)

How the school and university develop annual budgets and assessment of the adequacy of financial resources to deliver the program and support all aspects of the mission and goals.

UW-Madison uses an “incremental” budget model where each annual budget is based on that of the previous year. Because State support for the University has declined in each of the last 10 years, requests for additional funds based on need or opportunity are not solicited. The approach adopted by University administration to address these budget reductions has been to not make “across the board” cuts, but rather to apply differential cuts to the units based on their productivity, uniqueness, and quality.

Units generally are not required to justify their budgets or account for expenditures nor does the budget development process include formal opportunities for units to discuss their budgets. The Dean makes the opportunity to meet regularly with the Vice Chancellor of Administration, though, to identify School needs and negotiate resolutions. This informal process allows the Dean to advocate for School needs, provides flexibility for Administration’s response, and has resulted in several new revenue streams for the School. Most recently, this involved returning to the SoP new tuition generated by increasing the size of PharmD classes.

In the current budget circumstance, it is not possible to say that State resources are adequate “to efficiently and effectively deliver the program and support all aspects of the mission and goals.” However our mix of State support and tuition dollars plus research funding plus private gifts plus campus partnerships is getting the job done. Replacement of recently-lost faculty lines is imperative – but that takes State money, which continues to erode. In the meantime, we strive to be excellent stewards of available resources and generate new revenue streams to support our mission and goals.
Analysis of federal and state government support, tuition, grant funding, and private giving

Financial resources available to the SoP adequately support operation of the School’s academic degree programs. The PharmD and the BS-Pharmacology/Toxicology programs are funded through general program revenue (GPR) allocated to the School annually.

The biennial State budget process provides the allocation of State support to the SoP. This includes taxpayer support of the educational system, which has decreased over recent years and currently is less than 20% of the total UW-Madison budget. The State budget process also influences tuition increases.

How enrollment is planned and managed in line with resource capabilities

Tuition generated by student enrollment is the second component of GPR. Historically tuition has not been linked with enrollment in campus schools/colleges. With implementation of the PharmD program, though, the School negotiated resource allocation based on tuition dollars generated with campus administration and resulted in the allocation of substantial new resources. An additional agreement was negotiated allowing the School to generate further resources based on student enrollment increases. This was done in 2002-03 and was critical to the School ability to address pressure to increase student enrollment. When compared to peer institutions for in-state and out-of-state tuition, the School of Pharmacy ranks in the lower percentile.

Further budget adjustments for the PharmD program occurred from 2005-06 through 2011-12, providing over $440K (excluding fringe benefits) and 3.0 additional FTEs, resources that enabled the School to maintain PharmD enrollment at 130 students per class. To meet the continuing demand for pharmacists in Wisconsin, the SoP implemented an enrollment plan that will increase graduate class sizes to 140 students by 2012-13, generating an additional $1.1 million in tuition revenue and 7.0 FTE positions; these represent permanent base budget adjustments. The current budget support for the PharmD program is adequate.

How resource requirements of the school’s strategic plan have been or will be addressed

The Dean strives to make budgetary decisions that align with the School’s strategic priorities. If a strategic priority needs substantial resourcing, she generally relies on private giving or partnering across campus to raise needed funds. For example, SoP faculty recently received a $2M grant to purchase a large mass spectrophotometer. When the manufacturer offered a second instrument at a greatly reduced cost, the Dean got commitments for campus partners for the majority of the cost and tapped into the Dean’s Priority Fund (built from gifts dedicated to equipment) for the remainder. We note that many of the annual action items that support the School’s strategic priorities require people (rather than dollar) resources, making current faculty vacancies particularly problematic.

Assessment of faculty generated external funding support in terms of its contribution to total program revenue
Research grants and gifts continue to provide valuable resources for the School’s research mission. Since 1999-2000, extramural support has increased by 120%, with federal funding alone increasing more than 148%. Over the past three years, federal and non-federal grant dollars have increased. When compared to peer institutions for NIH funding, the School of Pharmacy ranks very favorably, especially compared to other Big Ten schools.

