

# Organization and Administration

## For Standards 4-8:

Use a check  to indicate the information evaluated to assess the standards in this section:

- Document(s) verifying institutional accreditation. (4)
- Report of any deficiencies from institutional accreditation. (4)
  
- University and college or school organizational charts. (5, 7)
  
- Description of number and nature of affiliations external to the college or school. (6)
- Example of affiliation agreements for the purposes of experiential education and professional services. (6)
- Evidence of contract for each affiliation. **(available on-site.)** (6)
- Description of academic research activity outside the college or school. (6)
- Description of alliances that will produce interprofessional education. (6)
  
- Written bylaws and policies and procedures of college or school (e.g., copy of Faculty Handbook, **(available on site)**). (7)
- Job Descriptions for Administrators. (7)
- List of committees with their members and designated charges. (7)
- List of support staff within each department/division. (7)
  
- Desired qualifications and responsibilities of the Dean (from job description or position announcement). (8)
- Synopsis of Curriculum Vitae of the Dean. (8)
- Evaluations of the Dean's performance (e.g., annual review, 5-year review, 360-evaluations). (8)
  
- Interpretation of the data from the AACP Surveys of Students, Faculty, Preceptors and Alumni.
- Raw data from the AACP Surveys of Students, Faculty, Preceptors and Alumni.
- Other documentation or data that provides evidence of meeting the standard.

## **Standard 4: Institutional Accreditation**

The institution housing the college or school, or the independent college or school, must have or, in the case of new programs, achieve full accreditation by a regional/institutional accreditation agency recognized by the U.S. Department of Education.

### **1) Description of Compliance:**

On February 24, 2000, The University of Louisiana at Monroe received a ten-year reaffirmation of accreditation from the Commission on Colleges of the Southern Association of Colleges and Schools (COC/SACS). In 2001, a warning was placed on ULM due to the University's inability to obtain a clear financial audit from the State auditors. In December 2002, SACS lifted the warning after Louisiana's legislative auditor gave the school a clean financial audit. The letter of reaffirmation is included as [Appendix 4-1](#).

### **2) Checklist:**

	Ok	N.I
The institution housing the program, or the independent college or school, has full accreditation by a regional/institutional accreditation agency recognized by the U.S. Department of Education or it is in the process of seeking accreditation within the prescribed timeframe	●	○
The program reports to ACPE, as soon as possible, any issue identified in regional/institutional accreditation actions that may have a negative impact on the quality of the professional degree program and compliance with ACPE standards. <div style="text-align: right;">Not Applicable <input type="checkbox"/></div>	●	○
The college or school has addressed the guidelines for this standard.	●	○

### **3) Comments:**

### **4) Quality Improvements:**

### **5) Final Evaluation:**

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Documentation of regional/institutional accreditation is included. If the regional/institutional accreditation status changes, the Dean can articulate how the changes affect the college or school. (ACPE review procedures.)  <input checked="" type="checkbox"/> Meets the Standard	The institution has applied for regional/institutional accreditation and is awaiting the outcome. The institution has received an adverse action and is in the process of responding to it.  <input type="checkbox"/> Partially Meets the Standard	The institution has no accreditation and has not applied to become accredited. The institution has lost its accreditation.  <input type="checkbox"/> Does Not Meet the Standard

## **Standard 5: College and University Relationship:**

The college or school must be an autonomous unit within the university structure and must be led by a dean. To maintain and advance the professional degree program, the university president (or other university officials charged with final responsibility for the college or school ) and the dean must collaborate to secure adequate financial, physical (teaching and research), faculty, staff, student, practice site, preceptor, library, technology, and administrative resources to meet all of the ACPE accreditation standards.

### **1) Description of Compliance:**

The organizational structure of the COP in relation to University administration is as follows - The Dean of the COP reports to the Provost and Vice President for Academic Affairs who is responsible for academic, fiscal, and administrative affairs. The Provost reports directly to the President who is the Chief Executive Officer of the University and is responsible for the overall operation of the University in accordance with rules and regulations established by the management board. The President directly reports to the Board of Supervisors for the University of Louisiana System. In addition to this reporting structure, the Dean of the COP has direct access to, and frequent interactions with, the President of the University.

