



TEXAS A&M UNIVERSITY
College of Medicine

STRATEGIC PLAN 2018–2023

May 2018 (drafted)
November 2018 (finalized)

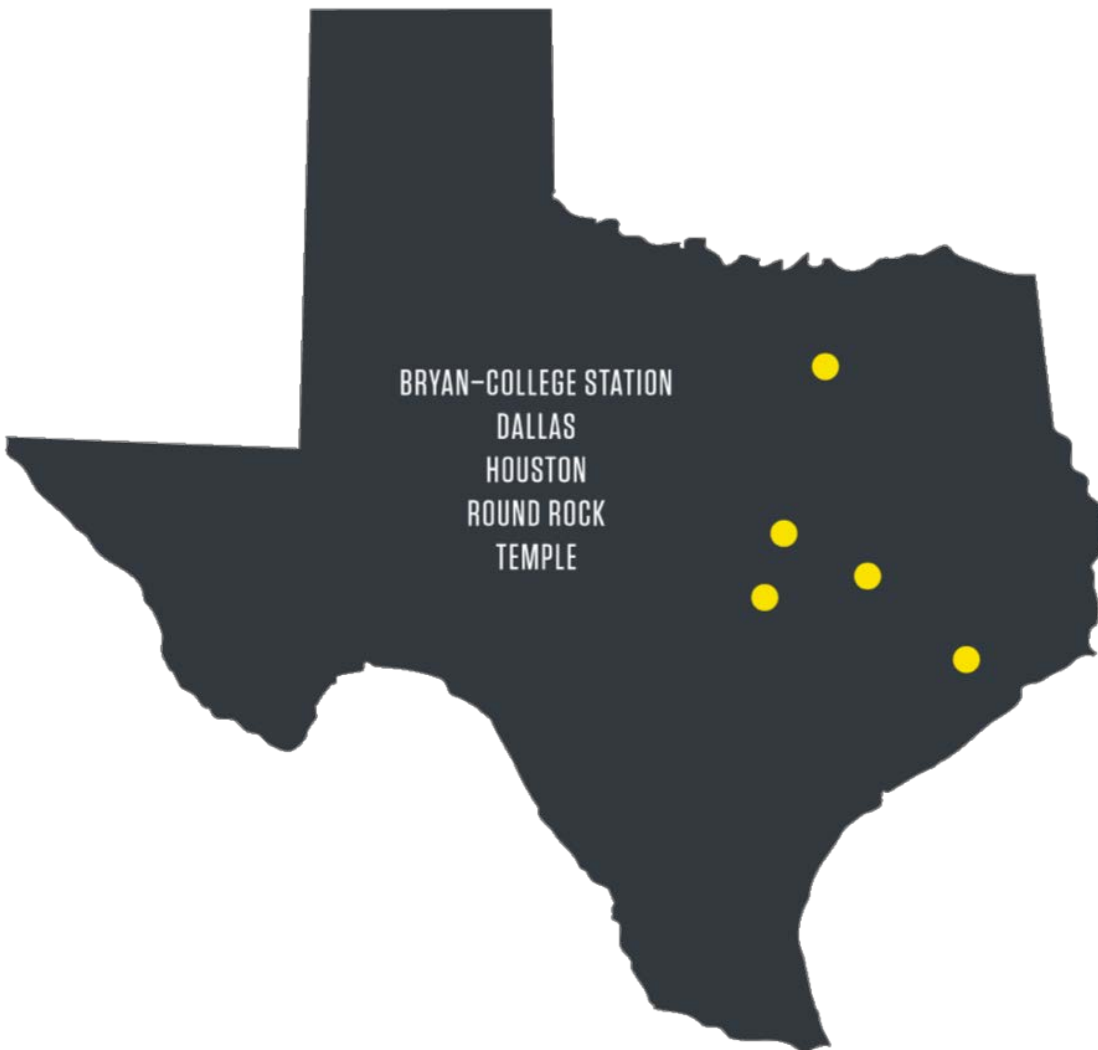
Updated August 2019

Proposed Update June 2020

About the College of Medicine

Founded by the Teague-Cranston Act, Texas A&M College of Medicine was created to serve the underserved populations of Texas with the core values of Texas A&M University. Today, we are leading the way for 21st century medicine through research, clinical care, medical education, community impact and innovation.

