

ACCREDITATION COUNCIL FOR PHARMACY EDUCATION



UNIVERSITY OF KANSAS

SCHOOL OF PHARMACY

LAWRENCE AND WICHITA, KANSAS

THE EVALUATION TEAM REPORT

OF THE

PROFESSIONAL PROGRAM LEADING TO THE

DOCTOR OF PHARMACY DEGREE

EXPANSION TO THE WICHITA CAMPUS

MARCH 15-16, 2011

UNIVERSITY OF KANSAS
SCHOOL OF PHARMACY

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**UNIVERSITY OF KANSAS
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DOCTOR OF PHARMACY PROGRAM

THE EVALUATION TEAM REPORT

I. INTRODUCTION

A. Purpose The focused on-site evaluation is a component of the accreditation review that results in the Focused Evaluation Team Report to be used for purposes of considering the continued accreditation of the Doctor of Pharmacy program. The focused on-site evaluation was conducted to assess the planning and state of preparation for the expansion of the program to the Wichita, Kansas, campus. The evaluation process on this focused review gave particular attention to the progress made and the changes that have occurred since the last comprehensive on-site evaluation, as well as to the plans for continuing development of the Doctor of Pharmacy program at the branch campus. In addition to the update provided prior to the March 15-17, 2011, focused on-site evaluation, the team reviewed the Accreditation Council for Pharmacy Education (ACPE) response to the School's interim report submitted since the last comprehensive visit (see accreditation history below).

B. Accreditation History

- Date of Last Comprehensive Review: February 19-21, 2008.
- Focused Visits since Last Review: None.
- Interim Reports since Last Review: April 1, 2009; April 1, 2010.
- Special Conditions/Status: None.
- Standards Requiring Monitoring (as of last Board action): Standard 24: Faculty and Staff – Quantitative Factors; and Standard 30: Financial Resources.

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C. Evaluation Team The evaluation team members were:

- Victor A. Yanchick, PhD, Dean and Professor, Virginia Commonwealth University at the Medical College of Virginia Campus, School of Pharmacy, Richmond, Virginia;
- Cindy Stowe, PharmD, Associate Dean for Academic Affairs, University of Arkansas for Medical Sciences, College of Pharmacy, Little Rock, Arkansas; and
- Jeffrey W. Wadelin, PhD, Associate Executive Director and Director, Professional Degree Program, ACPE, Chicago, Illinois.

D. Evaluation Procedure The accreditation review was based upon the Accreditation Standards and Guidelines for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree, adopted January 15, 2006, and implemented July 1, 2007 (“Standards 2007”). As a component of this evaluation, the School of Pharmacy provided an updated planning document detailing the plans for and state of readiness for the expansion of the Doctor of Pharmacy program to the Wichita, Kansas, campus. The schedule of the evaluation team visit is enclosed (Appendix I). A summary of the evaluation team’s findings and recommendations was presented at the conclusion of the on-site evaluation to the Dean of the School of Pharmacy and other members of the leadership team. The Focused Evaluation Team Report, the School’s update, and any additional communications and/or information received from the University and/or the School will be considered by the ACPE Board of Directors at its June 22-26, 2011, meeting. The Accreditation Action and Recommendations of the Board will be transmitted to the institution as soon as is feasible following this meeting.

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A. Summary of the Evaluation of All Standards¹

Standards	Compliant	Partially Compliant	Non-Compliant
MISSION, PLANNING, AND EVALUATION	monitor		
1. College or School Mission and Goals	<input checked="" type="checkbox"/>		
2. Strategic Plan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
3. Evaluation of Achievement of Mission and Goals	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
ORGANIZATION AND ADMINISTRATION			
4. Institutional Accreditation	<input checked="" type="checkbox"/>		
5. College or School and University Relationship	<input checked="" type="checkbox"/>		
6. College or School and other Administrative Relationships	<input checked="" type="checkbox"/>		
7. College or School Organization and Governance	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
8. Qualifications and Responsibilities of the Dean	<input checked="" type="checkbox"/>		
CURRICULUM			
9. The Goal of the Curriculum	<input checked="" type="checkbox"/>		
10. Curricular Development, Delivery, and Improvement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
11. Teaching and Learning Methods	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
12. Professional Competencies and Outcome Expectations	<input checked="" type="checkbox"/>		
13. Curricular Core—Knowledge, Skills, Attitudes, and Values	<input checked="" type="checkbox"/>		
14. Curricular Core—Pharmacy Practice Experiences	<input checked="" type="checkbox"/>		
15. Assessment and Evaluation of Student Learning and Curricular Effectiveness	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
STUDENTS			
16. Organization of Student Services	<input checked="" type="checkbox"/>		
17. Admission Criteria, Policies, and Procedures	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
18. Transfer of Credits and Waiver of Requisites for Admission with Advanced Standing	<input checked="" type="checkbox"/>		
19. Progression of Students	<input checked="" type="checkbox"/>		
20. Student Complaints Policy	<input checked="" type="checkbox"/>		
21. Program Information	<input checked="" type="checkbox"/>		
22. Student Representation and Perspectives	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
23. Professional Behavior and Harmonious Relationships	<input checked="" type="checkbox"/>		
FACULTY AND STAFF			
24. Faculty and Staff—Quantitative Factors	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
25. Faculty and Staff—Qualitative Factors	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
26. Faculty and Staff Continuing Professional Development and Performance Review	<input checked="" type="checkbox"/>		
FACILITIES AND RESOURCES			
27. Physical Facilities	<input checked="" type="checkbox"/>		
28. Practice Facilities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
29. Library and Educational Resources	<input checked="" type="checkbox"/>		
30. Financial Resources	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

¹ Findings of the Evaluation Team serve as advisory to the ACPE Board of Directors and should not be viewed as an expression of the Board's determination of compliance or non-compliance with any ACPE accreditation standard.

