

**Strategic Plan
2016 - 2021**

MISSION:

Prepare individuals through high-quality, innovative, learning-centered undergraduate and graduate medical education programs to become compassionate osteopathic physicians and healthcare leaders who serve medically underserved populations with a focus on research and community-oriented primary care.

VISION:

To improve delivery of distinctly osteopathic healthcare to underserved populations through innovative selection, training, and placement of graduates, leading to improved well-being for the individual and community.

RICH CULTURE:

Respect
Integrity
Collaboration
Honesty

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PLANNING INITIATIVES MATRIX

Fall 2016-Fall 2021

The strategic planning committee identified initiatives that will guide and inform ATSU-SOMA decision making through the next five years. Every attempt was made to simplify the plan while retaining a measure of confidence that all outcomes are feasible and achievable, as well as responsive to major internal and external trends.

As a result of the committee’s comprehensive planning process, six major themes emerged:

1. **Develop the 21st Century Medical School**
2. **Embrace Quality and Innovation in Education**
3. **Prepare the 21st Century Physician**
4. **Promote and Support Research and Other Scholarly Activities**
5. **Foster Interprofessional Education (IPE) and Interprofessional Collaborative Practice (IPCP)**
6. **Enhance Diversity**

The following is a strategic plan matrix which outlines Themes, Goals, Objectives, Metrics, Targets, and Accountable Parties.

Theme 1. Develop the 21st Century Medical School

This initiative strives to enhance our mission outcomes, from Hometown applicant recruitment and selection, through post-graduate placement in needed specialties. To expand our innovative model, the need for appropriate facilities, technology, and infrastructure are addressed.

Goals	Objectives	Metrics	Targets	Accountable Parties	Relevant COCA Standard (New COCA Std)
1.1 Enhance mission outcomes.	1.1.1 Devise strategy to increase number of students recruited, selected, and matriculated with strong match to mission.	1.1.1.A Strengthen the pipeline from CHC catchment area high schools through colleges to increase number of designated Hometown applicants and matriculants to 20% of the incoming class.	By 2021	Admissions Committee, RDME, CHC CEOs, ATSU Vice President for Strategic Partnerships	1 (1)
		1.1.1.B Reaffirm student match to mission through advisor	Annually	Mesa Advisors, RDME, Director of Osteopathic Medical	1(1)

		meetings and student surveys after admission.		Student Academic Performance, Admissions Committee	
		1.1.1.C Offer opportunities to foster match to mission throughout 4 years of schooling.	Students annually: volunteering in underserved communities; Community Projects; Selective clinical rotations; OMM Pediatric Clinic Experience	Chairs of OMM, Family Medicine, Clinical Science Education and Public Health Departments, RDME	1 (1)
		1.1.1.D Analyze faculty, staff, and space requirements for potential class size increase.	Fall 2017	Dean, Associate Dean for Academic Affairs, Director of Operations	3 (4)
		1.1.1.E Increase faculty, staff, and space as warranted to increase class size.	Fall 2018	Dean, Associate Dean for Academic Affairs, Senior Vice President Academic Affairs, ATSU President, ATSU Board of Trustees	3 (4)
		1.1.1.F Increase class size to a maximum of 150 students.	Fall 2019	Dean, Associate Dean for Academic Affairs, Senior Vice President Academic Affairs, ATSU President, ATSU Board of Trustees	3 (4)
		1.1.1.G Increase number of affiliated CHC sites.	Site number increase in proportion to increasing class size by Fall 2019	Dean, Associate Dean of Clinical Education and Services	3 (4)
	1.1.2 Graduates are placed in NACHC needed specialties.	1.1.2.A Number of graduates placed in NACHC needed specialties above national average.	Within 5 years (by Spring 2021)	All ATSU-SOMA (Tracked by Office of Evaluation and Effectiveness)	1, (1)
1.2 Increase the quality of the ATSU-SOMA educational experience by expanding the use of appropriate educational technology to ensure the continued delivery of equivalent educational experiences across all four years.	1.2.1 Identify optimal educational technology.	1.2.1.A Adapt advances in educational technologies for the unique curricular model.	3 per year	Chairs of Anatomy, OMM, Family Medicine, Clinical Science Education Departments, TEAL-MED ad hoc advisory committee, VCHC workgroup, Director, Medical Simulation and Standardized Patients, Instructional Technology Committee	6.1, 6.6 (6.11)

