

University of Georgia College of Pharmacy

Strategic Plan 2020-2025

Implementation Worksheet

PREAMBLE

The University of Georgia (UGA) College of Pharmacy (COP) has bold aspirations for its future. Advancing our vision will be achieved through our 2025 Strategic Plan, which both supports the broader UGA Strategic Plan while recognizing the unique missions of our diverse programs. The COP 2025 Strategic Plan provides a roadmap for the College and is grounded in five broad, mission-centric directions.

1. Promoting Excellence in Teaching & Learning
2. Growing Research, Innovation & Entrepreneurship
3. Strengthening Partnerships with Communities Across Georgia & Around the World
4. Investing in Innovation & Excellence
5. Supporting Diversity, Equity, and Inclusion

The UGA College of Pharmacy is in the midst of remarkable growth and development. In recent years, the COP has launched its first undergraduate degree program, added several Double Dawg BS/MS programs, and a PharmD/MBA program. The COP has more than quadrupled its extramural federal research funding and upgraded its research infrastructure through improvements in facilities, equipment and personnel. In addition, the UGA Center for Drug Discovery, housed within the College, has added high throughput screening capabilities to accelerate lead discovery. The COP was instrumental in the inclusion of UGA in the Georgia Clinical and Translational Science Alliance with Emory, Georgia Tech and the Morehouse School of Medicine, which has brought significant opportunities in interprofessional education, research and outreach.

One of the major themes of the strategic plan is to guide the College toward redefining our identity. This involves determining our strengths, building on these strengths, effectively communicating our strengths and looking for partners to maximize our impact in these areas. The plan has identified a number of key performance indicators that will be monitored in order to assess our progress toward our goals. Throughout this 5-year period, the College will produce an annual summary that documents progress on the plan and identifies areas where focused effort is needed for continued improvement. It is important also to recognize that this plan is adaptive in nature. During the next five years there will be many internal and external pressures and opportunities that may necessitate modification of the plan.

Process of Developing the Plan

The College of Pharmacy began the development of this strategic plan in cooperation with an external consultant (Denise McNerney) from iBossWell. An internal strategic planning steering committee was appointed by the Dean and charged with developing the plan. Initially a survey of the faculty, staff, students and alumni was used to determine the major areas of focus for the COP. The results from these surveys were used to focus a two-day college-wide retreat where the faculty and staff gathered to expand on topics identified in the survey. The results of these discussions were compiled into a report which was used to guide a two-day facilitated meeting of the steering committee resulting in the generation of a draft of the strategic directions and goals. A second survey along with meetings with each unit of the College was used to gain additional input, which was used to finalize the strategic directions and goals. Groups of faculty and staff, led by members of the steering committee were used to develop KPIs, Tactics and Action Plans for each goal of the plan. Another survey was then sent to the faculty and staff to receive their input on the strategic plan with these additions. The major themes from this survey were used by the steering committee to make final updates to the plan. This version of the plan was sent to the COP Faculty Council and to the COP Staff Council for their approval.

STRATEGIC DIRECTION

1 Promoting Excellence in Teaching & Learning: The College fosters an inclusive community offering distinctive, highly recognized academic programs and services that prepare students to be practitioners, researchers, life-long learners and leaders in pharmacy and science.

GOALS	KEY PERFORMANCE INDICATORS
1.1 Programs: Create and support unique programs that prepare our graduates to be the innovators and leaders of the future, serving our diverse population.	<ol style="list-style-type: none">1. Percentage of graduates in each program employed or in post-graduate education/training six months post-graduation2. BS and Graduate students who attain co-ops and internships3. Graduating PharmD students reporting overall preparedness on Diversity, Equity, and Inclusion (DEI) knowledge, skills and abilities rates above national average4. Students participating in defined entrepreneurial and innovation activities (Entrepreneur Certificates plus I-Corp)5. Dual degrees offered6. Students graduating from dual degree programs7. Student achievement of learning outcomes related to leadership8. Student achievement of learning outcomes related to Interprofessional Education (IPE) activities in the PharmD program9. Demonstrated increase in engagement of Residents (contact hours) in teaching activities (didactic, skills labs, experiences)10. The number of IPE and interdisciplinary educational activities collaboratively managed by CoP and other professional colleges/programs
TACTICS	ACTIONS
1.1.1 Workforce Readiness: Maintain and expand infrastructure that supports workforce readiness of CoP graduates across academic programs.	1.1.1.1 Trend Monitor: Create mechanisms to monitor trends and opportunities in industry, pharmacy practice, technology, education, and science. 1.1.1.2 Workforce Readiness Metric: Create workforce readiness metric that evaluates and compares student readiness with external perceptions.

1.1.1.3 Workforce Readiness Principles:

Identify workforce readiness principles grounded in top trends and opportunities.

1.1.1.4 Community/Industry Rep Meetings:

Setup periodic meetings with community and industry representatives.

1.1.1.5 Advisory Groups:

Have external advisory groups include broader career paths to help support all programs.

1.1.1.6 Career Development Alignment:

Formalize career development programs and initiatives to align with workforce readiness initiatives.

1.1.1.7 Feedback:

Incorporate feedback from these processes into curriculum review of all programs.

1.1.1.8 Co-Op Model:

Develop a Co-Op model for academic programs that can accommodate this type of approach.

1.1.1.9 Internships:

Enhance and promote more internship opportunities in all programs.

1.1.1.10 Internship/Research Master List:

Develop master list of internship and research opportunities for students in all programs.

1.1.1.11 Equity/Diversity/Inclusiveness:

Create equity, diversity, and inclusion programs and training for all academic program levels.

<p>1.1.2 Pharmacy Entrepreneurship: Expand pharmacy entrepreneurial opportunities in our academic programs.</p>	<p>1.1.2.1 College-Wide Team: Develop a team/taskforce across the College that guides interested students down the entrepreneurial path.</p> <p>1.1.2.2 IT/Business Acumen: Incorporate technology into the entrepreneurship program</p> <p>1.1.2.3 University Resources: Capitalize on existing university resources for entrepreneurship skill development in students.</p> <p>1.1.2.4 Entrepreneurship Certificate: Grow existing Entrepreneurship Certificate program.</p> <p>1.1.2.5 Small Business Partnership: Enhance partnership with Small Business Development Office to support growth of the entrepreneurship program.</p>
<p>1.1.3 Data Science/Informatics: Build a pathway to further educate and prepare students to operate in a data-centric world (e.g. big data)</p>	<p>1.1.3.1 MIS Program Partnership: Create partnerships with MIS program (or others) to develop an informatics dual degree/certificate.</p> <p>1.1.3.2 Curricula Revision: Revise curricula at all levels to incorporate informatics.</p> <p>1.1.3.3 Strategic Hiring: Engage in strategic hiring through joint appointments to bring data science/informatics expertise into the College.</p>
<p>1.1.4 Regulatory: Integrate regulatory courses into all academic programs ultimately seeing more students going into regulatory business.</p>	<p>1.1.4.1 Revise Curricula: Revise curricula at all levels to incorporate regulatory sciences.</p> <p>1.1.4.2 Regulatory Sciences Pathways: Create clearly defined pathways for students to earn certificates and dual degrees in Regulatory Sciences (e.g., pharmacovigilance/drug safety, medical writing/communication, CMC)</p>