### **Policies, Procedures, and Regulations**

The ULM COP strives to maintain an autonomous relationship with the University regarding policies, procedures, and state and federal regulations in the following areas.

- **Programmatic Evaluation:** The COP evaluates its programs using several measurement tools as described in the assessment plan. In addition, the College provides programmatic assessment data to the University Office of Assessment and Evaluation.
- **Definition and Delivery of the Curriculum:** The COP has the autonomy to develop, maintain and deliver its own curriculum within the framework of the University and the University of Louisiana System. The COP curriculum is overseen by the COP Curriculum Committee, which is appointed by the Dean.
- **Development of bylaws, policies, and procedures:** The COP operates within the University's bylaws, policies, and procedures as stated in the ULM Faculty Handbook. Areas unique to the COP have additional policies and procedures. These areas include [purchasing](#), [technology and information](#), [vivarium](#), [pharmacy academic standards](#), [pharmacy code of conduct](#), [experiential program](#), and [pharmacy dress code](#). Please refer to the COP website to view specific policies and procedures.

- **Student Admission and Progression Policies:** All areas concerning the COP student admissions and progression policies are governed by two committees: the COP Admissions Committee and the COP Academic Standards Committee. Both committees report to and make recommendations to the Dean.
- **Faculty and Staff Recruitment, Development, Evaluation, and Retention:** The COP follows the University guidelines concerning faculty and staff recruitment and hiring. However, the COP maintains full autonomy in the selection process. Within the framework of University policies, the COP maintains responsibility for faculty development, evaluation and retention. The COP Faculty Development Committee is charged with implementation of COP specific programs to supplement University programs. Policy is in place stipulating that all faculty be evaluated by their department head each year.

### **COP Reporting Relationship**

The College's reporting relationship with the University is depicted in the [ULM Organizational Chart](#).

### **COP Faculty Participation in University Governance**

The University Faculty Senate serves to provide a framework for cooperation between the faculty, administration, and students to accomplish the goals of the University of Louisiana at Monroe. It affords each faculty member an opportunity to offer suggestions concerning the development and operation of the University and the improvement of the general welfare of the faculty. It provides the means whereby the administration can refer academic, operational, or common interest matters to a body representing the entire faculty, and a venue whereby representatives of the faculty can offer recommendations to the administration pertaining to the academic and operational improvement of the University and matters concerning the improvement of the general welfare of the faculty. The COP has two seats on the Faculty Senate. ([Appendix 5-9](#)) Additional information regarding the Faculty Senate and the responsibilities of the senators can be obtained at the ULM website. Senators are elected by the faculty to represent their Colleges and the faculty as a whole, in compliance with the *Faculty Senate Constitution and By-laws*. In addition to the representation on the Faculty Senate, COP faculty routinely serve on University committees and task forces. ([Appendix 5-10](#))

## 2) Checklist:

	Ok	N.I.
The college or school is an autonomous unit within the university structure, led by a dean.	●	○
The university president (or other university officials charged with final responsibility for the college or school) and the dean collaborate to secure adequate financial, physical (teaching and research), faculty, staff, student, practice site, preceptor, library, technology, and administrative resources to meet all of the ACPE accreditation standards.	●	○
The college or school participates in the governance of the university, in accordance with its policies and procedures.	●	○
The college or school has autonomy, within university policies and procedures and state and federal regulations, in all the following areas: <ul style="list-style-type: none"> <li>● programmatic evaluation</li> <li>● definition and delivery of the curriculum</li> <li>● development of bylaws, policies, and procedures</li> <li>● student enrollment, admission and progression policies</li> <li>● faculty and staff recruitment, development, evaluation, and retention</li> </ul>	●	○
The college or school's reporting relationship(s) is depicted in the university's organizational chart.	●	○
The college or school has addressed the guidelines for this standard.	●	○

