STANDARDS FOR MISSION, PLANNING, AND EVALUATION

Standard No. 1: College or School Mission and Goals

The Florida A&M University (FAMU) College of Pharmacy and Pharmaceutical Sciences (hereinafter College or COPPS) has a published statement of its mission, vision and goals in the areas of education, research and other scholarly activities, service, and pharmacy practice, and its values.

The primary mission of the College of Pharmacy and Pharmaceutical Sciences, in concert with Florida A&M University, is to prepare students for life-long learning and careers in an evolving profession of pharmacy. The College reinforce its mission through an active role and responsibility in the delivery, outcome, and study of pharmaceutical care services it shares with other healthcare providers. The College is committed to the advancement of pharmaceutical knowledge through teaching, research, and service in a supportive and caring environment that enhances the attainment of educational excellence and the highest standards in professional and ethical practice. The College inculcates cultural sensitivity and diversity through its faculty, student body, and patient care.

The College of Pharmacy and Pharmaceutical Sciences’ vision is to provide excellent pharmaceutical education, research, and service activities statewide, nationally and globally in a dynamic health care environment.

The goals of the College are as follows:

Goal 1 - Prepare pharmacy graduates with the attitudes, knowledge, skills, and abilities, to become highly qualified pharmacists. These graduates will work with patients and other health care providers to screen for, prevent, and resolve medication-related problems, as well as provide health promotion, disease prevention and disease-management services.

Goal 2 - Produce pharmaceutical scientists, who through teaching, research and service, contribute to the body of pharmaceutical knowledge.

Goal 3 - Promote pharmaceutical research and knowledge generation through the acquisition of extramural funding and published research data.

Goal 4 - Build and nurture an environment, which satisfies work, career opportunities and professional growth for faculty, and staff.

Goal 5 - Provide programs, resources, and services to our patients and the community.

This COPPS statement is compatible with the mission of the University. The University’s and College’s goals include the fundamental commitment of the College to prepare its students with the competencies necessary for the provision of pharmacist-delivered patient care, including medication therapy management services, the advancement of the practice of pharmacy and its contributions to society, the pursuit of research and other scholarly activities, and the assessment and evaluation of desired outcomes.

The College is committed to the advancement of pharmaceutical knowledge through teaching, research and service in a supportive, caring and ethical environment that enhances the attainment of educational excellence and the highest standards of professional practice. This is inclusive of medication
The educational philosophy prepares students for life-long learning and careers in the ever-changing field of pharmacy and it is the principle philosophy expressed in the mission statement.

**Guideline 1.6**

The College and the University have identified and adhere to a set of core values that are publicized and are related to an emphasis on “Excellence with Caring.” Core values are a part of the Strategic Plan (University and College), and can they be seen on the University Web site at http://www.famu.edu/index.cfm?AboutFAMU&Mission. Faculty, students and staff are committed to adherence to these core values as listed; They include scholarship, excellence, openness, fiscal responsibility, accountability, collaboration, diversity, service, fairness, courage, integrity, respect, collegiality, freedom, ethics and shared governance.

A culture of assessment has been established within the College. It is publicized on the College’s Web site at www.pharmacy.famu.edu where information is provided relative to the philosophy and assessment procedures used to continuously evaluate the Pharmacy Program. The College’s culture of assessment includes continuous enhancement of an active assessment and evaluation process; encouragement of innovation within its mission; commitment to the ongoing evolution of pharmacy practice and vision for its future; continuous internal and external collaboration among and between administration, faculty, staff, alumni, and students; active engagement by fostering involvement within the University and healthcare communities at the local, state and national levels; the preparation of culturally and diverse student learners to be culturally competent; and promotion of innovative teaching methods that will enhance and improve student learning. Furthermore, this culture supports postgraduate professional education and training of pharmacists by offering several accredited residencies, fellowships, and graduate programs, including combined degree options (Pharm.D./M.B.A.); it supports continuing professional development of faculty, staff, preceptors, alumni, and other pharmacists; it supports educational and scholarly maturation and mentoring of new faculty to foster professionalism, ethical behavior, leadership, and scholarship for advancement from Assistant to full Professor level. Finally, it encourages a culturally and diverse faculty and student population that remain actively engaged with the community to support and to meet the needs of diverse stakeholders, including faculty, administrators, staff, students, preceptors, alumni, and others; it promotes faculty and students efforts to ensure contributions to scientific advancement; and promote development of inter-professional learning and collaborative practice in didactic and experiential education. Examples of all of the above aspects of continuous improvement are demonstrated throughout this self-study.

**Guideline 1.7**

New program initiatives since the last comprehensive visit include: 1) implementation of the Crestview Education Center where P1-P4 students receive education from Tallahassee to Crestview via Cisco® Solutions for the synchronous delivery of courses; and 2) the Pharm.D./M.B.A. dual degree offered by the College of Pharmacy and the School of Business and Industry.

In both instances the University’s mission, the Strategic Plan and the accreditation standards from ACPE and SACS were reviewed and implemented to ensure that the integrity of the Pharm.D. Program is
preserved. All students, regardless of classification and location, have the same access to services offered by the University. Resources have been allocated for both ventures. FAMU’s new degree proposal criteria explicitly require discussion on how it will support the University’s and College’s missions, and it must be included in the University’s Strategic Plan.