<p>1.1.5 Dual-Degrees: Expand dual degree options.</p>	<p>1.1.5.1 Dual Degrees Pathways: Create clearly defined pathways to earning dual degrees at all levels (BS/Masters, BS/PharmD, PharmD/Masters, PharmD/PhD, PharmD/JD, DVM/MS, etc.)</p> <p>1.1.5.2 Partnerships: Develop partnerships with other Colleges centered on these dual degree options.</p> <p>1.1.5.3 Hire/Share Positions: Strategically hire and share positions dedicated to unique aspects of these dual degree options.</p> <p>1.1.5.4 Career Development: Align career development initiatives with dual-degree advising.</p>
<p>1.1.6 Student Leaders: Expand and support student leadership opportunities within student programs.</p>	<p>1.1.6.1 Student Leadership Development: Create student-driven committee that creates a student leadership development plan for the College of Pharmacy.</p> <p>1.1.6.2 Faculty/Staff Assist: Identify faculty and/or staff to work with the student committee on operationalizing the leadership plan.</p> <p>1.1.6.3 External Leadership Opportunities: Identify external leadership opportunities for students and post them via website.</p>
<p>1.1.7 IPE & Interdisciplinary: Expand interprofessional education (IPE) and Interdisciplinary experiences for students.</p>	<p>1.1.7.1 Partnership: Identify partners across the College, University, and Beyond.</p> <p>1.1.7.2 Broaden IPE Definition: Broaden definition of IPE to expand beyond current ACPE requirements, including considering specific areas for focus (in alignment with SP priorities).</p> <p>1.1.7.3 Interdisciplinary Coursework:</p>

	Offer more interdisciplinary coursework, experiences, and research opportunities in all academic programs.
<p>1.1.8 New & Upcoming Career Path Innovation: Prepare our graduates to be innovators and able to evolve as their field changes in the future.</p>	<p>1.1.8.1 Creative Thinking: Integrate creative thinking into curricular content and outcomes for all academic programs.</p> <p>1.1.8.2 Profession Visibility: Increase visibility of professions and be engaged on Global and National scale.</p> <p>1.1.8.3 Integrate with Professions: Integrate our instructional mission (e.g., joint hiring and teaching across professions and colleges) and student mission (e.g., crosscutting student organizations) with other/more professionals and track how/what we are doing?</p> <p>1.1.8.4 Faculty: Support faculty teaching innovation to prepare graduates for a dynamic future.</p>
<p>1.1.9 Residents: Integrate pharmacy residents into the missions of the College.</p>	<p>1.1.9.1 Residents Deliver Curriculum: Identify and increase defined teaching roles for residents in the PharmD curriculum.</p> <p>1.1.9.2 Diversify Residencies: Diversify types and sites of residency training (e.g., community).</p> <p>1.1.9.3 Integrate Residents: Identify roles for and appoint residents to college committees and other internal service opportunities.</p> <p>1.1.9.4 Support Leadership: Develop a process to promote residents as leaders within professional organizations</p>

GOAL	KEY PERFORMANCE INDICATORS
<p>1.2 Professional Development: Empower faculty and staff to collectively deliver innovative approaches for achieving excellence in teaching and learning.</p>	<ol style="list-style-type: none"> 1. Demonstrated increase in engagement of Adjunct Faculty (contact hours) in teaching activities (didactic, skills labs, experiences) 2. Completion of full peer review of teaching for all faculty 3. Demonstrated increase in faculty participation in faculty development related to instructional activities 4. The number of IPE and interdisciplinary educational activities collaboratively managed by CoP and other professional colleges/programs
TACTICS	ACTIONS
<p>1.2.1 Interprofessional Education: Explore opportunities to engage with external non-pharmacy faculty partners.</p>	<p>1.2.1.1 Other Healthcare Professionals: Encourage CoP Faculty to incorporate other healthcare professionals in their course curricula.</p> <p>1.2.1.2 Other Healthcare Colleges: Encourage CoP Faculty to integrate within other healthcare colleges to engage in teaching opportunities of other disciplines.</p> <p>1.2.1.3 Faculty interested in Scholarship: Identify faculty members interested in developing scholarship in IPE.</p> <p>1.2.1.4 IPE on Website: Enhance IPE information on the website to include resources for developing IPE activities and scholarship.</p> <p>1.2.1.5 Collaboration: Offer joint IPE professional development programs to support collaboration among healthcare professionals.</p> <p>1.2.1.6 Podcasts: Engage healthcare professionals in development of podcasts under the PharmCast for the Community brand</p>

<p>1.2.2 Promotion & Tenure: Emphasize instructional innovation in promotion and tenure guidelines.</p>	<p>1.2.2.1 Review Promotion & Tenure Guidelines Review and publish guidelines for P&T and create a toolkit to assist with process</p> <p>1.2.2.2 P&T Consistency: Ensure consistent criteria for P&T between the college and the university as it relates to valuing instructional innovation.</p> <p>1.2.2.3 Encourage Award Applications: Implement process to stimulate faculty/staff applications for instructional innovation awards.</p> <p>1.2.2.4 Align Faculty Development: Conduct faculty development programming that supports faculty who seek to align instructional innovations with research agendas, academic plans, and promotion and tenure.</p>
<p>1.2.3 Adjunct Faculty Standards: Review standards for appointment and promotion of adjunct faculty.</p>	<p><i>Formalization of our adjunct faculty program and process</i></p> <p>1.2.3.1 Standards: Optimize and edit/streamline standards for appointing adjunct faculty who make contributions to the education of the students.</p> <p>1.2.3.2 Identify Active: Identify all active adjunct faculty on current faculty roster.</p> <p>1.2.3.3 Expectations: Determine expectations of adjunct faculty regarding their role and responsibilities.</p> <p>1.2.3.4 Development Resources: Create faculty development resources to guide adjunct faculty to support the missions of the College.</p> <p>1.2.3.5 Recruitment: Identify and recruit qualified professionals as adjunct faculty members to strengthen strategic partnerships.</p>

	<p>1.2.3.6 Review Process: Create a standard performance review process for adjunct faculty.</p>
<p>1.2.4 Peer Review: Create a peer review process for faculty and staff engaged in the instructional mission of the college.</p>	<p>1.2.4.1 Peer Review Task Force: Create a task force to develop a peer review process for instruction.</p> <p>1.2.4.2 Instructional Review: Create instructional review process.</p> <p>1.2.4.3 Instructional Strategy Feedback: Integrate instructional design personnel to provide expert analysis of the instructional design element of the peer review process.</p> <p>1.2.4.4 Self-Assessment: Create self-assessment process/tool.</p> <p>1.2.4.5 Promotion & Tenure: Require peer-review of instruction for promotion, post-tenure and 3rd year review.</p>
<p>1.2.5 Faculty Development Programming: Develop ongoing programming to optimize faculty development that promotes innovation and best practices.</p>	<p>1.2.5.1 Communicate Options: Increase communication of available continuous professional development.</p> <p>1.2.5.2 Accessible Programming: Collaborate with CTL to make programming more accessible to all faculty, regardless of campus assignment or geographic location.</p> <p>1.2.5.3 Instructional Theories & Methods: Collaborate with CTL to develop an instructional theories and methods series.</p>