## 3) Comments:

## 4) Quality Improvements:

## 5) Final Evaluation:

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<p>The college or school is led by a dean.  The college or school has established faculty bylaws and governance.  The college or school is in control of its curriculum.  The college or school is in control of its own admission policy and hiring.  Faculty serve on university-wide committees.</p> <p style="text-align: center;"><input checked="" type="checkbox"/> <b>Meets the Standard</b></p>	<p>The college or school is led by a temporary or interim dean and is in the search process for a permanent dean.  The college or school is developing faculty bylaws and governance and there is evidence that they will be implemented.  The college or school has a plan and is in the process of addressing all issues related to not meeting the requirements of this standard.  The dean lacks autonomy in certain areas or has undue outside influences.</p> <p style="text-align: center;"><input type="checkbox"/> <b>Partially Meets the Standard</b></p>	<p>The college or school has no dean.  The college or school is led by a temporary or interim dean for an extended period.  The college or school has no faculty bylaws and governance or uses the university bylaws without having them formally accepted by the faculty.  The college or school is not in control of its curriculum.  The school is not in control of its own admission policy and hiring.</p> <p style="text-align: center;"><input type="checkbox"/> <b>Does Not Meet the Standard</b></p>

## **Standard 6: College and other Administrative Relationships:**

The college or school, with the full support of the university, must develop suitable academic, research, and other scholarly activity; practice and service relationships; collaborations; and partnerships, within and outside the university, to support and advance its mission and goals.

### **1) Description of Compliance:**

In accordance with the academic model, the COP, with the full support of the University, requires that all faculty, whether tenure track or non-tenure track, participate in teaching, scholarship and service activities. In each of these three areas, faculty members, in collaboration with their department heads, discuss, clarify and solidify yearly expectations which form the basis of their annual reviews. Such individualized expectations recognize diversity among the faculty and allow for appropriate faculty development and utilization of faculty strengths.

With the full support of the University, the COP has developed suitable affiliations with a number of academic, research and healthcare institutions, both inside and outside the University, to further the College's mission and goals.

### **Education and Service**

The COP's primary affiliated health care facilities are the Louisiana State University Health Science Centers (LSUHSC) in Shreveport, Baton Rouge, and Monroe, Louisiana. Affiliation with LSUHSC furthers the mission of the COP by providing high quality practice sites for faculty to serve an underserved portion of the Louisiana population, a quality interdisciplinary and interprofessional learning atmosphere for students in a healthcare team setting, and collaborative research opportunities for both faculty and students. In addition, these relationships have led to the development of post-graduate pharmacy practice residency programs that include collaborative participation by both LSUHSC and the COP.

The COP has also developed partnerships with the Veteran's Affairs Administration, Baton Rouge General Medical Center, and the Ouachita Council on Aging that allow for innovative faculty practice and scholarship and student learning. These sites allow students to apply their knowledge and skills among diverse populations as well as to further develop these skills in an environment encouraging interdisciplinary and interprofessional collaboration. Faculty from the COP and the pharmacy departments at LSUHSC complement each other in a diverse array of practice areas and allow for collaborative education and scholarship.

The College also affiliates with Louisiana Medicaid through the COP’s provision of drug information, prior authorization, and disease state management programs. These services allow the College and its students to participate in enhancing the health care services to one of Louisiana’s most needy populations. In addition, this affiliation provides access to a large framework of patient and healthcare system data from which scholarly activities may develop.

The effectiveness of this system to provide interactions with a diverse patient population as well as an interdisciplinary experience is evidenced by the fact that more than 90% of preceptors agreed that their sites provided these opportunities to students ([Appendix 6-1](#)), with more than 90% of the students agreeing ([Appendix 6-2](#)).