	1.2.2 Identify optimal technology suitable for preclinical and clinical curriculum that supports learning-centered simultaneous and asynchronous content instruction.	1.2.2.A Pilot introduced into preclinical on-campus courses.	2 courses per year	Curriculum Committee, Course Directors	6.1 (6)
		1.2.2.B Pilot introduced into preclinical off-site courses.	2 courses per year	Curriculum Committee, Course Directors	6.1(6)
		1.2.2.C Pilot introduced to core clerkships.	2 clerkships per year	Curriculum Committee, Clerkship Directors	6.1(6)
	1.2.3 Incorporate advances in educational technology to offer asynchronous self-paced learning.	1.2.3.A Identify best practices for self-paced learning.	2 faculty per year participate in innovations in education training programs	Curriculum Committee, Course Directors, Clerkship Directors	6.1, 6.6 (6.7)
		1.2.3.B Create faculty development programming to address self-paced learning.	2 per year	Director, Faculty Development	4.4 (7)
		1.2.3.C Create self-paced learning pilot track.	10-20 students per year	Curriculum Committee	6.1 (6.7)
	1.2.4 Promote active learning through increased use of technology.	1.2.4.A Provide pre-attendance content to be utilized during small groups clinical reasoning workshops.	Average of 2 sessions per week per course per year	Admissions Committee, Curriculum Committee	6.1 (6)
1.3 Increase marketing and communications initiatives to display our program.	1.3.1 Feature areas of innovation in highly visible domains.	1.3.1.A Social media presence in highly visible domains.	3 domains by Fall 2018	Director of Osteopathic Medical Student Academic Performance, Office of Evaluation and Effectiveness, Admissions Department, ATSU Marketing	1 (1)
		1.3.1.B Number of social media followers.	Increase in number of followers by 5% annually	Director of Osteopathic Medical Student Academic Performance, Office of Evaluation and Effectiveness, Admissions Department, ATSU Marketing	1(1)
		1.3.1.C Publications disseminated for the purpose of marketing and raising ATSU-SOMA's profile highlighting	Annual campaign	All ATSU-SOMA	7.1 (8)

		medical education and community service.			
		1.3.1.D Produce free on-line medical education session.	One per year	Director, Faculty Development	4.4(7)
1.4 Increase opportunities for faculty and staff development.	1.4.1 Provide opportunities for ATSU-SOMA faculty and staff to update knowledge base in professional and technological advances.	1.4.1.A Number of activities participated in by faculty and staff.	4 activities per year per individual	Director, Faculty Development, Staff Council, ATSU-SOMA Department Chairs	4(7)
1.5 Foster RICH culture among administration, faculty, staff, and students.	1.5.1 Cultivate collaborative and compassionate communication.	1.5.1.A Offer development programs for effective communication strategies for administration, faculty, staff, and students.	2 activities per year	Director, Faculty Development, Chair of Medical Humanities and Healthcare Leadership Department, Staff Council, Faculty Council	4(7)
		1.5.1.B Streamline ATSU-SOMA information retrieval systems	Identify system inefficiencies and develop solutions by Spring 2021	Staff Council, Director, Office of Evaluation and Effectiveness, Instructional Technology Committee, Faculty Council	3 (4)

Theme 2. Embrace Quality and Innovation in Education

This initiative challenges ATSU-SOMA to continue adoption of innovative learning strategies to ensure optimal undergraduate and graduate outcomes.

