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Message from the Director

In 2008, the first students were admitted to the School of Pharmacy at the University of Waterloo and, in the five years since, our progress has been nothing short of astonishing. We have hired more than 35 faculty and staff members, graduated close to 300 undergraduate pharmacy students, and established innovative research and graduate programs. We also opened the pharmacy building on the Health Sciences Campus in 2008, its beautiful design symbolic of the unique and innovative spirit of our school.

We are proud of how much has been accomplished by our faculty, staff and students in a short period of time, but this strategic plan makes it clear that we have no intention of resting on our laurels. The strong foundation we have built over the past five years will serve us well as we strive to meet new challenges in education and research. The practice of pharmacy is undergoing rapid change, and we will launch a new undergraduate Doctor of Pharmacy program to ensure our graduates have the skills necessary to serve as medication experts in the Canadian health care system. Graduate education is central to our mission, and we will implement a PhD program to produce researchers capable of addressing important medication- and health-related problems. We will continue to add to our faculty in order to build capacity in clinical and applied research, complementing our existing strength in basic science.

These are a few of the many initiatives described in this strategic plan. From the beginning, we have encouraged unique approaches and innovative solutions to address challenges. In short, we are “a pharmacy school like no other,” and I am confident that, with this strategic plan, our reputation as a leader in Canadian pharmacy education and research will continue to grow.

David J. Edwards, BScPhm, PharmD, MPH, FCCP
Hallman Director and Professor
School of Pharmacy
Overview of the School of Pharmacy at the University of Waterloo

The School of Pharmacy at the University of Waterloo became the 10th pharmacy program in Canada and the first new program in more than 20 years when it admitted its first students to the undergraduate program in 2008. The School has grown dramatically from that initial class of 92 undergraduates. Our teaching and administrative team has increased steadily to 18 faculty and 19 staff. We now admit a cohort of 120 undergraduate pharmacy students each year and close to 40 graduate students are conducting their research under the supervision of our faculty. In total, over 500 students are studying at the School of Pharmacy.

The successes of the School of Pharmacy over its first few years have been impressive. Faculty members have developed competitive research programs in a number of areas and the first faculty hired have been promoted with tenure at the University of Waterloo. Research grants and contracts obtained by faculty members in the School of Pharmacy total over $12 million dollars to date. The School has more than 300 proud alumni representing three undergraduate classes who have successfully completed their degree requirements at the University of Waterloo. Waterloo pharmacy students and alumni are making a name for themselves throughout the country and are already assuming leadership positions in organizations such as the Canadian Association of Pharmacy Students and Interns (CAPSI), Canadian Pharmacists Association (CPhA), Ontario College of Pharmacists (OCP) and the Ontario Pharmacists Association (OPA).

The first five years at the School of Pharmacy have been characterized by rapid growth and constant change. Although faculty, staff and students have adapted to and even thrived in this environment, careful planning is now required for the School to meet new challenges. The implementation of a Doctor of Pharmacy (PharmD) program, a bridging PharmD for alumni and a PhD in Pharmacy are key priorities. Continued recruitment and hiring of faculty members is crucial, and we must begin to deal with space constraints and infrastructure issues resulting from our rapid growth. The next phase in the development of the School requires the establishment of clear goals and priorities. This strategic plan articulates our goals for the next five years and our strategies for achieving these goals.

The Strategic Planning Process

The process for development of a strategic plan for the School of Pharmacy began in late 2012. The Hallman Director formed a Strategic Planning Committee with
representation from faculty, staff and students (see Appendix A). This group met several times in late 2012 and early 2013 to discuss the mission, vision and values of the School. In March 2013, the Strategic Planning Committee conducted an environmental scan asking key informants to identify strengths, weaknesses, opportunities and threats facing the School of Pharmacy. The results of the scan were presented to participants at a Strategic Planning Workshop held in April 2013. The workshop was facilitated by Diana Royce from the Deerfield Group and attended by 37 faculty, staff and students (see Appendix B). A report of the discussions from this workshop was circulated to faculty and staff in May 2013. Over the summer of 2013, the Strategic Planning Committee created subgroups to address key priority areas identified at the workshop. These groups developed strategic goals, objectives, actions and strategies that form the core of this strategic plan.