In addition to the service and educational affiliations presented above, the COP maintains educational affiliations with practitioners and practice sites throughout the state and the surrounding region to provide introductory and advanced practice experiences. Educational affiliation agreements, signed by the University and the site, outline the expectations of the College and the practice site. In addition, as further discussed in other sections of this self-study, representatives of agencies are provided a printed guide which clearly defines the relationship between College, mentor, and student. Currently, the COP does not provide financial remuneration for educational services provided by affiliated preceptors and practice sites. A list of current affiliation agreements can be found in [Appendix 6-3](#).

## Scholarship

In addition to scholarship resulting from educational and practice based affiliations, the COP maintains partnerships with several outside institutions to advance its research mission, and faculty often collaborate with practitioners and scholars outside ULM. ([Appendix 6-4](#))

## 2) Checklist:

	Ok	N.I.
The college or school, with the full support of the university, develops suitable academic, research, and other scholarly activity; practice and service relationships; collaborations; and partnerships, within and outside the university, to support and advance its mission and goals.	●	○
The relationships, collaborations, and partnerships advance the desired outcomes of the professional degree program, research and other scholarly activities, service and pharmacy practice programs.	●	○
The college or school has addressed the guidelines for this standard.	●	○

**3) Comments:**

**4) Quality Improvements:**

Relationships will continue to be developed and fostered with other research institutions to maintain and strengthen scholarly activity with the objective of taking a lead position.

**5) Final Evaluation:**

<b>Meets the Standard</b>	<b>Partially Meets the Standard</b>	<b>Does Not Meet the Standard</b>
The college or school has strong ties with health institutions and sister organizations.  <input checked="" type="checkbox"/> <b>Meets the Standard</b>	The college or school has weak ties with university health institutions and sister organizations. The college or school has a plan and is in the process of addressing all issues related to not meeting the requirements of this standard.  <input type="checkbox"/> <b>Partially Meets the Standard</b>	The college or school has no formal ties with health institutions and sister organizations.  <input type="checkbox"/> <b>Does Not Meet the Standard</b>

## **Standard 7: College Organization and Governance:**

The college or school must be organized and staffed to facilitate the accomplishment of its mission and goals. The college or school administration must have defined lines of authority and responsibility, foster organizational unit development and collegiality, and allocate resources appropriately. The college or school must have published, updated governance documents, such as bylaws and policies and procedures, which have been generated by faculty consensus under the leadership of the dean in accordance with university regulations.

### **1) Description of Compliance:**

The organizational structure of the COP consists of the Office of the Dean, three academic departments, the Office of Assessment and Outcomes Research, Office of Experiential Education, Office of Research and Graduate Studies, Office of Student and Professional Affairs and the Office of Outcomes Research and Evaluation. The College Administrative Council (CAC), consisting of the Dean, Associate Deans, Assistant Deans, Department Heads, Assistant Department Heads and Directors, provides leadership and direction for the COP. Lines of authority and responsibility are clearly defined in the [COP organizational chart](#). The COP website also includes a directory of all administrators, faculty, staff, and departments. ([Appendix 7-1](#))

Each academic unit has its own mission statement and strategic plan that is aligned with the COP mission and strategic plan. These documents include measured criteria to evaluate effectiveness and are located at

[http://www.ulm.edu/pharmacy/acpe08/pdfs/COP\\_Strategic\\_Plans.pdf](http://www.ulm.edu/pharmacy/acpe08/pdfs/COP_Strategic_Plans.pdf).

### **Philosophy of Management**

The administration promotes open communication and participation of all faculty members in the operation of the College and formulation of policy. A committee structure is in place involving all faculty in one or more committees. Committees are appointed by the Dean following consultation with the CAC. An attempt is made to identify individuals who work well and effectively together while maintaining a broad range of views and interests representing all departments. Committee recommendations are made to the Dean who then consults with the CAC, the faculty, students and/or other stakeholders prior to implementation of policy or administrative action.

