We are very passionate about the strategic planning process at CNUCOP. It is our opportunity to implement our ideas and achieve our vision in an actionable plan. Our vision is “to innovate active learning strategies in educating students and practitioners, advance the practice of pharmacy, and improve the health of Californians, and beyond”. To achieve this vision, we identified six strategic priorities: Education, Research and Scholarship, Faculty Practice, Sense of Community, Positive Workplace and Financial Stability. In the following pages, our strategies for achieving our vision are presented.

LEANNE COYNE, PH.D
STRATEGIC PLANNING COMMITTEE CHAIR

GOALS OF OUR STRATEGIC PLAN

1. Distinguish CNUCOP as an innovative leader in education
2. Enhance faculty reputation in their professional or scientific field
3. Cultivate a faculty reputed for delivery of innovative practice
4. Become nationally recognized for a high standard of community engagement
5. Improve employee satisfaction
6. Increase financial stability for CNUCOP

“To innovate active learning strategies in educating students and practitioners, advance the practice of pharmacy, and improve the health of Californians, and beyond”

CNUCOP Vision
THE STRATEGIC PLANNING PROCESS
PHASE I

OUR VALUES

◊ Innovation in student-centered teaching methods
◊ Open and clear communication
◊ Diversity of experience, culture and thought
◊ Inspiration of altruism, empathy and civic virtue
◊ Professionalism and integrity in all interactions with stakeholders
◊ Innovation in teaching, scholarship and research

EDUCATION

Highlights:
An agreement for Interprofessional Simulation & case experiences with a nearby school of nursing has been developed.

RESEARCH & SCHOLARSHIP

Highlights:
A program for internal funding has been implemented. Six grants have been awarded to date.

FINANCIAL STABILITY

Highlights:
A comprehensive growth plan has been developed.

INFRASTRUCTURE

Highlights:
The campus move was successfully completed.

SWOT ANALYSIS & IDENTIFICATION OF STRATEGIC PRIORITIES

CREATION OF COMMITTEES

FACULTY PRACTICE

Highlights:
Practice skills that will balance the needs of our community have been identified.

SENSE OF COMMUNITY

Highlights:
An award has been created to recognize community service. Two faculty members have been recognized with this award.

POSITIVE WORKPLACE

Highlights:
A committee for social activities was created and has organized various social activities for employees.
THE STRATEGIC PLANNING PROCESS
PHASE II

YEAR I REVIEW

DIFFICULT TO MEASURE

DIFFICULT TO GET BUY-IN

RUBRICS DEVELOPED TO SIMPLIFY MEASUREMENT OF OUTCOMES

TOO TACTICAL

STRATEGIES MODIFIED TO REFLECT OUR ASPIRATIONS

PLAN MODIFIED TO BE MORE STRATEGIC

STRATEGIC PLAN VERSION

ENSURING SUCCESS

In order to translate our vision into our desired reality, we needed a way to effectively measure our progress towards achieving our goals and a mechanism for transforming our college into a leader in education, research, pharmacy practice, and service to the community. We designed an innovative process to measure the success of each strategy of our Strategic Plan. For every strategy, we developed expected outcomes and identified indicators of achievement. We then created evaluation rubrics that describe the performance levels for each indicator; we use these rubrics to measure our progress and document our success, make improvements in our process, and achieve our plans.

KAREN MCCLENDON, M.S.
DIRECTOR OF INSTITUTIONAL EFFECTIVENESS & ASSESSMENT
1 Education

Education is the cornerstone of the mission of the College of Pharmacy. Through Team Based Learning (TBL), we provide foundational knowledge and promote problem-solving skills. To prepare students to be the future leaders in the profession, we integrated Interprofessional Education (IPE) and community outreach in our strategic plan.

Parto Khansari, Ph.D.
Education Committee
Director

Strategic 1.1: Chair of the TBL Center Committee

Establish a center of excellence for teaching and learning

Tactics

1. Develop a detailed strategic plan for the creation and running of the center

Timeline

Measuring Success

CNUCOP is an innovative leader in the scholarship of teaching and learning

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<tr>
<th>Indicator</th>
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<th>Developing</th>
<th>Developed</th>
<th>Proficient</th>
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</thead>
<tbody>
<tr>
<td>A center of excellence for teaching and learning has been established</td>
<td>Scholarly articles are published less than once per year by the college; less than 50% of members of the TBL center have received or are pursuing their consultant-trainer certificate from the TBLC; training workshops are not offered regularly</td>
<td>Scholarly articles are published less than once per year by the college; less than 50% of members of the TBL center have received or are pursuing their consultant-trainer certificate from the TBLC; training workshops on the teaching pedagogies are offered at least once per year</td>
<td>One to two education-related scholarly articles are published by the college annually; at least 50% of members of the TBL center have received or are pursuing their consultant-trainer certificate from the TBLC; training workshops on the teaching pedagogies are offered at least once per year</td>
<td>Three to five education-related scholarly articles are published by the college annually; all members of the TBL center have received their consultant-trainer certificate from the TBLC; training workshops on the teaching pedagogies are offered at least once per year</td>
</tr>
</tbody>
</table>