Environmental Scan

The Strategic Planning Committee conducted a SWOT analysis (strengths, weaknesses, opportunities, threats) to ascertain the progress of the School to date and
identify weaknesses as well as expected challenges over the next several years. The results were presented and discussed at the Strategic Planning Workshop.

a) Strengths to Build On

A number of features of the undergraduate pharmacy curriculum were considered to be innovative, including the integrated patient-focused care course sequence, business curriculum, and opportunities for students to pursue their interests through elective courses. The co-operative education (co-op) program was identified, in particular, as a unique asset for our program and has been enthusiastically embraced by the pharmacy community across the province. From the beginning, the pharmacy admissions process placed significant value on communication skills and other non-academic characteristics desirable in health-care professionals. Practicing pharmacists are actively involved in the candidate selection process and have provided positive feedback regarding the professionalism and initiative demonstrated by Waterloo students during practice experiences. The shared challenge of developing a new School of Pharmacy has created an unusually close relationship between faculty, staff and students and this relationship needs to be preserved.

Faculty and staff as a whole are younger than is typically seen in other pharmacy programs and bring a refreshing energy to the school. In a short period of time, we have established externally-funded research programs with significant potential to improve the health of patients. The School also benefits from the active involvement of a number of adjunct faculty members whose practice experience benefits our undergraduate students in the classroom and in the clinical setting. Excellent working relationships have been developed with other departments in the Faculty of Science as well as with other Faculties and support units throughout the University. The administrative team is viewed as effective, and the recent approval of a permanent budget for the School will allow us to hire additional faculty and staff.

The physical facilities on the Health Sciences Campus are a strength of the School of Pharmacy. The quality of the teaching and research space is excellent, and this award-winning building is an aesthetically pleasant place to work and study. In addition, the location on the Health Sciences Campus facilitates engagement with the local community, the Centre for Family Medicine and the satellite site of the Michael G. DeGroote School of Medicine, McMaster University.
### STRENGTHS to build on

- Innovative undergraduate curriculum
- Co-op education
- Highly-qualified undergraduate students
- Energetic and dedicated faculty and staff
- Location on the Health Sciences Campus facilitates community engagement
- Excellent facilities for teaching and research
- Strong support from external partners
- Positive working relationship with other units at the University
- Respectful relationship with students
- Success in securing external funding for innovative research programs
- Strong core of adjunct faculty providing real-world expertise in the classroom and clinic
- Stable budget beginning with FY 2013-14
- Quality administrative team

#### b) Weaknesses to Address

Not surprisingly in a School whose history stretches back only five years, a number of areas for improvement were identified. There was strong agreement that the BSc in Pharmacy (BScPhm) curriculum requires students to spend too much time in the classroom and limits opportunity for independent study, an important skill for life-long learning. Students have suggested that some current courses could become admission prerequisites and that there is redundancy between some courses in the early part of the curriculum.

Many of the concerns about the current BScPhm curriculum have been addressed in the transition to a PharmD curriculum. However, the PharmD program brings its own challenges, particularly in the delivery of structured clinical training required to supplement the experiential learning provided by co-op rotations. There is little experience with preceptor-supervised clinical rotations at the University of Waterloo, although a number of full-time and adjunct faculty members have experience in this area. A requirement for inter-professional education will continue to necessitate creative solutions, as our University does not have programs in medicine and nursing. This lack of typical collaborators also has the potential to negatively impact our research activity, a factor mitigated to some extent by our close geographic proximity to several other universities involved in health-related research.
A number of adjunct faculty and sessional instructors are significant contributors to the undergraduate curriculum and are essential to ensuring we offer our students the most current information on the clinical use of medications. We have been fortunate to have a stable core of adjunct faculty, but we must continue to aggressively recruit additional full-time faculty members, particularly those with a clinical background, to expand our teaching and research capacity. Like many pharmacy programs, our faculty as a whole represents a significant breadth of expertise. However, additional faculty hires are needed to create a critical mass in one or more focused areas of research. The recruitment of more senior faculty should be encouraged in order to provide mentorship for junior faculty members at the beginning of their careers. There is a perception that the priorities of the School to date have been more heavily focused on the educational mission and the addition of more faculty members will allow the School to achieve a more appropriate balance between teaching and research.