Goals	Objectives	Metrics	Targets	Accountable Parties	Relevant COCA Standard
2.1 Utilize technology to enhance assessment of student competencies.	2.1.1 Utilize technology to track ATSU Core Professional Attributes (CPAs) and AOA Core Competencies.	2.1.1.A Track competencies and CPAs in all pre-clinical courses.	Courses are aligned to ATSU-SOMA curricular competencies, learning objectives, national standards, and ATSU CPAs by Fall 2018	Director, Office of Evaluation and Effectiveness, Course Directors, Curriculum Committee, Assistant Dean of Curricular Integration, Associate Dean of Academic Affairs	6.2 (6.4)
		2.1.1.B Track competencies and CPAs in all clerkships.	Clerkships are aligned to ATSU-SOMA curricular competencies, learning objectives, national standards, and ATSU CPAs by Fall 2018	Curriculum Committee, Director, Office of Evaluation and Effectiveness, Clerkship Directors, Associate Dean of Clinical Education and Services, Associate Dean of Academic	6.2 (6.4)

				Affairs, Assistant Dean of Curricular Integration	
	2.1.2 Utilize self-assessment tools for students	2.1.2.A All course offer formative assessments.	Fall 2018	Curriculum Committee, Course Directors, Clerkship Directors, Assistant Dean of Curricular Integration	1.3.1, 6.1, 6.6 (1) (6.7)
2.2 Enhance the quality of the curriculum by utilizing assessment data to inform change.	2.2.1 Improve the quality of OMSI-IV courses	2.2.1.A All courses are reviewed using assessment data to guide recommended changes.	Annually	Curriculum Committee, Year 1-2 and Year 3-4 Curriculum Workgroups, Course Directors, Assistant Dean of Curricular Integration	6.2 (6.1)
2.3 Foster innovation in teaching and learning.	2.3.1 Implement the learning-centered approach throughout the curriculum.	2.3.1.A Number of faculty development programs devoted to the learning-centered approach.	4 training sessions per year	Assistant Dean of Curricular Integration, Curriculum Committee, Director, Faculty Development, TEAL Subcommittee, ATSU-TLC	6 (6)
	2.3.2 Improve faculty capacity for integrating education technology.	2.3.2. A Number of faculty development sessions devoted to technology.	4 training sessions per year	Assistant Dean of Curricular Integration, Curriculum Committee, Director, Faculty Development, TEAL Subcommittee, ATSU-TLC	4, 6 (7, 6)
2.4 Increase integration throughout the four-year curriculum.	2.4.1 Integrate distinctly osteopathic tenets.	2.4.1.A Course objectives related to osteopathic tenets are included in every course and core clerkship.	An alignment presenting course/clerkship by OPP objectives created by Fall 2018	OPP Department, Clerkship Directors, Course Directors, Assistant Dean of Curricular Integration	6 (6.4, 6.6)
		2.4.1.B Provide each preceptor with the OPP Top Ten procedures for use in supervising students.	Via ATSU-SOMA Preceptor Website by Fall 2017	Assistant Dean of Curricular Integration, Associate Dean of Clinical Education and Services, OPP Department, CED, RDME	6.14 (6.6)
		2.4.1.C Provide OMS I students with a shadowing experience (both observation and hands on application)	Minimum one shadowing experience per student per semester by a full time OPP/OMM faculty by Fall 2018	OPP Department, Assistant Dean of Curricular Integration	6.3 (6.6)
	2.4.2 Integrate basic science throughout the clinical presentation model (clinical case practices, core clerkships).	2.4.2.A Include course objective(s) related to the basic sciences in every course and core clerkship.	An alignment presenting courses/clerkships by basic science competency created by Fall 2018	Basic Science Department, Family Medicine Department, Clinical Science Education Department, Assistant Dean of Curricular Integration	6 (6)