Expected Outcome for Strategy 1.1
**1. Education**

**RESOURCES:**
- Team Based Learning Committee to oversee strategy completion
- Budget for training, workshops and conference attendance for appropriate faculty

**Strategy 1.2: Curriculum Committee Chair**

Expand didactic, co-curricular, and experiential education opportunities for students

**Tactics**

1. Formally integrate IPE into the didactic curriculum
2. Formally integrate IPE into the elective curriculum
3. Organize regular inter-professional community outreach activities for student organizations
4. Pilot an elective track system with certification
5. Implement a robust elective curriculum
6. Expand collaboration with Sacramento State University School of Nursing for joint simulation and case experiences between our respective students
7. Integrate simulation and related practice laboratory experience into the active learning curriculum
8. Incorporate a longitudinal practice laboratory component in the curriculum
9. Add more clinical practice skills such as compounding and patient counseling into the curriculum

**Timeline**

![Timeline Diagram](image-url)
**MEASURING SUCCESS**

**Students are offered a broad range of high quality didactic, co-curricular, and experiential educational opportunities**

**EXPECTED OUTCOME FOR STRATEGY 1.2**

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<th>Initial</th>
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<tbody>
<tr>
<td>IPE is formally integrated into the pharmacy curriculum</td>
<td>IPE events occur sporadically</td>
<td>IPE is formally integrated into the didactic components of the curriculum</td>
<td>IPE is formally integrated into the didactic and experiential components of the curriculum and student organizations participate in interprofessional community outreach events at least once per year</td>
<td>IPE is formally integrated into the didactic and experiential components of the curriculum and student organizations participate in interprofessional community outreach events at least twice per year</td>
</tr>
<tr>
<td>Students participate in clinical practice labs during their didactic education</td>
<td>Clinical practice skills and patient counseling are informally included in the curriculum</td>
<td>Clinical practice skills and patient counseling are incorporated into every year of the didactic curriculum</td>
<td>A simulation laboratory component is integrated into the curriculum; clinical practice skills and patient counseling are incorporated into every year of the didactic curriculum</td>
<td>A longitudinal simulation and related practice laboratory component is integrated into the curriculum; clinical practice skills and patient counseling are incorporated into every semester of the didactic curriculum</td>
</tr>
<tr>
<td>Preceptors provide consistent IPPE and APPE Experiential learning experiences</td>
<td>Preceptors are offered regular training workshops</td>
<td>More than 50% preceptors have been provided training prior to precepting students; less than 50% of preceptors attend training workshops at least once every three years</td>
<td>More than 75% of preceptors have been provided training prior to precepting students and at least 50% of preceptors attend training workshops at least once every three years</td>
<td>More than 90% of preceptors have been provided training prior to precepting students and more than 90% of preceptors attend training workshops at least once every three years</td>
</tr>
</tbody>
</table>

**RESOURCES:**
- Budget for practice lab supplies, preceptor development and community outreach
- A lab manager
- Protected time for faculty training
We plan to progressively increase research engagement in order to advance the science of pharmacy and, ultimately, to improve the health of Californians and beyond, in keeping with our mission and vision statements. Our educational research mainly involves innovative active learning strategies and we promote this type of research and scholarship in keeping with our vision.

**RESEARCH COMMITTEE**
Indiran Pather (Director), Nilesh Bhutada, Brandon Dunmore, Lee Fitzpatrick, Ana Hincapie, Ruth Vinall, Tibebe Woldemariam, Shoua Xiong, Michael Chiou (Student), Nasimalsadat Sobhani (Student)

**INDIRAN PATHER, D. PHARM**
**RESEARCH COMMITTEE DIRECTOR**

**STRATEGY 2.1: ASSISTANT DEAN OF RESEARCH**
Increase faculty productivity in discipline-related research and other scholarly activities

**TACTICS**

1. Implement a grant-writing program to support external grant applications
2. Establish an infrastructure to support scholarly activity such as functional lab space, sustainable practice sites for clinical research, and research personnel such as students and technicians
3. Establish a formal research mentoring program for new investigators

**TIMELINE**

**MEASURING SUCCESS**

**Grants submitted from CNUCOP are receiving funding**

**EXPECTED OUTCOME 1 FOR STRATEGY 2.1**

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</thead>
<tbody>
<tr>
<td>Faculty grant writing is cultivated through a regular grant writing program</td>
<td>Plans for a grant writing program have been discussed but not implemented</td>
<td>At least one grant writing workshop has been conducted, but there have been no grant submissions</td>
<td>At least one grant writing workshop has been conducted and at least one grant has been submitted annually</td>
<td>At least one grant writing workshop and at least three grants have been submitted annually, with at least one having received funding</td>
</tr>
</tbody>
</table>
RESEARCH