The rapid growth of the School has created challenges that were not a priority a few short years ago when there were only a few faculty and staff members. As we transition beyond our origins as a start-up organization, administrative procedures must be established, administrative roles clearly defined, and a communications plan developed to ensure that key stakeholders, both internal and external to the School of Pharmacy, are well-informed regarding our activities and accomplishments. Our distance from the main campus creates logistical issues, particularly for research activity, that must be overcome.
### WEAKNESSES to address

- Students spend too much time in class
- Limited experience with structured clinical rotations needed for a PharmD curriculum
- Shortage of full-time clinical faculty members
- Lack of critical mass in most research areas
- Junior faculty members require mentoring
- Lack of complementary health professional academic programs at Waterloo, such as nursing and medicine
- Location creates challenges when services are only available on main campus
- Administrative roles and processes need to be clearly defined and communicated
- Lack of a comprehensive communication plan

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c) Opportunities to Explore

An aging population, increased medication use and expanded role for pharmacists in the health-care system should make pharmacy an attractive profession for prospective students in the coming years. Aging has been identified as one of three priority research areas for the University of Waterloo, and the School of Pharmacy already has a base of faculty members whose research is focused on the needs of an aging population.

The approval of the PharmD program by the Ministry of Training, Colleges and Universities (MTCU) in early 2013 has provided an opportunity for the School of Pharmacy to address issues identified with the current BScPhm curriculum and create an entry-to-practice PharmD curriculum that is second to none. This includes an experiential learning model that blends the strengths of co-op education with the advantages offered by more traditional structured clinical rotations. The shift to an entry-level PharmD will also provide an opportunity for the development of a bridging program for Waterloo alumni who wish to obtain this credential. The bridging program will also provide a base for continuing education offerings that can generate revenue for the School of Pharmacy and meet the demands of practicing pharmacists.

A permanent budget for the School of Pharmacy was approved for the 2013-14 fiscal year. This will enable the recruitment of new faculty members, allowing us to reach the full complement of faculty and staff originally envisioned for the School. A greater number of faculty members will result in a more reasonable distribution of teaching between full-time and part-time instructors, increased research activity and continued development of the graduate program in the School of Pharmacy. A PhD in Pharmacy
at the University of Waterloo was approved by MTCU in November 2013 and should substantially increase the graduate student population in the School of Pharmacy. Most new faculty positions will target clinical or applied research, providing an opportunity for the School to develop graduate-level clinical training programs for pharmacists, an area that is lacking and sorely needed in Canada at this time.

### OPPORTUNITIES to explore

- Aging-associated increases in medication use, pharmacy services and research opportunities
- Expanded scope of practice for pharmacists
- Approval of PharmD program
- Development of bridging PharmD and other continuing education opportunities
- Approval of new PhD in Pharmacy and development of clinical training programs
- Budget for hiring additional faculty and staff

d) Threats to Mitigate

A number of challenges will affect our ability to achieve our goals over the next five years. Provincial budgets remain tight, resulting in potentially reduced funding for universities. In addition, decreased government funding to hospitals and pressure to reduce expenditures on medications may reduce the number of jobs for pharmacists and lower wages. The job market for pharmacists in Ontario is also threatened by the increasing number of international pharmacy graduates choosing to locate in the province. In 2012, only one third of newly licensed pharmacists were graduates of Ontario universities. We need to advocate on behalf of our graduates to ensure that appropriate opportunities are available for them to assume the role of medication experts in the health-care system.

Quality clinical placements are critical to the success of the PharmD program. Currently there is limited capacity for clinical training in the Waterloo region and competition with the University of Toronto for placements throughout the rest of Ontario will require cooperation and creativity. Structured clinical placements will provide our students with the opportunity to provide inter-professional care to patients, but organizing inter-professional education in the early stages of the curriculum will continue to be a challenge. Although a permanent budget was approved for the pharmacy program in 2013, implementation of the PharmD program will require an increase in financial resources. The future of the School is highly dependent on our ability to deliver an
entry-to-practice PharmD program that meets the standards prescribed by the Canadian Council for Accreditation of Pharmacy Programs (CCAPP).

Ultimately, success in achieving our goals in research and education is dependent on our ability to recruit and retain faculty and staff of the highest quality. Failure to do so will result in burnout and attrition of current faculty and staff. Despite the availability of open faculty positions, there are few training programs in Canada that are producing individuals with the skills in clinical and applied research required for success in academia today. The limited potential pool of applicants will make filling these open positions challenging, but provides an opportunity for the School to develop graduate programs that will fill this need at the University of Waterloo as well as other pharmacy programs in Canada.

