

SOUTHERN ILLINOIS UNIVERSITY  
**EDWARDSVILLE**  
SCHOOL OF PHARMACY

**Strategic Plan  
2022 – 2027**

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## I. Introduction

Founded in 2005 the Southern Illinois University Edwardsville (SIUE) School of Pharmacy offers a professional program leading to the Doctor of Pharmacy (Pharm.D.) degree. It is the only pharmacy school in the Southern Illinois region. The School of Pharmacy (SOP) was created to prepare pharmacists who can serve the health care needs of the citizens of Illinois and its surrounding region. Since its establishment, the School of Pharmacy has expanded this mission to include those beyond the immediate region in the provision of health care needs. In addition to the Pharm.D. degree, the SOP provides a Master of Science in Pharmaceutical Science (MSPS) with recruitment both locally and globally. The SOP also offers several other dual degree programs including: PharmD/MBA, PharmD/Master of Science in Public Health, PharmD/MSPS and PharmD/Master of Science in Healthcare Informatics. In addition, the school affords the opportunity for students to gain specialization certifications in Education, Pediatrics, and Acute Care.

The school offers students an interprofessional, integrated and team-based learning approach to pharmacy education. Interprofessional education is achieved through collaborations with various healthcare professions, including but not limited to the School of Dental Medicine, School of Medicine, and the School of Nursing. The school of pharmacy has partnered with multiple healthcare organizations to offer post-graduate pharmacy residencies including the only accredited PGY-2 in Pain and Palliative Care that is fully funded by a hospice.

The environment of SIUE School of Pharmacy is one of a community of learners, teachers, and scholars, committed to the communication, expansion, and integration of knowledge. As we move forward in the years ahead, we will continue to engage our students, faculty, staff, and alumni as partners in our efforts to make positive change in the pharmacy profession and the health of the communities we serve. Strategic planning has matured since inception to focus on not only the development of the curriculum and students but also to further the school's impact on a global scale.

## II. Guiding Statements

### A. Mission

Southern Illinois University Edwardsville School of Pharmacy is an interdisciplinary educational community dedicated to the preparation of pharmacy professionals, scholars, and leaders, to improve the health and well-being of the region and beyond.

### B. Vision

Southern Illinois University Edwardsville School of Pharmacy will be a national model for exceptional pharmacy education, patient-centered care, and innovative research.

### C. Values

We proudly embrace the values of our University:

#### Citizenship

- Social, civic and political responsibility, globally, nationally, locally and within the University
- Active partnerships and a climate of collaboration and cooperation among faculty, staff, students, and the larger community
- Environmental stewardship

#### Excellence

- High quality student learning
- Continuous improvement and innovation
- Outstanding scholarship and public service
- Standards consonant with the premier status to which we aspire

#### Integrity

- Accountability to those we service and from whom we receive support
- Honesty in our communication and in our actions

#### Openness

- Inclusion of the rich diversity of humankind in all aspects of university life
- Respect for individual differences
- Intellectual freedom and diversity of thought
- Access for all who can benefit from our programs

#### Wisdom.

- Creation, preservation and sharing of knowledge
- Application of knowledge in a manner that promotes the common good
- Life-long learning

## **Strategic Plan Goals**

### **A. Community Outreach**

#### **i. Promote the health and well-being of the community in the region and beyond**

- Oversight: Director of Clinical Programs
- Resources/Support: Office of Professional and Student Affairs; Director, Pharmacy Skills Simulation; Alumni Council; Director of Experiential Education, Director of Development and External Affairs; Dean's Office; Director of Well-being & Resilience; Well-being and Resilience Committee; Director of Diversity, Equity, and Inclusion; Pharmacy Advisory Board

#### *Action Items:*

##### Year 1:

- Identify community leaders that can assist the SOP to promote health and well-being of the community.
- Identify current community outreach programs that students, alumni, and faculty are presently engaged with.
- Evaluate needs assessment survey regarding the needs of community in the areas of health and well-being.
- Identify a lead individual (e.g. administrative) to engage community groups.