**Standard No. 2: Strategic Plan:**

The College has developed, implemented, and regularly revised its Strategic Plan to facilitate the advancement of its mission and goals. The Strategic Plan was developed through an inclusive process that solicited input and review from faculty, students, staff, administrators, alumni, and other stakeholders, and it has the support of the University’s administration. The Strategic Plan is disseminated in summary form to key stakeholders.

This narrative addresses, evaluates and highlights the content and directives of the COPPS’ Strategic Plan from the standpoint of several critical mandates. Charts, tables and supportive documents are included in **Appendix 1.2.** The areas addressed are development of the plan, the plan’s facilitation of the mission, timelines for action and responsible parties, monitoring and evaluation of the plan, university administration support and resourcing of the plan, utilization of the plan for decision making for the College, how the College applies and incorporates the guidelines of the standard, and notable achievements, innovations and improvements effectuated by the plan. The COPPS’ Strategic Plan is included in **Appendix 1.2,** and it is available on the College Web site at www.pharmacy.famu.edu.

COPPS revised and updated its 2007-2011 Strategic Plan following the University’s development of its 2010–2020 Strategic Plan….“2020 VISION with Courage.” The Strategic Planning Committee (SPC) meets quarterly (**Appendix 1.3**) to review, to update and to plan for associated activities and assessment. Changes to the plan are only implemented after careful analysis and approval by the faculty.

**Guideline 2.1**

The 2010-2020 Strategic Plan encompasses 3-5 years of strategic goals and objectives. The Strategic Plan is assessed and evaluated each year to allow for the College to make necessary adjustments to its mission and goals (strengths, weakness, opportunities and potential threats). Prior to the new 2010-2020 COPPS Strategic Plan, the SPC engaged in processes that allowed:

- Assessment of completed items from the previous Strategic Plan (**See Appendix 2.1, 2008 ACPE Monitoring Report**).
- Assessment of various stakeholders regarding the accessibility to and the knowledge of contents of the former Strategic Plan (**Appendix 2.2**).
- Certification that the plan had widespread dissemination and it was available in sources and at prescribed locations. Better than 95% of the respondents confirmed that the plan was widely disseminated and available (**Appendix 2.2**).
- Identification of five (5) major areas of the mission to set as goals that is key to the College and Institution roles.
- Differentiation of short term (3-5 years) from mid- and long-term objectives and approaches (**Appendix 1.2**).
Second, to enable the measurement of this new outcome, a location indicator was added to our in-house assessment tools. Third, our formative assessment process was enhanced to include: 1) midterm reporting of student performance by faculty and; 2) administration of student satisfaction surveys at midterm and at the end of semester to assess how well the technology is working and how well the instructors are utilizing the technology. Fourth, once the first class reaches their final year, we will request a location indicator on the AACP Graduating Student Survey.

STANDARDS FOR ORGANIZATION AND ADMINISTRATION

**Standard No. 4: Institutional Accreditation**

Both the University and the College are fully accredited by their respective accrediting institutions. Florida A&M University maintains full accreditation with the Southern Association of Colleges and Schools (SACS) through 2018 (Appendix 4.1 – Accreditation Verification).

**Guideline 4.1**

In December 2012, the University was placed on probation by the Southern Association of Colleges and Schools (SACS). However, the University remains accredited by the Southern Association of Colleges and Schools (Appendix 4.2 – Identifying Accreditation Deficiencies).

**Guideline 4.2**

On December 12, 2012 the Dean of the College of Pharmacy informed ACPE promptly of the action taken by SACS. The reason for probation does not affect the integrity of the academic programs of the University. A subsequent letter was forwarded to ACPE by the Interim Vice President for Academic Affairs.

**Guideline 4.3**

Implementation of the Crestview Education Center constituted a substantive change. A substantive change request was submitted and reviewed by ACPE. A site visit was scheduled on November 6-7, 2012, and findings were submitted to the ACPE Board of Directors in January 2013. Currently, there is ongoing assessment of the program as detailed in the Master Plan (Appendix 4.3 Crestview Master Plan).

**Standard No. 5: College or School and University Relationship**

**Guidelines 5.1**

The College actively participates in the governance of the University, in accordance with its policies and procedures. Dr. Michael Thompson, Dean, has been appointed as a member of the University’s Council of Deans. In accordance with the total number of faculty in the College, five (5) pharmacy faculty (Drs. Angela Thornton, Ebenezer Oriaku, Nazarius Lamango, Gervin Robertson, and R. Renee Reams) serve in the Faculty Senate. Faculty may be appointed to other University committees by the Committee on Committees within the faculty senate. Dr. Maurice S. Holder is the former Faculty Senate President (2007-2011). As President of the Faculty Senate, Dr. Holder held an automatic seat on the Board of Trustees. Dr. Thomas Fitzgerald serves on the University’s Academic Policy Committee. Drs. Marlon Honeywell, Karam Soliman, and Tiffany Ardley serve on the University’s Biomedical Sciences Committee – a committee charged with ensuring that faculty who teach prerequisite science courses communicate with the Biomedical Sciences Committee and that their
respective courses meet the needs of the Pharmacy, Nursing, and Allied Health programs. Drs. Perry Brown, Marlon Honeywell, and Renee Reams serve on the University-Wide Tenure and Promotion Committee. Dr. Tonya Martin and Dr. Angela Singh serve as chair and co-chair, respectively, of the College’s Curriculum Committee, and they serve on the University-Wide Curriculum Committee. Dr. R. Renee Reams serves on the University Sabbatical Committee. Dr. Tanise Jackson serves as Director of the University Animal Care Facility on the University-Wide Animal Care Committee. She also serves on the University-Wide Institutional Review Board Committee. Dr. Ellen Campbell chairs the College’s Assessment Committee, and she serves on the University Assessment Committee. Dr. Bryan Lewis chairs the College’s Graduate Council, and he serves on the University’s Graduate Council. Drs. Frank Emanuel, Kinfe Redda, and Cynthia M. Harris served on the University’s Reorganization Task Force. Faculty and staff in Crestview have also been incorporated into the College and University governance paradigm.