Future growth of the research and education activities of the School of Pharmacy may be constrained by availability of space. The laboratory space in the building is now fully occupied, limiting our ability to hire additional laboratory-based researchers. Fortunately, there is unfinished space in the building, and a successful advancement campaign could provide the funds necessary to convert unused space into laboratories and offices. However, this will require dealing with a number of threats to external fundraising, including restrictions on donations from the pharmaceutical industry, difficult economic times, competition with other universities and an alumni base that has not yet reached a stage in their career where they can contribute financially to the success of the School.
**THREATS to mitigate**

- Limited clinical placements and inter-professional education for PharmD students
- Reduced funding from province for universities, hospitals and community pharmacies
- Limited pool of qualified clinical researchers
- Potential growth limited by physical space
- External fundraising in difficult economic times without financially established alumni
- Faculty/staff attrition due to burnout, excessive workload
Mission, Vision and Values

In a short period of time, the School of Pharmacy at the University of Waterloo has established a reputation for innovation and creativity in its approach to pharmacy education and research. We aspire to be “a pharmacy school like no other,” and this is reflected in our mission, vision and values.

Our mission is to serve as a catalyst for improved medication use and development through experience-based education, discovery and engagement.

Our vision is to lead transformative change in the development and use of medications for the improvement of human health.

The core values that we embrace are excellence, innovation, collaboration, leadership, service and integrity.

We are committed to EXCELLENCE in fulfilling our mission.

We are known for INNOVATION in meeting challenges and embracing opportunities.

We believe COLLABORATION is critical to success.

We foster LEADERSHIP in our faculty, staff and students.

We are dedicated to SERVICE in the communities with which we are engaged.

We will achieve our vision with INTEGRITY.

Strategic Priorities and Goals

Through a consultative process involving faculty, staff, students and external stakeholders, the School of Pharmacy has identified four priority areas of focus over the next five years:
a) Undergraduate and Graduate Education

Over the next five years, we will train students through our entry-to-practice pharmacy program to be collaborative and compassionate health-care providers and provide them with the skills and knowledge necessary to optimize the safe and effective use of medications for their patients. Our graduates will lead the profession in embracing the expanded scope of practice and new professional services. Our graduate programs will produce dynamic scientists whose discoveries in basic and applied science will have the potential for significant positive impact on human health. Our alumni will have the qualities necessary to assume leadership positions in the pharmacy profession, academia, pharmaceutical industry, health-care institutions and government.

b) Basic and Applied Research

Over the next five years, whether through the scholarship of discovery, integration, application or teaching and learning, we will build on the strengths of the School, the University and our collaborations around the world to address current and future needs of society related to the safe and effective use of medications and the delivery of pharmacy and health-care services.

c) Professional and Community Service

Over the next five years, we will improve the quality of life within the local, national and global communities with which we interact through our educational activities, by the impact of our research, and by offering our professional expertise to those in need. We will advocate for improving health, provide leadership to professional and scientific organizations, and collaborate with other professionals and community leaders in developing solutions to the problems facing health care.
d) Infrastructure and Support

Over the next five years, we will create an environment that will attract and retain outstanding faculty, staff and students. We will provide the resources necessary to allow our people to reach their professional goals and contribute to the achievement of our shared vision for the School. Transparent and effective policies will be implemented to facilitate the work of the faculty and staff, leverage resources for maximal effectiveness, develop productive relationships with stakeholders internal and external to the University, and identify future initiatives that will benefit the School.

Our strategic goals are linked to each of these priority areas. Objectives associated with each goal have been identified along with actions and strategies for achieving the goal. Operational plans are being developed in parallel with the strategic plan. These operational plans provide metrics, specify timelines and identify responsible individuals or committees for each objective. The overall responsibility for monitoring progress of the Strategic Plan rests with the Hallman Director and the Executive Committee of the School of Pharmacy.

The priority areas for the School of Pharmacy are aligned with the foundational pillars of the University of Waterloo: academic excellence, research excellence and impact, co-operative education, graduate studies, internationalization, and entrepreneurship.