	2.4.3 Integrate clinical science relevance for each major topic presented in the basic science sessions in OMSI-II course.	2.4.3.A Include a course objective related to clinical relevance in every basic science session for OMSI-II.	An alignment presenting basic science module/session by clinical relevance objective created by Fall 2018	Basic Science Department, Family Medicine Department, Clinical Science Education Department, Assistant Dean of Curricular Integration	6 (6)
	2.4.4 Integrate community-oriented primary care competencies.	2.4.4.A Map the scope and sequence of COPC competencies throughout the OMSI-IV curriculum	An alignment presenting courses/clerkships by COPC competency created by Fall 2018	Department of Family Medicine, Yr 3-4 Curriculum Sub-committee, IPE sub-committee, Assistant Dean of Curricular Integration, Associate Dean of Clinical Education and Services	6 (6)
2.5 Ensure educational equivalency across clinical education sites.	2.5.1 Student performance outcomes including course grades, COMLEX Scores, patient logging, COMAT, and CREs will be evaluated annually.	2.5.1.A Determine if a statistically significant difference in educational outcomes among sites.	Annual report analyzing equivalency	Associate Dean of Clinical Education and Services, Director of Clinical Education, Assessments and Outcomes, ATSU-SOMA GME Department, CED, RDME, Director-Evaluation and Effectiveness	6.8.3, 6.13 (6.11)
	2.5.2 Rotation adequacy and equivalency will be evaluated at each site.	2.5.2.A RDMEs will review SERs at each clinical site yearly.	Annual report analyzing equivalency	Associate Dean of Clinical Education and Services, Director of Clinical Education, Assessments and Outcomes, CED, RDME	6.13 (6.11)
		2.5.2.B Conduct clinical education site visits annually.	Annual report analyzing site visit findings	Associate Dean of Clinical Education and Services, Director of Clinical Education, Assessments and Outcomes, CED, RDME	6.13 (6.11)
		2.5.2.C Review clinical case logs for volume and variety.	Annual report analyzing volume and variety	Associate Dean of Clinical Education and Services, Director of Clinical Education, Assessments and Outcomes, CED, RDME	6.13 (6.11)
2.6 Improve board scores.	2.6.1 Student COMLEX 1 and 2 CE total scores will be at or above the national average.	2.6.1.A Increase the number of students at or above the national average by 5%	Comparison of class of 2017 with the class of 2019 by Spring 2018	Associate Dean of Academic Affairs, Assistant Dean of Curricular Integration, Course Director for Integrative I and II, Basic Science Department, OPP Department, Family Medicine Department, Clinical Science Education Department	6.8 (6.12)

	2.6.2 Students will be provided with intensive, nationally-recognized national board examination preparation course.	2.6.2.A Deliver board exam preparation resources in a structured manner, with required regular assessments.	The annual Integrative Course schedule will clearly delineate the structure of the board preparation program.	Associate Dean of Academic Affairs, Assistant Dean of Curricular Integration, Course Director for Integrative I and II, Curriculum Committee	6.8 (6.12)
		2.6.2.B The formal board preparation program will be evaluated for success.	Annual report analyzing the program use by student board score performance	Course Director for Integrative I and II, Curriculum Committee, Director, Office of Evaluation and Effectiveness	6.8 (6.12)
	2.6.3 Student COMLEX Level 2-PE first-time pass rate will be at or above the national average.	2.6.3.A Increase the number of students passing exam with first attempt.	Increase the number of students passing exam with first attempt by 5%. Comparison of class of 2017 with the class of 2019 by Spring 2018	Associate Dean of Academic Affairs, Associate Dean of Clinical Education and Services, Medical Skills Course Directors, RDME.	6.8 (6.12)
	2.6.4 Student USMLE Step 1 and Step 2 CK total scores will be at or above the national average for osteopathic students.	2.6.4.A Increase the number of students at or above the national average for osteopathic students.	Increase the number of students at or above the national average for osteopathic students by 5%. Comparison of class of 2017 with the class of 2019 by Spring 2018	Associate Dean of Academic Affairs, Course Director for Integrative I and II, Assistant Dean of Curricular Integration, Associate Dean of Clinical Education and Services, Course Director for Integrative I and II, Basic Science Department, OPP Department, Family Medicine Department, Clinical Science Education Department	6.8 (6.12)
2.7 Optimize placement in Graduate Medical Education (GME) programs.	2.7.1 Place all students in GME programs who are seeking GME placement.	2.7.1.A Maintain current 100% placement.	Report produced annually.	Associate Dean of Clinical Education and Services, Director of Osteopathic Medical Student Academic Performance, Director of Clinical Education, Assessments and Outcomes, ATSU-SOMA GME Department, Still OPTI, Graduate Education Office	8.3, 8.4 (10)
2.8 Strengthen the pipeline from CHC student, to CHC resident, to CHC physician.	2.8.1 Identify and promote CHC-based residency programs to SOMA students.	2.8.1.A Increase the number of graduating students selecting CHC-based residency programs.	10% of each class in a CHC-based residency by 2021	ATSU-SOMA GME Department, Director of Osteopathic Medical Student Academic Performance, RDME, Student Advisors	8 (10)