GOAL	KEY PERFORMANCE INDICATORS
<p>1.3 Enrollment Management: Ensure a diverse, inclusive and highly qualified student body through devising and implementing strategic approaches to program recruitment, applicant engagement and enrollment.</p>	<ol style="list-style-type: none"> 1. Overall applicant yield improves annually 2. Decreased average debt accrued per student upon graduation from the PharmD program
TACTICS	ACTIONS
<p>1.3.1 Outreach: Connect with prospective students for all COP academic programs earlier in their academic career and in a broader way.</p>	<p>1.3.1.1 Raise Pharmacy Profile: Create and facilitate programmatic interventions to raise the profile of the pharmacy profession as an integral component of healthcare. Use the following resources: AACP Strategic Recruitment Guide, Pharm4Me Campaign.</p> <p>1.3.1.2 Targeted Recruitment: Conduct targeted recruitment to identify and focus on underrepresented demographics through existing local, regional and national programs (e.g., AACP’s Diversity Student Recruitment Guide, DawgTrails Programs, LSMAP Programs, Dean Stuart Feldman Summer Science Institute, SACNS, ABRCMS, and HOSA).</p> <p>1.3.1.3 Pipeline Enrichment: Enrich the pipeline to COP academic programs through agreements with targeted undergraduate populations and degree programs (e.g., USG Academic Affairs Division (Academic Programs: Articulation); Academic Counseling programs at other USG and private/for-profit institutions, Office of Vice President of Instruction, HBCUs in the region).</p> <p>1.3.1.4 Identify Georgia Communities: Identify Georgia communities with healthcare, educational or economic disparities that may yield qualified student applicants who aspire to serve their home communities upon graduation.</p> <p>1.3.1.5 Long-Distance Admissions:</p>

	<p>Transform the recruitment and interview experience to connect prospective students with the college through technology and other contemporary approaches (e.g., virtual site tours, online interviews, extended campus-hosted interviews).</p> <p>1.3.1.6 Out-of-State Tuition Support: Minimize the tuition burden for out of state students through targeted approaches (e.g., tuition waivers, scholarships).</p> <p>1.3.1.7 Expand COP Student Ambassador Program: Restructure and expand the COP Student Ambassador program to include student representatives from all degree programs and academic levels.</p> <p>1.3.1.8 Faculty Involved Recruitment: Integrate faculty participation in recruitment and admissions as a valued and expected component of faculty service (e.g., expectations in annual reviews, P&T).</p>
<p>1.3.2 Marketing: Unify our efforts for College-wide recruitment marketing.</p>	<p>1.3.2.1 Recruitment Plan: Create a unified recruitment plan that encompasses input from COP stakeholders.</p> <p>1.3.2.2 Value Proposition: Develop a value proposition statement for each degree program to serve as a foundational recruitment element.</p> <p>1.3.2.4 Internal Message: Cultivate an internal University and College message about academic opportunities offered by the COP.</p> <p>1.3.2.3 External Message: Create consistent external messaging regarding COP academic opportunities.</p>

GOAL	KEY PERFORMANCE INDICATORS
<p>1.4 Student Success: Empower students to realize their educational goals and personal potential through integrated approaches to support success and wellness throughout the student life cycle.</p>	<ol style="list-style-type: none"> 1. Increase student satisfaction with academic advising 2. Increase number of student-alumni mentor relationships 3. Increase number of students awarded nationally-competitive fellowships and scholarships 4. Percentage of students utilizing career development activities offered by COP 5. Annual improvement of on-time graduation rate of lowest 25th percentile from PharmD and BS programs 6. Increase number of PharmD students engaged in research projects with faculty 7. Number of research disseminations (posters, presentations & publications) upon graduation by undergraduate and professional students 8. Student overall satisfaction with the College of Pharmacy's commitment to student wellness and well-being
TACTICS	ACTIONS
<p>1.4.1 Formalize Advising: Develop a formalized advising program at all academic program levels.</p>	<p>1.4.1.1 Centralization: Centralize core advising functions into a center under student affairs.</p> <p>1.4.1.2 Connect Alumni-Students: Develop an alumni network that connects students to mentors.</p> <p>1.4.1.3 Pre-Pharmacy Advising: Conduct formal pre-pharmacy advising internally (reclaim from current outsourced model).</p> <p>1.4.1.4 Pre-Pharmacy Student Org: Integrate pre-pharmacy student org in to CoP</p> <p>1.4.1.5 Connect Advising to Major Professors: Engage major professors in advising that requires scientific or professional domain expertise and impacts career decision making, etc.</p>

<p>1.4.2 Enhanced Career Development: Enhance career development initiatives for all academic levels.</p>	<p>1.4.2.1 Fellowship Nominees: Implement process to identify and nominate students with high potential for prestigious fellowships.</p> <p>1.4.2.2 Alumni Mentoring: Create programming that engages alumni in mentoring students, hosting shadowing opportunities, and providing career insight.</p> <p>1.4.2.3 Career Fair/Internships: Expand career fair offerings (e.g., virtual models) and internship opportunities.</p> <p>1.4.2.4 Advising Alignment: Align career initiatives with advising program.</p> <p>1.4.2.5 Skills Development: Expand and promote the opportunities for students to develop career search and support skills (interview, CV, job search, etc.).</p> <p>1.4.2.6 Career Development Materials: Create multimedia and educational materials that brand and support career development initiatives.</p> <p>1.4.2.7 Association & Lifelong Learning Materials: Create educational materials promoting involvement in professional associations and lifelong learning opportunities as extensions of career development.</p>
<p>1.4.3 PharmD Student Performance Tracking: Track and integrate multiple data platforms to track professional student performance.</p>	<p>1.4.3.1 Examsoft Expansion: Implement Examsoft across the P1-P3 years of the PharmD program.</p> <p>1.4.3.2 Enflux Implementation Implement Enflux to drive decision-making and data integration to monitor real-time student success.</p> <p>1.4.3.4 Training:</p>

	Train faculty and staff to employ Enflux-guided data to identify students who are struggling or thriving.
1.4.4 Increase Financial Support: Increase financial support opportunities for students.	<p>1.4.4.1 Research Assistantships: Collaborate with the University to expand research assistantship eligibility criteria to include PharmD students.</p> <p>1.4.4.2 Grant Research Funding: Set and track goals for intentionally increasing extramural grant research funding allocated to support graduate students.</p> <p>1.4.4.3 Waive Out-of-State Tuition: Explore waiving out-of-state tuition for incoming CoP students.</p>
1.4.5 Student Research Participation: Create opportunities for full student participation in research via coordinated events and curricular innovation.	<p>1.4.5.1 Student Research Day: Promote and expand the CoP student research day to include all programs and campus locations.</p> <p>1.4.5.2 Research Opportunities List: Develop a list of research opportunities that connects students to faculty research and scholarship.</p> <p>1.4.5.3 Presentations: Identify avenues for students to present scholarship and research both internally and externally.</p> <p>1.4.5.4 Research Track: Integrate a research track into PharmD program.</p> <p>1.4.5.5 Curricular Support Enroll students engaged in research endeavors in corresponding coursework.</p>
1.4.6 Wellbeing Initiatives: Incorporate wellbeing initiatives into academic programs, co-curricular activities, and policies.	1.4.6.1 Train Faculty on Wellbeing: Provide faculty development regarding how to support student wellbeing.