### **Meetings and Committees**

Faculty meetings and committee meetings are an essential part of the system of governance of the COP. Faculty meetings are scheduled quarterly to discuss business and issues concerning all

areas of the COP. Two of these meetings are all-day retreats occurring prior to the start of the Fall and Spring semesters. Additional meetings of the faculty may be called as necessary. Faculty retreats provide a forum for open communication and participation of all faculty members in the operation of the College and for formulation of policy. A call for agenda items is issued prior to each meeting and a finalized agenda is distributed to the faculty preceding the meeting. Minutes of each meeting are recorded, distributed, and maintained. During these retreats, departmental breakout sessions may be scheduled. Department heads are encouraged to hold regular departmental meetings or may call meetings of departmental faculty and professional staff whenever the need arises.

Committees are given charges by the Dean. The frequency of committee meetings depends on the committee's charge and progression towards accomplishing the charge. [Committee membership](#) includes a combination of faculty, staff, and students.

### **Bylaws, policies and procedures**

The COP follows ULM's bylaws, policies, and procedures, as delineated in the ULM Faculty Handbook, to address organizational and administrative issues. Issues addressed in the Faculty Handbook include: professional responsibility, academic freedom, intellectual property, employment contracts or letters of appointment and conditions of service, faculty and staff promotion, tenure, grievances, and officers of the faculty (Faculty Senate). These items can be viewed in depth at <http://www.ulm.edu/facultyhandbook>.

Policies and procedures are in place for offsite backup of computer data on a daily basis. Critical information, such as student records, business records, administrative records and course materials, are backed up on the University's server and also on an offsite server. Policies have been established to reschedule courses in cases of technical difficulties, personnel absences or University closure. In addition, distance campuses have access to alternate site distance education equipment in the event of campus systems failure.

### **Communicating with Stakeholders**

The COP strives to maintain consistent communication with and among its stakeholders. The Office of Student and Professional Affairs has established electronic list-serves to communicate with the student body as a whole and with each class. Additionally, a Blackboard™ page has been

established for posting of student announcements and policy documents. Students are required to maintain and access their university electronic mail account as these are considered an official channel of communication. Two student convocations are scheduled each academic year with *ad hoc* convocations scheduled as needed. A Dean’s Student Advisory Council and the Pharmacy Student Senate provide additional means of communication.

Quarterly, a newsletter titled *Le Pharmacien Louisianais* is distributed to all alumni and friends of the College. Articles are written by faculty and staff containing information about COP events, advancements, achievements, updates, student success, research, and other suitable content. The Office of Experiential Education publishes a bi-annual newsletter, *Preceptor*, to provide information concerning the COP and experiential policies and procedures to all preceptors.

Bi-annually, the COP holds a Dean’s Advisory Council conference. The Council is comprised of alumni and friends of the College who are committed to developing ideas about maintaining and enhancing success in all areas concerning the COP. The COP website affords another mechanism to communicate with stakeholders. The website offers an abundance of information including but not limited to academics, student organizations, alumni giving and contact information.

## 2) Checklist:

	Ok	N.I.
The college or school is organized and staffed to facilitate the accomplishment of its mission and goals.	●	○
The college or school administration has defined lines of authority and responsibility, fosters organizational unit development and collegiality, and allocates resources appropriately.	●	○
The college or school has published, updated governance documents, such as bylaws and policies and procedures, which have been generated by faculty consensus under the leadership of the dean in accordance with university regulations.	●	○
If the college or school organizes its faculty into subunits, such as departments or divisions, subunit goals and objectives align with the mission and goals of the college or school. N/A (no subunits) <input type="checkbox"/>	●	○
The effectiveness of each organizational unit is evaluated on the basis of its goals and objectives and its contribution to the professional program.	●	○
Faculty meetings and committees established to address key components of the mission and goals are part of the system of governance of the college or school.	●	○
Where appropriate, faculty committees include staff, students, preceptors, alumni, and pharmacy practitioners.	●	○
Minutes of faculty meetings and committee actions are maintained and communicated to appropriate parties.	●	○
The college or school has policies and procedures that address potential systems failures, whether such failures are technical, administrative, or curricular.	●	○