To create a workforce equipped to answer these demands—and the demands of a changing health care landscape—the College of Medicine has consistently worked to innovate its curriculum and collaborations. Now home to campuses in Bryan-College Station, Temple, Round Rock, Dallas and Houston, the College of Medicine currently enrolls more than 700 medical students and more than 100 graduate students.





Strategic Plan Executive Summary

The Texas A&M University College of Medicine (TAMU-COM) was founded in 1977 by federal legislation outlined in the Teague-Cranston Act. Since inception, TAMU-COM follows the land grant service tradition of Texas A&M University (TAMU) by providing physicians and medical scientists with a focus on rural and population health, military medicine, and innovation. TAMU is one of only 17 institutions in the nation to hold the triple designation as a land-grant, sea-grant, and space-grant university. In 1999, the Texas A&M University Health Science Center (TAMU-HSC) was established as an independent state agency of the Texas A&M University System (TAMU-System) to organize all health-related entities across TAMU, including TAMU-COM, into one comprehensive health-related institution. The TAMU-System is comprised of 11 universities, of which TAMU is the flagship, and 8 state agencies. In 2013, the TAMU-HSC was merged with TAMU. As a result, TAMU-COM, while located on the TAMU-HSC campus, is administratively and functionally a part of TAMU.

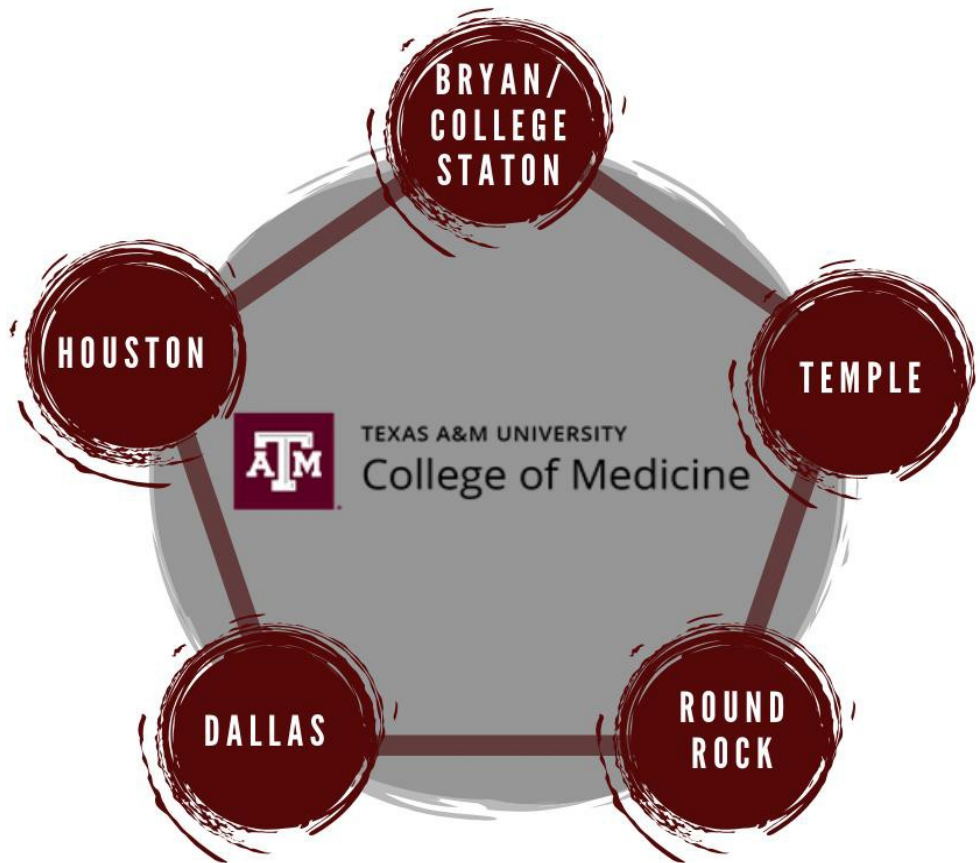
TAMU-COM has a total enrollment of 697 medical and graduate students and graduated 193 students in the 2018-19 academic year. The medical program has three LCME approved tracks: Texas A&M Integrated Medicine (AIM) track, the Health Systems Science (HSS) track, and the Engineering Medicine (EnMed) track. The medical education program is delivered through five regional campuses, three military medicine sites, and six major clinical partners. TAMU-COM sponsors the Texas A&M Family Medicine Residency and the Texas A&M Sports Medicine Fellowship programs in Bryan. Affiliate residency programs include those at Baylor Scott & White, CHRISTUS-Spohn, Driscoll Children's, Houston Methodist, DeTar Healthcare System, and Memorial Hermann. In addition to the medical education program, TAMU-COM offers an Education for Health Professions at the masters and certificate levels, an MD Plus (MBA, MPH, and MS in Medical Science), an MD-PhD, and an Interdisciplinary PhD program in Medical Sciences.