	<p>1.4.6.2 Resources List: Maintain a directory of wellbeing resources available for faculty and students on all campuses.</p> <p>1.4.6.3 Flowchart: Create a flowchart to escalate wellness and mental health concerns for individual students, faculty and staff.</p> <p>1.4.6.4 Expertise and Responsibility: Create roster of wellness expertise and assign administrative oversight to wellness.</p> <p>1.4.6.5 Wellbeing Committee: Expand the scope of the Wellness Committee to support wellbeing of students, faculty and staff.</p> <p>1.4.6.6 Wellness Elective: Develop a wellness elective available initially for PharmD program and then expand to all programs.</p> <p>1.4.6.7 Promote Electives: Promote CoP and other UGA wellness electives to PhD, MS, and BS students.</p> <p>1.4.6.8 Wellbeing Programs: Expand internal wellbeing programming through student professional organizations, beginning in the 1st year of the PharmD program.</p>
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2 Growing Research, Innovation & Entrepreneurship: Foster an interdisciplinary research culture that values innovation and entrepreneurship, yielding international recognition within distinctive areas of emphasis.

GOAL	KEY PERFORMANCE INDICATORS
<p>2.1 Distinctive Research Areas: Cultivate distinctive research areas of impact that are responsive to societal needs, faculty and university strengths, and funding opportunities.</p>	<p>1: Total research expenditures (rolling 3-year average) 2: Total citations (rolling 3-year average) 3: Approved patent applications</p>
TACTICS	ACTIONS
<p>2.1.1 Prioritize Research Focus: Evaluate and prioritize COP research foci across departments.</p>	<p>2.1.1.1 Annual Review Process: Design and implement annual review process to prioritize support of existing research and/or develop new areas based on societal/GA needs, faculty/university strengths, and funding opportunities.</p> <p>2.1.1.2 Key Researchers: Identify and facilitate key researchers for each priority area to develop and implement research agenda.</p> <p>2.1.1.3 Future Hiring: Incorporate research foci as a foundational consideration when setting faculty hiring priorities.</p>
<p>2.1.2 Infectious Disease Research: Create a focus on infectious disease research from basic science to clinical practice within the COP and in collaboration with existing expertise at UGA (e.g. Vet. Medicine).</p>	<p>2.1.2.1 Identify Gaps: Monitor uptake of new therapies and identify gaps in research at UGA (e.g., antimicrobials).</p> <p>2.1.2.2 Incentivize/Funding: Offer intramural funding opportunities to stimulate new collaborations in infectious disease (e.g. seed grants, small grants program for new collaborations)</p> <p>2.1.2.3 Research Collaborations: Foster infectious disease collaborations across the continuum of research, from T0 (basic science) to T4 (translating findings to communities).</p>

	2.1.2.4 Center of Excellence: Explore feasibility of creating a Center of Excellence in ID.
<p>2.1.3 Rural/Underserved Health: Create a focus on research and community pharmacy to improve diseases that disproportionately impact the health of rural and underserved populations in GA.</p>	<p>2.1.3.1 Identify basic, translational, clinical and outcomes research that can impact, directly or indirectly, underserved populations and communities (e.g. rural, minority, etc.) and GA's health disparities.</p> <p>2.1.3.2 Align faculty research and practice to improve translation of new ideas.</p> <p>2.1.3.3 Incentivize/Funding: Identify intramural or external funding sources to address rural/underserved health.</p> <p>2.1.3.4 Identify Research Collaborations: Identify research collaborations with UGA units focusing on similar priorities (PSO/Public Health, Medical Partnership, CTSA-engaged units, etc.) – See 2.2.</p> <p>2.1.3.5 Develop college-wide plan to lead UGA initiative to advance rural Georgia.</p> <p>2.1.3.6 Center of Excellence: Explore feasibility of creating a Center of Excellence in Rural/underserved HC.</p>
<p>2.1.4 Support Success: Positioning individual focus / effort to maximize their research productivity.</p>	2.1.4.1 Endowments to support success: Pursue new graduate fellowships (e.g. Princeton Chemistry); Expand endowments for research program support.
<p>2.1.5 Annual Research Day: Host a COP Annual Research Day (similar to GRA) to promote and maximize our current research initiatives (short presentations by faculty and student posters).</p>	2.1.5.1 Look to merge and expand various research day activities in the COP to create a larger showcase for our faculty and students

GOAL	KEY PERFORMANCE INDICATORS
<p>2.2 Collaborative Culture: Promote collaborative approaches that value innovation and risk, capitalizing on emerging research opportunities.</p>	<ol style="list-style-type: none"> 1. Sponsored projects involving Principal Investigators (PI) from at least two disciplines 2. Sponsored projects directly funded by industry or a non-profit organization to a COP PI 3. Sponsored projects directly awarded to a COP PI from federal agencies 4. Grant submissions to federal agencies by a COP PI 5. Publications involving authors from at least two disciplines
TACTICS	ACTIONS
<p>2.2.1 Health Disparities: Develop a collaborative relationship with other UGA/USG/other partners to address disparities and enhance community pharmacy in underserved communities across the State.</p>	<p>2.2.1.1 Collaborative Team: Create Explicit Collaborative Team with COP/SPH (others to be determined).</p> <p>2.2.1.2 Distance Learning Hubs: Establish a network within underserved communities to work with community partners.</p> <p>2.2.1.3 Expand Partnerships: Expand partnerships with alumni partners, Cooperative Extension Service, Georgia CPESN, etc.).</p> <p>2.2.1.4 State Dept. of Health: Formalize relationship with State Department of Health.</p>
<p>2.2.2 Interdepartmental Research: Identify methods to increase impactful opportunities to conduct collaborative research across departments/units within the COP.</p>	<p>2.2.2.1 Incentivize: Develop methods to facilitate and incentivize interdepartmental research.</p>
<p>2.2.3 Partner Relationships: Build relationships with key identified partners to advance research goals.</p>	<p>2.2.3.1 Plan the Approach: Identify key partners and approach to connect with specific goals in mind.</p>

GOAL	KEY PERFORMANCE INDICATORS
<p>2.3 Translation: Elevate patient care and produce commercial applications, leveraging our basic, clinical, health outcomes and translational research.</p>	<ol style="list-style-type: none"> 1. Externally-sponsored research expenditures (federal, private sector, public sector) 2. Patent applications approved 3. Number of Small Business Innovation Research (SBIR) and Small Business Technology Transfer (STTR) grants submitted and awarded 4. Number of faculty engaged in Clinical and Translational Science Alliance (CTSA) programming, grants, trainings, etc. 5. Patient care processes developed and adopted outside of the College of Pharmacy
TACTICS	ACTIONS
<p>2.3.1 Training: Increase opportunities for faculty to learn more about entrepreneurship, in alignment with research goals.</p>	<p>2.3.1.1 Identify Faculty: Identify and refer faculty who could benefit from Innovation Street.</p> <p>2.3.1.2 Funding & Entrepreneurship: Identify opportunities for funding and faculty entrepreneurship development.</p> <p>2.3.1.3 Entrepreneur Mentorship/Collaboration: Identify and engage successful entrepreneurs across various practice and research areas for mentorship and collaboration.</p>
<p>2.3.2 Promotion & Tenure Guidelines: Review our promotion and tenure guidelines to ensure this type of activity is recognized and rewarded.</p>	<p>2.3.2.1 Formal Review: Conduct a formal review of promotion/tenure guidelines to include entrepreneurship as a metric.</p>
<p>2.3.3 Practice Models: Encourage development of novel pharmacy practice models that can be adopted by other institutions and areas.</p>	<p>2.3.3.1 Innovation Seminars: Host a seminar series of conferences/webinars with invited speakers with innovative practices that have been translated widely into practice.</p> <p>2.3.3.2 Implementation Science: Develop training for practice-based faculty in implementation science methodology to accelerate the adoption of innovative practice models.</p>