Summary of Priorities, Strategic Goals and Objectives

**PRIORITY AREA : Undergraduate and Graduate Education**
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<tr>
<th><strong>STRATEGIC GOAL 1</strong></th>
<th><strong>Objectives</strong></th>
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| Offer outstanding academic programs that will attract the best undergraduate and graduate students to the University of Waterloo. | 1.1: Execute an entry-to-practice PharmD curriculum that meets or exceeds all accreditation standards.  
1.2: Establish areas that will distinguish our entry-to-practice PharmD program.  
1.3: Develop measures that will assess the quality of our students and success in our entry-to-practice PharmD program.  
1.4: Offer a graduate program that will attract outstanding domestic and international students and produce scientists with the skills to be successful in the real world.  
1.5: Establish additional opportunities for graduate training in clinical and applied medication and health-related research.  
1.6: Evaluate the feasibility of offering an undergraduate degree in pharmaceutical sciences. |

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<th><strong>STRATEGIC GOAL 2</strong></th>
<th><strong>Objectives</strong></th>
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| Create an exceptional learning environment emphasizing independent learning and problem-solving that will produce outstanding pharmacists and scientists. | 2.1: Continuously evaluate the quality of our educational programs.  
2.2: Optimize learning through best use of technology and best-practice teaching strategies.  
2.3: Provide mentoring to faculty and teaching staff to enhance teaching skills. |

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<th><strong>PRIORITY AREA: Basic and Applied Research</strong></th>
<th><strong>Objectives</strong></th>
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<td><strong>STRATEGIC GOAL 3</strong></td>
<td><strong>Objectives</strong></td>
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| Improve human health through innovative basic and applied research and scholarship. | 3.1: Provide faculty with adequate dedicated time for research and scholarship.  
3.2: Ensure that full-time and research-active adjunct faculty have the necessary research skills, writing ability and publication activity.  
3.3: Create a robust infrastructure for support of all research activities.  
3.4: Support areas of strength in research to further enhance the reputation of the School of Pharmacy and attract high-quality researchers.  
3.5: Increase strength in practice-based research.  
3.6: Provide evidence for the high quality and impact of research and scholarship at the School of Pharmacy.  
3.7: Maximize awareness of pharmacy research within the |
| PRIORITY AREA : Professional and Community Service | School, throughout the University and with external stakeholders. |
| PRIORITY AREA : Professional and Community Service | **STRATEGIC GOAL 4** |
| **Objectives** | Make a difference in our communities through engagement and outreach. |
| 4.1: | Act as a resource and provider of pharmacy and health-related information to our local community. |
| 4.2: | Develop new models for continuing professional development. |
| 4.3: | Advocate for improved health care and the pharmacy profession. |

| PRIORITY AREA : Infrastructure and Support | **STRATEGIC GOAL 5** |
| **Objectives** | Build an enabling environment for excellence. |
| 5.1: | Ensure that we have the necessary human resources to fulfill our mission. |
| 5.2: | Ensure that the School has the physical and technical capacity to support leading-edge research and educational programs. |
| 5.3: | Develop comprehensive, efficient and transparent administrative procedures that guide the operation of the School. |
| 5.4: | Identify and address issues related to being a satellite campus that impact achievement of goals. |
| 5.5: | Develop robust communication vehicles with internal and external stakeholders. |
| 5.6: | Increase fundraising for capital projects and other needs of the faculty, staff and students of the School. |
a) Priority Area: Undergraduate and Graduate Education

Strategic Goal 1: Offer outstanding academic programs that will attract the best undergraduate and graduate students to the University of Waterloo.

Objectives

1.1 Execute an entry-to-practice PharmD curriculum that meets or exceeds all accreditation standards.

To achieve this objective, we will pursue the following actions and strategies:

1.1.1 Identify curriculum-related accreditation standards and create strategies to ensure compliance and academic excellence.

1.1.2 Ensure courses in the PharmD program are recognized as having a high degree of academic rigour.

1.1.3 Create a database mapping accreditation standards to learning objectives specified in course syllabi.

1.1.4 Develop an inter-professional education strategy that will build partnerships with health-care programs within and external to the University of Waterloo.

1.1.5 Finalize and execute a strategy for experiential education that provides students with a combination of the unique features of co-op and structured clinical experiences.

1.1.6 Prepare for a site visit by the CCAPP in fall 2014 that will result in full accreditation of the BScPhm program and provisional status for the PharmD program.

1.1.7 Achieve full accreditation status for the PharmD program by 2018.

1.2 Establish areas that will distinguish our entry-to-practice PharmD program.

To achieve this objective, we will pursue the following actions and strategies:

1.2.1 Rank content areas based on the School’s strengths, existing resources and interest areas, and use priorities to focus resources and hiring strategy.