**Guideline 5.2**

The College has autonomy within the University’s policies and procedures and state and federal regulations in the following areas:

- Admission standards are set and administered by faculty of the College.
- Academic policies and standards are set by the faculty of the College.
- Promotion and Tenure criteria for pharmacy are adopted by the pharmacy faculty members.
- The administrative structure of the College was established by the faculty.
- The professional curriculum was developed and it is administered by faculty of the College.
- The by-laws have been developed, and they are in the process of faculty approval ([available on site.](#))

**Guideline 5.3**

The College’s reporting relationships are depicted in the University’s organizational chart. The organizational structure of the University and the College are included in Appendix 5.1 and 5.2, respectively. The University’s organizational structure demonstrates a direct line of communication from the College’s Dean to the Provost and Vice President for Academic Affairs, the President, and the University Board of Trustees. This relationship facilitates a medium by which information generated from the faculty, staff and students is shared across the campus. The College’s structure also facilitates a medium for faculty and staff discussions which afford opportunities to make the best decisions for the College.

**Standard No. 6: College or School and other Administrative Relationship**

The College has developed a vast array of academic, research, corporate, political, government and community relationships that fosters the achievement of the mission of the programs. Because the College offers the Pharm.D. Program, five (5) graduate tracks in the pharmaceutical sciences, the only school or college of pharmacy that houses an accredited Institute of Public Health and a dual Pharm.D/M.B.A. degree program, the necessity and opportunity for diverse partnership exists. There are research centers within the College that fosters collaborations with other academic institutions nationally and internationally. Attendance at national, state, and regional meetings also fosters the opportunity for such diverse relationships.
Faculty have amassed more than $21,000,000 in contracts and grants that support research and practice objectives of the College and University during the 2011-2012 academic year.

**Guidelines 6.1**

The College has a variety of relationships, collaborations and partnerships that advance the mission and goals including: student learning, research and scholarly activities, community service, interprofessional education and pharmacy practice programs (Appendix 6.1, and 6.2). A list of some of these affiliations is provided below:

- American Association of Colleges of Pharmacy
- American Society of Health-Systems Pharmacy
- Biomedical Research Forum (FAMU)
- Association of Minority Health Profession Schools
- District III/NABP
- Florida A&M University College of Pharmacy Apothecary Board
- Florida Pharmacy Council
- Florida Department of Health
- Bureau of HIV/AIDS
- Florida Pharmacy Association
- Florida Society of Health-System Pharmacists
- American Institute of History of Pharmacy
- Neighborhood Health Center
- Leon County Health Department (pharmacy)
- Duval County Health Department (pharmacy)
- Bond Community Health Center
- Johnny Ruth Clark Center
- The Joshua Hill Health Initiative (Health Fair)
- Veterans Administration Medical Center – Tallahassee, FL and Miami, FL
- Affiliations with major health care systems in community and institutional practice
- Pharmaceutical Industry relationships
- Florida AIDS Education and Training Center
- Area Health and Education Centers

Relationships with the aforementioned groups advance student learning, interprofessional education, and community service. For example, FAMU students participate in APPEs at the Veteran’s Administration Medical Center in Tallahassee and Miami. This partnership/affiliation affords the opportunity to collaborate interprofessionally with doctors, nurses, and professionals in allied health fields. An example of promoting learning is student participation in poster presentations at the annual meeting of the Florida Society of Health Systems Pharmacists, ASHP Midyear Meeting, and the FAMU Annual Clinical Symposium. Community Service is rendered through a number of affiliations, some of which include the facilitation of annual health fairs at the United States Postal Service, the Duval County Health Department, Johnny Ruth Clark Center, Neighborhood Health Services, and the Capitol Building (Florida House and Senate Offices). The College has a joint residency with Bristol Meyers Squibb in which two residency positions are provided annually. Students receive educational training at all of the above sites, and these sites also serve also as places for faculty development and scholarly activity. The Apothecary Board consists of professionals from the pharmaceutical industry, community and
institutional pharmacy as well as government officials. These valuable stakeholders provide advice, and they position the College to broaden its affiliations in many directions.

**Guidelines 6.2**

The College has forged numerous relationships that help build and strengthen the academic, research and service components of operation. The following is just a small representation of the existing partnerships and collaborations that enhance the educational achievement outcomes for the College:

- ASHP accredited residency programs in conjunction with Tallahassee Memorial Healthcare (Tallahassee), and Jackson Memorial Hospital (Miami). Residencies Leon County Health Department (Tallahassee) and Apalachee Mental Health Hospital (Tallahassee).
- Operation of four (4) clinic pharmacies by the College on behalf of the Duval County (Jacksonville) FL Johnnie Ruth Clark (St. Petersburg), Neighborhood Health Center (Tallahassee) and Apalachee Mental Health Center (Tallahassee). IPPE and APPE training occurs in these facilities. Faculty members provide medication therapy management services. Examples of specialty clinics include Diabetes, HIV, cardiovascular disorders, medication reconciliation, patient, and provider education.
- Big Bend Area Health Education Centers in Tallahassee, University of South Florida, Miami/Dade Area, and Crestview. AHECs provide funding for a wide variety of practice issues.
- Affiliation agreements with institutional and community pharmacies throughout the State of Florida for IPPE and APPE training.
- Smoking cessation initiatives with patients seen in Neighborhood Health Center.
- Of particular note is the growing affiliation with the pharmaceutical and regulatory industry which provides greater employment options and opportunities for students. Specific affiliated companies and regulatory agencies include Bristol-Meyers Squibb, Eli Lilly and the Food and Drug Administration.

