Butler University

Distinction Based on Strength

since 1904

College of Pharmacy and Health Sciences
COPHS Strategic goals and initiatives
APPROVED BY FACULTY May 15, 2014

1. Ensure compliance with new and proposed ARC-PA and ACPE standards while emphasizing engaged student learning and customized programming.
   a. Educate faculty and staff about new and proposed accreditation standards
      i. ARC-PA 2010
      ii. ACPE 2016, including CAPE 2013 Educational Outcomes, domains 1-4
   b. Provide incentives for the justification, development and assessment of engaged student learning strategies and customized programming in both curricular and co-curricular activities.

2. Link growth of the college and enhancement of reputation to the expertise of COPHS faculty in collaboration with internal and external partners.
   a. Maximize use of the expertise of all college faculty to support all COPHS programs.
   b. Implement four-year health science (BSHS) major as the direct admission pathway to the MPAS program at Butler and investigate possible expansion of the undergraduate major.
   c. Implement the graduate-only MPAS program starting in 2015.
   d. Determine feasibility of expanding our research focused, thesis/dissertation based graduate programs.
   e. Lead consideration of integration of university and Indianapolis expertise in health issues as a strategy to create new initiatives to distinguish Butler University (i.e. health communications, case management.)
   f. Identify potential regional, national and international collaborators in teaching and research/scholarship.
   g. Utilize information about knowledge, skills, attitudes and attributes associated with forward thinking health professionals who are successful in advancing beyond entry-level positions to propose post-graduate offerings.
   h. Identify potential online and campus-based graduate level certificate programs for working professionals.
   i. Determine feasibility of starting an Anesthesiologist Assistant program.
   j. Cultivate expertise in intellectual areas that could be featured in post-graduate offerings and a future center for healthcare policy and innovation.
   k. Highlight COPHS experts and thought leaders by promoting achievements of faculty, staff and students in teaching, scholarship and service. (public relations/marketing)
3. Attract and retain students, faculty and staff who are best prepared to be successful.
   a. Conduct comprehensive financial comparison of the cost of pharmacy and PA education at other key institutions to support discussion/modification of financial aid and differential tuition
b. Recruit students, faculty and staff who are adaptable, support collaboration, and possess the professional attributes desirable for those working in health care education or practice.
c. Recruit potentially effective teacher-scholar faculty members capable of enhancing the college’s reputation through their individual work.
d. Recruit faculty and staff with demonstrated commitment to college and university goals.
e. Develop and implement a professional development plan for each individual faculty or staff member.
f. Foster mentorship for faculty in teaching and research/scholarship.
g. Identify predictors of student success in the classroom and in the work setting.

4. Enhance interprofessional education (learning about, from and with each other)
   a. Measure individual efforts in interprofessional education through new questions added into 2014 Faculty Activity Report due in January 2015.
b. Provide incentives for the development and assessment of interprofessional education in curricular and co-curricular activities.
c. Identify and cultivate IPE partnership opportunities within and outside of COPHS
d. Integrate IPE activities throughout the curriculum beginning with professional phase orientation and continuing through experiential education.

5. Emphasize wellness and health promotion in teaching, service and scholarship.
   a. Utilize “influence” to promote wellness in individuals and groups.
b. Propose expansion of Healthy Horizons services for employees.
c. Develop post-graduate course(s) related to employee wellness programming.
6. Model and teach approaches to personal and professional development of faculty, staff and students in curricular and co-curricular activities
   a. Provide incentives for personal and professional development of faculty and staff.
   b. Inform pharmacy faculty about Domain 4 (Personal and Professional Development) of the Center for the Advancement of Pharmacy Education (CAPE) 2013 Educational Outcomes.
   c. Build upon the participation of faculty in “Leader as Coach” certificate course in integrating personal and professional development tools into required professional curricula.
   d. Investigate integration of a common language (i.e. Habits of Mind) throughout the curricula and co-curricular activities focusing on dispositions that are skillfully and mindfully employed by characteristically successful people when confronted with problems, the solutions to which are not immediately apparent; highlight dispositions that promote “influence”.
   e. Provide opportunities for students to be agents of change and to continue excellence and/or identify opportunities for enhancement.
   f. Emphasize the value of inquiry.

7. Enhance relationships with alumni.
   a. Utilize new experiential liaison position to connect with local alumni in clinical roles.
   b. Develop “just-in-time” post-graduate offerings with input from alumni and employers/preceptors.
   c. Seek alumni input in curricular design.
   d. Acknowledge achievements of alumni in an annual COPHS publication.
   e. Work with the Alumni Office to foster alumni engagement.