	2.3.3.3 Incentivize/Reward: Ensure the adoption of formal recognition for this activity in annual reviews and promotion.
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GOAL	KEY PERFORMANCE INDICATORS
2.4 Educational Research & Outcomes: Transform the educational experience of students through enriching a community of researchers engaged in Scholarship of Teaching and Learning (SoTL).	<ol style="list-style-type: none"> 1. Internal COP teaching awards available for all instructional roles 2. Extramural SoTL grants awarded 3. Number of SoTL scholarly disseminations (publications, posters, presentations)
TACTICS	ACTIONS
2.4.1 Incentivize: Identify and implement steps to incentivize faculty in all tracks and ranks to engage in SoTL.	2.4.1.1 Review P&T Guidelines: Review and revise promotion and tenure guidelines to formally recognize SoTL as a valued component of research, as applicable.
2.4.2 Support: Provide support to advance all SoTL components.	<p>2.4.2.1 Identify Barriers Critically evaluate our current environment and identify challenges and opportunities to advance SoTL research in the COP.</p> <p>2.4.2.2 Faculty/Prof Staff Relationship: Establish faculty relationships with professional staff (with instruct. research background) to support grant writing, foster research collaborations, etc.</p> <p>2.4.2.3 Funding: Develop an approach to identify and disseminate announcements of intramural and extramural SoTL funding opportunities.</p> <p>2.4.2.4 Training: Provide training in novel/unique methods of SoTL research (e.g. study design, outcome measures, etc.)</p>
2.4.3 Small Grants: Refine and formalize the small grants program for innovation and study design.	2.4.3.1 Program Effectiveness: Evaluate how to transform existing program to make it more effective for supporting SoTL as a research theme.

STRATEGIC DIRECTION

3 Strengthening Partnerships with Communities Across Georgia & Around the World: Advance our local, national, and global partnerships and collaborations that support the expansion and growth of our teaching, research and outreach endeavors.

GOAL	KEY PERFORMANCE INDICATORS
3.1 Stakeholder Partnerships/Collaborations: Maximize partnership opportunities with key stakeholders that advance teaching, research, patient care and outreach endeavors.	<ol style="list-style-type: none">1. Sponsored expenditures for community partnerships2. Publications with community partners as co-authors and/or major contributors3. International faculty engagement with global partners4. Faculty & Staff recognition from scientific and lay press received for external partnerships and collaborations
TACTICS	ACTIONS
3.1.1 Partner/Collaboration Plan: Conduct a needs assessment regarding partnerships/collaborations, and design a plan to improve current research, experience programs, and clinical practice sites and fill gaps with new partnerships.	<p>3.1.1.1 Collect Data: Conduct an inventory of current partnerships / collaborations.</p> <p>3.1.1.2 Conduct Gap Analysis: Identify opportunities for synergy through unmet external partner needs or opportunities and College strengths.</p> <p>3.1.1.3 Solutions-Driven Approach: Develop solutions to barriers identified for current gaps, grounded in college strengths and strategic interests.</p> <p>3.1.1.4 Synergize & Strengthen: Engage entities and develop relationships to synergize and strengthen partnerships / collaborations.</p> <p>3.1.1.5 Tracking: Develop centralized mechanism to track ongoing relationships.</p>
3.1.2 International Collaboration Plan:	3.1.2.1 Collect Data: Conduct an inventory of current partnerships / collaborations.

<p>Design and implement plan including supporting/encouraging faculty relationships with current and potential new partners.</p>	<p>3.1.2.2 Conduct Gap Analysis: Identify opportunities for synergy through unmet external partner needs or opportunities and College strengths.</p> <p>3.1.2.3 Solutions-Driven Approach: Develop solutions to barriers identified for current gaps, grounded in college strengths and strategic interests.</p> <p>3.1.2.4 Synergize & Strengthen: Engage entities and develop relationships to synergize and strengthen partnerships / collaborations.</p> <p>3.1.2.5 Tracking: Develop centralized mechanism to track ongoing relationships.</p>
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GOAL	KEY PERFORMANCE INDICATORS
<p>3.2 Health Disparities & Rural Health: Cultivate and maintain a distinctive and intentional initiative that addresses health disparities and advances health equity with an emphasis on empowering rural and underserved communities.</p>	<ol style="list-style-type: none"> 1. Seed funding secured by year-end 2021 2. Core group is established by 2023 3. Collaborative initiatives with internal university partners (e.g. College of Public Health, Medical Partnership, Archway Partnership) 4. Collaborative initiatives with external partners (e.g. Morehouse School of Medicine, State Office of Rural Health, Area Health Education Center, non-profits) 5. Students participating in health equity, health disparities and rural health educational, research, and service initiatives
TACTICS	ACTIONS
<p>3.2.1 Faculty: Engage UGA faculty who have an interest/expertise in health disparities and well-being.</p>	<p>3.2.1.1 Core Faculty Group: Convene a core group to develop initial vision for the initiative (both COP including extended campuses and other UGA colleges, schools, and units).</p>

	<p>3.2.1.2 Funding: Create seed grant funding to encourage research and collaboration.</p>
<p>3.2.2 Partnerships: Identify and establish partnerships with entities outside of UGA to support the initiative.</p>	<p>3.2.2.1 Academic institutions: Establish formal relationship with the Morehouse School of Medicine and their Center for Excellence on Health Disparities and/or Cancer Health Equity Institute centered on education, training, research and advancing community pharmacy.</p> <p>3.2.2.2 Georgia CTSA: Advocate for and gain support in the CTSA renewal to support health disparities and rural health including advancing the role of the community pharmacist in addressing these issues.</p> <p>3.2.2.3 State entities: Establish relationships with State Office of Rural Health, Department of Public Health, and Area Health Education Centers (AHEC).</p> <p>3.2.2.4 State-based organizations: Develop a relationship with Georgia Rural Health Association and like-minded groups.</p>
<p>3.2.3 Students: Develop opportunities for students (PharmD, Graduate, Residents) to gain knowledge and experience in health disparities and health equity work.</p>	<p>3.2.3.1 Certificate program: Create a Graduate Certificate program in Health Equity (Health Disparities, Rural Health). Include courses that are available to all students.</p> <p>3.2.3.2 Co-curricular and extracurricular activities: Leverage student engagement through maximizing current related activities and developing new approaches.</p>
<p>3.2.4 Rural Health Expertise: Build intentional pathways for students at all academic levels to develop expertise in health disparities in rural areas.</p>	<p>3.2.4.1 Student Research Participation: Develop opportunities for students to participate in rural health/health disparities research.</p>