		2.8.1.B Increase the number of graduates employed in a CHC.	10% of each class employed in a CHC by 2021	Associate Dean of Clinical Education and Services, ATSU-SOMA GME Department	8 (10)
	2.8.2 Explore the creation of new community-based residency programs (part of 5-year PCTE grant)	2.8.2.A Increase the number of new residency program slots.	Minimum of 1 new community-based program by 2020 or expansion to existing programs by at least 12 slots	Dean, Associate Dean of Academic Affairs, Associate Dean of Clinical Education and Services, ATSU-SOMA GME Department, PCTE grant staff	8 (10)

Theme 3. Prepare the 21st Century Osteopathic Physician

This initiative accelerates changes needed to fully prepare the next generation of osteopathic physicians to thrive and lead in the delivery of community oriented primary care.

Goals	Objectives	Metrics	Targets	Accountable Parties	Relevant COCA Standard
3.1 Prepare students to utilize instructional and diagnostic technology.	3.1.1 Provide opportunities for ATSU-SOMA faculty to update knowledge base in this area by supporting related training activities.	3.1.1.A Number of faculty trained in technology	3 faculty/year	Dean, Associate Dean for Academic Affairs, Director, Faculty Development	6 (6)
	3.1.2 Students will demonstrate competency with instructional technology.	3.1.2.A Each class utilizes institutional programs	Annual class training	Course Directors	6 (6)
	3.1.3 Opportunities for use of diagnostic technologies will be provided to students.	3.1.3.A Implement diagnostic technology such as bedside ultrasound and smart phone applications into preclinical and clinical curriculum.	Integration in Medical Skills and OPP courses by Fall 2018	Course Directors	6 (6)
3.2 Prepare students to continually acquire knowledge of advances in science.	3.2.1 Students to demonstrate abilities to acquire knowledge of advances in science.	3.2.1.A OMS investigate advances in science	1 session per course dedicated to students highlighting advances in science	Course Directors	6 (6)
3.3 Promote mindfulness, resiliency, and self-care to foster career longevity.	3.3.1 Integrate the osteopathic tenet of Mind, Body, Spirit throughout educational experiences across all four years.	3.3.1.A Implement mindfulness-related training with students	All students are trained in mindfulness techniques annually	Course Directors, Advisors, RDME	6 (6)
	3.4.1 Provide opportunities for ATSU-SOMA faculty to update	3.4.1.A Number of training sessions per year	1 session per year	Curriculum Committee, Dean, Associate Dean for Academic	6 (6)

3.4 Prepare the osteopathic physician for evolving roles/structure of practice.	knowledge base in this area by supporting related activities.			Affairs, Faculty Development Office	
		3.4.1.B Number of faculty attending related conferences	Minimum 5 faculty/administration per year	Dean, Associate Dean for Academic Affairs, ATSU-SOMA Department Chairs	
	3.4.2 Students will engage in case studies and simulations involving roles/structure of practice.	3.4.2.A Students are provided opportunities to participate in simulations	2 sessions per year	Curriculum Committee	6 (6)
3.5 Enhance Medical Humanities teaching throughout curriculum: professional, ethical, legal, and practice management as applicable.	3.5.1 ATSU-SOMA students will demonstrate competency in biomedical ethics decision-making.	3.5.1.A OMS participate in biomedical ethics case simulation/discussion.	1 case/discussion per year	Curriculum Committee, Chair of Medical Humanities and Healthcare Leadership Department	6 (6)
		3.5.1.B OMS participate in Grand Rounds presentations	1 grand rounds presentation per year	RDME, Chair of Medical Humanities and Healthcare Leadership Department	6 (6)
3.6 Improve instruction of healthcare delivery science (use of health informatics systems, electronic health records, national guidelines, healthcare systems).	3.6.1 Ensure student exposure to advances in systems-based practice.	3.6.1.A Evaluation of student in area of systems-based practice on the Clinical Rotation Evaluation.	Systems-based practice portion of CRE completed for each student on all clinical rotations annually.	Curriculum Committee and 3 rd & 4 th Year Sub-committee, TEAL Team, RDME, Department of Public Health	6 (6)
3.7 Integrate the “Quadruple Aim” concept.	3.7.1 Demonstrate awareness of the concept of the quadruple aim: better outcomes, lower costs, improved patient experience and clinician experience.	3.7.1.A Address Social Determinants of Health in years 1&2 curriculum.	Social determinants discussion and cases in small groups and medical skills will be mapped by Fall 2018	Course Directors for Years 1 and 2	1(1)
		3.7.1.B OMS-II community projects	Yearly, each OMS II completes a team-based community project	Course Director for Epidemiology and Biostatistics Courses	1(1)
3.8 Enhance community-oriented primary care.	3.8.1 Develop leaders in COPC.	3.8.1.A Students complete & present community projects at conferences.	At least 10% of students attend relevant community or national conferences annually.	Course Director for Epidemiology and Biostatistics Courses	1(1)