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B. Overall Summary

The School has set forth plans to increase its overall enrollment from 105 students per class to 170 students per class, 20 of whom will matriculate in Wichita, Kansas, in fall 2011. The pharmacy faculty and students in Wichita will join University of Kansas Medical School faculty and students (now only eight students per class in the third year of the medical program) who have been in Wichita for a few years. Space within the University building in Wichita is presently being renovated for the School of Pharmacy (anticipated completion in May 2011). This includes the installation of significant technology to support the planned synchronous distance delivery of the curriculum. On-site support in Wichita will include an Associate Dean (already in place) and six faculty (presently planned to all be pharmacy practice). It should also be noted that the School moved into a new building in August 2010 that has also been outfitted with significant technology to permit bidirectional synchronous delivery of the program. Faculty in Lawrence have already begun to practice with the distance delivery technology during the current academic year, as a part of preparations for the satellite campus. Overall, the School appears to be well-positioned to open the satellite campus. A number of areas should be monitored, however, as this is the School's first School-wide experience with such an endeavor (note the monitoring boxes checked in the Summary of the Evaluation of All Standards table above).

Specific comments and concerns raised by the focused on-site evaluation team are noted below.

Mission, Planning, and Evaluation

- It is the University's intent to expand its health care educational programs to Wichita and some programs to other parts of the state. As noted

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above, the expansion of the pharmacy program to Wichita is a part of an overall enrollment increase intended to address the demand for more pharmacists in Kansas, particularly in more rural parts of the state. It will be important for the School to clearly identify specific and measurable goals and outcomes for the Wichita endeavor in its strategic plan and to expand its overall evaluation and assessment plans to encompass the new endeavor. (Standards 2 and 3 – monitoring requested).

Recommended Monitoring

- The School should report on any changes to or expansion of its strategic plan to set forth specific goals and objectives for the Wichita endeavor. The reporting should include a description of evaluation plans to measure and assess the achievement of the goals set forth.

Organization and Administration

- The School has added a full-time Associate Dean to direct the day-to-day operations at the Wichita campus. The Associate Dean is a member of the School's Executive Committee and reports to the Dean. As faculty are added in Wichita, it will be important to clearly communicate how governance will work, particularly to clarify how Wichita faculty campus responsibilities and greater School/Departmental responsibilities will articulate. Also, the Department of Pharmacy Practice is presently operating under acting/interim leadership. It will be important to resolve this situation as quickly as possible due to the importance of having a permanent Chair in the faculty recruitment and hiring process. Also, while the Wichita satellite will most certainly develop its own culture, attention needs to be devoted to ensuring that it remains an integral part of the School. (Standard 7 – monitoring requested).

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Recommended Monitoring

- The School should report on the evolution of governance structures, policies, and procedures relative to the functioning of the Wichita campus.

Curriculum

- The School's curriculum will remain unchanged when the Wichita campus is added. It is estimated that at least initially, almost all of the distance education instruction will originate from Lawrence and be broadcast to Wichita. Significant attention needs to be devoted to ensuring that both faculty and students are prepared for a distance-delivery program on both campuses. A key issue to be addressed is how lecture capture/archiving of course delivery will be managed and how this information will be made available to students. In addition, the impact of the substantial increase in enrollment on faculty workload and on student assessment on both campuses needs to be followed. (Standards 10 and 11- monitoring requested).
- The School has a well developed assessment plan that now includes assessing comparability between sites. Plans include comparing student performance, the quality of experiential and campus-based facilities, and eventually performance on licensing examinations. (Standard No. 15 – monitoring requested).

Recommended Monitoring

- The School should report on the comparability of student performance during the initial semesters following the launch of its dual-campus, distance-learning environment.

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Students

- A number of policies in the area of student services must be established, including those addressing student transfer between campuses, class attendance at another site, and how students will engage in professional student organizations and student governance. A critical review of the current admissions process (criteria, policies, and procedures) is needed, both in terms of the campus selection process and the overall enrollment increase in the program. (Standard 17 - monitoring requested).
- Attention also needs to be devoted to enhance greater student participation in School committee work, particularly in the Curriculum Committee and the Admissions Committee. Additionally, mechanisms need to be developed to ensure students from both campuses have adequate opportunities for representation with regard to School affairs and for their perspectives to be included in programmatic improvement efforts. As with the comment above, this pertains both to how Wichita students will be represented and involved and to how the larger student enrollment will be represented. (Standard 22 – monitoring requested).

Recommended Monitoring

- The School should report on its review of the admissions process and its outcomes for the larger class and the first students in Wichita. Reporting should also include a description of how students on both the Lawrence and Wichita campuses will be more engaged with the School as a whole.

Faculty and Staff

- Seven on-site full-time faculty will be based at the Wichita site. These positions include the Associate Dean plus six pharmacy practice faculty. As noted above, the Associate Dean is already on-site. The faculty positions are in various stages of search processes. The evaluation team

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urges the School to carefully monitor the adequacy of faculty resources in Wichita, particularly as student enrollment grows. Strong consideration should also be given to the inclusion of pharmaceutical sciences faculty in Wichita. (Standards 24 and 25 - monitoring requested).

Recommended Monitoring

- The School should provide an update on the status of its hiring plan, including the status of the Chair of the Department of Pharmacy Practice.