	<p>3.2.4.2 Scholarships: Establish scholarship opportunity for students pursuing careers in rural health/health disparities (e.g., scholarship in exchange for work post-graduation).</p>
<p>3.2.5 Rural/Underserved Health: Embrace a focus on research and community pharmacy to improve diseases that disproportionately impact the health of rural and underserved populations in GA.</p>	<p>3.2.5.1 Identify basic, translational, clinical and outcomes research that impacts, directly or indirectly, underserved populations and communities (e.g. rural, minority, etc.) and GA's health disparities.</p> <p>3.2.5.2 Align faculty research and practice to improve translation of new ideas.</p> <p>3.2.5.3 Incentivize/Funding: Identify intramural or external funding sources to address rural/underserved health.</p> <p>3.2.5.4 Identify Research Collaborations: Identify research collaborations with UGA units focusing on similar priorities (PSO/Public Health, Medical Partnership, etc.) – See 2.2.</p> <p>3.2.5.5 Develop college-wide plan to lead UGA initiative to advance rural health in Georgia.</p> <p>3.2.5.6 Center of Excellence: Explore feasibility of starting a Center of Excellence in Rural/underserved HC.</p>

GOAL	KEY PERFORMANCE INDICATORS
<p>3.3 Community Engagement/ Outreach/ Service: Expand and strengthen our presence and impact in local, national, and global communities through service, education, patient care, and research.</p>	<ol style="list-style-type: none"> 1. Number of outreach activities 2. Number of Service-learning activities 3. Number of patients served via direct patient care 4. Number of study sections served 5. Number of editorships
TACTICS	ACTIONS
<p>3.3.1 Outreach & Service: Expand student-led outreach to move us toward a service learning model.</p>	<p>3.3.1.1 Survey: Conduct a survey to capture current landscape of events by COP faculty & student organizations.</p> <p>3.3.1.2 Service Hour Requirements: Explore feasibility of including service hours in core requirements for each professional year of the PharmD program.</p> <p>3.3.1.3 Opportunities: Identify new opportunities that align with community needs, changes in workforce trends/student competencies, etc. (e.g. collaborate with UGA Public Service and Outreach program)</p>
<p>3.3.2 Community Service/Volunteer Opportunities: Support student organizations in providing more community service/volunteer opportunities.</p>	<p>3.3.2.1 List of Orgs & Contacts: Maintain a directory of community organizations needing support (diaper drives, food drives, homeless shelters, etc.), including leaders, points of contact.</p> <p>3.3.2.2 ID Opportunities: Explore opportunities across the state, including opportunities that will support the Health Disparities/Rural Health goal and engage the College's statewide presence (e.g., extended campuses).</p> <p>3.3.2.3 Participation: Embrace the engagement of faculty and staff in formal community service delivered by the College of Pharmacy.</p>

GOAL	KEY PERFORMANCE INDICATORS
<p>3.4 Communication: Strategically communicate the advancement of the UGA College of Pharmacy Mission and Vision with internal and external stakeholders.</p>	<ol style="list-style-type: none"> 1. Internal stories produced about high impact teaching, research, service and outreach 2. Earned external media about UGA teaching, research, service and outreach 3. Social media metrics <ol style="list-style-type: none"> a) Number of Facebook likes b) Number of Twitter impressions c) Number of Instagram engagements
TACTICS	ACTIONS
<p>3.4.1 Social Media: Enhance the engagement of key stakeholders through social media platforms.</p>	<p>3.4.1.1 Schedule Postings: Develop weekly schedule for all platforms, assuring at least one posting/ business day.</p> <p>3.4.1.2 Content: Engage key stakeholders in providing content for social media postings.</p> <p>3.4.1.3 Analytics: Conduct periodic analytics to ensure that audience engagement is at an optimum level.</p>
<p>3.4.2 News/Feature/Research Stories: Seek out, develop, write and distribute key news, feature, human interest and research stories that will allow the college to be perceived as aspirational, while engaging key stakeholders.</p>	<p>3.4.2.1 Solicit stories: Develop an efficient model to solicit stories from faculty, staff and key stakeholders.</p> <p>3.4.2.2 Timely Stories: Develop calendar to schedule the creation of strategically aligned stories.</p> <p>3.4.2.3 Pitch stories to identified media</p> <p>3.4.2.4 Analytics: Conduct periodic analytics to ascertain readership viability.</p>

<p>3.4.3 Digital Media</p>	<p>3.4.3.1 Digital Footprint: Increase video output to enhance the college’s digital media footprint.</p> <p>3.4.3.2 Coordinated Support Develop a centralized approach to promote and distribute digital media efforts (e.g., PharmCast segments).</p> <p>3.4.3.3 Reviews: Conduct a quality, impact and sustainability analysis for each project undertaken.</p>
<p>3.4.4 Communications Strategy: Develop a formal communications strategy to support Alumni, Donor, Preceptor and Other Key Stakeholders Communications.</p>	<p>3.4.4.1 Committee: Develop cross-college communications committee to plan and coordinate ongoing communications (social media, website, e-newsletter, etc.).</p> <p>3.4.4.2 Communications Survey: Conduct annual survey of alumni, donors, and other key stakeholders to share feedback on communications efforts.</p> <p>3.4.4.3 Evaluation: Develop and implement a data-driven approach to support a nimble, dynamic strategy.</p>

STRATEGIC DIRECTION

4 Investing in Innovation & Excellence: Maximize the abilities of our faculty and staff to transform the identity and culture of the College.

GOAL	KEY PERFORMANCE INDICATORS
4.1 Development of Our People: Develop our people through personalized holistic plans that foster excellence, leadership, diversity, inclusion, and over all well-being.	<ol style="list-style-type: none">1. Percentage of faculty and staff who participate in at least 2 professional development opportunities annually2. Total number of faculty and staff awards received for research, teaching and service3. Percentage of faculty/staff holding key positions in organizations/editorial boards
TACTICS	ACTIONS
4.1.1 Faculty & Staff Professional Development: Ensure our faculty and staff have professional development support/opportunities to advance our mission and goals in teaching, research, and service.	<p>4.1.1.1 Communicate Opportunities: Develop communication approach to increase awareness of professional development opportunities.</p> <p>4.1.1.2 Conference Funding: Provide funding for faculty/staff to engage in external development opportunities (e.g. conference registration fees).</p> <p>4.1.1.3 Professional Development Task Force: Charge a task force to review/assess future professional development efforts considering outcome of the pandemic.</p> <p>4.1.1.4 Mentorship Program: Develop a structured program for all faculty and staff to provide mentorships/ professional development, particularly to the junior faculty members and staff.</p>
4.1.2 Recruitment: Ensure we explicitly plan for targeted recruitment of new faculty & staff that will meet college needs.	4.1.2.1 Hiring Plan: Create a multi-year faculty hiring plan process that sets priorities based upon strategic and mission-driven needs.