TAMU-COM developed a new strategic plan to guide its efforts in clinical, community, education, and research focus areas. The process began in March of 2018 with faculty and administrators meeting in retreat to develop a plan anchored in the key focus areas of Rural Population Health, Military Medicine and Engineering Medicine. Goals, strategic initiatives, and objectives were developed to support the focus areas of clinical, educational, and research. The plan was shared with the College of Medicine community in November 2018.

A 2018-2023 Strategic plan was initiated through a faculty retreat held in March 2018, refined over several months with all key stakeholders, and fully implemented in November 2018. TAMU-COM held its annual strategic plan review in April 2019. Faculty, staff, medical students, and administrators refined goals, strategic initiatives, and objectives around the focus areas of clinical, community, education, and research. Progress was documented for several initiatives including an inter-professional practice plan. Major outcomes from the retreat were the adoption of Texas A&M University's Lead by Example priorities by TAMU-COM; the former priorities became Areas of Excellence; and Community joined Clinical, Education, and Research within this. The key focus areas include Rural and Population Health, Military Medicine, and Innovation. The goals, strategic initiatives, and objectives under each focus area were revised to focus efforts on expanding inter-professional educational curricular and co-curricular activities; growing the research program, including medical student research opportunities; and promoting a culture of excellence, professionalism, diversity, equity, and inclusion for the TAMU-COM community.



the TAMU-COM faculty, medical students and staff represent a dedicated and motivated group of individuals who stand ready to move our college's mission and vision forward over the next five-plus years. TAMU-COM's commitment to grand initiatives around rural and population health, military medicine and technology-supported innovation for health and health care delivery make the college unique within the state of Texas. TAMU-COM is a team working to improve the status of medical education.





Texas A&M University's Lead by Example Impact Areas

- **Transformational Education for All Students**
- **Discovery and Innovation for the World**
- **Impact on the State, Nation and the World**

Aggie Core Values

Excellence, Integrity, Leadership, Loyalty, Respect, Selfless Service

College of Medicine Mission Statement

Our mission is to improve the health and well-being of the people of Texas and beyond through excellence in education, research and health care delivery.

College of Medicine Vision

Our vision is to develop the innovators and leaders in medicine and biomedical research who will transform American medicine in the 21st century.

Areas of Excellence

- **Clinical:** The clinical setting is the most immediate avenue for the College of Medicine to fulfill our purpose of providing transformative care to Texans. Through a structure utilizing our own clinical sites and a select group of clinical affiliates, we provide excellent educational settings for our faculty, students and residents to learn and practice.
- **Community:** We aim to improve health outcomes for humanity through our Aggie Core Values. Texas A&M University's Core Values are the foundation of how the College of Medicine approaches education, patient treatment and research. These values guide us in creating an inclusive and positive environment for our stakeholders (faculty, staff, students, patients and community partners). We engage in participatory activities promoting a culture of excellence, organizational effectiveness and performance improvement.
- **Education:** Medical education is the thread that creates a singular vision for future and current students, researchers, alumni and practicing physicians. By impacting education and training at all levels, the Texas A&M College of Medicine fosters achievement of career goals and the transformation of health care. Our curriculum brings flexibility and individualization to the education process to create lifelong learners and bring better health care to all.
- **Research:** Research and scholarly activities are essential for critical thinking and problem solving and serve as the foundation for lifelong learning. The College of Medicine works tirelessly to break down barriers to discover new ways to understand medical science, disease and how we approach treatment through innovative technologies. From bench to bedside, we practice collaborative research and entrepreneurial approaches