Theme 4. Promote and Support Research and Other Scholarly Activities

In the pursuit of discovery, ATSU-SOMA must expand our contribution and elevate our profile through publications, presentations, and other scholarly activities. ATSU-SOMA must provide faculty, staff, and students with an opportunity to participate in scholarship through either faculty-guided or independent experiences.

Goals	Objectives	Metrics	Targets	Accountable Parties	Relevant COCA Standard
4.1 Promote and support a culture of discovery.	4.1.1 Develop a comprehensive education and information program on ATSU-SOMA research and scholarly activities that will guide new and existing faculty, staff, and students to ensure their success in these endeavors.	4.1.1.A Yearly educational program presented to faculty, staff, and students describing current and anticipated ATSU-SOMA research endeavors.	Beginning of academic year 2017	ATSU-SOMA Research Committee	7 (8)
	4.1.2 Include a checklist in new faculty, staff, and student orientation processes to document new hire and new student knowledge of ATSU-SOMA research and scholarly activity.	4.1.2.A Completed checklists for new faculty, staff, and students.	Beginning of academic year 2017	ATSU-SOMA Research Committee, Director, Faculty Development, Faculty Council, Staff Council, New Student Orientation Planning Committee	7 (8)
	4.1.3 Encourage all new faculty hires to be active in a research project or other scholarly activity within 1 year of starting employment.	4.1.3.A Data from research and scholarly activities report on yearly faculty evaluation	100% Annually	ATSU-SOMA Department Chairs	7 (8)
4.2 Support research by faculty.	4.2.1 Provide ATSU-SOMA faculty with adequate protected time for research and other scholarly activities.	4.2.1.A Protected time for research and scholarly activities will be individualized and designated in yearly evaluation and workload reports.	17% faculty protected time (SOMA average) for research and scholarly activities annually	ATSU-SOMA Department Chairs, Associate Dean for Academic Affairs	7 (8)
	4.2.2 Develop an ATSU-SOMA Office of Scholarship and Discovery for advocacy and governance of structure and funding for research and scholarly endeavors.	4.2.2.A Office created and operational.	Beginning of academic year 2018	Dean, Associate Dean for Academic Affairs	7 (8)
4.3. Identify areas of research and other scholarly activities for faculty, staff, and students that will benefit and support the mission of ATSU-SOMA.	4.3.1 Develop a 5-year research strategic plan for identified research priority areas of OPP, Education, Basic Science, Practice Based Research, COPC, and Health Systems Science with a focus on Interdisciplinary Collaborative	4.3.1.A Research Strategic Plan created.	Beginning of academic year 2017	Chair of ATSU-SOMA OMM Department, Department of Interdisciplinary Health Sciences, ATSU-SOMA Research Committee, Associate Dean for Academic Affairs, Staff Council, Office of Scholarship and Discovery	7 (8)