1.3 Develop measures that will assess the quality of our students and success in our entry-to-practice PharmD program.

To achieve this objective, we will pursue the following actions and strategies:
1.3.1 Determine appropriate metrics and create a database to track elements such as number of qualified applicants that apply and graduate.

1.3.2 Evaluate recruitment strategies to ensure a robust pool of qualified applicants.

1.3.3 Review admission policies and procedures to ensure that we are admitting students with the ability to succeed academically and professionally.

1.4 Offer a graduate program that will attract outstanding domestic and international students and produce scientists with the skills to be successful in the real world.

To achieve this objective, we will pursue the following actions and strategies:

1.4.1 Establish a budget for promotion of graduate programs to domestic and international students.

1.4.2 Develop collaborative partnerships with industry and other institutions for research opportunities and real-world graduate student placements.

1.4.3 Increase the number of course offerings for pharmacy graduate students.

1.4.4 Provide opportunities for graduate students to develop skills needed for future success in careers in academia and research (e.g., grant writing, teaching, student supervision).
1.5 Establish additional opportunities for graduate training in clinical and applied medication and health-related research.

To achieve this objective, we will pursue the following actions and strategies:

1.5.1 Explore the feasibility of programs such as a MSc for clinical practitioners, combined MSc-residency or other training programs for clinical or applied scientists.

1.6 Evaluate the feasibility of offering an undergraduate degree in pharmaceutical sciences.

To achieve this objective, we will pursue the following actions and strategies:

1.6.1 Determine the level of interest from students and potential employers as well as resources required to offer this program.
Strategic Goal 2: Create an exceptional learning environment emphasizing independent learning and problem-solving that will produce outstanding pharmacists and scientists.

Objectives

2.1 Continuously evaluate the quality of our educational programs.

To achieve this objective, we will pursue the following actions and strategies:

2.1.1 Implement a programmatic assessment plan to evaluate educational quality.

2.1.2 Develop benchmarks and metrics to evaluate the effectiveness of structured clinical PharmD rotations and co-op experiences.

2.1.4 Evaluate the timely and successful progress of all students towards their degree.

2.1.5 Develop and implement programs and strategies for students at risk.

2.2 Optimize learning through best use of technology and best-practice teaching strategies.

To achieve this objective, we will pursue the following actions and strategies:

2.2.1 Assess the value of developing more blended and online courses.

2.2.2 Ensure that faculty and teaching staff have the knowledge and technical expertise to make optimal use of available learning technology.

2.2.3 Optimize the use of LEARN as a learning tool rather than as just a repository.

2.2.4 Increase use of active learning strategies.

2.2.5 Ensure that problem-based learning is embedded as a core element in all educational programs offered by the School of Pharmacy.
2.3 Provide mentoring to faculty and teaching staff to enhance teaching skills.

To achieve this objective, we will pursue the following actions and strategies:

2.3.1 Develop a comprehensive structured plan for mentoring and developing teaching skills in faculty and teaching staff.

2.3.2 Organize an annual teaching workshop and a minimum of one seminar/workshop per semester focused on the development of teaching skills.

2.3.3 Promote faculty participation in teaching workshops sponsored by the School of Pharmacy or Centre for Teaching Excellence.

2.3.5 Formalize the process of peer teaching evaluation.

2.3.6 Provide recognition to experienced teaching faculty and staff who mentor junior colleagues.

b) Priority Area: Basic and Applied Research
Strategic Goal 3: Improve human health through innovative basic and applied research and scholarship.

Objectives

3.1 Provide faculty with adequate dedicated time for research and scholarship.

To achieve this objective, we will pursue the following actions and strategies:

3.1.1 Ensure an appropriate and equitable balance between teaching, research and service for all faculty members.

3.1.2 Maximize effectiveness of administrative support and eliminate unnecessary paperwork.

3.2 Ensure that full-time faculty and research-active adjunct faculty have the necessary research skills, writing ability and publication activity.

To achieve this objective, we will pursue the following actions and strategies:

3.2.1 Ensure that new faculty have the required level of proficiency in research-related skills to be successful at a research-intensive university.