Key Focus Areas

- **Rural and Population Health:** The College of Medicine brings health care where it's needed most. Through our keen focus on rural populations and innovative care delivery, the college eliminates health disparities through Texas.
- **Military Medicine:** The College of Medicine honors Texas A&M University's rich military legacy. Our vision is to develop future military medicine leaders to advance healthcare delivery worldwide, leveraging this military experience and knowledge to be a leader in military medicine initiatives.
- **Innovation:** The College of Medicine makes the impossible, possible—by creating systems and technologies that address health care's greatest challenges and bringing together the brightest minds in health care, biomedical sciences, and engineering.



Key Performance Indicators

- **Definition:** A quantifiable measure used to evaluate the success of an organization, employee, etc. in meeting objectives for performance.
- **Each key focus area specific goal has an associated measurable key performance indicator(s) tracked by our Continuous Quality Improvement Team on an annual basis.**



Strategic Plan Executive Overview

CORE VALUES

Excellence	Integrity	Leadership	Loyalty	Respect	Selfless Service
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MISSION

Our mission is to improve the health and well-being of the people of Texas through excellence in education, research and health care delivery.

VISION

Our vision is to develop the innovators and leaders in medicine and biomedical Research who will transform American medicine in the 21st century.

Focus Areas

RURAL AND POPULATION HEALTH	MILITARY MEDICINE	INNOVATION
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Areas of Excellence

CLINICAL	COMMUNITY	EDUCATION	RESEARCH
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GOALS

STRATEGIC INITIATIVES

OBJECTIVES

CLINICAL

CLINICAL GOAL 1: To achieve College of Medicine financial success sufficient to support future growth and vitality

- **Clinical Strategic Initiative 1** – Develop an employed clinical faculty that generates clinical revenue.
 - *Objective 1 – Ensure clinical faculty are inter-professional and practice together in the same primary care focused clinical setting.*
- **Clinical Strategic Initiative 2** – On an income guarantee basis, offer tele-behavioral health and tele-palliative care access to rural hospitals and health systems.
 - *Objective 1 – Assess current personnel and provider telehealth capacities with the HSC.*
 - *Objective 2 – Design and build a telehealth studio sufficient for multidisciplinary teaching precepting with professional fee billing.*
- **Clinical Strategic Initiative 3** – Compliantly capitalize on the opportunity to charge professional fees based on student documentation.
 - *Objective 1 – Explore student documentation services as a means to reduce COM’s education expense paid to preceptors based on perceived benefits (increased coding index, increased visits, and increased preceptor satisfaction).*
- **Key Performance Indicator**
 - By 2023 the following performance measures will be achieved:
 - Increase the number of clinical faculty credentialed by public/private payors by 10%
 - Increase the array of billable clinical services by 2%
 - Increase the number of payor sources by 2%
 - Identify two additional sustainable funding sources for tele-behavioral health

CLINICAL GOAL 2: To improve health care value for Texans

- **Clinical Strategic Initiative 1:** Partner with employers, insurers and integrated health systems, including the military and Department of Veterans Affairs (VA).
 - *Objective 1: Craft value-based, population health programs that make the college an attractive partner for employers, insurers and HIS partners.*
 - *Objective 2: Offer behavioral health programs to partners.*
 - *Objective 3: Offer in-person and telehealth palliative care consultation.*
 - *Objective 4: Offer value-based, population health Interprofessional Practice Plan (IPP) model to military and VA to supplement, or en lieu of, their current contracted providers.*
 - *Objective 5: Address rural health in the partnerships as applicable.*
 - *Objective 6: Develop and deliver training programs to provide austere medicine for delivery of care in resource constrained environments.*
- **Clinical Strategic Initiative 2:** Create health care value-based products to propose to legislature public-private academic partnerships.
 - *Objective 1: Partner with Medicaid and Medicare programs to manage defined populations of patients and reduce the per capita cost of care while improving the health of the populations and individual patient experience of care.*
- **Clinical Strategic Initiative 3:** Routinely obtain input from Interprofessional Practice Plan(IPP) managed patients and partners.
 - *Objective 1: Develop regional (defined by geography served) Patient Family Advisory Councils for IPP*

practices.