	Research/Scholarly Activity Projects.				
	4.3.2 Execute 5-year strategic research plans for research priority areas of OPP, Education, Basic Science, Practice Based Research, COPC, and Health Systems Science with a focus on Interdisciplinary Collaborative Research/Scholarly Activity Projects.	4.3.2.A Progress based on Research Strategic Plan documented and disseminated annually.	Beginning of academic year 2018	Chair of ATSU-SOMA OMM Department, Department of Interdisciplinary Health Sciences, ATSU-SOMA Research Committee, Associate Dean for Academic Affairs, Staff Council, Faculty Council, Office of Scholarship and Discovery	7 (8)
	4.3.3 Identify areas of opportunity for internal and external funding sources and apply for these resources.	4.3.3.A Identify and apply for 3 external funding sources per year.	2 sources of external funding obtained annually.	ATSU-SOMA Research Committee, Dean, Associate Dean for Academic Affairs	7 (8)
4.4 Align ATSU-SOMA strategic goals and performance measures for research and scholarly activity with COCA guidelines and University strategic goals.	4.4.1 Measure and document baseline data regarding the amount of research and scholarly activities occurring at ATSU-SOMA. Appropriate goals for increasing output will be determined.	4.4.1.A Generate baseline report for distribution to faculty, staff, and students.	Beginning of academic year 2017	COCA Standard 7 Team	7 (8)
	4.4.2 Research and scholarly activities at ATSU-SOMA will increase in productivity and output. Identify areas of opportunity for students to engage in research and scholarly activity. Increase the interest of faculty, administration, students, and staff in research and scholarly activity.	4.4.2.A Key Performance Indicators: 1. Number of peer reviewed publications, presentations 2. Funding obtained A. Internal B. ATSU C. External 3. Number of projects brought to IRB A. Faculty PI B. Faculty mentoring students (or co-I) C. Faculty mentoring student (advisor status) 4. Grant applications submitted (different from funding achieved) 5. Number and percent of faculty engaged	Yearly percent increase target will be determined after strategic objective 4.4.1.A is completed	All ATSU-SOMA	7 (8)

		in scholarly activity 6. Number and percent of students involved in scholarly activity 7. Number and percent of faculty members serving as mentors for research and other scholarly activity.			
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Theme 5. Foster Interprofessional Education (IPE) and Interprofessional Collaborative Practice (IPCP)

This initiative challenges ATSU-SOMA to improve and expand and emphasis on interprofessional learning and collaborative practice opportunities.

Goals	Objectives	Metrics	Targets	Accountable Parties	Relevant COCA Standard
5.1 Train faculty regarding IPE and IPCP models that focus on the quadruple aim.	5.1.1 Offer yearly IPE trainings to faculty.	5.1.1 Offer IPE trainings to faculty each year, based on needs assessments.	Minimum of two activities per each year of the curriculum, per year	ATSU-SOMA IPE Team	6.4 (6.8)
		5.1.1.B Percent of faculty participating in IPE trainings	Minimum of 20% of the faculty participating annually	ATSU-SOMA IPE Team	6.4 (6.8)
5.2 Foster a collaborative practice culture within the ATSU-SOMA OPP Clinic	5.2.1 Create bridges for interprofessional and collaborative practice.	5.2.1.A Integrate design features to include participation from other health professions.	Minimum of three design features that emphasize IPEC skills and mindset annually	OMM Department and Clinic Director	6.4 (6.8)
5.3 Implement quality student IPE experiences.	5.3.1 Offer required IPE training through all four years of the curriculum.	5.3.1.A Number of IPE opportunities offered annually	Minimum of two activities per each year of the curriculum, per year	ATSU-SOMA IPE Team	6.4 (6.8)
	5.3.2 Students will acquire skills in teamwork, roles, communication, and ethics.	5.3.2.A Number of results from student IPE learning per year	Assessment results from a minimum of 8 IPE learning activities annually	ATSU-SOMA IPE Team	6.4 (6.8)
	5.3.3 Model collaborative practice within the Virtual Community Health Center.	5.3.3.A Virtual Community Health Center cases will emphasize collaborative practice for the CHC environment.	Minimum of five cases will focus on the development of teamwork annually	TEAL Office and Director	6.4 (6.8)
5.4 Research the effects of IPE and IPCP.	5.4.1 Faculty will participate in scholarly activities related to IPE/IPCP.	5.4.1.A Number of projects with scholarly activities	Education Training and research projects (one per year)	ATSU-SOMA IPE Team	6.4 (6.8)