A solid infrastructure has been established to support research and scholarship

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</thead>
<tbody>
<tr>
<td>Sites have been established to provide a place for clinical research</td>
<td>Less than 50% of clinical faculty report that they have access to a clinical site that supports their research</td>
<td>50% or more clinical faculty report that they have access to a clinical site that supports their research</td>
<td>70% or more clinical faculty report that they have access to a clinical site that supports their research</td>
<td>90% or more clinical faculty report that they have access to a clinical site that supports their research</td>
</tr>
<tr>
<td>Functional labs have been established for bench science research</td>
<td>Less than 50% of pharmaceutical and biomedical sciences faculty report that they are actively conducting research in the lab</td>
<td>50% or more pharmaceutical and biomedical sciences faculty report that they are actively conducting research in the lab</td>
<td>70% or more pharmaceutical and biomedical sciences faculty report that they are actively conducting research in the lab</td>
<td>90% or more pharmaceutical and biomedical sciences faculty report that they are actively conducting research in the lab</td>
</tr>
<tr>
<td>Papers have been published in educational research</td>
<td>Papers in educational research have not yet been published</td>
<td>At least one paper in educational research has been published per year</td>
<td>At least two papers in educational research have been published per year</td>
<td>At least three papers in educational research have been published per year</td>
</tr>
</tbody>
</table>

EXPECTED OUTCOME 2 FOR STRATEGY 2.1

RESOURCES:

- Animal facilities (external)
- Research assistants for each academic department
- Budget for training of faculty in educational research and grant writing

STRATEGY 2.2: ASSISTANT DEAN OF RESEARCH

Enhance faculty service in their professional or scientific field

TACTICS

1. Network with professional organizations to help identify opportunities for faculty to hold office and serve on the boards
2. Identify professional meetings where faculty will have the opportunity to provide workshops and/or be invited as speakers

TIMELINE
2  

**Research**

**Resources:**
- Budget for memberships in professional organizations
- Mentorship program

**Strategy 2.3: Director of Research**

Share scholarly findings with the professional and/or scientific community

**Tactics**

1. Identify common research interests of faculty that may offer the opportunity for co-publications & co-presentations
2. Promote relevant professional meetings where faculty will have the opportunity to present their scholarly work
3. Assist faculty in identifying appropriate and reputable journals to publish their work
4. Develop a system to help faculty identify external collaborators

**Timeline**

**Measuring Success**

<table>
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<tr>
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<tbody>
<tr>
<td>Faculty actively participate in scientific</td>
<td>Less than 70% of faculty attend professional or scientific meetings</td>
<td>70% of faculty attend and at least two presentations are proposed to professional or scientific</td>
<td>80% of faculty attend and at least four presentations are provided per year at national or</td>
<td>90% of faculty attend and at least four presentations are provided per year at national or</td>
</tr>
<tr>
<td>and professional meetings</td>
<td>annually and faculty do not regularly present their work at scientific</td>
<td>organizations for presentation each year</td>
<td>international meetings</td>
<td>international meetings</td>
</tr>
<tr>
<td></td>
<td>or professional meetings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty regularly publish scholarly articles</td>
<td>The College rarely publishes articles in reputable journals</td>
<td>The College publishes at least one scholarly article per year in a reputable journal</td>
<td>The College publishes at least three scholarly articles per year in reputable journals</td>
<td>The College publishes at least eight scholarly articles per year in reputable journals</td>
</tr>
<tr>
<td>in reputable journals</td>
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</table>

**Expected Outcome 1 for Strategy 2.3**
Faculty collaborate within and outside of the College to produce co-publications & co-presentations.

**EXPECTED OUTCOME 2 FOR STRATEGY 2.3**

<table>
<thead>
<tr>
<th>Indicator</th>
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</thead>
<tbody>
<tr>
<td>Productive brown bag seminars are regularly offered</td>
<td>Less than ten faculty attend brown bag seminars more than 80% of the time. Discussion following the seminar is limited</td>
<td>80% of brown bag seminars are attended by more than ten faculty; ideas are generated and discussed following the seminar</td>
<td>90% of brown bag seminars are attended by more than fifteen faculty; ideas are generated and discussed following the seminar</td>
<td>90% of brown bag seminars are attended by more than fifteen faculty and external constituents; ideas are generated and discussed; following the seminar, CE credits are offered</td>
</tr>
<tr>
<td>A &quot;Scholarly Communities&quot; (SC) program provides faculty with the opportunity to collaborate on research projects</td>
<td>SC groups do not produce presentations or publications</td>
<td>SC groups produce at least one presentation or submit one publication per year</td>
<td>SC groups produce at least two presentations or one publication per year</td>
<td>SC groups produce at least two presentations and one publication per year</td>
</tr>
<tr>
<td>External faculty collaborations are productive</td>
<td>Faculty collaborations with external parties rarely yield publications</td>
<td>At least 10% of faculty have on-going collaborations with external parties that result in a publication at least once every three years</td>
<td>At least 20% of faculty have on-going collaborations with external parties that result in a publication at least once every three years</td>
<td>At least 30% of faculty have on-going collaborations with external parties that result in a publication at least once every three years</td>
</tr>
</tbody>
</table>

**RESOURCES:**

◊ Software to find grants and collaborators
◊ Mentorship
The Faculty Practice Strategic Plan has been created to ensure that our faculty are provided the opportunity to fully develop their skills as practitioners and practice scholars. In turn, this will enhance the relevance of their classroom teaching, elevate their ability to innovate pharmacy practice and contribute to the body of scientific knowledge, and will positively impact the health and wellness of our community.

