

2016-2020

STRATEGIC PLAN

introduction



There is no place like A.T. Still University of Health Sciences. Our students, faculty, staff, Board of Trustees, and external stakeholders all experience the benefits of rural and urban perspectives on healthcare, a commitment to whole person and whole community health, a family approach to nurturing student learning and personal growth, interprofessional experiences, and a collaborative environment.

Today, more than ever, our University's mission resounds with our country's needs and, in fact, our world's needs for health professions education, and healthcare delivery and service. As ATSU approaches its 125th anniversary, our new strategic plan places us at the forefront of educating tomorrow's healthcare leaders.

Patients and employers of our graduates require professionals skilled in critical thinking and decision making, team-based interprofessional care, cultural proficiency, interpersonal skills, and social responsibility. ATSU's core professional attributes initiative addresses these essential skills, assuring the distinctiveness of our graduates and ensuring their ability to meet patient and community needs.

In 2010, ATSU's Board of Trustees set a bold 15-year vision, based on four distinct criteria, to be "the preeminent University for the health professions." The criteria listed below clearly articulate the board's definition of preeminence:

- Leading innovator in health professions education
- Superior students and graduates who exemplify and support the University's mission
- Osteopathic philosophy demonstrated and integrated
- Pioneering contributions to healthcare education, knowledge, and practice

Strategic Plan 2016-2020 continues to guide ATSU toward the lofty goal of preeminence. A heartfelt thank you from the University to our strategic planning committee members who devoted significant time from their busy schedules to thoughtfully consider how to accomplish the University's mission and vision. Additional gratitude goes out to faculty, students, staff, board members, alumni, and external stakeholders for their input and contributions.

STRATEGIC PLANNING COMMITTEE MEMBERS

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|---------------------------------|-----------------------------------|----------------------------------|
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| ● Tonya Grimm | ● Klud Razoky, BDS | ● O.T. Wendel, PhD* |
| ● Monnie Harrison | ● Richard Rieder, MM, MBA | ● Matthew Wold, DMD, '15 |

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Committee members were challenged to respond to five key questions:

1. How will ATSU accomplish its vision of preeminence?
2. What skills and resources will faculty and staff need to continue to successfully educate students?
3. What experiences will students need to be post-graduate, market, and patient-care ready?
4. What can ATSU do to best prepare for America's changing demographic and economic future?
5. What should ATSU look like in 2020 and beyond?

During the last 24 months, planning committee members and contributors analyzed, discussed, and prioritized ideas, goals, objectives, and metrics. Through diligent discovery, six themes emerged:

- Education Excellence
- Continued Commitment to Scholarly Activity
- Cultural Proficiency, Diversity, and Inclusion
- New and Expanded Partnerships
- Effective Branding and Marketing
- Fiscal Health, Affordability, and Compliance

The above themes allow framing for 14 goals and 37 objectives. Many of the goals and objectives will be met and exceeded; as with all plans, some may not. New themes, goals, and objectives are likely to emerge as rapid changes in healthcare and higher education manifest themselves.

An ongoing strategic planning support team will provide annual environmental scans and recommendations. ATSU will do its best to accomplish Strategic Plan 2016-2020 while remaining flexible in response to tomorrow's greatest challenges and preserving traditions and practices which make it a uniquely fulfilling place to learn and work.

ACKNOWLEDGEMENTS

ATSU's first comprehensive strategic plan provided the foundation for Strategic Plan 2016-2020. The University would be remiss in failing to express gratitude to contributors of Strategic Plan 2011-2015.

Thank you to Norman Gevitz, PhD, senior vice president-academic affairs, and Michael McManis, PhD, vice president of planning, assessment, and institutional effectiveness (retired), co-chairs of 2016-2020 strategic planning. Your leadership is greatly appreciated.

Thank you, Dawn Shaffer, compliance manager, and Norine Eitel, MBA, assistant to the president and secretary to the board, for assistance with organizing and shepherding the planning process.