	5.4.2 Students will participate in scholarly activities related to IPE/IPCP.	5.4.2.A Number of projects with scholarly activities	Education Training and research projects (one per year)	ATSU-SOMA IPE Team and ATSU-SOMA Department of Public Health	6.4 (6.8)
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Theme 6. Enhance Diversity and Inclusion:

To promote a culture of inclusion within our student body, staff, and faculty, ATSU-SOMA strives for diversity and inclusion.

Goals	Objectives	Metrics	Targets	Accountable Parties	Relevant COCA Standard
6.1 Promote an environment that is committed to diversity and inclusion.	6.1.1 Recruit and retain a diverse faculty and staff.	6.1.1.A Increase number and percent of underrepresented faculty and staff populations.	Target Fall 2018	Faculty search committees, Staff hiring committees	2.8, 4.3 (2,7)
	6.1.2 Raise awareness and celebrate diversity present in faculty, staff, and students at all ATSU-SOMA educational communities.	6.1.2.A Organize and promote events and programs celebrating diversity.	Track diversity events and communications annually	ATSU-SOMA Diversity Committee	2.8, 5.3.2 (2, 9)
	6.1.3 Survey faculty, staff, and administration on workplace diversity.	6.1.3.A ATSU Cultural Climate Opinion Survey results and ATSU-SOMA Faculty Opinion Survey results.	Annual review of results and/or annual review of progress on action items	Faculty Council, Staff Council	2.8 (2)
6.3 Enhance cultural humility for faculty, administration, staff, and students.	6.2.1 Reinforce cultural humility through VCHC case studies.	6.2.1.A Assess cultural humility through debrief questions.	4 cases per year	VCHC Team	1(1)
	6.2.2 Integrate Humanities topics in 3 rd year Grand Rounds.	6.2.A Number of Humanities topics integrated.	4 topics per year	Chair of Medical Humanities and Healthcare Leadership Dept.	1(1)
	6.2.3 Explore ways for faculty, staff and students to become more culturally proficient by utilizing common language and practices regarding diversity.	6.2.3.A Number of tangible cultural proficiency efforts.	Track cultural proficiency efforts annually	ATSU-SOMA Diversity Committee	1(1)
		6.2.3.B Number of participants involved in cultural proficiency activities.	Track number of participants involved in each activity annually	ATSU-SOMA Diversity Committee	1(1)
6.2 Increase recruitment and retention of diverse and service-oriented students.	6.3.1 Develop a program to recruit and support diverse and service-oriented students.	6.3.1.A Consistently meet national COM average for URM in medicine. Percentage of underrepresented students.	Track annually	ATSU Admissions Office, ATSU Director of Diversity	5.3.2 (9)

6.4 Offer scholarships to underrepresented students. <small>(IPEDS Integrated Postsecondary Education Data System definition for underrepresented students)</small>	6.4.1 Develop scholarships to support a diverse student body.	6.4.1.A Provide scholarship funding to underrepresented students.	Track annually	ATSU Director of Diversity, Dean	5.3.2 (9)
6.5. Enhance outreach to disadvantaged communities.	6.5.1 Foster and create new partnerships with community collaborators.	6.5.1.A Track success of existing agreements per number of students enrolled per year.	Track annually	ATSU Director of Diversity, Dean	5.3.2 (9)
		6.5.1.B Add at least one new agreement by 2021.	Track annually	ATSU Director of Diversity, Dean	5.3.2 (9)
	6.5.2 Enhance the Hometown applicant program.	6.5.2.A Continuous quality review of Hometown applicant program to identify areas for improvement.	Complete by end of Spring 2018	Admissions Committee, Office of Evaluation and Effectiveness	5.3.2 (9)
		6.5.2.B Admit Hometown applicants each year.	Track annually	Admissions Committee	5.3.2 (9)