Contingency planning includes creating secure backups of critical applications and systems data, providing mechanisms for making up lost course work and academic credit, securing alternate means for communication and information delivery, and creating exit strategies to protect students if part or all of a program loses viability.	●	○
The college or school's administration is aware of problems and issues of the student body.	●	○
A clear process exists for students to follow to raise issues with the college or school administration.	●	○
The college or school administration responds to problems and issues of concern to the student body.	●	○
The administration is aware of faculty needs/problems.	●	○
The administration is responsive to faculty needs/problems.	●	○
Alternate program pathways are integrated into the college or school's regular administrative structures, policies, and procedures (including planning, oversight, and evaluation), and are supervised by an administrator who is part of the college or school. N/A (no alt. pathways) <input type="checkbox"/>	●	○
The college or school ensures that workflow and communication among administration, faculty, staff, preceptors, and students engaged in distance-learning activities are maintained. N/A (no alt. pathways) <input type="checkbox"/>	●	○
The college or school retains ultimate responsibility for the academic quality and integrity of distance-learning activities and the achievement of expected and unexpected outcomes, regardless of any contractual arrangements, partnerships, or consortia for educational or technical services. N/A (no alt. pathways) <input type="checkbox"/>	●	○
The college or school has addressed the guidelines for this standard.	●	○

### 3) Comments:

Faculty surveys indicate that over 80% of faculty agree that COP Administrators have clearly defined responsibilities, and 90% believe that they work as a unified team. Seventy-eight percent of faculty believe the administration is aware of needs and is responsive to these needs. Faculty indicate (88%) that the College has clearly communicated policies dealing with harassment and discrimination. Ninety-eight percent agree that a College committee exists to manage curricular development, evaluation, and improvement. Faculty agree (80%) that faculty meetings function effectively as part of the governance of the College. Over 80% of students agree that the COP provides them timely information about news, events and important matters within the COP.

#### 4) Quality Improvements:

Over half of the graduating seniors agree that a clear process exists for students to follow when raising issues with the COP administration, and that the administration responds to problems and issues of concern to the student body in an appropriate manner. While these policies exist, the COP should continue to explore all avenues for communicating policies and procedures to students. The COP should continue efforts to build relationships among faculty, staff, students and alumni.

#### 5) Final Evaluation:

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<p>The organizational structure has appropriate channels of communication and faculty, staff and students are made aware of the chain of command within the college or school.</p> <p>Specific review procedures exist for each organizational unit. Each organizational unit evaluates itself on its goals, objectives and contribution to the professional program. The procedures themselves are reviewed at least once every 6 years in conjunction with the self-study process.</p> <p>Bylaws are current, approved, and adopted by the faculty. They are functional, truly guiding the activities of the faculty who are observing the letter and spirit of the document.</p> <p>The organizational chart accurately and appropriately reflects direct and indirect reporting structures.</p> <p>The organizational structure and staffing facilitates achievement of the mission and goals.</p> <p><input checked="" type="checkbox"/> Meets the Standard</p>	<p>The college or school is developing or updating review procedures for each organizational unit and there is evidence to show that they will be implemented.</p> <p>The college or school is developing or updating faculty bylaws and governance and there is evidence to show that they will be implemented.</p> <p>The organizational chart does not accurately reflect direct and indirect reporting structures.</p> <p>The college or school has a plan and is in the process of addressing all issues related to not meeting the requirements of this standard.</p> <p><input type="checkbox"/> Partially Meets the Standard</p>	<p>The college or school has no bylaws. Decisions are made outside the process outlined by the bylaws.</p> <p>The college has no defined lines of authority or responsibility.</p> <p>The college or school has no defined communication channels for faculty, staff and students.</p> <p>Faculty or students routinely do not respect the chain of command when dealing with administrative or student issues.</p> <p>The organizational structure or insufficient staffing impedes achievement of the mission and goals.</p> <p>Organizational units do not collaborate to facilitate achievement of the mission and goals.</p> <p>The college or school does not have or has inadequate policies and procedures to address potential systems failures.</p> <p>Alternate program pathways are not integrated into the college or school's administrative structures, policies and procedures or are not supervised by a college or school administrator.</p> <p><input type="checkbox"/> Does Not Meet the Standard</p>