##### Year 2-3:

- Engage community leaders in community service events.
- Develop a mechanism to capture current and ongoing service activities related to community outreach.
- Promote the marketing of community service events which highlight health and well-being.
- Participate in alumni driven outreach programs (e.g. increase participation and number of programs)

##### Year 3-5:

- Develop training programs for community service that address the identified needs in promotion of health and well-being (e.g. mental health first aid, naloxone use...).

##### Continuous:

- Promote community outreach programs and the profession of pharmacy (e.g. pharmacist and technician advocacy)

## ii. Cultivate Alumni Engagement

- Oversight: Director of Development and External Affairs
- Resources/Support: Alumni Council; Office of Assessment; Office of Professional and Student Affairs; Pharmacy Advisory Board

### *Action Items:*

#### Year 1:

- Evaluate infrastructures available to cultivate alumni engagement and determine the ideal agent for the SOP (e.g. identifying a faculty representative, initiative to promote positive outreach and coordinated alumni engagement).
- Distribute a needs assessment survey in order to identify ways to build alumni engagement with the SOP.
- Identify ways to incentivize alumni engagement.
- Quantify current alumni involvement in the SOP Curriculum.

#### Year 2:

- Involve alumni in the SOP Curriculum (e.g. ImPaCT, mentoring, precepting, curriculum).
- Implement a dedicated area within the SIUE SOP website to assist with alumni engagement.

#### Year 3-5:

- Develop and implement workshops for alumni which target needs identified from alumni surveys.

#### Continuous:

- Create and maintain an active alumni directory.
- Build an internal network of alumni to work with the SIUE SOP to promote ongoing engagement with alumni.

## B. Innovation

### i. Foster a culture of research and scholarship

- Oversight: Research and Scholarship Committee; Associate Dean of Research
- Resources/Support: Department Chairs; Director of Development and External Affairs; Dean's Office; Faculty Development Committee

*Actions items:*

Year 1:

- Develop and deploy a needs assessment of faculty, staff, and student to better engage in research and scholarship.
- Identify current programs available to promote research endeavors (e.g. re-evaluate charges of committees) and ways to expand this.
- Identify methods for disseminating information regarding research opportunities.
- Identify barriers for faculty, staff, and students to engage in research and scholarship (e.g. via focus groups).
- Identify ways to provide support/resources (e.g. financial, administrative, space) necessary for faculty, staff, and students for their research and scholarship endeavors.

Year 2-3:

- Attain resources necessary to foster research and scholarship activities.
- Implement previously identified ways to provide support for faculty, staff and students for their research and scholarship endeavors.

Year 3-5:

- Implement dissemination plan for research opportunities.

Continuous:

- Maintain an updated research area focus on SIUE SOP website.
- Establish a mechanism for tracking research and scholarship activities of faculty and students.

## ii. Advance Innovative Education

- Oversight: Assistant Dean for Academic Affairs; Curriculum Committee
- Resources/Support: Office of Academic Affairs; Director of Experiential Education; Director of Assessment; Outcome Assessment Committee; Faculty Development Committee; Director, Pharmacy Skills Simulation; Director of Diversity, Equity, and Inclusion; Director of Well-being & Resilience

### *Action items:*

#### Year 1:

- Form a taskforce to identify ways to incorporate Digital Health tools into the Curriculum.
- Map Entrustable Professional Activities (EPA) to the current curriculum.
- Identify external healthcare providers/programs to SOP to facilitate Interprofessional Education activities.
- Administer needs assessment for Interprofessional Education activities.

#### Year 2-3:

- Evaluate student outcomes on EPAs through the curriculum.
- Develop IPE activities centered on identified target areas.
- Identify courses in need of pre-course review material and implement material
- Expand Trauma Informed Care training to additional faculty members.

#### Years 4-5:

- Evaluate Digital Health Measures Implementation.
- Evaluate effectiveness of pre-course review materials to determine expanded implementation.

#### Continuous:

- Identify deficiencies within current curriculum to meet evolving ACPE Standards.
- Continue to evaluate technology utilized in the SOP.
- Provide ongoing education to faculty regarding SOP technology.
- Conduct a needs assessment for potential areas of specialization and required resources.