Facilities and Resources

- As noted earlier, the School has recently moved into a new facility in Lawrence, and dedicated facilities are being finished in Wichita to house the satellite program. Both facilities provide adequate space, both in terms of quantity and quality, to support the expansion. Moreover, significant investment has been made in technology to support bidirectional distance delivery of the program.
- The School has utilized pharmacy practice sites in Wichita previously to support the program. In this regard, good relationships and support exist throughout the area. The greater issue with experiential education is capacity to handle the new total enrollment of 170 students per class. Efforts should be focused on capacity building at both the IPPE and APPE levels to meet this new level of demand. (Standard 28 – monitoring requested).
- The funding model to support enrollment expansion and the Wichita satellite is based upon a differential pharmacy course fee that flows 100% to the School. It is essential to programmatic quality and success that this be maintained. It will also be important to monitor the impact of potential budget cuts, given some of the economic challenges faced by the state. (Standard 30 – monitoring requested).

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Recommended Monitoring

- The School should report on the adequacy of its pharmacy practice resource capacity, both for IPPE and APPE, to accommodate the increased overall enrollment and the Wichita area expansion.
- The School should report on any changes in its overall budget as well as funding to support enrollment expansion and the Wichita satellite. Continuous monitoring should also be given to the relationship between pharmacy manpower needs in Kansas and the School's enrollment.

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APPENDIX I: EVALUATION TEAM VISIT SCHEDULE

ACPE Focused Visit

With

The University of Kansas
School of Pharmacy

March 15-17, 2011

March 15

12:05 pm Team arrives Kansas City International Airport, Kansas City, MO (pickup by Affordable Limousine, phone 785-841-0463)

The limousine service will be waiting for the site visit team at the US Air Baggage Claim in Terminal A (Victor Yanchick and Jeff Wadelin arrive here).

Note Delta arrives at Terminal B. Cindy Stowe please take the RED shuttle curbside outside the Delta Baggage Claim door at Terminal B and ride over to the US Air Baggage Claim at Terminal A and meet up with Jeff and Vic for travel to Lawrence.

Flight Information

Cindy Stowe:

March 15: Depart Little Rock on Delta Airlines 5380 at 6:45 AM arrive Memphis 7:37 AM
Depart Memphis on Delta Airlines 4144 at 9:15 AM arrive Kansas City 10:48 AM

Victor Yanchick:

March 15: Depart Richmond on US Airways 7731 at 7:55 AM arrive Chicago 9:05 AM
Depart Chicago on US Airways 7068 at 10:30 AM arrive Kansas City 12:02 PM

Jeffrey Wadelin:

March 15: Depart Chicago on United 7634 at 10:30 AM arrive Kansas City 12:02 PM

1:00 pm Lunch and Team organization time (Room 2044)

2:00 pm Meeting with Dean (Room 2044)

3:30 pm Team meets with Executive Committee (Room 2044 – Videoconference)

5:00 pm Tour of facilities (Dean)

6:00 pm Team transported to Hotel (Eldridge Hotel, 701 Massachusetts Street, delivery arranged by the School)

7:30 pm Team Dinner
Ten Restaurant at The Eldridge Hotel
701 Massachusetts
Lawrence, KS 66044
785-749-4512

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March 16

- 7:00 am Breakfast at The Eldridge Hotel; Checkout
- 8:00 am Team transported to campus (pickup arranged by the School)
- 8:15 am Team meets with Student Affairs personnel (Room 2044 – Videoconference)
- 9:00 am Team meets with Experiential Directors/Associate Deans (Room 2040)
- 9:45 am Team meets with Curriculum Committee (Room 2040)
- 10:30 am Team meets with Assessment Committee (Room 2040)
- 11:30 am Working lunch with Student Group (STUCO) (Room 2040)
- 12:30 -2:00 pm Individual meetings with faculty (Rooms 3001 and 3003)
- 12:30 Team Member A meets with faculty member (Larry Davidow/Pharmacy Practice)
- Team Member B meets with faculty member (Donna Coffman/Pharmacy Practice)
- 1:00 Team Member A meets with faculty member (Tom Prisinzano/Medicinal Chemistry)
- Team Member B meets with faculty member (Tara Jenkins/Pharmacy Practice)
- 1:30 pm Team Member A meets with faculty member (Christian Schöneich/Pharmaceutical Chemistry)
- Team Member B meets with faculty member (Alex Moise/Pharmacology & Toxicology)
- 2:15 pm Team transported to Wichita (160 miles South and West of Lawrence) and Hotel (Hyatt Regency, 400 West Waterman) by the Pharmacy Deans.
- 7:00 pm Team Dinner
Harvest Kitchen within the Hyatt Regency Wichita
400 W. Waterman
Wichita, KS 67202
316-613-6300
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March 17

- 7:00 am Breakfast; Checkout
- 8:00 am Transport to the School (pickup arranged by the School)
- 8:15 am Team meets with Associate Deans (Bob Emerson, Harold Godwin, Ron Ragan) (Founders Room)
- 9:45 am Break
- 10:00 am Team meets with Wichita-KUMC Dean Wilson (Founders Room)
- 10:30 am Tour of Wichita facilities (Associate Deans & Dean)
- 11:30 am Working Lunch (Founders Room)
- 1:30 pm Exit meeting with Dean (Founders Room)
-
- 3:00 pm Travel to Wichita airport (Delivery arranged by the Pharmacy Deans)

Flight Information

Victor Yanchick:

March 17: Depart Wichita on United Airlines 6114 at 6:20 PM arrive Chicago 8:13 PM
Depart Chicago on United Airlines 6021 at 9:05 PM arrive Richmond 11:57 PM

Cindy Stowe:

March 17: Depart Wichita on Delta Airlines 4612 at 4:35 PM arrive Memphis 6:01 PM
Depart Memphis on Delta Airlines 5381 at 7:50 PM arrive Little Rock 8:43 PM

Jeffrey Wadelin:

March 17: Depart Wichita on United 6114 at 6:20 PM arrive Chicago 8:13 PM

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APPENDIX II: FACULTY ADDENDUM

KEY UNIVERSITY ADMINISTRATION

Chancellor Bernadette Gray-Little, Ph.D.
Provost Jeffrey Vitter, Ph.D.