JAMES PALMIERI, PHARM.D.
FACULTY PRACTICE COMMITTEE DIRECTOR

STRATEGY 3.1: CHAIR OF CLINICAL & ADMINISTRATIVE SCIENCES

Place all practice faculty at practice sites related to their expertise and interests and in concert with their professional development plan

TACTICS

1. Identify practice skills for our faculty and the appropriate balance of needs of our community
2. Identify opportunities, challenges and barriers for clinical research and innovation at practice sites
3. Establish a department-level process to secure an MOU with a practice site for individual practice faculty within 6 months of faculty hire date
4. Establish a department-level process to assure practice faculty begins practice at site within 9 months of hire date

TIMELINE

START 2014 | 2015 | 2016 | 2017 | 2018

Strategy Completion

Tactic 1
Tactic 2
Tactic 3
Tactic 4
3 Faculty Practice

Measuring Success

All practice faculty are practicing at sites related to their expertise and interests

<table>
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<tr>
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<tbody>
<tr>
<td>Practicing faculty are satisfied with their sites</td>
<td>Less than 50% of practicing faculty report that they are matched with a practice site that is related to their expertise and/or that matches their interests</td>
<td>50% of practicing faculty report that they are matched with a practice site that is related to their expertise and/or that matches their interests</td>
<td>70% of practicing faculty report that they are matched with a practice site that is related to their expertise and/or that matches their interests</td>
<td>90% of practicing faculty report that they are matched with a practice site that is related to their expertise and/or that matches their interests</td>
</tr>
<tr>
<td>Qualified practitioners have sites</td>
<td>Less than 80% of faculty that have been employed for nine months or longer have secure practice site agreements</td>
<td>80% of faculty that have been employed for nine months or longer have secure practice site agreements</td>
<td>90% of faculty that have been employed for nine months or longer have secure practice site agreements</td>
<td>100% of faculty that have been employed for nine months or longer have secure practice site agreements</td>
</tr>
</tbody>
</table>

Expected Outcome for Strategy 3.1

Resources:

◊ Budget to create sites
◊ Relationships with local health systems

Strategy 3.2: Chair of Clinical & Administrative Sciences

Implement a professional development program for clinical practice for all qualified faculty practitioners

Tactics

1. Document practice professional development goals and objectives in individual faculty's professional development plan in collaboration with individual faculty
2. Document success outcomes measures for practicing faculty
3. Identify resources (financial, time, equipment, space, etc.) needed by individual faculty to accomplish professional development goals and objectives
4. Annually review and assess individual practice faculty's achievement of professional development goals and objectives; modify goals and objectives annually and as needed to reflect faculty's interests

Timeline

START 2014 2015 STRATEGY COMPLETION 2016 2017 2018

Tactic 1

Tactic 2

Tactic 3

Tactic 4
## Faculty Practice

### Measuring Success

Qualified faculty practitioners' skills are nurtured through a robust clinical practice professional development program

**Expected Outcome For Strategy 3.2**

<table>
<thead>
<tr>
<th>Indicator</th>
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<th>Proficient</th>
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</thead>
<tbody>
<tr>
<td>Clinical practice professional development plans are regularly reviewed and updated</td>
<td>Less than 80% of practicing faculty review and modify their professional development goals and objectives with the department chair annually</td>
<td>More than 80% of practicing faculty review and modify their professional development goals and objectives with the department chair annually</td>
<td>All practicing faculty review and modify their professional development goals and objectives with the department chair annually</td>
<td>All practicing faculty review and modify their professional development goals and objectives with the department chair annually</td>
</tr>
<tr>
<td>Clinical practice professional goals and objectives are regularly met</td>
<td>Less than 50% of practice faculty are successfully meeting their clinical practice goals and objectives each year</td>
<td>50% or more of practice faculty are successfully meeting their clinical practice goals and objectives each year</td>
<td>70% or more of practice faculty are successfully meeting their clinical practice goals and objectives each year</td>
<td>90% or more of practice faculty are successfully meeting their clinical practice goals and objectives each year</td>
</tr>
</tbody>
</table>

### Resources:

- Budget for site continuation
- Site support for site assessment of outcomes
- Formal mentors with practice development expertise
- Standardized guidelines for practice site assessment
The outreach and impact our College has on our community is a critical factor in ensuring our continued growth. This is to be accomplished by expanding and rewarding community engagement activities, while also promoting their visibility on the local and national scale.