Many of the organizations listed above and in Guideline 6.1 provide opportunities for experiential training, research and community service. The College has a special mission to provide pharmaceutical care to the underserved patient, and it has a particular interest in contributing to the elimination of health disparities. The College has a very close relationship with the communities in which it serves, and it serves as a continuous source of health screenings and education for patients.

**Guideline 6.3**

The College has entered into numerous agreements that support the academic and research missions of the College. Affiliation agreements are required for all experiential training in which the College is involved. Affiliation agreements are periodically and collaboratively reviewed and updated by Mrs. Mildred Brickler in the College of Pharmacy. Affiliation agreements are executed as follows:

**The Execution of the Affiliation Agreement for the College:**

- Some form of legal documentation must be executed prior to students participating in professional pharmacy practice experiences at the sites which provide such experiences for the students enrolled in IPPE and APPE.
- The College has a standard hospital and agency agreement template which is offered to potential sites for the execution of the legal agreement between the two parties.
- If the hospital/agency has its own required affiliation agreement that must be utilized, the College is agreeable to that upon review by all required University signatories.
- Once the selection has been made as to which of the two documents will be utilized, the process is as follows:
  1. Reviewed and signed by the Dean of the College
  2. Reviewed and signed by the by the University’s General Counsel and Risk Management
  3. Reviewed and signed by the Provost and Vice President for Academic Affairs
was established beginning in 2007 that include a self-assessment and an evaluation by the Dean; 4) The Associate Deans are evaluated by the Dean; 5) Each Assistant Dean and Division Director are required to develop annual goals and objectives for their operational unit. Goals and objectives, along with the position description, will serve as the basis for annual assessment of the administrator’s performance. The Assistant Deans and Directors will be evaluated by the Associate Dean for Academic Affairs; and 6) A qualitative plan of action will be developed for each administrator who does not achieve a composite assessment of 3.5 or greater on the administrative evaluation. Job descriptions for each administrator have been included for review (Appendix 7.1)

**Guideline 7.4**

Standing Committees of the College promote participation of faculty, staff, and students, and when warranted alumni, in the governance of the College. All Standing Committees with their respective responsibilities and composition are listed in Appendix 7.2. Committee assignments are generally distributed at the annual faculty advance in August. Committees are designed to establish policies in accordance with the mission and goals of the College. Information is regularly exchanged among Administration, faculty, and staff through various instruments including verbal communications, seminars and symposia, pamphlets, e-mail, meetings, memoranda, letters, and published documents.

**Guideline 7.5**

Faculty meetings are part of the system of governance for the College. Committees have been established to address the various areas of the College that impact the mission and goals. Students are represented on all committees with the exception of the Admissions Committee. Alumni and professional organization representatives are members of the Strategic Planning committee, and advice is sought from other alumni and various stakeholders when needed. Minutes are maintained and reviewed for each committee. All actions voted on by the committees are referred to the Executive Council and faculty for review and approval. Faculty members have final approval of all matters presented for vote from committees.

**Guideline 7.6.**

The College maintains communication with its key stakeholders through a variety of mechanisms including the *Pharm.D. Journal*, Annual Clinical Pharmacy Symposia, periodic newsletters, press releases and conferences, and the College Web site. The College of Pharmacy Apothecary Board links the College with stakeholders in a wide variety of disciplines that can provide advice to assist in the operation and the future planning of the College.

**Guideline 7.7.**

The College has developed bylaws, policies and procedures, to be submitted for faculty approval. A copy of the Bylaws will be available on-site. The College utilizes the University Faculty Handbook, University Constitution, and FAMU/UFF Collective Bargaining Agreement for guidance in its policies and governance activities. Bylaws were developed by faculty through an assigned committee. Presently, the document has been submitted to the Executive Council, and it will be presented to the faculty for vote in February. This Committee will be responsible for maintaining and updating the bylaws of the College.
and staff, development, the implementation and evaluation of the educational, research, service and pharmacy practice programs. In addition, he is primarily in charge of program initiation, enhancement, implementation, and management for the recruitment and admission of qualified students, and the establishment and implementation of standards for academic performance and progression. The Dean also oversees the development and implementation of interprofessional education. Presently, he is interacting with the School of Nursing and the Institute of Public Health to forge greater interdisciplinary interaction between faculty and students to effectively promote interprofessional relationships in education and research. In coordination with faculty, he establishes policies and procedures in line with the mission and objectives of the University and the College and in keeping with discipline standards and expectations. The Dean is responsible for maintaining the academic standards and the fiscal soundness of the College, for advancing the academic output and for growing the financial, capital outlay and personnel of the College. The duties of the Dean also involve maintaining a physical and social environment that supports the well-being of students and promoting the efficiency and productivity of the faculty and staff. The Dean is a role model for many; therefore, he must adhere to the highest professional and ethical standards. As the chief executive officer of a College in a public institution, the Dean also serves the local community. Consequently, he is responsible for establishing good relationships in the lay community, as well as in the broader academic community. His duties also involve promoting the functions, purpose and achievements of the College to the public, as well as local, state, and federal organizations and government. Finally, the Dean is responsible for resource acquisition and allocation and for the promoting of the continuous enhancement and the visibility of the College both on campus and to external constituencies. He is also responsible for ensuring development and progress of the Strategic Plan, evaluation and assessment of outcomes and for the effective use of resources.