KEY COLLEGE/SCHOOL OFFICERS

Dean Kenneth L. Audus, Ph.D.
Associate Dean Gene Hotchkiss, B.S., R.Ph.
Associate Dean Harold Godwin, M.S., R.Ph.
Associate Dean Ronald Ragan, Ph.D., R.Ph.
Associate Dean John F. Stobaugh, Ph.D.
Associate Dean Robert L. Emerson, Pharm.D., R.Ph.

FACULTY

Pharmacy Practice

Interim Chair David Henry

Full Time

James M. Backes, Associate Professor of Pharmacy Practice; B.S. Pharm., Creighton University (1991); Pharm.D., Creighton University (1993); R.Ph., KS, NE
Brian J. Barnes, Associate Professor of Pharmacy Practice; Pharm.D., University of Kansas (2000); R.Ph., KS, MO
Donna M. Coffman, Clinical Instructor of Pharmacy Practice; B.S. Pharm., University of Kansas (1979); R.Ph., KS
Lawrence W. Davidow, Clinical Assistant Professor of Pharmacy Practice; B.S. Pharm., University of Missouri-Kansas City (1989); Ph.D., University of Kansas (1996); R.Ph., KS
Robert L. Emerson, Clinical Associate Professor and Associate Dean for Wichita; B.S. Pharm., University of Kansas (1988); Pharm.D., University of Kansas (2004); R.Ph., KS, TX
Marty Eng, Clinical Assistant Professor of Pharmacy Practice; Pharm.D., University of Maryland-Baltimore (2000); R.Ph., KS, MD, TX
Harold N. Godwin, Professor of Pharmacy Practice and Associate Dean for Clinical and Medical Center Affairs; B.S. Pharm., University of Kansas (1964); M.S., The Ohio State University (1966); R.Ph., KS, OH
Dennis W. Grauer, Associate Professor of Pharmacy Practice; B.S. Pharm., University of Kansas (1989); M.S. Pharm., The Ohio State University (1991); Ph.D., The Ohio State University (1991); R.Ph., KS, MO
David W. Henry, Associate Professor of Pharmacy Practice; B.S. Pharm., University of Kansas (1973); M.S. Pharm., University of Kansas (1984); R.Ph., KS
Tara L. Jenkins, Assistant Professor of Pharmacy Practice; B.S., University of Oklahoma Health Sciences Center (2000); Ph.D., University of Oklahoma Health Sciences Center (2007); R.Ph., KS, OK
Patricia Howard, Professor of Pharmacy Practice; B.S., University of Kansas (1974); B.S. Pharm., University of Kansas (1981); Pharm.D., University of Kansas (1988); R.Ph., KS
Alison King, Clinical Assistant Professor of Pharmacy Practice; Pharm.D., University of Missouri-Kansas City (2006); R.Ph., KS, MO

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- James W. Kleoppel, Clinical Assistant Professor of Pharmacy Practice and Director of Advanced Pharmacy Practice Experience; B.S., Central Missouri State University (1975); B.S. Pharm., University of Kansas (1980); Pharm.D., University of Kansas (2007); R.Ph., KS, MO
- Karen E. Moeller, Clinical Associate Professor of Pharmacy Practice; B.S., University of Tennessee (1996); Pharm.D., Virginia Commonwealth University (2000); R.Ph., KS, VA, WV
- Ronald E. Ragan, Clinical Assistant Professor of Pharmacy Practice and Associate Dean for Academic Affairs; B.S. Pharm., University of Kansas (1984); M.S., Ph.D., University of Kansas (1998); R.Ph., KS
- Jon Ternus, Clinical Assistant Professor of Pharmacy Practice, B.S. , Drake University (1990); R.Ph., KS, MO
- Timothy E. Welty, Professor of Pharmacy Practice; B.S., Butler University (1977); M.A., Trinity International University (1980); Pharm.D., University of Minnesota (1982); R.Ph., KS, IN, AL, ND
- Barbara L. Woods, Clinical Assistant Professor of Pharmacy Practice and Director of Postgraduate Education; B.S., University of Kansas (1968); B.S. Pharm., University of Kansas (1975); M.A., University of Kansas (1997); R.Ph., KS
- Jae W. Yang, Assistant Professor of Pharmacy Practice; B.S., Seoul National University-Korea (1989); Ph.D., Seoul National University-Korea (1993); Pharm.D., Western University (2006); R.Ph., KS, CA, Korea

Part Time

- Stefanie N. Dahm, Clinical Instructor of Pharmacy Practice; Pharm.D., University of Nebraska Medical Center (1995); R.Ph., NE
- Joyce Generali, Clinical Professor of Pharmacy Practice; B.S. Pharm., University of Connecticut (1979); M.S. Pharm., University of Kansas (1982); R.Ph., KS, RI
- Janelle Ruisinger, Clinical Associate Professor of Pharmacy Practice; Pharm.D., University of Kansas (1999); R.Ph., KS
- Cathy J. Thrasher, Clinical Instructor of Pharmacy Practice; B.S. Pharm., University of Kansas (1975); R.Ph., KS