	<p>4.1.2.2 Job Analysis: Implement a process to evaluate staff hiring requests based upon strategic and mission-driven needs (e.g., current support needs of the unit affected).</p>
<p>4.1.3 Leadership: "Aligned/Unified" leaders (within COP)</p>	<p>4.1.3.1 Leadership Evaluation: Establish an evaluation system to ensure that the leaders lead.</p> <p>4.1.3.2 Unit Accountability: Each major unit of the college provides semi-annual reports of progress per its own strategic plan.</p>
<p>4.1.4 Technology Infrastructure: Provide the infrastructure needed to support our people, mission, and goals.</p>	<p>4.1.4.1 Technology Planning: Develop a long-range technology plan to align infrastructure and support with all missions of the college.</p>
<p>4.1.5 Well-Being: Continue to advance the well-being of faculty/staff/, through acknowledgement and other supporting opportunities.</p>	<p>4.1.5.1 Awards: Ensure Awards Committee aligns their efforts with strategic plan initiatives.</p> <p>4.1.5.2 Wellness Committee: Realign the charge of the Wellness Committee to focus on the holistic wellbeing of our people (students, staff, and faculty).</p> <p>4.1.5.3 Align with University Engage university resources focused on wellbeing in the work of the Wellness Committee.</p>
<p>4.1.6 Performance Expectations: Define clear performance expectations for faculty and staff.</p>	<p>4.1.6.1 Faculty Evaluation Criteria: Develop qualitative and quantitative data to support annual evaluations on research, teaching and service, promotion and recognition. Relate these to P&T guidelines.</p> <p>4.1.6.2 Staff Evaluation Criteria: Create qualitative and quantitative measures for performance reviews. Relate these to the Job Description.</p>

GOAL	KEY PERFORMANCE INDICATORS
<p>4.2 Engagement/Development/Fundraising: Capitalize on diverse opportunities for resource growth for all aspects of the College's mission.</p>	<ol style="list-style-type: none"> 1. Number of need-based scholarships awarded 2. Total value of the College's endowment and unrestricted gifts 3. Proposals funded by corporate, industry and foundation partners 4. Total individual donors
TACTICS	ACTIONS
<p>4.2.1 Individual Giving: Increase numbers of donors who give annually (Alumni, Faculty, Staff).</p>	<p>4.2.1.1 Georgia Funder Campaigns: Launch at least two Georgia Funder crowdfunding campaigns each fiscal year.</p> <p>4.2.1.2 Faculty/Staff Campaign: Work closely with UGA DAR Office of Annual Giving to bolster annual faculty/staff giving campaign. Develop annual campaign for faculty/staff giving.</p> <p>4.2.1.3 Donor Retention Strategy: Develop annual strategy to increase donor retention rate.</p> <p>4.2.1.4 Young Alumni Giving: Develop young alumni giving program.</p> <p>4.2.1.5 Need-based Scholarships: Develop a plan to increase need-based scholarships</p>
<p>4.2.2 Enhance Industry/ Corporate/Foundation Giving</p>	<p>4.2.2.1 Funding Meetings: Strengthen relationship with UGA Office of Corporate & Foundation Relations by conducting more frequent meetings to communicate funding priorities and opportunities.</p> <p>4.2.2.2 Develop Database: Develop and maintain database of current research initiatives at the College of Pharmacy.</p> <p>4.2.2.3 Engagement Plan:</p>

	<p>Develop a plan for engaging industry partners (i.e. industry days each month).</p> <p>4.2.2.4 Need-based Scholarships: Develop a plan to increase need-based scholarships</p>
4.2.3 Increase new targeted donor relationships.	4.2.3.1 Use research and community outreach databases to drive pursuit of new donor relationships.

GOAL	KEY PERFORMANCE INDICATORS
<p>4.3 Quality Improvement: Develop and implement an enduring process for continuous quality improvement.</p>	<ol style="list-style-type: none"> 1. Process Improvement projects conducted annually 2. 100% of all courses complete annual curriculum improvement process with documented and implemented improvements on a 3 year cycle 3. Strategic plan progress is assessed and reported to Executive Committee, Faculty Council, staff, students, and community annually
TACTICS	ACTIONS
<p>4.3.1 Curricular Continuous Quality Improvement (CQI): Develop and implement a more formal system for continuous improvement of the curricula in all degree programs, to meet the needs of changing environments.</p>	<p>4.3.1.2 System Development: Design and develop the curriculum CQI system including standing charges for the professional curriculum and undergraduate and graduate curriculum committees.</p> <p>4.3.1.2 Implement: Develop and implement a process for ongoing curricular CQI.</p>
<p>4.3.2 Process Improvement: Conduct ongoing process improvement for human resource, business processes, and other program reviews.</p>	<p>4.3.2.1 Process Improvement Working Group: Transform the existing Process Improvement Working Group to a formal Quality Improvement Committee charged with coordination and oversight of quality improvement for administrative work processes (e.g., process improvement tasks, audit monitoring).</p> <p>4.3.2.2 COP Five-year Program Reviews: Review process and determine how to best utilize the assessment and implement as appropriate.</p>

	4.3.2.3 OneSource Reports: Monitor transactions in OneSource to identify processes that require additional staff training.
4.3.3 Strategic Plan Oversight: Maximize the use of the strategic plan as a "road map" to assess, report, update process, and ensure all efforts are targeted and meeting the COP mission.	4.3.3.1 Process Defined: Create a process outlining ongoing plan oversight process. 4.3.3.2 Data Collection: Develop and maintain process for ongoing data collection of KPI related data. 4.3.3.3 Progress Assessment: Conduct regular assessments of goals and all plan element achievements. 4.3.3.4 Reporting: Report regularly as defined by Plan oversight Process

GOAL	KEY PERFORMANCE INDICATORS
4.4 Sustainability: Ensure long-term success and growth of the College by increasing revenues to advance our Mission.	<ol style="list-style-type: none"> 1. Overall credit hour production 2. Average federal funding per tenure track faculty member
TACTICS	ACTIONS
4.4.1 Enrollment Management: Expand enrollment in baccalaureate and graduate programs, while maintaining numbers in the PharmD.	4.4.1.1 Recruitment Specialist: Hire recruitment specialist for the College of Pharmacy to lead integrated recruitment processes.
4.4.2 Partnerships: Pursue opportunities to partner with private sector organizations.	4.4.2.1 Pharmaceutical Organizations: Contact pharmaceutical organizations to explore possible resource-generating collaborations between the College of Pharmacy and industry.
4.4.3 Endowments & Gifts: Increase College of Pharmacy's total value of endowments and unrestricted gifts relative to how the COP manages/stewards the funds.	4.4.3.1 Endowment Plan: Develop an endowment plan to guide the use of endowment spending.