**Guidelines 8.3**

**How the Dean meets his Responsibilities.** The Dean has the direct support of the College’s Executive Council, Vice President and Provost for Academic Affairs and the President of the University. He is the person in charge of the COPPS’ Executive Council which serves as the main governing body of the College. It consists of all of the Division Directors of the College, Associate and Assistant Deans, Continuing Education Coordinator, Assessment Director and a faculty representative. The Dean’s immediate staff consists of a coordinator of administrative services, who is responsible for administrative aspects pertaining to faculty, staff and students and maintains the overall tempo of the Dean’s Office. Other staff includes a fiscal coordinator of academic support services, who deals with business and financial matters; a director of advancement/alumni affairs; an assistant in visual designs; a staff assistant and an administrative assistant. This team oversees the overall operation of the College.

**Guideline 8.4**

The Dean is ultimately responsible for compliance with ACPE’s accreditation standards, policies, and procedures. Two weeks after becoming Dean, Dr. Thompson visited ACPE in Chicago to seek advice and consultation to ensure that a substantive change request to Crestview was properly implemented following an initial focus survey visit prior to his tenure as Dean. Leadership was assumed immediately to position the
the end of the year in a Dean’s Exit Forum where students candidly provide recommendations for improving the program and relationships between faculty, students, administrators and stakeholders. In addition, the Dean’s Student Council meetings provide an ongoing venue to gauge whether the relationships between students, staff, faculty, administrators and preceptors is harmonious. The College of Pharmacy Apothecary Board also provides consultation with the Dean as to measures that can be used to ensure harmonious relationships between the College, preceptors and other stakeholders.

**Guideline 23.6**

Faculty and student relationship is evident in the academic and professional activities in which faculty members are utilized to mentor students and to provide real-life experiences in professional and community environments. Pharmacy Practice faculty members serve as research preceptors, and they assist in the advisement of professional students during the advanced pharmacy practice experience (P4) section of the curriculum. These faculty members serve as career–path counselors, and they provide students with information concerning residencies, fellowships, graduate school and other post graduate educational/training opportunities.

A harmonious relationship between faculty and students is fostered by utilizing the College of Pharmacy faculty and staff as advisors to all of the pharmacy student organizations. The faculty and staff members are not compensated for this task. The various activities and events sponsored by the student organizations in the College are frequently attended by faculty, staff and administrators. Student sponsored social functions such as College-wide picnics, faculty and staff breakfast, and luncheons also foster harmonious relationships. Faculty, Staff, and administrators frequently attend balls and banquets sponsored by student organizations. Faculty, Staff, and administrators frequently contribute to student fund raisers to support student driven endeavors (i.e. banquet, trips to annual meetings, picnics etc.).

**STANDARDS FOR FACULTY AND STAFF**

**Standard No. 24: Faculty and Staff—Quantitative Factors:**

The College’s faculty represents a broad base mix of basic scientists, pharmacy administration, pharmacy practice and public health with the breadth and depth of experiences to deliver the professional curriculum. All faculty members possess the doctorate degree in their respective discipline of specialization. In addition, post-doctoral, residency, fellowships, board Certification, and other specialized trainings are common among most of the faculty. The College of Pharmacy is the only college in the United States that has an accredited Institute of Public Health offering both MPH and DrPH degrees. This provides an excellent opportunity for collaborative interprofessional teaching and research activities. A list of current faculty/staff and vacant positions has been included (Appendix 24.1).

**Guideline 24.1**

Within the College, there is an appropriate mix of full-time faculty with a balance of academic titles and experiences. In addition, an adequate number of voluntary faculty members are available for providing introductory and advanced pharmacy practice experiences (Appendix 24.2 – Voluntary Preceptors). All
voluntary faculty members receive recognition via certificates signed by the Assistant Dean for Clinical Affairs and the Dean of the College. They are also eligible for an indefinite courtesy faculty appointment at the rank of Assistant Professor as long as they are affiliated with the College. The Assistant Dean for Clinical Affairs and the Dean recommend these faculty appointments to the Office of the Provost. In addition, adjunct status is also available through the Office of the Provost.

Guideline 24.2
Additional professors are required in order to alleviate the full teaching loads/overload of several administrators (i.e. Assistant Dean for Clinical Affairs, Division Director in Tallahassee and the Associate Dean for Academic Affairs). Recognizing that having administrators responsible for full-time teaching loads is inconsistent with the intent of this standard, the President and Provost approved two new pharmacy practice positions to be based in Tallahassee. These positions have been approved and submitted for advertising by the University. The current student-to-faculty ratio (excluding those faculty in the Institute of Public Health that do not teach in the Pharm.D. Program and Voluntary Faculty serving as Preceptors for the IPPE and APPE Experiences) is approximately 11.1:1. This information was received by AACP as the College was compared to other comparable universities. This ratio comports with current data collected, and was made available by the AACP with other schools of similar size in this state (and included the aforementioned administrators). In 2007, the reported ratio was 10.8:1. Annual workloads and needs assessments are conducted annually or as needed by Division/Instructional Site Directors. The new curriculum (introduced at the P2 level in 2009 and at the P3 level in 2010) incorporates small group learning sessions in the format of laboratories associated with Principles of Drug Action I and II and Medical Therapeutic Management I and II. The addition of these multiple sections increased the need for more practice faculty, therefore the two new positions provided will satisfy this increase.