Pharmacology & Toxicology

Chair Nancy Muma

Full Time

- Gonzalo A. Carrasco, Assistant Professor of Pharmacology & Toxicology; B.S., University of Concepcion (1988); M.S., University of Concepcion (1991); Ph.D., University of Concepcion (2000)
- Rick T. Dobrowsky, Professor of Pharmacology & Toxicology; B.A., North Carolina State University (1981); M.S., North Carolina State University (1985); Ph.D., North Carolina State University (1990)
- Elias K. Michaelis, University Distinguished Professor and Professor of Pharmacology & Toxicology; B.A., Fairleigh Dickinson University (1965); M.D., St. Louis University (1969); Ph.D., University of Kentucky (1973)
- R. Alexander Moise, Assistant Professor of Pharmacology & Toxicology; B.S., University of British Columbia (1994); Ph.D., University of British Columbia (2000)
- Jackob Moskovitz, Assistant Professor of Pharmacology & Toxicology; B.A., Technion-Israel Institute of Technology (1985); M.S., Technion-Israel Institute of Technology (1987); D.Sc., Technion-Israel Institute of Technology (1992)

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Nancy A. Muma, Professor of Pharmacology & Toxicology; B.A., Western Maryland College (1979); M.S., Ph.D., University of Louisville (1985)

Honglian Shi, Associate Professor of Pharmacology & Toxicology; B.S., Huazhong University of Science and Technology-China (1990); Ph.D., Institute of Biophysics-China (1995)

Jeffrey L. Staudinger, Associate Professor of Pharmacology & Toxicology; B.S., Nebraska Wesleyan University (1987); M.S., Ph.D., University of Texas-Houston (1996)

Shi Du Yan, Mossberg Distinguished Professor and Professor of Pharmacology & Toxicology; M.D. (Medicine), Fujian Medical College-China (1983); M.D. (Histopathology), Fujian Medical College-China (1986)

Part Time

Stephen C. Fowler, Professor of Pharmacology & Toxicology; B.S., University of Alabama-Tuscaloosa (1966); Ph.D., Princeton University (1970)

Mary L. Michaelis, Professor of Pharmacology & Toxicology; B.S., Webster College (1966); M.S., University of Kansas (1968); Ph.D., University of Kansas (1978)

Pharmaceutical Chemistry

Chair Christian Schöneich

Full Time

Kenneth L. Audus, Professor of Pharmaceutical Chemistry; B.S., University of South Dakota (1980); Ph.D., University of Kansas (1984)

Ronald T. Borchardt, Summerfield Distinguished Professor and Professor of Pharmaceutical Chemistry; B.S. Pharm., University of Wisconsin (1967); Ph.D., University of Kansas (1970)

Laird Forrest, Assistant Professor of Pharmaceutical Chemistry; B.S., Auburn University (1998); M.S., University of Illinois (2001); Ph.D., University of Illinois (2003)

Jeffrey P. Krise, Associate Professor of Pharmaceutical Chemistry; B.S. Pharm., Duquesne University (1993); Ph.D., University of Kansas (1998); R.Ph., PA

Jennifer A.S. Laurence, Associate Professor of Pharmaceutical Chemistry; B.A., Miami University (1994); Ph.D., Purdue University (2000)

C. Russell Middaugh, Higuchi Distinguished Professor and Professor of Pharmaceutical Chemistry; B.S., University of California-Santa Cruz; Ph.D., Cornell University (1978)

Christian Schöneich, Professor of Pharmaceutical Chemistry; Diploma, Free University Berlin (1987); Ph.D., Technical University Berlin (1990)

Teruna J. Siahaan, Professor of Pharmaceutical Chemistry; B.Sc., University of Indonesia; M.Sc., University of Indonesia; Ph.D., University of Arizona (1986)

Valentino J. Stella, University Distinguished Professor and Professor of Pharmaceutical Chemistry; B.Pharm., Victorian College of Pharmacy (1967); M.S., Ph.D., University of Kansas (1971)

John F. Stobaugh, Professor of Pharmaceutical Chemistry and Associate Dean for Research and Graduate Affairs; B.S. Pharm., University of Oklahoma (1974); M.S., University of Oklahoma (1974); M.S., Ph.D., University of Kansas (1982)

David Volkin, Higuchi Distinguished Professor and Professor of Pharmaceutical Chemistry; B.A., University of California-San Diego (1982); Ph.D., Massachusetts Institute of Technology (1990)

Part Time

Cory Berkland, Associate Professor of Pharmaceutical Chemistry; B.S., Iowa State University (1998); M.S., University of Illinois (2001); Ph.D., University of Illinois (2003)

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Anna Hagen, Instructor in Pharmaceutical Chemistry; B.Sc. (Biochemistry), University of Ottawa-Canada (1981); B.A.Sc. (Chemical Engineering), University of Ottawa-Canada (1984); Ph.D., Massachusetts Institute of Technology (1989)

Susan M. Lunte, Adams Distinguished Professor and Professor of Pharmaceutical Chemistry; B.A., Kalamazoo College (1980); Ph.D., Purdue University (1984)

Medicinal Chemistry

Chair Barbara Timmermann

Full Time

Jane Aldrich, Professor of Medicinal Chemistry; B.S., Michigan State University (1976); Ph.D., University of Michigan (1983)

Jeffrey Aubé, Professor of Medicinal Chemistry; B.S., University of Miami (1980); Ph.D., Duke University (1984)