## **Standard 8: Qualifications and Responsibilities of the Dean:**

The dean must be qualified to provide leadership in pharmacy professional education and practice, including research, scholarly activities, and service. The dean must be the chief administrative and academic officer and have direct access to the university president or other university officials delegated with final responsibility for the college or school. The dean must unite and inspire administrators, faculty, staff, preceptors, and students toward achievement of the mission and goals. The dean is responsible for ensuring that all accreditation requirements of the ACPE are met, including the timely submission of all reports and notices of planning for substantive changes.

### **1) Description of Compliance:**

Dr. Lamar Pritchard was appointed Dean of the College of Health Sciences in July 2004, a position which included administrative responsibilities for the School of Pharmacy, School of Nursing, Toxicology Program, Communicative Disorders Program, Dental Hygiene Program, Clinical Laboratory Science Program, Occupational Therapy Program, and Radiologic Technician Program. Following reorganization, Dr. Pritchard was appointed Dean of the College of Pharmacy in August 2005. Administrative responsibilities also include oversight of the Toxicology program, Louisiana Drug Information Center, the Louisiana Medicaid Outcomes and Evaluation Research Unit, the Louisiana Medicaid Prior Approval Program, and the Louisiana Medicaid Disease Management Program. Dean Pritchard's responsibilities as the chief executive officer of the ULM COP are found in the Dean's position description ([Appendix 8-1](#)).

Dr. Pritchard is a registered pharmacist and has experience in multiple settings. He received his Ph.D. in Pharmacy from the University of Georgia College of Pharmacy in 1993. As a faculty member at the University of Georgia College of Pharmacy, his duties included teaching undergraduate and graduate courses and conducting research focusing on disease state management, pharmaceutical outcomes research, and quality management. Dr. Pritchard has also developed and delivered educational programs for the postgraduate continuing education department.

Dr. Pritchard has been invited to speak at local, regional, and national meetings on issues around pharmacy outcomes management, community pharmacy practice and patient counseling. He has been awarded numerous research and educational grants totaling over \$450,000.00. He served as a consultant for various pharmaceutical corporations.

As both Dean of the College of Health Sciences and Dean of the College of Pharmacy at ULM, Dr. Pritchard has led and managed eight separate health sciences programs, 193 faculty and staff, and 4,400 students. The annual budget for these programs totaled \$12M.

Dean Pritchard is an effective advocate for the College. During his tenure, Dean Pritchard has increased annual general funding for the COP from \$6 million to over \$10 million; additionally, he

assisted in the acquisition of a new COP building and funding for building renovations and construction of a new vivarium. He has revitalized alumni support, which has enhanced fund-raising and political capital.

Based on the 2007 *Faculty Survey*, faculty assessment of his performance was very good. For example, 96% of the respondents agreed that the Dean is an effective leader. The majority of respondents (greater than 75%) agreed that the Dean has clearly defined responsibilities, has developed a unified team and is aware of and responsive to faculty problems. According to the 2007 *Alumni Survey*, 85% of the respondents agreed that the Dean provides leadership in pharmacy education and practice necessary to move the College forward.