The School expanded its research infrastructure by adding a third Research Administration position in 2007. These staff members provide faculty with support to identify funding opportunities, prepare pre-award applications and provide post-award monitoring of grant activities. The School will continue to support faculty in their efforts to obtain extramural support in the future and pursue opportunities in various research areas.

**How the college or school is applying the guidelines for this standard**

Management of the School’s budget is maintained at the Dean’s Office level, with the one exception of the Extension Services in Pharmacy program directed by the Chair. The School is not departmentalized, and although each academic division has an elected chair, there is no budgetary component to the chair’s responsibilities. The Dean interacts with division chairs to address budgetary issues. We will continue to monitor the effectiveness of the current process and consider future restructuring, if that can better meet our program needs.

In recent years, as the State of Wisconsin has faced continued financial difficulties, the University and School have experienced budget reductions and imposed furloughs. Reductions to the School over the past 5 years have totaled over $840,000 and 3.25 FTE positions. These reductions have resulted in the loss of faculty, instructional/teaching assistant and administrative positions within the School, plus reductions in the supply/capital budget. While existing program revenue is adequate for the core curriculum throughout the implementation of these reductions (as a result of the PharmD allocations through the years), the lost positions have resulted in additional instructional workload within the School and shifting of more administrative obligations to faculty.

**Any other notable achievements, innovations or quality improvements**

Private giving continues to increase for a growing range of purposes at the School. This is evidenced by private contributions through the UW Foundation for the past 5 years. The School’s endowment funds continue to grow, despite the recent economic challenges. With an 8-year average return on investment of approximately 8% and continued giving to establish new endowed funds, these funds provide valuable resources for the School and its programs. These endowments reflect over 100 funds that provide restricted support for students (scholarships, graduate fellowships), faculty (professorships, distinguished chairs), research, and special programs and initiatives.

Under the leadership of Dean Roberts and in partnership with the School’s Board of Visitors and the UW Foundation, the School crafted a major development initiative. The People and Programs Initiative ran from 1/1/03 to 12/31/09 and focused on endowment support. It set a 7-year goal of
raising $18M in private gifts and pledges to double the School’s current endowment to support its students (scholarships, fellowships), faculty (professorships, chairs) and programs (research and special initiatives). The Initiative took a long-term approach in the types of gifts it was seeking (cash/stock gifts as well as planned gifts such as bequests and charitable trusts) to assist the School today and build the pipeline of private support for tomorrow.

The People and Programs Initiative raised $22.6M, exceeding its $18M goal. Highlights include:

- Almost $1 million in Great People raised for need-based scholarships
- The “Pharmacy Forward Fund#, a $5M discretionary fund to recruit, retain and develop faculty
- Almost 60 new funds
- Contributions (inc. pledges/deferred gifts) tripled the SoP endowment from $10M on 12/3/03
- Triple the amount of bequests on record for the SoP

Such private support will make a profound difference in assuring the School’s international preeminence in the future.

Extension Services in Pharmacy is a revenue-producing program that provides continuing education to pharmacists and the pharmaceutical industry worldwide. This program continues to excel in these services and has expanded into new areas of opportunity. Support for these activities is mostly program revenue generated in addition to a small portion of general program revenue provided by the State. Support for ESP remains strong, despite national trends in outreach education.

4. College or School's Final Self-Evaluation

5. Recommended Monitoring

(School comments begin here)

- Efforts will be made to strengthen internal understanding and transparency of the School’s budgeting process through Dean’s Advisory Council meetings, Academic Planning Council meetings, Faculty/Staff meetings, and open budget communication forums, especially as they relate to any future budget reductions and impacts.
- Efforts to identify alternative funding resources will continue, as will strategic evaluation of programs within the School for potential reallocation of funds.