VELLIYUR VISWESH, PHARM.D., BCPS
COMMUNITY COMMITTEE DIRECTOR

STRATEGY 4.1: DEAN
Expand community involvement

TACTICS

1. Develop awards to incentivize and reward community engagement locally and nationally

TIMELINE

RESOURCES:

◊ Financial support
4 COMMUNITY ENGAGEMENT

MEASURING SUCCESS

Awards for local and national community engagement are regularly sought after

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</thead>
<tbody>
<tr>
<td>Community service by student organizations is incentivized in the form of annual recognition</td>
<td>There is no process in place to recognize student organizations for their community service contributions</td>
<td>One student organization receives annual recognition to recognize their community service contributions, although the procedure for selecting the recipient is not clear</td>
<td>One student organization receives an award per year for submitting an outstanding portfolio documenting community service activities</td>
<td>One student organization receives an award with a stipend per year for submitting an outstanding portfolio documenting community service activities</td>
</tr>
<tr>
<td>Faculty engagement in community service activities is incentivized through a student-voted annual award</td>
<td>Faculty are not recognized by a student-voted faculty community service award</td>
<td>One faculty member is recognized per year in a student-voted award for volunteering their time to facilitating community service activities</td>
<td>One faculty member is recognized per year in a student-voted award for volunteering their time to engaging in and facilitating community service activities</td>
<td>One faculty member is recognized per year in a student-voted award for volunteering their time to engaging in and facilitating community service activities</td>
</tr>
<tr>
<td>Students are eligible to apply for and receive national community service awards</td>
<td>Students do not engage in community service-based scholarship</td>
<td>Students are participating in at least one community service-based scholarly activity</td>
<td>Students submit applications for national community service awards (e.g. AACP Lawrence Weaver award etc.) at least once per year</td>
<td>Students receive national awards for their community service at least once per year</td>
</tr>
</tbody>
</table>

EXPECTED OUTCOME FOR STRATEGY 4.1

STRATEGY 4.2: DEAN

Promote community involvement

TACTICS

1. Provide open and accessible information regarding the College’s community service activities to the public in general as well as to preceptors to enhance visibility of our community engagement
2. Establish LinkedIn and Twitter accounts in addition to the existing Facebook account and maintain regular activity/postings

TIMELINE
## Community Engagement

### Measuring Success

Information regarding community service activities is easily accessible to the public and to preceptors

**Expected Outcome For Strategy 4.2**

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<tr>
<th>Indicator</th>
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<tbody>
<tr>
<td>An automatically updating “ticker” on the website homepage displays weekly events hosted by the college</td>
<td>A ticker of weekly activities/events on the website displays previous community events</td>
<td>A prominently placed ticker of weekly activities/events on the website displays upcoming community events for the next week</td>
<td>A prominently placed ticker of weekly activities/events on the website displays upcoming community events for the next month</td>
<td>A prominently placed ticker of weekly activities/events on the website displays upcoming community events the next month and lists 'coming soon' events that do not yet have a set date</td>
</tr>
<tr>
<td>Links to the college calendar of events on the eValue home page provide preceptors access to community outreach activities</td>
<td>The online calendar of events is rarely maintained and updated</td>
<td>The online calendar of events is maintained and updated at least once per month to include all community engagement activities. There is a link on eValue to the online calendar of events, but it is rarely used by preceptors</td>
<td>The online calendar of events is maintained and updated at least once per month to include all community engagement activities. The link on eValue to the online calendar of events is routinely utilized by preceptors</td>
<td></td>
</tr>
<tr>
<td>Social media is regularly used by faculty and staff to promote CNU events and activities</td>
<td>LinkedIn and Twitter accounts are established but not used or promoted</td>
<td>LinkedIn and Twitter accounts are updated at least once per month but their links are not actively promoted</td>
<td>LinkedIn and Twitter accounts are updated and posted to at least twice a week. Icons are prominently placed on the homepage of the college website. At least 50% of faculty and staff include links to the college’s social media icons on their electronic email signatures</td>
<td></td>
</tr>
</tbody>
</table>

### Resources:

- IT Support
5  

**Positive Workplace**

A positive working environment is conveyed by employees as enthusiasm and productivity. Demonstrating pride in our work shows that we truly care about educating our students, contributing to society and moving the profession forward.

**Positive Workplace Committee**
Leanne Coyne (Director), Eman Atef, Dave Carroll, Sukhvir Kaur, Andromeda Nauli, Scott Minor, Aubrey Gonzalez, Shannon Haslinger, Jennifer Courtney (Student)

**Strategy 5.1: Dean**

Maximize team efficiency and communication

**Tactics**

1. Implement an effective employee orientation program
2. Promote greater external and internal awareness of community service activities supported by the CNUCOP
3. Organize regular team building activities and communication workshops