- *Objective 2: Constantly survey patients with a validated patient survey mechanism (e.g., Press Ganey) that includes Clinician & Group Survey (CGCAHPS) element*
- *Objective 3: Collaborate with partners on quality and cost of care metrics to establish operations, financial and quality dashboards to guide clinical operations.*
- *Objective 4: Establish regular meeting schedules with partners to review and report on progress and metrics.*
- **Clinical Strategic Initiative 4:** Enter into incentive arrangements with partners for population health goals, particularly utilization reduction.
 - *Objective 1: In collaboration with partners, the team-based IPP clinic will identify high risk patients and proactively interact in person or electronically utilizing trained, lower cost staff according to physician-approved protocols to reduce readmission to emergency department or hospital.*
 - *Objective 2: The team-based IPP clinic staff will coordinate with nurse practitioner (NP) supervised (professional fee) Interprofessional student teams that will perform home visits to high-risk patients.*
- **Key Performance Indicator**
 - Percent of graduates practicing in primary care
 - Percent of graduates practicing in-state
 - Percent of graduates practicing in rural areas
 - Percent of graduates practicing in underserved areas

CLINICAL GOAL 3: To create a patient-centered clinical character for the College of Medicine including the Health Science Center.

- **Clinical Strategic Initiative 1:** Using the Interprofessional Practice (IPP) approach, design a faculty practice plan and associated clinical practice involving the five colleges to be successful in impacting population health, as it affects civilian and government health systems.
 - *Objective 1: Educate all trainees and faculty from the five Health Science Center colleges in IPP.*
 - *Objective 2: Incorporate research on Interprofessional education and practice in the IPP design.*
 - *Objective 3: Involve Interprofessional teams of students in the provision of care that improves the value of students in health care delivery.*
 - *Objective 4: Leverage clinical informatics to facilitate contemporaneous care decisions.*
 - *Objective 5: Commit to continuous quality improvement (CQI) in all clinical venues.*
- **Clinical Strategic Initiative 2:** Utilize the TAMU Health Network to reduce health disparities, improve healthcare quality and access, and promote higher-quality learning environments within its footprint and across Texas.
 - *Objective 1: Create associated intercollegiate research opportunities across our GME network to improve healthcare access, care delivery processes, and overall quality and safety.*
 - *Objective 2: Create and implement a formal system to coordinate and oversee quality improvement and patient safety activities within the TAMU Health Network and the COM's clinical practices spanning all service lines and all healthcare settings.*
- **Key Performance Indicator**
 - Preparation to care for patients from different backgrounds.
 - Field experience in community health
 - Field experience related to health disparities
 - Experience related to cultural awareness and competence

COMMUNITY

COMMUNITY GOAL 1: To promote a culture of excellence, professionalism, diversity, equity, and inclusion for stakeholders (all learners, faculty, staff, patients, and community partners at all campuses, sites, and locations)