Thank you to O.T. Wendel, PhD, senior vice president of strategic university initiatives, for leading the ongoing strategic planning support team.

atsu mission



A.T. Still University of Health Sciences serves as a learning-centered university dedicated to preparing highly competent professionals through innovative academic programs with a commitment to continue its osteopathic heritage and its focus on whole person healthcare, scholarship, community health, interprofessional education, diversity, and underserved populations.

atsu vision

THE PREEMINENT UNIVERSITY FOR THE HEALTH PROFESSIONS

- Leading innovator in health professions education
- Superior students and graduates who exemplify and support the University's mission
- Osteopathic philosophy demonstrated and integrated (i.e., whole person healthcare)
- Pioneering contributions in healthcare education, knowledge, and practice

atsu core institutional values

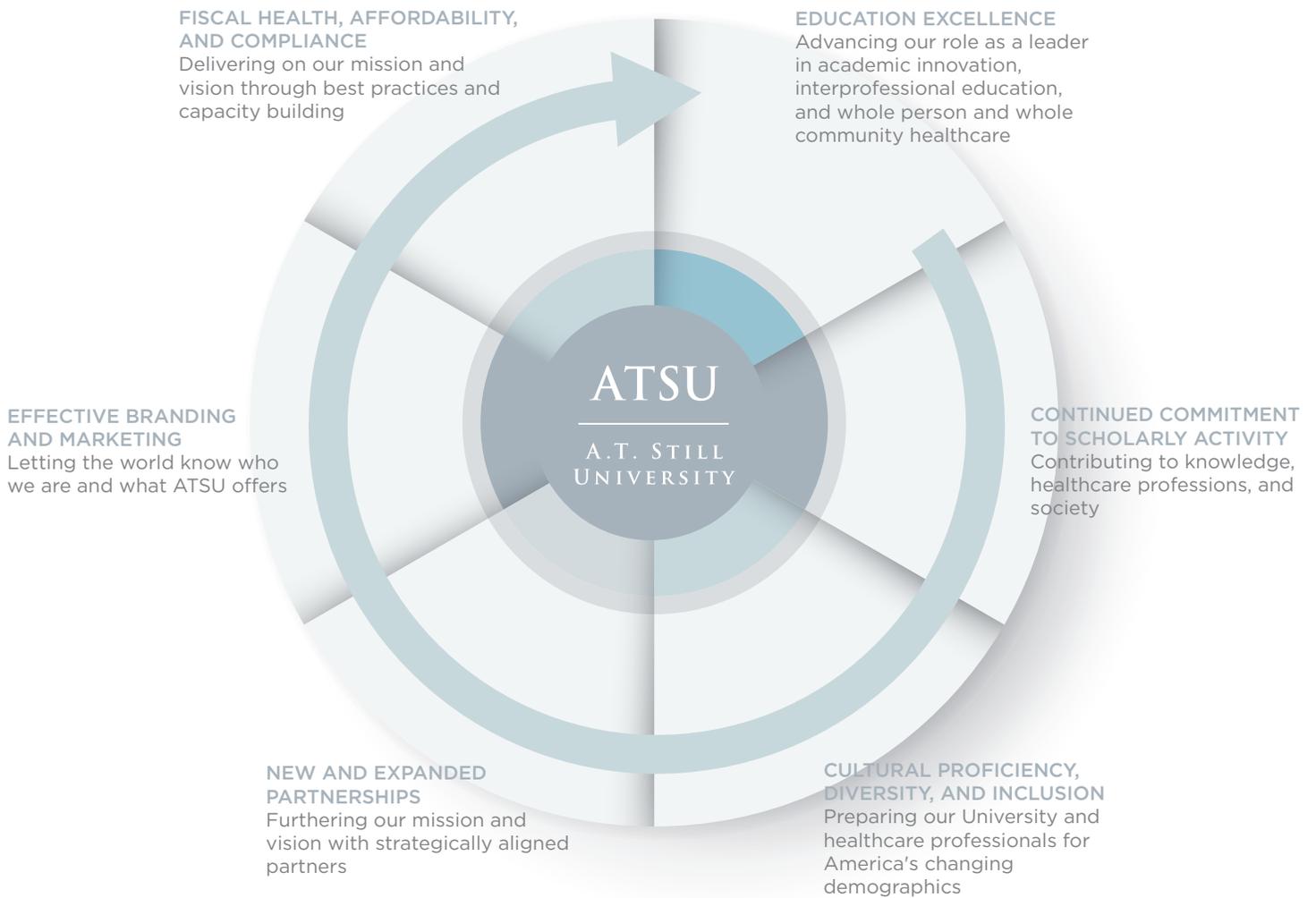
- Innovation
- Whole person healthcare
- Scholarship
- Leadership in community health
- Diversity

atsu core professional attributes

- Critical thinking
- Cultural proficiency
- Interprofessional collaboration
- Interpersonal skills
- Social responsibility

strategic plan 2016-2020

six themes





ADVANCING OUR ROLE AS A LEADER IN ACADEMIC INNOVATION, INTERPROFESSIONAL EDUCATION, AND WHOLE PERSON AND WHOLE COMMUNITY HEALTHCARE