**Timeline**

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<tr>
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</thead>
<tbody>
<tr>
<td>Regular, beneficial, team building events are organized for employees</td>
<td>Team building events do not occur for faculty and/or staff</td>
<td>A minimum of one team building event for all employees will be held annually</td>
<td>A minimum of two team building events for all employees will be held annually, that have at least a 50% positive rating on surveys</td>
<td>A minimum of two team building events for all employees will be held annually, that have at least a 70% positive rating on surveys</td>
</tr>
<tr>
<td>All employees receive regular copies of faculty and staff highlights</td>
<td>External events are not promoted internally or externally</td>
<td>Faculty, but not staff highlights are shared quarterly with all faculty and staff on campus, but not externally</td>
<td>Faculty and staff highlights are shared quarterly with all faculty and staff on campus, but not externally</td>
<td>Faculty and staff highlights are shared quarterly with all faculty and staff on campus, and on social media</td>
</tr>
<tr>
<td>The &quot;latest news&quot; webpage is regularly updated with the most recent community service events</td>
<td>The &quot;Latest News&quot; webpage does not include any recent community service events</td>
<td>At least 75% of community service events are posted on the CNU &quot;Latest News&quot; webpage every quarter</td>
<td>All community service events are posted on the CNU &quot;Latest News&quot; webpage every quarter</td>
<td>All community service events are posted on the CNU &quot;Latest News&quot; webpage every month</td>
</tr>
</tbody>
</table>

**Measuring Success**

Faculty and staff work together collegially

**Expected Outcome 1 for Strategy 5.1**
Positive Workplace

Orientation provides a welcoming introduction for new employees

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Initial</th>
<th>Developing</th>
<th>Developed</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>All new employees receive a comprehensive orientation</td>
<td>Employees do not receive an orientation that meets their needs</td>
<td>New employees receive an office, a computer and a phone on their first day</td>
<td>New employees receive a meeting with HR, an office, a building tour, a computer, a phone and a building alarm code on their first day</td>
<td>New employees receive a meeting with HR, an office, a building tour, a computer, a phone, a building alarm code, a welcome package, and an offsite welcome lunch on their first day</td>
</tr>
<tr>
<td>All new employees are introduced on their first day</td>
<td>Less than 60% of all new employees receive an introduction on their first day</td>
<td>60% of new employees receive an introduction on their first day</td>
<td>80% of new employees receive an introduction on their first day</td>
<td>All new employees receive an introduction on their first day</td>
</tr>
</tbody>
</table>

Resources:
- Expert consultants to provide workshops
- Budget for faculty retreats
- Community events calendar
- Orientation Committee
- Brown bag seminars
- Print resources such as the College magazine
- College website

Strategy 5.2: DEAN
Enhance key levers that lead to employee satisfaction and professional growth

Tactics
1. Balance employee workload
2. Implement a social activities program
3. Increase the number of employee awards for staff
4. Implement a professional development program for staff
5. Expand benefits

Timeline

Start 2014 2015 2016 2017 2018

Tactic 1
Tactic 2
Tactic 3
Tactic 4
Tactic 5
### MEASURING SUCCESS

#### Employees are satisfied with their workload

<table>
<thead>
<tr>
<th>Indicator</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Faculty are satisfied with the amount of time that they have for research &amp; the type of research that they are able to conduct</td>
<td>Less than 70% of faculty report satisfaction with the amount of time that they spend conducting research and the type of research that they are able to conduct</td>
<td>More than 70% of faculty report satisfaction with the amount of time that they spend conducting research and the type of research that they are able to conduct</td>
<td>More than 80% of faculty report satisfaction with the amount of time that they spend conducting research and the type of research that they are able to conduct</td>
<td>More than 90% of faculty report satisfaction with the amount of time that they spend conducting research and the type of research that they are able to conduct</td>
</tr>
<tr>
<td>Employees are satisfied with their service duties</td>
<td>Less than 70% of employees report satisfaction with the type of service that they are involved in and amount of time required to complete their service duties</td>
<td>More than 70% of employees report satisfaction with the type of service that they are involved in and amount of time required to complete their service duties</td>
<td>More than 80% of employees report satisfaction with the type of service that they are involved in and amount of time required to complete their service duties</td>
<td>More than 90% of employees report satisfaction with the type of service that they are involved in and amount of time required to complete their service duties</td>
</tr>
<tr>
<td>Faculty are satisfied with their teaching load</td>
<td>Less than 70% of faculty report satisfaction with the amount of hours and the topics that they are required to teach</td>
<td>More than 70% of faculty report satisfaction with the amount of hours and the topics that they are required to teach</td>
<td>More than 80% of faculty report satisfaction with the amount of hours and the topics that they are required to teach</td>
<td>More than 90% of faculty report satisfaction with the amount of hours and the topics that they are required to teach</td>
</tr>
<tr>
<td>Faculty are satisfied with their clinical practice load</td>
<td>Less than 70% of faculty report satisfaction with the amount of time that they spend in practice and the amount of time in practice that they are required to precept students</td>
<td>More than 70% of faculty report satisfaction with the amount of time that they spend in practice and the amount of time in practice that they are required to precept students</td>
<td>More than 80% of faculty report satisfaction with the amount of time that they spend in practice and the amount of time in practice that they are required to precept students</td>
<td>More than 90% of faculty report satisfaction with the amount of time that they spend in practice and the amount of time in practice that they are required to precept students</td>
</tr>
<tr>
<td>Hub coordinators are satisfied with the number of students that they manage</td>
<td>Less than 70% of hub coordinators are satisfied with the number of students that they manage</td>
<td>More than 70% of hub coordinators are satisfied with the number of students that they manage</td>
<td>More than 80% of hub coordinators are satisfied with the number of students that they manage</td>
<td>More than 90% of hub coordinators are satisfied with the number of students that they manage</td>
</tr>
<tr>
<td>Staff are satisfied with the amount of time that they are able to spend working on tasks that are appropriate to their role</td>
<td>Less than 70% of staff report satisfaction with the amount of time that they are able to spend working on tasks that are appropriate to their role</td>
<td>More than 70% of staff report satisfaction with the amount of time that they are able to spend working on tasks that are appropriate to their role</td>
<td>More than 80% of staff report satisfaction with the amount of time that they are able to spend working on tasks that are appropriate to their role</td>
<td>More than 90% of staff report satisfaction with the amount of time that they are able to spend working on tasks that are appropriate to their role</td>
</tr>
</tbody>
</table>