## 2) Checklist:

	Ok	N.I.
The dean is qualified to provide leadership in pharmacy professional education and practice, including research, scholarly activities, and service.	●	○
The dean is the chief administrative and academic officer and has direct access to the university president or other university officials delegated with final responsibility for the college or school.	●	○
The dean unites and inspires administrators, faculty, staff, preceptors, and students to achieve the mission and goals.	●	○
The dean is responsible for ensuring that all accreditation requirements of the ACPE are met, including the timely submission of all reports and plans for substantive changes.	●	○
The dean has the assistance and full support of the administrative leaders of the college or school's organizational units and adequate staff support. In instances where the dean is assigned other substantial administrative responsibilities within the university, arrangements for additional administrative support to the office of the dean are made to ensure effective administration of the affairs of the college or school.	●	○
The dean is responsible for compliance with ACPE's accreditation standards, policies, and procedures. In the event that remedial action is required to bring the college or school into compliance, the dean takes the necessary steps to ensure compliance in a timely and efficient manner.	●	○
Faculty receive adequate support from the dean.	●	○
The qualifications and characteristics of the dean relate well to those called for in the standards (i.e., <ul style="list-style-type: none"> <li>• a degree in pharmacy or a strong understanding of contemporary pharmacy and health care systems</li> <li>• a scholarly concern for the profession, generally, and for the diverse aspects of pharmacy practice, in particular</li> <li>• publications in pharmacy and biomedical literature in areas relevant to the mission and goals of the college or school</li> <li>• appropriate leadership and managerial skills and experience in the academic (preferred) or health care sectors</li> <li>• strong written and interpersonal communication skills</li> <li>• a commitment to systematic planning, assessment, and continuous programmatic improvement</li> <li>• a commitment to teaching and student learning, including pedagogy</li> <li>• a commitment to the advancement of research and scholarship</li> <li>• the ability and willingness to provide assertive advocacy on behalf of the college or school to the university administration</li> <li>• the ability and willingness to provide assertive advocacy on behalf of the college or school and the profession of pharmacy in community, state, and national health care initiatives</li> <li>• a record of and willingness to continue active participation in the affairs of pharmacy's professional and scientific societies).</li> </ul>	●	○
The dean is responsible for directly or indirectly ensuring:	●	
• development, articulation, and implementation of the mission and goals	●	○
• acceptance of the mission and goals by the stakeholders	●	○

• development, implementation, evaluation, and enhancement of the educational, research, service, and pharmacy practice programs	●	○
• development and progress of the strategic plan and the evaluation plan, including assessment of outcomes	●	○
• recruitment, development, and retention of competent faculty and staff	●	○
• initiation, implementation, and management of programs for the recruitment and admission of qualified students	●	○
• establishment and implementation of standards for academic performance and progression	●	○
• resource acquisition and mission-based allocation	●	○
• continuous enhancement of the visibility of the college or school on campus and to external stakeholders	●	○
The college or school has addressed the guidelines for this standard.	●	○

### 3) Comments:

### 4) Quality Improvements:

### 5) Final Evaluation:

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<p>The dean has a clearly articulated job description that is readily accessible by all.</p> <p>Faculty and students support the dean's activities.</p> <p>The dean meets with the executive committee regularly.</p> <p>The dean has options for advising and shared decision-making when needed.</p> <p>The dean has a full compliment of administrative-support personnel, (budget, development, etc.).</p> <p>The dean will make unpopular decisions when necessary, but is still able to retain support.</p> <p>The dean takes steps to clearly communicate decisions.</p> <p>The dean has good communication with the university administration and alumni.</p> <p>The dean has a clearly-identified chain-of-command and is supported by administrators who have the authority to make decisions in the dean's absence.</p> <p>The dean is engaged in development (funding) activities and is able to acquire resources needed to support the college or school.</p> <p>The dean is actively engaged in the profession outside the school.</p> <p><input checked="" type="checkbox"/> Meets the Standard</p>	<p>The dean is not willing to delegate or share authority with administrators and support personnel.</p> <p>The dean's job description does not accurately articulate his/her responsibilities.</p> <p>The college or school has a plan and is in the process of addressing all issues related to not meeting the requirements of this standard.</p> <p>Partially Meets the Standard</p>	<p>The dean is a poor communicator or leader.</p> <p>There is a widespread feeling of faculty unrest or dissatisfaction at the college or school.</p> <p>Faculty or university officials are not supportive of the dean.</p> <p>The dean does not defend the college or school.</p> <p>The dean is not adequately qualified.</p> <p>The dean is not involved with the profession.</p> <p>Does Not Meet the Standard</p>