3.2.2 Assist regular and adjunct faculty with performance expectations and career strategies.

3.2.3 Enhance investigator research skills, including strategies and resources to capture grants and student funding.

3.2.4 Improve writing ability through grant writing workshops as well as peer evaluation of proposals and manuscripts.

3.2.5 Ensure that publication activity in high-impact journals is commensurate with the research capacity of the individual.
3.3 Create a robust infrastructure for support of all research activities.

To achieve this objective, we will pursue the following actions and strategies:

3.3.1 Develop an effective, sustainable and fiscally-balanced program for material support of core research services and equipment.

3.3.2 Establish the optimal infrastructure to best facilitate research in non-laboratory settings.

3.3.3 Ensure appropriate administrative and technical support of research activity.

3.3.4 Develop policies and procedures that allow transparent and equitable use of common research services and equipment.

3.4 Support areas of strength in research to further enhance the reputation of the School of Pharmacy and attract high-quality researchers.

To achieve this objective, we will pursue the following actions and strategies:

3.4.1 Assess relative research strengths within the School of Pharmacy, and promote those strengths through appropriate communication strategies.

3.4.2 Evaluate merits of selected investment in specific areas of research.

3.5 Increase strength in practice-based research.

To achieve this objective, we will pursue the following actions and strategies:

3.5.1 Increase capacity in practice-based research by hiring additional faculty members with expertise in this area and supporting the engagement of adjunct faculty.

3.5.2 Evaluate the feasibility of establishing a Centre of Excellence related to practice-based research.

3.6 Provide evidence for the high quality and impact of research and scholarship at the School of Pharmacy.

To achieve this objective, we will pursue the following actions and strategies:
3.6.1 Develop a database tracking research funding, publications, other scholarly outputs and changes to policy arising from faculty activities.

3.6.2 Establish metrics for assigning value to research activity.

3.7 Maximize awareness of pharmacy research within the School, throughout the University and with external stakeholders.

To achieve this objective, we will pursue the following actions and strategies:

3.7.1 Establish an effective communication plan for disseminating news of research accomplishments and increasing public awareness of ongoing research in the School.

3.7.2 Coordinate communications about research and the graduate program.

3.7.3 Host an annual research meeting.

c) Priority Area: Professional and Community Service

Strategic Goal 4: Make a difference in our communities through engagement and outreach.
Objectives

4.1 Act as a resource and provider of pharmacy and health-related information to our local community.

To achieve this objective, we will pursue the following actions and strategies:

4.1.1 Hire a highly motivated individual with connections in the Waterloo region to coordinate community service learning initiatives.

4.1.2 Provide a minimum of one public lecture annually that presents health-related information to the local community.

4.1.3 Promote and recognize the participation of faculty, staff and students in the provision of public lectures and seminars to the local community.

4.1.4 Identify gaps in health information within the local community and develop appropriate strategies to address this need.

4.1.4 Assess what health-care services could feasibly be provided to the community by faculty, staff and students in the School of Pharmacy.

4.2 Develop new models for continuing professional development.

To achieve this objective, we will pursue the following actions and strategies:

4.2.1 Hire a director of continuing professional development.

4.2.2 Develop a portfolio of accessible, relevant and accredited continuing professional development programs for pharmacists and other health-care providers.

4.3 Advocate for improved health care and the pharmacy profession.

To achieve this objective, we will pursue the following actions and strategies:

4.3.1 Develop an advocacy policy for the School of Pharmacy.

4.3.2 Advocate for improvements in medication use, health care and research that we believe to be of value to our students, faculty members, pharmacists and the community.
d) Priority Area: Infrastructure and Support

Strategic Goal 5: Build an enabling environment for excellence.

Objectives
5.1 Ensure that we have the necessary human resources to fulfill our mission.

To achieve this objective, we will pursue the following actions and strategies:

5.1.1 Recruit nationally and internationally to attract the most qualified faculty and staff to the School of Pharmacy.

5.1.2 Fill open positions in a timely manner to ensure that we are operating with a full complement of faculty and staff.

5.1.3 Assess staffing requirements and roles of support staff on an ongoing basis to identify redundancies and need for new positions to build capacity.

5.1.4 Support training and advancement opportunities for staff.

5.1.5 Develop criteria and standards related to hiring, performance review and promotion of adjunct faculty members.

5.1.6 Create a process to recognize the success of faculty, adjunct faculty and staff, and promote accomplishments for University and external awards.

5.2 Ensure that the School has the physical and technical capacity to support leading-edge research and educational programs.