#### Employees are offered fringe benefits

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<thead>
<tr>
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<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employees are offered a fringe benefits package</td>
<td>Employees are not offered fringe benefits</td>
<td>All employees will be offered at least one fringe benefit annually</td>
<td>All employees will be offered at least two fringe benefits annually</td>
<td>All employees will be offered at least three fringe benefits annually</td>
</tr>
<tr>
<td>Employees receive discounts from local organizations</td>
<td>CNU is not partnered with local organizations that offer discounts to CNU employees</td>
<td>CNU is partnered with a minimum of one local organization that offers discounts to CNU employees</td>
<td>CNU is partnered with a minimum of three local organizations that offer discounts to CNU employees</td>
<td>CNU is partnered with a minimum of five local organizations that offer discounts to CNU employees</td>
</tr>
</tbody>
</table>
### Positive Workplace

**Employees are rewarded for their efforts**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Employees engage in college-wide social activities</td>
<td>No purely social events were organized in a twelve-month period</td>
<td>One purely social event was organized each quarter</td>
<td>One purely social event was organized each month. Participation involved less than 10 employees</td>
<td>One purely social event was organized each month that included participation by at least 10 employees, including representation from faculty, staff and administration</td>
</tr>
<tr>
<td>Staff members from different departments across the school are equally recognized for their contributions</td>
<td>Staff members did not receive an annual award for their contributions</td>
<td>One staff member was recognized annually for their contributions, but criteria meant that some departments were overlooked</td>
<td>Three staff members were recognized annually for their contributions, but criteria meant that some departments were overlooked</td>
<td>Three staff members from different departments across the school were recognized annually for their contributions</td>
</tr>
</tbody>
</table>

**A robust staff professional development program is in effect**

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>Staff are actively engaged in a formal professional development program</td>
<td>Less than 50% of staff are actively enrolled in a formal professional development program that involves achievement of specific milestones each year; or there is no formal professional development program for staff</td>
<td>50% of staff are actively enrolled in a formal professional development program that involves achievement of specific milestones each year; at least 30% of those enrolled are achieving at least one of their milestones each year</td>
<td>75% of staff are actively enrolled in a formal professional development program that involves achievement of specific milestones each year; at least 50% of those enrolled are achieving at least one of their milestones each year</td>
<td>All staff are actively enrolled in a formal professional development program that involves achievement of specific milestones each year; at least 75% are achieving at least one of their milestones each year</td>
</tr>
<tr>
<td>Staff are regularly attending annual professional development events such as conferences, workshops etc.</td>
<td>Less than 25% of staff have attended at least one external professional development event (e.g. conferences, workshops, etc.) annually</td>
<td>25% of staff have attended at least one external professional development event (e.g. conferences, workshops, etc.) annually</td>
<td>40% of staff have attended at least one external professional development event (e.g. conferences, workshops, etc.) annually</td>
<td>50% of staff have attended at least one external professional development event (e.g. conferences, workshops, etc.) annually</td>
</tr>
</tbody>
</table>

**RESOURCES:**
- Workload study
- Budget for employee development
- Budget for fringe benefits
- Budget for college-wide social activities
FINANCIAL STABILITY

Achieving financial stability is a cornerstone to providing for a strong and vibrant College of Pharmacy. We believe the strategies identified in this section are important to move the school forward through expanding revenue sources, providing greater options for and attracting quality students.