Brian S.J. Blagg, Professor of Medicinal Chemistry; B.A., Sonoma State University (1994); Ph.D., University of Utah (1999)

Sunil A. David, Associate Professor of Medicinal Chemistry; M.D., Madras University (1986); Ph.D., Madras University (1995)

Apurba Dutta, Associate Professor of Medicinal Chemistry; B.Sc., North-Eastern Hill University (1980); M.Sc., North-Eastern Hill University (1982); Ph.D., North-Eastern Hill University (1989)

Gary L. Grunewald, Professor of Medicinal Chemistry; B.S, B.Pharm., Washington State University (1960); Ph.D., University of Wisconsin (1965)

Robert Hanzlik, Professor of Medicinal Chemistry; B.A., Southern Illinois University (1966); Ph.D., Stanford University (1970)

Blake R. Peterson, Regents Distinguished Professor and Professor of Medicinal Chemistry; B.S., University of Nevada-Reno (1990); Ph.D., University of California-Los Angeles (1994)

Thomas F. Prisinzano, Associate Professor of Medicinal Chemistry; B.S., University of Delaware (1995); Ph.D., Virginia Commonwealth University (2000)

Emily Scott, Associate Professor of Medicinal Chemistry; B.S., Texas A&M University (1992); Ph.D., Rice University (1998)

Barbara N. Timmermann, Distinguished Professor of Medicinal Chemistry; B.S., Universidad Nacional de Cordoba (1970); M.A., University of Texas (1977); Ph.D., University of Texas (1980)

Part Time

Lester A. Mitscher, University Distinguished Professor and Professor of Medicinal Chemistry; B.S. Pharm., Wayne State University (1953); Ph.D., Wayne State University (1958)

Deans Office

Full Time

Joe Heidrick, Director of Introductory Pharmacy Practice Experience; Pharm.D., University of Kansas (2004); R.Ph., KS, NC

Gene R. Hotchkiss, Associate Dean for Administration; B.S.Pharm., University of Kansas (1969); R.Ph., KS

David W. Virtue, Director of Performance Assessment; B.B.A., University of Iowa (1966); M.S.W., University of Michigan (1973); Ph.D., University of Kansas (1988)

Part Time

Mellinda R. Fowles, Student Success Intern (Program Assessment); B.A., University of Kentucky (2001)

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APPENDIX III: FACULTY RESOURCE REPORT

Version: July 2008

This document is requested for completion for both site visits and interim reports.
If you have questions about this form, please contact the ACPE staff.

ACPE Faculty Resource Report

Please enter name of University; College/School of Pharmacy; Campus (if applicable) here

Section A - FTE Totals

Instructions:

The terms "filled positions," "vacant positions," "hires," "resignations," "retirements," "other losses" (pale blue cells) denote the presence/absence/movements of **actual persons**, as opposed to "approved positions" and "discontinued positions" which refer to the **positions** which the school is authorized to fill.

Include Full Time and Part Time Faculty. For Part Time Faculty, count only those faculty with a **minimum** 0.5FTE employment contract with the college or school. Count the actual FTE (e.g., 1.0 FTE, 0.75 FTE, 0.5 FTE).

If the program is offered over multiple branches or campuses, one copy of this form should be completed for **each branch or campus separately**.

Cells shaded GRAY contain a formula; other cells with a 0 require data entry as applicable. The worksheet is PROTECTED to prevent access to cells containing a formula. Data can only be added to unprotected cells (shaded in pale BLUE or YELLOW). To assist you to understand the construction of the worksheet, comments are included (see section for Pharmaceutical Sciences).

Text in RED can or should be re-entered as applicable.

The three closing figures (June 30) of any given year must be the same as the three opening figures (July 1) of the next academic year.

If a resignation or retirement occurs at the end of an academic year (i.e., the position has been filled for all or most of the academic year), the entry can be made in the next academic year to more accurately indicate the impact of the change.

If the worksheet contains a NEGATIVE figure, please re-check your figures. A negative figure could exist under "vacant positions" if the school has more faculty/staff in place than there are authorized positions.

If the departmental titles reflected below do not adequately reflect your structure, you may change the titles. If the form does not accommodate your departmental structure, please contact ACPE.

	PAST ACADEMIC YEAR			CURRENT ACADEMIC YEAR			NEXT ACADEMIC YEAR		
	APPROVED positions (total FTE)	FILLED positions (total FTE)	VACANT positions (total FTE)	APPROVED positions (total FTE)	FILLED positions (total FTE)	VACANT positions (total FTE)	APPROVED positions (total FTE)	FILLED positions (total FTE)	VACANT positions (total FTE)
Pharmaceutical Chemistry:									
Opening figure (July 1)	1	0	1	1	-1.25	2.25	1	-1.25	2.25
Additional (new) positions APPROVED during the year	0			0			0		
Positions lost (DISCONTINUED) during the year	0			0			0		
Number of persons hired (new positions and replacements)	1			0			0		
Number of persons who resigned during the year	2			0			0		
Number of persons who retired during the year	0.25			0			0		
Number of persons who were lost for other reasons during the year	0			0			0		
Closing figure (June 30)	1	-1.25	2.25	1	-1.25	2.25	1	-1.25	2.25
Pharmacy Practice:									
Opening figure (July 1)	2	0	2	4	1	3	4	1.5	2.5
Additional (new) positions APPROVED during the year	2			0			0		
Positions lost (DISCONTINUED) during the year	0			0			0		
Number of persons hired (new positions and replacements)	1			0.5			0		
Number of persons who resigned during the year	0			0			0		
Number of persons who retired during the year	0			0			0		
Number of persons who were lost for other reasons during the year	0			0			0		
Closing figure (June 30)	4	1	3	4	1.5	2.5	4	1.5	2.5
Medicinal Chemistry:									
Opening figure (July 1)	0	0	0	0	-0.5	0.5	0	-0.5	0.5
Additional (new) positions APPROVED during the year	0			0			0		
Positions lost (DISCONTINUED) during the year	0			0			0		
Number of persons hired (new positions and replacements)	0			0			0		
Number of persons who resigned during the year	0			0			0		
Number of persons who retired during the year	0.5			0			0		
Number of persons who were lost for other reasons during the year	0			0			0		
Closing figure (June 30)	0	-0.5	0.5	0	-0.5	0.5	0	-0.5	0.5