Guideline 24.3
The expected student-to-preceptor ratio for APPE is generally two students per each professor providing instruction. Voluntary preceptors may be limited to one student only depending upon their practice site. On rare occasions, a faculty member may have three students, but this is the maximum allowed. A copy of the completed schedules for students enrolled in APPE for the 2012-2013 academic year will be available on site. Many of the IPPE experiences have a student-to-preceptor ratio of 1:1.

Guideline 24.4
The College has adequate staff resources, such as administrative assistants, secretaries and student services personnel exist. Recently, there has been an increase in the number of supportive personnel (clerical and counselors) in the Office of Student Services. A list of supportive personnel support is included in Appendix 24.3. A five-year plan has been developed by the Assistant Dean for Student Services and submitted to the Dean. It outlines the human resource needs for the Office of Student Services. Ongoing assessment of student services as well as the increased need for performance assessment has driven the need to increase the number of personnel in this Department. There exists a critical need to hire an additional technology staff person trained to troubleshoot and to maintain computers throughout the College. There are
approximately 100 computers in the computer lab, 33 computers in the Medication Dispensing Lab as well as computers located in the offices of faculty and staff in Tallahassee, Davie, Jacksonville, Tampa and Crestview. Tallahassee has a special need for an additional technician due to the great number of computers located within the College. We are currently in the process of hiring an additional part-time technician to address this need.

**Guideline 24.5**

Specific efforts to increase and to maintain the quantitative strength of the faculty and staff have been accomplished and continued through careful capacity planning. Adequate IPPE and APPE training continues to be insured by fully executed affiliation agreements with the major community and institutional pharmacies in the State of Florida which provides access to these sites for advanced experiential training. This expansion has increased the number of volunteer faculty, and it has created an excess of available sites, which has allowed for additional placement for IPPE. Since July 2007, the University Administration approved funding for additional Pharmacy Practice positions to accommodate growth in each geographic location where experiential programs are offered. The new position of IPPE Coordinator was filled, and it has been successful in maintaining and supervising the sites. New faculty teaching loads are reduced for the first year; typically they are free of or have minimal teaching responsibilities their first semester to prepare course work or to initiate research activities. In addition, pharmacy practice faculty members are provided the opportunity to develop experiential training sites through non-credit generating activities on the University Assignment of Responsibilities form. Faculty members have access to a variety of assessment tools for evaluation of various aspects of their job responsibilities to promote job satisfaction. A detailed Faculty Development plan has been developed and funds to support travel and research are available (Appendix 24.4).

**Standard No. 25: Faculty and Staff—Qualitative Factors:**

The College has a well-prepared and dedicated faculty and staff who are committed to its mission and goals to prepare highly competent pharmacy graduates. Each faculty member has the requisite training, contemporary knowledge and academic preparation to discharge the duties assigned. A faculty development plan has been adopted since the last visit from ACPE, and it is included for review (APPENDIX from previous citation). A system of peer review has also been developed and approved by the faculty (Appendix 15.2).

**Accomplishments of Standards:**

1. All faculty members are appropriately credentialed, and each one has a terminal degree in their area of specialization.
2. Each discipline is well represented in the Basic Pharmaceutical Sciences (BPS), Economic, Social and Administrative Pharmacy (ESAP) and Pharmacy Practice for effective course delivery.
3. Faculty and Staff have demonstrated commitment to the mission and goals of the College.
4. Each course is taught by faculty members with appropriate professional training.
5. Each faculty member is assigned responsibilities in consideration of his/her background and his/her professional preparation.
6. All teaching faculty in the Division of Pharmacy Practice are licensed in the State of Florida.
7. All teaching faculty are expected to participate in scholarly activities as part of their Tenure and Promotion requirements.
8. Preceptors and Adjuncts are provided educational support and annual College-sponsored workshops are available annually at each Instructional Site.
Guideline 25.1
All full-time teaching faculty members in the College hold doctoral degrees in their areas of expertise. In addition, most College faculty have postdoctoral training and advanced experience in research and scholarship. In particular, the vast majorities of practice faculty members have completed residency training or have had equivalent clinical experience prior to hire. Several faculty are board certified in their respective areas of practice. Detailed faculty information is included in the Faculty Addendum.

Guideline 25.2
It is a University policy that educational credentials of all faculty and staff are verified at the time of hiring through a request for official academic transcripts directly from institutions. Background checks have been completed on all University and College administrators, including staff members who serve in confidential positions. Background checks have been completed on all faculty members and staff hired after 2008. Many of those hired prior to 2008 have also had completed background checks. University faculty and staff, who are permitted to serve as volunteers in K-12 educational facilities, have participated in the required background clearance process.

Guideline 25.3
The College follows the standard University procedure of hiring that includes; a) advertising the position in a nationally recognized medium such as AACP News and on its web-site; b) a search committee review of applications and short-listing of candidates; c) an interview of short-listed candidates; and d) a recommendation of top candidates to the Dean of the College, who in turn makes a recommendation to the Provost. The College also follows the general policies and procedures for faculty promotion and tenure as specified in its guidelines. These guidelines are attached as Appendix 25.1.