LAWRENCE DUN, M.S.
FINANCIAL STABILITY COMMITTEE DIRECTOR

STRATEGY 6.1: ASSOCIATE DEAN OF EXTERNAL AFFAIRS

Increase and diversify revenue streams for CNUCOP

TACTICS

1. Develop a plan for liaison with Pharmacy and Health Science Foundation [PHSF] and Northern California Rx Education Foundation [NCRxEF] 501c3s
2. Contract College of Pharmacy facilities to organizations and/or private entities, to provide advanced pharmacy practice for licensing
3. Contract an ACO/PBM to provide manpower/management
4. Create a "Foreign Recruitment Pre-pharmacy Program" with competency based level guaranteeing admission to the College of Pharmacy

TIMELINE

MEASURING SUCCESS

Alternative sources of revenue provide additional support for student scholarships, research stipends and other activities that improve the educational environment

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Revenue streams provide support for scholarships and research or educational initiatives</td>
<td>Less than 50% of relevant projects and initiatives recommended by the Dean of the College of Pharmacy receive funding through the PHSF</td>
<td>More than 50% of relevant projects and initiatives recommended by the Dean of the College of Pharmacy receive funding through the PHSF</td>
<td>More than 70% of relevant projects and initiatives recommended by the Dean of the College of Pharmacy receive funding through the PHSF</td>
<td>More than 90% of relevant projects and initiatives recommended by the Dean of the College of Pharmacy receive funding through the PHSF</td>
</tr>
</tbody>
</table>
**STRATEGY 6.2: ASSOCIATE DEAN OF STUDENT AFFAIRS & ADMISSIONS**

Attract & enroll high quality students

**TACTICS**

1. Increase the number of supplemental student applications for admission
2. Increase the number of accepted admissions offers by improving interview day
3. Increase the number of applications to the program with strong marketing strategies

**TIMELINE**

<table>
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<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>The number of quality applicants is high</td>
<td>The mean GPA of applicants is −0.4 of national average</td>
<td>The mean GPA of applicants is −0.2 of national average</td>
<td>The mean GPA of applicants is equal to national average</td>
<td>The mean GPA of applicants exceeds national average</td>
</tr>
<tr>
<td>Student retention is high</td>
<td>More than 10% of the current graduating class left the program before completion</td>
<td>Less than 10% of the current graduating class left the program before completion</td>
<td>Less than 10% of the current graduating class left the program before completion and less than 50% were due to academic issues</td>
<td>Less than 5% of the current graduating class left the program before completion and less than 50% were due to academic issues</td>
</tr>
</tbody>
</table>

**RESOURCES:**

- PHSF and NCRxEF foundations
- Classroom space

- Budget for marketing
- Faculty and staff protected time for interview day
6  
**FINANCIAL STABILITY**

**STRATEGY 6.3: DEAN**

Implement a strategic growth plan

**TACTICS**

1. Increase the number of faculty and staff to support growth without compromising the quality of the program
2. Increase the number of practice sites to ensure enough capacity for IPPE and APPE rotations
3. Increase lab space to support increased faculty and student numbers

**TIMELINE**

<table>
<thead>
<tr>
<th>Year</th>
<th>Tactic 1</th>
<th>Tactic 2</th>
<th>Tactic 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2015</td>
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<td>2017</td>
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<tr>
<td>2018</td>
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</table>

**MEASURING SUCCESS**

Student enrollment has increased while maintaining a low student-to-faculty ratio and sufficient experiential site excess

**EXPECTED OUTCOME FOR STRATEGY 6.3**

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>The student-to-faculty ratio supports the needs of the college</td>
<td>The student-to-faculty ratio is high (may be more than 14:1) limiting the amount of student support by faculty beyond the classroom</td>
<td>The student-to-faculty ratio is low (may be less than 12:1) but the amount of student support by faculty beyond the classroom remains limited</td>
<td>The student-to-faculty ratio is high (may be more than 14:1) but faculty provide student support beyond the classroom, such as regular advisee meetings</td>
<td>The student-to-faculty ratio is low (may be less than 12:1) affording faculty the opportunity to provide student support beyond the classroom, such as regular advisee meetings</td>
</tr>
<tr>
<td>Excess experiential sites are in place</td>
<td>CNUCOP has less than 10% excess of experiential sites to have 10% or more excess</td>
<td>CNUCOP has secured enough experiential sites to have 10% or more excess</td>
<td>CNUCOP has secured enough experiential sites to have 20% or more excess</td>
<td>CNUCOP has secured enough experiential sites to have 30% or more excess</td>
</tr>
<tr>
<td>Faculty have access to sufficient lab space</td>
<td>More than 50% of faculty depend on collaborations in order to conduct research as there is insufficient campus lab space</td>
<td>Less than 50% of faculty depend on collaborations in order to conduct research, although the faculty-to-lab space ratio has increased</td>
<td>The faculty-to-lab space ratio has remained constant</td>
<td>The faculty-to-lab space ratio has decreased</td>
</tr>
</tbody>
</table>

**RESOURCES:**

- Budget for faculty and staff recruitment
- Relationships with current and potential sites
- Lab space
WHAT DOES THE FUTURE HOLD?

Our strategic plan is a fluid document that we will continue to review and revise as we achieve each strategy. This will help to guide us in our pursuit of our vision and goals, and will motivate us as we strive to Advance the Science and Art of Pharmacy.

LEANNE COYNE, PH.D.