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Pharmacology & Toxicology:									
Opening figure (July 1)	0	0	0	0	-0.5	0.5	0	-0.5	0.5
Additional (new) positions APPROVED during the year	0	X			0	X			0
Positions lost (DISCONTINUED) during the year	0				0				
Number of persons hired (new positions and replacements)	0				0				
Number of persons who resigned during the year	0				0				
Number of persons who retired during the year	0.5				0				
Number of persons who were lost for other reasons during the year	0				0				
Closing figure (June 30)	0				-0.5				0.5

Section A - FTE Totals (continued)

	PAST ACADEMIC YEAR			CURRENT ACADEMIC YEAR			NEXT ACADEMIC YEAR		
	APPROVED positions (total FTE)	FILLED positions (total FTE)	VACANT positions (total FTE)	APPROVED positions (total FTE)	FILLED positions (total FTE)	VACANT positions (total FTE)	APPROVED positions (total FTE)	FILLED positions (total FTE)	VACANT positions (total FTE)
Administration:									
Opening figure (July 1)	0	0	0	0.5	0	0.5	0.5	0.5	0
Additional (new) positions APPROVED during the year	0.5	X			0	X			0
Positions lost (DISCONTINUED) during the year	0				0				
Number of persons hired (new positions and replacements)	0				0.5				
Number of persons who resigned during the year	0				0				
Number of persons who retired during the year	0				0				
Number of persons who were lost for other reasons during the year	0				0				
Closing figure (June 30)	0.5				0				0.5
Summary (total of above boxes):									
Opening figure (July 1)	3	0	3	5.5	-1.25	6.75	5.5	-0.25	5.75
Additional (new) positions APPROVED during the year	2.5	X			0	X			0
Positions lost (DISCONTINUED) during the year	0				0				
Number of persons hired (new positions and replacements)	2				1				
Number of persons who resigned during the year	2				0				
Number of persons who retired during the year	1.25				0				
Number of persons who were lost for other reasons during the year	0				0				
Closing figure (June 30)	5.5				-1.25				6.75

Section B - Experiential Program

PRECEPTORS	PAST ACADEMIC YEAR 05-06	CURRENT ACADEMIC YEAR	NEXT ACADEMIC YEAR
Percentage of Advanced Pharmacy Practice Experiences (APPEs) precepted by Full-Time Faculty	18%	19%	19%
Percentage of Advanced Pharmacy Practice Experiences (APPEs) precepted by contract/volunteer preceptors	82%	81%	81%

Section C - Students Enrolled

TOTAL STUDENT FTE	PAST ACADEMIC YEAR		CURRENT ACADEMIC YEAR		NEXT ACADEMIC YEAR	
(professional years only)	P1	105	P1	150	P1	170
	P2	105	P2	105	P2	148
	P3	101	P3	105	P3	105
	P4	102	P4	101	P4	105
	Non-Trad	24	Non-Trad	20	Non-Trad	0
Total		437	Total	481	Total	528

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APPENDIX IV: PROFESSIONAL PRACTICE EXPERIENCE RESOURCES

Version Date: February 2008

ACPE Pharmacy Practice Experience Capacity Chart

Introductory Pharmacy Practice Experiences (IPPEs)

Academic Year	Professional Year	Actual or projected number of students (A)	IPPEs Hours Needed:			Current IPPE Capacity: <small>(Note 3)</small>		Affiliation Agreements:	Comments
			Practice Setting or Activity <small>(Notes 1 & 2)</small>	Hours for Each Student in Setting or Activity (B)	Total Required Hours in Setting or Activity (A x B)	IPPE Capacity Secured <small>(stated in terms of total student hours)</small>	Excess / (Deficit)	Percent of Secured Sites <u>Without</u> Signed Affiliation Agreement <small>(Note 4)</small>	
EXAMPLE	P1	100	IPPE Community	40	4000	4800	800		
			IPPE Institutional	40	4000	4400	400	5%	
			IPPE Other	40	4000	3800	(200)		
		Total IPPE Hours for the P1 Year		120					
	P2	97	IPPE Community	40	3880	4000	120		
			IPPE Institutional	40	3880	3600	(280)	10%	
			IPPE Other	40	3880	4200	320		
		Total IPPE Hours for the P2 Year		120					
	P3	98	IPPE Community	20	1960	2000	40		
			IPPE Institutional	20	1960	2400	440		
		IPPE Other	20	1960	1800	(160)	15%		
	Total IPPE Hours for the P3 Year		60						
	Total IPPE for the Program (P1 + P2 + P3)		300						
CURRENT ACADEMIC YEAR	P1	150	IPPE Community	160	24000	86400	62400	12%	360 community preceptors who on average take 1.5 students per summer for a 160 hour rotation.
			IPPE Institutional						
			IPPE Other						
		Total IPPE Hours for the P1 Year		160					
	P2	105	IPPE Community						
			IPPE Institutional	160	16800	17920	1120	10%	112 confirmed available IPPE-Institutional rotation slots for summer 2011
			IPPE Other						
		Total IPPE Hours for the P2 Year		160					
	P3	xxx	IPPE Community		#VALUE!		#VALUE!		
			IPPE Institutional		#VALUE!		#VALUE!		
		IPPE Other		#VALUE!		#VALUE!			
	Total IPPE Hours for the P3 Year								
	Total IPPE for the Program (P1 + P2 + P3)		320						
NEXT ACADEMIC YEAR	P1	170	IPPE Community	160	27200	86400	59200	12%	360 community preceptors who on average take 1.5 students per summer for a 160 hour rotation
			IPPE Institutional						
			IPPE Other						
		Total IPPE Hours for the P1 Year		160					
	P2	150	IPPE Community						
			IPPE Institutional	160	24000	20800	(3200)	15%	130 possible IPPE-Institutional rotation slots for the summer of 2012. Strategies are in place to increase
			IPPE Other						
		Total IPPE Hours for the P2 Year		160					
	P3	xxx	IPPE Community		#VALUE!		#VALUE!		
			IPPE Institutional		#VALUE!		#VALUE!		
		IPPE Other		#VALUE!		#VALUE!			
	Total IPPE Hours for the P3 Year								
	Total IPPE for the Program (P1 + P2 + P3)		320						