Guideline 25.4
Faculty composition is determined by the expertise needed in the four divisions of the College to address programmatic goals. As part of the faculty development efforts in the College, all faculty members are expected to attend annual workshops, and to stay-abreast of new trends and developments relevant to the respective units within the College (biomedical, pharmacy practice, pharmaceutical, and social/behavioral/administrative). This ensures that the faculty will meet the professional education and research needs as defined in the College’s mission. Detailed faculty information is included in the Evaluation Supplement.

Guideline 25.5
The College’s employment policies follow the Equal Opportunity Employment Guidelines of the State of Florida. This ensures that discriminatory practices are avoided.

Guideline 25.6
All College practice faculty engaged in APPE training provide patient medication therapy management in their respective practice areas. A wide variety of practice areas are represented in the various specialty areas. For example, in Tallahassee, medication therapy management services are provided in oncology (Dr. Angela Singh), neurology and psycho-pharmacotherapy (Dr. Soheyla Mahdavian), internal medicine (Dr.
3-D modeling), network-based medical information resources, or Microsoft PowerPoint presentations posted or a Web site for viewing, downloading and student media streaming.

Finally, educational support systems are available for voluntary faculty in the Pharmacy Practice experience component of the curriculum. For example, several preceptor conferences have been held during the past year where voluntary faculty are updated regarding current expectations of the curriculum.

**Guideline 25.8**

One of the strengths of the faculty in the College is engagement in research activities. In the current academic year (2012-2013) the College has $21,965,365 in committed research grants and contracts. From 2000 - 2006, faculty obtained over $115.5 million in grants and contracts each year. In addition, faculty publications have averaged over 50 per year during this same period. Students are also encouraged to participate in research. In fact, each year students are expected to present their research results at a student research forum supported by Eli-Lilly and Company. P4 students are required to complete a research project prior to graduation and many of these students present their findings at the ASHP Clinical Midyear Meeting or the Florida A&M University College of Pharmacy Clinical Pharmacy Symposium held every February. Updated lists of faculty publications, presentations and grants obtained are attached as Appendix 25.2 and Appendix 25.3.

**Guideline 25.9**

The College collaborates with other institutions to provide residency training. At present, the College works in collaboration with Tallahassee Memorial HealthCare and Jackson Memorial Hospital in Miami to offer ASHP-accredited residencies. Accreditation status for an affiliated HIV residency at the Leon County Health Department and a PGY-1 residency at Apalachee Mental Health in Tallahassee will be sought for in Fall 2013. Faculty in the Pharmacy Practice Division have been instrumental in obtaining extramural funding for contracts to provide pharmaceutical care in various settings including federally qualified health centers, State of Florida Public Health Departments as well as with other state and federal entities.

**Guideline 25.10**

All faculty are encouraged to become members and to participate in pharmacy professional and scientific organizations. As part of the faculty development activities, faculty members are afforded the opportunity to attend meetings and to join organizations such as AACP, ASHP and APhA, and to belong to statewide organizations (e.g., Florida Pharmacy Association and Florida Society of Health-System Pharmacy) as well. A list of faculty and the organizations to which they belong is provided in Appendix 25.4.

**Guideline 25.11***

All teaching personnel located in the Crestview Education Center are held to the same level of competency, qualification and credentialing as faculty at the main campus in Tallahassee and at the off-campus instructional sites at Jacksonville, Tampa, and Davie, FL. The full-time faculty at Crestview hold earned doctoral degrees appropriate to their responsibilities in the program.

All faculty currently (2012-2013) engaged in distance education have been trained in the processes of distance education. Extensive training sessions were provided for those individuals during the College's
The College actively provides students with experience in health promotion and disease prevention at all geographic locations through community health fairs throughout the P4 year. These experiences are mandatory, and they occur at each site as part of the commitment of the College to provide community outreach as part of its mission. Various pharmacy faculty are certified to provide tobacco cessation counseling as well.

**Guideline 28.4**

The College of Pharmacy assesses the quality of sites and preceptors through several modalities. The most commonly used are site visits and evaluation by the Instructional Site Directors, course/syllabi reviews by the Instructional Site Directors, and student evaluations. (See Criteria for selection of sites and Preceptors) Problem sites and sites needing curricular updates are visited on a routine basis until problems are resolved. Sites identified as not meeting the needs of the College are discontinued if there is no resolution of the problem(s). Student evaluations are shared with preceptors online 3 months after the end of the student's completion of the experience. All negative evaluations are assessed and shared with the preceptor. Preceptors are contacted to discuss negative issues. Unwillingness of preceptors to make adjustment and/or discuss the matter at hand is also assessed. Three consecutive negative evaluations from students is cause for termination of the rotation in question. Preceptor workshops are provided annually and/or routinely as necessary to ensure that curricular needs of the program are met.

**Standard No. 29: Library and Educational Resources:**

**Guideline 29.1**

Library resources and services are sufficient to ensure the achievement of the goals and outcomes of the College of Pharmacy And Pharmaceutical Sciences. The University Libraries provide collections of current books, periodicals, and pertinent reference materials. These materials are readily accessible to students, and they are sufficient in scope to support the Pharmacy and Pharmaceutical Sciences curriculum. The Samuel H. Coleman Memorial Library (the main library) and branch libraries provide print and non-print resources, electronic access to full-text, bibliographic and abstracting databases, and numerous online and onsite services. Library collections contain materials that support all degree programs of the College of Pharmacy and Pharmaceutical Sciences.
Faculty and students of the College of Pharmacy and Pharmaceutical Sciences are served by the Science Research Center Library (SRC) (Appendix 29.1 SRC Librarian Curriculum Vitae). It houses resources pertinent to the study of pharmacy and pharmaceutical sciences, other health sciences, environmental sciences, physics, computer science, and related disciplines. SRC collections consist of 3,454 books, 124 bound periodicals and a variety of reference books and media. Online access is provided to over 1,200 electronic medical journals and 43 medical databases.