Today's ATSU student is preparing to enter a changing healthcare system with unprecedented opportunities and challenges. New knowledge and skills are needed to effectively participate in the delivery and business of healthcare. Gone are the days of individual providers effectively delivering care outside of a team-based, patient-centered model. In addition to expertise in their profession, students must acquire skills and knowledge in critical thinking and decision making, community health, interprofessional care, leadership, communication, technology, business, and cultural proficiency.

Our faculty and staff also face significant challenges in keeping current with rapid changes in healthcare, knowledge proliferation, upheaval of higher education's business model, legal and regulatory requirements, and pervasive use of technology in education and healthcare.

Continued investment in professional development of our faculty and staff will assure ATSU delivers a highly sought educational experience exceeding the needs of 21st century healthcare providers and supporters.

ATSU's core professional attributes (CPAs) help define the distinctiveness of our graduates who will be providing care and managing and leading healthcare teams and organizations. CPAs will address many of the skills deemed critical for healthcare professionals. CPAs are critical thinking, cultural proficiency, interprofessional collaboration, interpersonal skills, and social responsibility.

GOALS	OBJECTIVES
Implement and enhance innovative learning strategies.	<ul style="list-style-type: none"> ● Increase number of programs implementing competency-based learning and adaptive learning methods. ● Increase professional development opportunities for faculty and staff who will educate ATSU's community regarding innovative learning strategies.
Continue as a national leader in interprofessional education and collaborative practice opportunities.	<ul style="list-style-type: none"> ● Increase professional development opportunities for faculty and staff.
Prepare graduates to be healthcare professionals who will improve the health of individuals and communities, including diverse, underserved patient and client populations.	<ul style="list-style-type: none"> ● Ensure core professional attributes are instilled in all ATSU programs. ● Increase number of full-time faculty with master of public health (MPH) degrees. ● Offer at least two complimentary MPH elective courses to all residential students. ● Increase number of clinical experiences serving diverse, underserved patient and client populations.
Respond to workforce and community health needs through innovative educational offerings.	<ul style="list-style-type: none"> ● Expand existing and develop new programs based on societal needs, market conditions, strategic locations, and University capacity.
Ensure ATSU clinics provide accessible, quality, and affordable healthcare in the appropriate context of whole person and whole community.	<ul style="list-style-type: none"> ● Clinics will develop and measure outcomes based on appropriate college/school/program and professional standards. ● Clinics will assess impact on individual and community health.

continued commitment to scholarly activity



CONTRIBUTING TO KNOWLEDGE, HEALTHCARE PROFESSIONS, AND SOCIETY

We are a teaching and learning university that values scholarly activity supportive of our heritage, mission, and vision. ATSU is fortunate to have a strong foundation of faculty and student scholarly activity.

Scholarly activity at ATSU encompasses Boyer's¹ definition allowing participation from all interested faculty. Forms of scholarly activity include scholarship of teaching and learning, engagement, discovery, application, and integration.

Scholarship of teaching and learning is the process whereby conditions relating to both instruction and learning are studied in a systematic manner based on results of previous studies.² Scholarship of teaching helps learners transform and extend the knowledge they possess.

Scholarship of engagement is a response to local community needs provided by the expertise of faculty where results are then utilized to solve community problems.³

The most recognizable form of scholarship is that of discovery. In scholarship of discovery, faculty are expected to pursue knowledge for its own sake.

Scholarship of application focuses on applying results of previous scholarship, both within and outside of academia, leading to new knowledge.

Scholarship of integration requires an understanding of an interdisciplinary approach and synthesis of information from a variety of sources.⁴

GOAL	OBJECTIVES
Contribute to healthcare education, knowledge, and practice through all forms of scholarly activity.	<ul style="list-style-type: none"> ● Increase support and promotion of scholarly activity among faculty. ● Encourage student engagement in both faculty-guided and independent scholarly activity. ● Establish partnerships providing additional resources for scholarly activity. ● Increase recruitment and retention of faculty with a strong potential for securing extramural funding.
Maximize sponsored program funding and sources.	<ul style="list-style-type: none"> ● Increase number and percent of faculty applying for and receiving external and internal funding, in the context of federal/external support levels. ● Establish an enhancement fund for new external grants received.