Notes:

All shaded cells contain a formula; all other cells require data entry

- For "IPPE Other" replace this wording with description of setting or activity. Service learning activities that meet the criteria of Standards 2007 may be included here. Insert additional lines if necessary. **(If inserting lines, check formulae in inserted cells.)** You may use the Comment Box for additional details.
- The two practice settings specifically listed here reflect the required IPPEs in Standards 2007.
- These figures must only include sites and preceptors already meeting quality criteria or those under active development in preparation to take students. A site that can accommodate three students is reflected as 3, not 1. Capacity is the aggregate total for all sites of (number of students per site x experiential hours for the IPPE)
- Leave blank if none (0%), i.e., all sites have agreements in place.

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**ACPE Pharmacy Practice Experience Capacity Chart
Advanced Pharmacy Practice Experiences (APPEs)**

Class Of/ Academic Year (Note 1)	Actual or projected number of final professional year (P4) students (A)	APPEs Needed:			Current APPE Capacity: (Note 3)				Affiliation Agreements:	
		Practice Setting (Note 2)	Number of APPEs per student for this setting (B)	Total APPEs in Setting (A x B)	Number of APPEs Precepted by Paid Full-Time Faculty	Number of APPEs Precepted by Adjunct Faculty	Total Capacity	Numerical Excess/ (Deficit)	Percent (of Total Capacity) <u>Without</u> Signed Affiliation Agreement (Note 4)	
EXAMPLE	100	Community Pharmacy	1	100	20	100	120	20	5%	
		Hospital or Health-System Pharmacy Ambulatory Care	1	100	30	30	60	(40)	10%	
		Inpatient/Acute Care General	1	100	40	90	130	30		
		Other Required APPEs	2	200	20	240	260	60	8%	
		Elective APPEs	3	300			325	325	25	15%
		Total	9							
CURRENT ACADEMIC YEAR		Community Pharmacy	1	102		102	393	291		
		Hospital or Health-System Pharmacy Ambulatory Care	1	102		102	160	58		
		Inpatient/Acute Care General	2	204	16	86	171	69		
		Other Required APPEs	1	102	32	172	218	14		
		Elective APPEs	3	306	102	105	105	3		
		Elective APPEs	3	306	18	288	384	78		
		Total	9							
+ 1 ACADEMIC YEAR		Community Pharmacy	1	105		105	330	225		
		Hospital or Health-System Pharmacy Ambulatory Care	1	105		105	182	77		
		Inpatient/Acute Care General	2	210	16	89	114	9		
		Other Required APPEs	1	105	32	178	241	31		
		Elective APPEs	3	315	105	105	105			
		Elective APPEs	3	315	18	297	293	(22)		
		Total	9							
+ 2 ACADEMIC YEARS		Community Pharmacy	1	105		105	330	225		
		Hospital or Health-System Pharmacy Ambulatory Care	1	105		105	182	77		
		Inpatient/Acute Care General	2	210	16	89	114	9		
		Other Required APPEs	1	105	32	178	241	31		
		Elective APPEs	3	315	105	105	105			
		Elective APPEs	3	315	18	297	315			
		Total	9							
+ 3 ACADEMIC YEARS		Community Pharmacy	1	150		150	330	180		
		Hospital or Health-System Pharmacy Ambulatory Care	1	150		150	182	32		
		Inpatient/Acute Care General	2	300	16	89	171	21		
		Other Required APPEs			32	178	241	(59)		
		Elective APPEs	4	600	123	477	600			
		Elective APPEs	4	600	123	477	600			
		Total	9							

Notes:

All shaded cells contain a formula; all other cells require data entry.

- For four-calendar-year professional programs, all four sections (years) should be completed; for accelerated programs, it is anticipated that only three sections will be completed.
- The four practice settings specifically listed here reflect the terms used in "Standards 2007." You may use the terminology used in your program/curriculum for required and elective experiences.
- These figures must only include sites and preceptors already meeting quality criteria, i.e., ready to accept students. Sites and preceptors that have been identified as potential sites/preceptors, but which are not yet ready to accept students, should be excluded.
- Leave blank if none (0%), i.e., all sites have affiliation agreements in place.