	<p>4.4.3.2 Partner Outreach: Ensure clear coordination of partner outreach efforts within the COP as well as with broader University-wide efforts.</p>
<p>4.4.4 Instructional Technology: Ensure all instructional technology is up to date and appropriate for the type of instruction, and develop and implement a more formal system for continuous improvement for technology to meet the needs of the changing pharmacy environment.</p>	<p>4.4.4.1 Classroom Technology: Develop and implement a formal standardized instrument for evaluating technology to optimize the various approaches of instruction.</p> <p>4.4.4.2 Instructional Spaces: Develop and implement a formal standardized instrument for evaluating instructional spaces. Partner with COE IT program to prototype, evaluate and expand classroom spaces to align with instructional design philosophies.</p> <p>4.4.4.3 Hardware Checklist: Develop an "annual assessment checklist" for computer hardware.</p> <p>4.4.4.4 Hardware Assessment: Perform annual assessment of computer hardware update needs.</p> <p>4.4.4.5 Software Checklist: Develop an "annual assessment checklist" for computer software.</p> <p>4.4.4.6 Software Assessment: Perform annual assessment of computer software update needs.</p>
<p>4.4.5 Renovations & Repairs: Ensure proper planning and fundraising for needed renovations and repairs.</p>	<p>4.4.5.1 Annual Space Assessment: Assess space annually via space survey.</p> <p>4.4.5.2 Funding Requests: Increase UGA Major Repair and Rehabilitation (MRR) funding requests.</p> <p>4.4.5.3 Fundraising: Develop targeted fundraising plans for renovations and repair expenses.</p>

<p>4.4.6 Resource Generation: Increase College of Pharmacy's total number of self-sustained, resource-generating activities.</p>	<p>4.4.6.1 Evaluate Sustainability: Conduct a periodic analysis of resource-generating activities to insure sustainability and alignment with mission.</p> <p>4.4.6.2 New Opportunities: Develop a model to routinely identify and evaluate new opportunities for self-sustained resource generating activities.</p>
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STRATEGIC DIRECTION

5 Diversity, Equity, and Inclusion: Build and promote a supportive, inclusive, and connected community through awareness and education, reflection and affirmation of individuals, and continuously improving organizational effectiveness through the lens of diversity, equity, and inclusion.

GOAL	KEY PERFORMANCE INDICATORS
5.1 Programs/Curriculum/Research: Design academic programs, research, and service initiatives that develop awareness of and competence in principles of diversity, equity, and inclusion	1. Make progress toward Level 5 (Best Practices) of the Global Diversity and Inclusion Benchmarks (GDIB) for Categories 7 (Learning and Education) and 8 (Assessment)
TACTICS	ACTIONS
5.1.1 Develop a DEI plan with a focus on skills and abilities in healthcare practice settings	5.1.1.1 Adopt Global Diversity & Inclusion Benchmarks (GDIB) benchmarks for learning. 5.1.1.2 Charge the COP Diversity and Inclusion Committee to operationalize GDIB benchmarks. 5.1.1.3 Revise academic, research and service initiatives to enhance focus on DEI. 5.1.1.4 Develop curricular initiatives that increase the global perspective of students. 5.1.1.5 Engage PharmD students in Co-Curricular activities centered around equity, social justice, and inclusion 5.1.1.6 Develop interprofessional education programs with a focus on developing skills and abilities in DEI in healthcare practice settings 5.1.1.7 Provide resources to train and support faculty & staff on core DEI issues/opportunities.

GOAL	KEY PERFORMANCE INDICATORS
<p>5.2 Recruit, Retain, and Develop: Recruit, retain, and develop a college community that is culturally reflective of the community that UGA serves and displays a commitment to racial justice, gender equity, and the inclusion of all people regardless of identity, ability, or beliefs.</p>	<p>1. Make progress toward Level 5 (Best Practices) of the Global Diversity and Inclusion Benchmarks for Categories 4 (Recruitment and Talent Development), 5 (Benefits and Work-Life Integration), and 6 (Job Classification and Compensation)</p>
TACTICS	ACTIONS
<p>5.2.1 Develop a DEI plan that includes an emphasis on recruiting, retention and development of student, staff and faculty</p>	<p>5.2.1.1 Adopt GDIB benchmarks related to recruitment, retention and development.</p> <p>5.2.1.2 Develop strategies to advertise on diversity-focused career websites, using social media, and networking with internal and external groups that represent a diversity of backgrounds as defined by the CoP</p> <p>5.2.1.3 Advertise: Develop a DEI web page with links to events, discussions, webinars, etc.</p> <p>5.2.1.4 Conduct intentional approaches to internally recruit and develop members of underrepresented groups to increase diversity of the succession pools for future promotion.</p> <p>5.2.1.5 Create an infrastructure to support retention and development of staff and faculty.</p> <p>5.2.1.6 Develop pipeline programs (e.g. K-12; undergrad/graduate/professional; postdoc to professoriate) that increase our applicant pool for all academic programs</p>

	5.2.1.7 Develop awareness, skills, and abilities of faculty and staff in equity and social justice to create an environment that sees its work through a lens of DEI.
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GOAL	KEY PERFORMANCE INDICATORS
5.3 Student Community: Attract and retain a student body who represent and value a culture that respects all races, ethnicities, genders, abilities, ages, sexual orientations, nationalities, and religions.	1. Make progress toward Level 5 (Best Practices) of the Global Diversity and Inclusion Benchmarks for Categories 12 (Programs and Services) and 13 (Marketing and Student Recruitment)
TACTICS	ACTIONS
5.3.1 Develop a DEI plan that includes an emphasis on enhancing the culture of the COP with respect to all races, ethnicities, genders, abilities, ages, sexual orientations, nationalities, and religions.	5.3.1.1 Adopt GDIB benchmarks related to programs, services community and social responsibility. 5.3.1.2 Recognize DEI success within the COP. 5.3.1.3 Creating partnerships to advance health outcomes for vulnerable groups. 5.3.1.4 Increase scholarship and external funding to support students from underrepresented student demographics 5.3.1.5 Educate our community on the value of DEI in healthcare practice, research, outreach, service, and discovery

GOAL	KEY PERFORMANCE INDICATORS
5.4 Systemic Change: Evaluate systems, processes, and partnerships through the lens of equity, ethics, and social justice to improve, or deconstruct, systems that do not provide equitable and fair access for all stakeholders of the UGA COP.	1. Make progress toward Level 5 (Best Practices) of the Global Diversity and Inclusion Benchmarks for Categories 2 (Leadership and Accountability), 3 (Structure and Implementation), 9 (Communications), and 11 (Community and Social Responsibility)

TACTICS	ACTIONS
<p>5.4.1 Develop a DEI plan that emphasizes analysis and improvement of systems, processes, and leadership plans that work toward the GDIB benchmarks.</p>	<p>5.4.1.1 Create an Office of DEI with an organizational structure that assesses DEI efforts both internal and external to the COP</p> <p>5.4.1.2 Amplify communication of DEI events, statements, and education through multiple sources of media</p> <p>5.4.1.3 Integrate DEI into annual performance evaluations for faculty and staff</p> <p>5.4.1.4 Re-evaluate faculty and administrative governance to emphasize deconstructing systemic social norms at the College</p> <p>5.4.1.5 Adopt GDIB benchmarks that focus on systemic change, leadership, and accountability</p>
<p>5.4.1 Develop a DEI plan that emphasizes analysis and improvement of systems, processes, and leadership plans that work toward the GDIB benchmarks.</p>	<p>5.4.1.1 Create an Office of DEI with an organizational structure that assesses DEI efforts both internal and external to the COP</p> <p>5.4.1.2 Amplify communication of DEI events, statements, and education through multiple sources of media</p> <p>5.4.1.3 Integrate DEI into annual performance evaluations for faculty and staff</p> <p>5.4.1.4 Re-evaluate faculty and administrative governance to emphasize deconstructing systemic social norms at the College</p> <p>5.4.1.5 Adopt GDIB benchmarks that focus on systemic change, leadership, and accountability</p>