To achieve this objective, we will pursue the following actions and strategies:

5.2.1 Conduct a comprehensive assessment of current utilization of teaching, research and office space.

5.2.2 Develop a space utilization plan to optimize use of current space and identify future requirements.

5.2.3 Renovate and re-purpose existing space to meet needs.

5.2.4 Explore options for building or acquiring additional space on the Health Sciences Campus, as needed.

5.2.5 Develop a comprehensive information technology plan for the School of Pharmacy.

5.3 Develop comprehensive, efficient and transparent administrative procedures that guide the operation of the School.

To achieve this objective, we will pursue the following actions and strategies:
5.3.1 Develop and review policies and procedures in consultation with faculty, staff and students on an annual basis.

5.3.2 Ensure that faculty, staff and students are aware of School policies and procedures.

5.3.3 Review terms of reference and composition of School committees on an annual basis to assess effectiveness.

5.4 Identify and address issues related to being a satellite campus that impact achievement of goals.

To achieve this objective, we will pursue the following actions and strategies:

5.4.1 Address transportation needs of faculty, staff, graduate and undergraduate students with respect to travel to the main campus.

5.4.2 Increase our profile on the main campus by ensuring appropriate School representation on Faculty of Science and University of Waterloo committees.

5.5 Develop robust communication vehicles with internal and external stakeholders.

To achieve this objective, we will pursue the following actions and strategies:

5.5.1 Develop and promote a brand for the School of Pharmacy.

5.5.2 Develop a comprehensive communication plan.

5.5.3 Ensure that our website provides accurate and current information on our programs, faculty and staff.

5.5.4 Increase the number of faculty and staff serving as experts on professional and scientific committees and in local, regional and national media.

5.5.5 Establish an external advisory group to provide advice to the director of the School.

5.6 Increase fundraising for capital projects and other needs of the faculty, staff and students of the School.

To achieve this objective, we will pursue the following actions and strategies:
5.6.1 Develop a comprehensive advancement plan.

5.6.2 Increase the number of scholarships and awards for undergraduate and graduate students.

5.6.3 Expand our network of external partners in organizations, industries and companies aligned with the mission of the School.

5.6.4 Provide regular communications to alumni and external stakeholders regarding accomplishments of faculty, staff, students and alumni.

5.6.5 Sponsor social and professional development events for alumni and external partners that will strengthen the relationship with the School of Pharmacy.
Appendix A: Strategic Planning Committee

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Lisa Allen</td>
<td>Michael Beazely</td>
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<tr>
<td>Jonathan Blay</td>
<td>Kaitlin Bynkoski</td>
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<tr>
<td>David Edwards, Chair</td>
<td>Elaine Lillie</td>
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<tr>
<td>Ken Potvin</td>
<td>Barbara Rae-Schneider</td>
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<td>Cynthia Richard</td>
<td>Eric Schneider</td>
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<td>Samantha Shortall</td>
<td>Nancy Waite</td>
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Appendix B: Attendees at Strategic Planning Workshop, April 23, 2013

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<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Lisa Allen</td>
<td>Brett Barrett</td>
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<tr>
<td>Jonathan Blay</td>
<td>Saleema Bhaidani</td>
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<td>Janie Bowles-Jordan</td>
<td>Grant Bunston</td>
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<td>Kaitlin Bynkoski</td>
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<td>Feng Chang</td>
<td>Andrea Edginton</td>
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<td>David Edwards</td>
<td>Farah El-Zarkout</td>
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<td>Kelly Grindrod</td>
<td>Tracy Jacobs</td>
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<td>Jamie Joseph</td>
<td>Certina Ho</td>
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<td>Verna Hutchinson</td>
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<td>Thomas McFarlane</td>
<td>Jeff Nagge</td>
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<td>Nardine Nakhla</td>
<td>Praveen Nekkar</td>
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<td>Josephine Orso Simon</td>
<td>Tejal Patel</td>
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<td>Cynthia Richard</td>
<td>Carlos Rojas-Fernandez</td>
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<td>Eric Schneider</td>
<td>Roderick Slavcev</td>
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<td>Paul Spagnuolo</td>
<td>Mary Stanley</td>
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<td>Anson Tang</td>
<td>Nancy Waite</td>
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<tr>
<td>Marcus Walz</td>
<td>Olla Wasfi</td>
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<tr>
<td>Shawn Wettig</td>
<td>Diana Royce, facilitator</td>
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