The Science Research Center Library is located at 309 Pershing Street, rooms 401 and 501 of the Frederick R. Humphries Building. It is conveniently located in close proximity to the College of Pharmacy academic facilities. The Library is multidisciplinary, bringing together in one location resources applicable to professional degrees across the six academic disciplines.

Many of the library services are available only when the RATTLER I.D. Card is presented. All users must submit the activated Rattler Card especially when asking for loans, use of equipment, and attempting to approach the online resources from off campus locations. This includes students, faculty, staff, Remote/Off Campus users as well as preceptors. The activated Rattler Card enables users to:

- Borrow resources from the library;
- Access electronic resources such as journal articles and electronic books via the on-line library catalog;
- Obtain interlibrary loan service from the library.

The FAMU Libraries provided an analysis regarding basic resources for pharmacy education in the report, Library resources in support of pharmacy and pharmaceutical science. The response was supplied by Shushun Liang, Science Research Center Library (SRC) professional Librarian, and Dana Lybbert, and Brenda Wright, The Library’s Collection Development professional Librarians at Coleman the main Library. The report shows the following table of library holdings targeted for use by the general campus and community population, as well as holdings targeted to support the College of Pharmacy And Pharmaceutical Sciences.

<table>
<thead>
<tr>
<th>Library Resources</th>
<th>General</th>
<th>Medicine</th>
<th>Pharmacy and Pharmacology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holdings</td>
<td>1,787,342</td>
<td>52,628</td>
<td>4,752</td>
</tr>
<tr>
<td>Books</td>
<td>1,174,736</td>
<td>50,066</td>
<td>4,133</td>
</tr>
<tr>
<td>Microforms</td>
<td>186,213</td>
<td>12,894</td>
<td>4</td>
</tr>
<tr>
<td>Media</td>
<td>9,400</td>
<td>192</td>
<td>38</td>
</tr>
<tr>
<td>Electronic Books</td>
<td>58,864</td>
<td>3,898</td>
<td>319</td>
</tr>
<tr>
<td>Serial/Periodical Titles</td>
<td>77,404</td>
<td>2,032</td>
<td>545</td>
</tr>
<tr>
<td>Electronic Journals</td>
<td>52,021</td>
<td>1,240</td>
<td>331</td>
</tr>
<tr>
<td>Electronic Databases</td>
<td>314</td>
<td>43</td>
<td>43</td>
</tr>
</tbody>
</table>

[FAMU Libraries statistics compiled January 2012]

In addition to library resources cited above, FAMU is a depository for United States government documents. This collection contains more than 4,891 full-text electronic titles and 156,949 print volumes. Of this number, 5,131 government documents are related to medicine of which 1,682 are available online.
Standard No. 30: Financial Resources

Over the last three years the State of Florida like other states in the nation has experienced financial hardship. As a result, the budget of Florida A&M University has taken a major hit in the form of a total of $35 million budget cut. In addition, the budget is expected to take an additional cut of up to $15 million this fiscal year, 2011-2012. The budget of the COPPS was not immune to these budget cuts. The operating budget for the COPPS from 2009 to 2012 is presented below. A cursory look at the budgets for fiscal years 2008-2009 and 2009-2010, shows a downward trend that mirrors the financial difficulties of the State of Florida. In fiscal year 2010-2011 however, the University Administration began a process of restructuring and reinvestment that led to the closure of non-productive programs and reinvestment in productive programs. The College of Pharmacy was identified as one of the top productive programs in the University and thus, while the financial difficulties continued in 2010-2011, the operating budget of the COPPS began to rise. As a result, the COPPS needed to make only minor adjustments in several critical areas in order to accommodate the shortfall and to achieve the mission and goals of the COPPS.

Guideline 30.1

The financial resources allocated to the College have enabled the College to achieve its mission and goals. The annual budget allocations from AY 2007 through AY 2012 are indicated in the table below:

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Annual Budget (E&amp;G)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>8,112,657</td>
</tr>
<tr>
<td>2007-2008</td>
<td>9,912,657</td>
</tr>
<tr>
<td>2008-2009</td>
<td>9,289,681</td>
</tr>
<tr>
<td>2009-2010</td>
<td>9,152,871</td>
</tr>
<tr>
<td>2010-2011</td>
<td>9,457,496</td>
</tr>
<tr>
<td>2011-2012</td>
<td>8,879,075</td>
</tr>
<tr>
<td>2012-2013</td>
<td>9,906,636</td>
</tr>
</tbody>
</table>

In order to further augment programmatic efforts, the University has a reserve to be utilized should unexpected financial issues arise. In addition, the College has available various endowment accounts that may be utilized should emergencies arise that may be used to assist in accomplishing its mission and goals if needed emergently. A request to the Provost and to the President to increase the budget this academic year has resulted in two (2) additional faculty positions approved to relieve key administrators from major teaching responsibilities.

Guideline 30.2

The Dean of the College of Pharmacy has direct input into the University budgeting process. During times designated by the Administration, all Deans are asked to participate in the budgeting process by completing forms distributed by the Office of the Provost. Deans are required to forecast the needs of their