## C. Personal & Professional Development

### i. Promote the well-being and resiliency of the faculty, staff, and students

- Oversight: Director of Well-being and Resilience
- Resources/Support: Well-being and Resilience Committee; Office of Professional and Student Affairs; Counseling Services; Director of Diversity, Equity, and Inclusion; Director of Experiential Education; Pharmacy Advisory Board; College of Psychiatric and Neurologic Pharmacists Student Chapter; Department Chairs

#### *Action Items:*

##### Year 1:

- Identify affinity groups to foster inclusion and promote identity development
- Identify and implement dates within the academic calendar (faculty innovation time) appropriate for focusing on faculty and staff well-being
- Develop and provide a wellness assessment to faculty and staff.
- Expand Mental Health First Aid training to all affiliated residency programs
- Create wellness enhancing spaces within the SOP

##### Year 2-3:

- Expand Mental Health First Aid training program to preceptors and alumni

##### Year 3-5:

- Continue to Identify and Implement measures recognized to promote the well-being and resiliency of faculty, staff, and students

##### Continuous:

- Maintain regular interaction with affinity groups
- Incorporation of MHFA and TIC within our curriculum
- Collaboration with SIUE Counseling Services
- Develop and promote wellness focused programming (through incorporation of the 8 dimensions of wellness)
- Continue to distribute an annual survey to students regarding needs in the areas of well-being and resiliency

**ii. Promote the professional development of the faculty, staff, and students**

- Oversight: Faculty Development Committee, Department Chairs
- Resources: Office of Professional and Student Affairs; Assistant Director of Experiential Education; Director, Pharmacy Skills Simulation; Student Society of Health-System Pharmacists

*Action items:*

Year 1:

- Identify areas of post-graduate education and ways to implement dissemination
- Develop and distribute independent needs assessments for faculty and staff centered on professional development
- Review SOP committee membership and evaluate staff interest in Faculty Development Committee and Staff Development Committee
- Identify current opportunities for staff development
- Develop a mechanism for tracking attendance of students to professional development events
- Develop a policy which addresses professionalism throughout the curriculum

Year 2-3:

- Introduce students to additional post-graduate education opportunities beyond residencies through previously identified mechanisms (e.g. fellowships, dual degree programs).
- Explore a leadership mentoring program using internal and external mentors.
- Review faculty annual review forms/process to identify and optimize professional development needs.
- Identify leaders within the community to assist the SOP in developing professional needs.
- Develop a process for identifying and tracking professionalism among students.

Years 3-5:

- Continue to implement and evaluate programs identified for staff, faculty and student development.

## D. Recruitment & Retention

### i. Advance student recruitment and retention

- Oversight: Office of Professional and Student Affairs; Director of Graduate Studies
- Resources/Support: SIUE Marketing and Communications; Awards and Scholarship Committee; Admissions and Enrolment Management; Dean's Office; Pharmacy Advisory Board; Well-Being & Resilience Committee; Director of Diversity, Equity and Inclusion

#### ***A. Implement student retention and progression programs***

##### *Actions items:*

###### Year 1:

- Identify barriers and challenges to student retention and progression.
- Evaluate the effectiveness of the Academic Success Action Plan.
- Evaluate other pertinent surveys concerning student's well-being.
- Create exit survey for those that withdraw from the program.
- Identify initiatives to target students approaching probation (e.g. external remediation through completion of pre-course materials).

###### Year 2:

- Develop student-focused wellness programs.
- Implement appropriate changes from the Academic Success Action Plan evaluation.
- Develop and offer programs which promote career development.

###### Year 2-3:

- Evaluate early intervention strategies.
- Create and implement a plan to address the barriers to retention.

###### Year 4-5:

- Monitor and modify student retention and programs related to retention.

#### ***B. Promote recruitment***

##### *Actions items:*

###### Year 1:

- Identify resources necessary to expand recruitment (e.g. alumni, scholarships).

###### Year 1-2:

- Evaluate alternative marketing strategies to promote student recruitment.

###### Continuous:

- Enhance outreach through expanded recruitment within and outside of SIUE.
- Implement pipeline programs to widen exposure to middle school through the college level (e.g. pharmacy technician programs, community engagement, faculty initiatives and involvement).