1. Boyer, Ernest L. *Scholarship Reconsidered: Priorities of the Professoriate*. A Special Report. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching, 1990. Print.

2. Meyers, Renee A. *Guidelines for Human Subject Research Participants in Scholarship of Teaching and Learning Research: UWS Leadership Site for the Scholarship of Teaching and Learning*, 2007. Web. 05.30.14. <http://www4.uwm.edu/sotl/steps_to_success/uplead/LS-IRB-white-paper-dec7.pdf>.

3. Commission on Community-Engaged Scholarship in the Health Professions. *Linking Scholarship and Communities: Report of the Commission on Community-Engaged Scholarship in the Health Professions*. Seattle: Community-Campus Partnerships for Health, 2005. Print.

4. Hofmeyer, A, Newton M, and Scott C. *Valuing the Scholarship of Integration and the Scholarship of Application in the Academy for Health Sciences Scholars: Recommended Methods*. Health Research Policy and Systems, 2007. Web. 05.30.14 <<http://www.health-policy-systems.com/contents/5/1/5>>.

cultural proficiency, diversity, and inclusion



PREPARING OUR UNIVERSITY AND HEALTHCARE PROFESSIONALS FOR AMERICA’S CHANGING DEMOGRAPHICS

Providing quality healthcare and services to America’s changing demographics is essential for all related organizations and individuals seeking success in the 21st century. Striving to attain cultural proficiency throughout the University is an endeavor worth undertaking. “Cultural proficiency is a way of being that enables both individuals and organizations to respond effectively to people who differ from them.”⁵

America is projected to have more than 13 million citizens over 80 years old by 2020 and 19.5 million by 2030.⁶ By 2044, our growing combined Hispanic/Latino, African American, Asian American, American Indian and Alaska Native, and Native Hawaiian and Other Pacific Islander populations will represent over 50 percent of the population.⁷

Institutions embracing diversity and inclusiveness benefit from additional perspectives and experiences. ATSU is committed to developing campus, clinic, and virtual environments embracing the broadest constituencies possible.

Unconscious bias, health disparities, and lack of access to quality, affordable care are just a few of the challenges health professions universities must work together to solve. ATSU’s mission statement directly addresses the needs of underserved communities. Our partnerships with community health centers across America strengthen our students’ educational and personal growth while providing opportunities to positively affect the health of America’s underserved through education, patient care, scholarly activity, and service.

The world is rapidly changing, and ATSU’s commitment to cultural proficiency will allow us to better understand and engage society.

GOAL	OBJECTIVES
Reach and attract a more diverse student body, faculty, and staff to further ATSU as a culturally proficient and inclusive institution.	<ul style="list-style-type: none"> ● Increase recruitment and retention of diverse, service-oriented students, faculty, and staff by developing new partnerships and scholarships. ● Increase events and educational opportunities for the ATSU community and additional stakeholders to promote cultural proficiency. ● Conduct cultural climate survey. ● Identify accessibility limitations and make appropriate improvements.

5. Lindsey, Randall B, Kikanza J. Nuri Robins, and Raymond D. Terrell. *Cultural Proficiency: A Manual for School Leaders*, 2003. Print.

6. Ortman, Jennifer M., Victoria A. Velkoff, and Howard Hogan. *An Aging Nation: The Older Population in the United States*. U.S. Department of Commerce, May 2014. Print.

7. Colby, Sandra L., and Jennifer M. Ortman. *Projections of the Size and Composition of the U.S. Population*. U.S. Department of Commerce, 2014 to 2060. March 2015. Print.

new and expanded partnerships



FURTHERING OUR MISSION AND VISION WITH STRATEGICALLY ALIGNED PARTNERS

ATSU is fortunate to have many successful partnerships assisting with student teaching and learning, campus facilities, government relations, patient care, student services, and information technology.

To meet future demands of a sustainable preeminent health sciences university, we will need to continue building win-win partnerships beyond the walls of our institution. The current model of graduate health science education and, in fact, all higher education, is being challenged by for-profit and other highly nimble organizations with significant resources to compete and innovate.

With more than 16,000 alumni and a 123-year history of educating healthcare professionals, ATSU must continue engaging alumni in order to better understand relevant educational needs essential to responding to healthcare's rapid changes.

GOAL	OBJECTIVES
Further the University's mission and vision with strategically aligned partners.	<ul style="list-style-type: none">● Increase number of new and expand existing partnerships with community health centers, clinics, hospitals, and similarly aligned organizations.● Ensure sufficient quality clinical rotation sites.● Collaborate with alumni to expand rotation, residency, fellowship, and employment opportunities.● Broaden community support and advocacy by discovering alliances and forming new collaborations.

effective branding and marketing



LETTING THE WORLD KNOW WHO WE ARE AND WHAT ATSU OFFERS

Developing broader brand awareness, deeper community support for our mission, and building a growing positive public image for ATSU is best facilitated by cross-organizational marketing strategies. Developing cross-departmental synergies and communications are key prerequisites for ATSU to successfully compete for superior quality students, faculty, and staff; donors; external grant funding; and expansion of its demographic diversity.

When ATSU's previous strategic plan was authored, "The Patient Safety and Affordable Care Act" had just been signed. Accountable Care Organizations were not in existence, functional medicine was an uncommon term and, like today, society was still struggling with cost and sustainability of healthcare. Now, more than any other time in our nation's history, ATSU's brand and the "Tenets of Osteopathic Medicine" have a renewed relevancy as solutions for all of us when treating the whole person (body, mind, and spirit), including addressing mobility, function, pain relief, less reliance on polypharmacy, quality of life, disease, injury, and illness prevention. The influence of the ATSU brand and its reputation as the founding institution of osteopathic medicine will continue to be nurtured, reinforced, and protected with stewardship to ensure our leadership continues to resonate for whole person healthcare. Our lasting and growing relevance will be harnessed to help our communities, as well as our students and alumni from all degree programs, benefit from ATSU's 123-year-plus history of innovation within osteopathic education and practice.

Tenets of Osteopathic Medicine

1. The body is a unit; the person is a unit of body, mind, and spirit.
2. The body is capable of self-regulation, self-healing, and health maintenance.
3. Structure and function are reciprocally interrelated.
4. Rational treatment is based upon an understanding of the principles of body unity, self-regulation, and the interrelationship of structure and function.

GOALS	OBJECTIVES
Build and maintain a strong public image of ATSU as a preeminent health professions university and founding institution of osteopathic medicine.	<ul style="list-style-type: none"> ● Increase public awareness of the University's reputation as a quality health professions education and service-oriented institution focused on whole person and whole community healthcare.
Become a preferred health sciences university for diverse and service-oriented students, faculty, and staff.	<ul style="list-style-type: none"> ● Increase enrollment and employment diversity by enhancing awareness among appropriate audiences. ● Increase number of service-oriented students and employees by enhancing awareness among appropriate audiences.

fiscal health, affordability and compliance



DELIVERING ON OUR MISSION AND VISION THROUGH BEST PRACTICES AND CAPACITY BUILDING

Degree affordability and value remain at the forefront of national education discussions and at ATSU. The tuition we charge our students versus what they believe they are paying for will require continued discussions and clarification. With many states less willing to support higher education, we anticipate future students will enroll at ATSU with higher debt. ATSU will need to increase operational efficiencies, increase fundraising, and develop additional revenue sources to remain affordable for students.

Complexity and cost of compliance are weighing heavily on all educational institutions. It is estimated colleges and universities spend a minimum of three to six percent of annual budgets on compliance-related activities. ATSU will need to continue investing in compliance initiatives and related information technology while learning to become more efficient.

GOALS	OBJECTIVES
Explore opportunities to lower dependence on tuition revenue and increase affordability.	<ul style="list-style-type: none"> ● Increase total ATSU gift and external grant revenue. ● Increase number and corpora of endowments. ● Develop partnerships with additional businesses and institutions resulting in increased revenue or in-kind clinical rotational sites. ● Continue to develop operationally effective medical and oral health patient care centers.
Enhance overall financial health of the University.	<ul style="list-style-type: none"> ● Monitor and evaluate departmental expenses through a five-year, zero-based budget process. ● Maintain or exceed bond ratios per covenants. ● Comply with all applicable financial, accrediting, and local, state, and federal laws and regulatory requirements.
Update and implement campus master plans, including information technology, for improving and/or increasing academics, scholarly activity, patient care, and campus life.	<ul style="list-style-type: none"> ● Continue progress toward new/renovated academic, clinical, scholarly activity, and support facilities. ● Annually monitor and evaluate five-year capital expenditure pro forma. ● Utilize third floor of St. Louis oral health clinic for expansion of existing or development of new programs with strategic partners.