- **Community Strategic Initiative 1:** Identify members of the stakeholders community and their needs. Assess our community strengths and gaps.
 - *Objective 1 – Develop instruments to assess community needs (internal and external).*
 - *Objective 2- Develop ongoing methods for identifying community strengths and gaps.*
- **Community Strategic Initiative 2:** Create an infrastructure and invest in programs that support diversity, equity, inclusion, engagement, and retention for all constituents.
 - *Objective 1 – Create seminars and workshops that support individual and group professional development*
 - *Objective 2- Develop and implement mentoring programs for a diverse culture in support of faculty retention*
 - *Objective 3-Advertise and promote our programs to a diverse culture*
 - *Objective 4- Create scholarships for URM, low socioeconomic status and first generation students to encourage matriculation within the Texas A&M College of Medicine*
 - *Objective 5- Engage community and state leaders (e.g. political and religious) in promoting our vision of diversity, equity, inclusion, engagement and retention.*
 - *Objective 6: Develop enhanced partnerships among GME network participants to further develop complementary pipeline programs that address our mutual diversity, equity, and inclusion goals and statewide healthcare needs.*
 - *Objective 7: Utilize a network of GME programs to create inter-system partnerships in education, research, and workforce development. Creating a consortium-like network would help to improve our response times, create economies of scale, and allow for the sharing of resources and information.*
 - *Objective 8: Enhance the fundamental knowledge about biomedical sciences among the community to connect pipelines of new trainees from high-school to graduate and professional programs.*
- **Community Strategic Initiative 3:** Utilize technology, tools and systems to support the seamless and continuous exchange of information among our internal and external stakeholders to achieve our mission.
 - *Objective 1 – Create a training module that promotes inclusion in multi-campus meetings and collaborations*
 - *Objective 2- Create a list serve of our community that is complete and accurate*
 - *Objective 3- Maintain a repository of identified community members and their needs*
- **Key Performance Indicators:**
 - Number and Percentage of Students/Faculty/Staff in each Diversity category
 - GQ Question #16 B: *The diversity within my medical school class enhanced my training and skills to work with individuals from different backgrounds.* Percent who agree or strongly agree.
 - GQ Question #21: *Please rate how often the following professional behaviors/attitudes are demonstrated by your medical school's faculty – Respecting Diversity.* Percent who report very often or always.
 - Learning Environment Annual Survey of Faculty, Staff and Students, Q: *The learning environment fosters a culture that values diversity and inclusion.* Percent who agree or strongly agree for each constituent group.
 - AAMC's Mission Management Tool: 2020 National Median 3.3%; Texas A&M COM 4.3% (75th percentile)

EDUCATION

EDUCATION GOAL 1: To create purposeful, student-focused integrated instruction

- **Education Strategic Initiative 1:** Fully implement an integrated, developmental curriculum with blended basic science and clinical instruction throughout all four years.
 - *Objective 1: Embed clinical scenarios into pre-clinical medical education training*
 - *Objective 2: Embed basic science into clinical medical education training*
 - *Objective 3: Develop core basic science/clinical instruction team.*
 - *Objective 4: Incorporate cross-course and cross-component integration and transitional/bridging sessions.*
- **Education Strategic Initiative 2:** Ensure students can practice collaboratively upon graduation.
 - *Objective 1: Train students from all the colleges in interprofessional care.*
 - *Objective 2: Design curricula to encourage intercollegiate supervision of Health Science Center students in interprofessional care using accreditation standards of the various colleges to define appropriate intercollegiate supervision opportunities.*
 - *Objective 3: Deploy supervised interprofessional teams of students into select care environments such as home visits to patients who are known high utilizers and community health events.*
- **Education Strategic Initiative 3:** Implement a flexible curriculum in our graduate programs that make our trainees more adaptable to the current biomedical needs in research, teaching, and policy enterprise.
 - *Objective 1: Establish dedicated curriculum subcommittees in every graduate program*
 - *Objective 2: Increase number of graduate courses available for students*
 - *Objective 3: Standardize milestones across different tracks in the interdisciplinary PhD program*
- **Key Performance Indicators:**
 - AAMC GQ #7: Overall, I am satisfied with the quality of my medical education Percent who agree or strongly agree
 - AAMC GQ #8A: Basic science coursework had sufficient illustrations of clinical relevance. Percent who agree or strongly agree
 - AAMC GQ #8B: Required clinical experiences integrated basic science content. Percent who agree or strongly agree
 - Graduate student survey indicators for overall quality of the Program

EDUCATION GOAL 2: To create adaptive thinkers and adaptive learners

- **Education Strategic Initiative 1:** Foster innovation and discovery through purposeful teaching of critical-thinking strategies.
 - *Objective 1: Expand curricular opportunities for students to practice and apply critical thinking skills*
 - *Objective 2: Expand participation in extracurricular opportunities for critical thinking (e.g. Clarion, SHIFT, student research)*
 - *Objective 3: Establish a peer-mentoring program between professional and graduate populations that enhance their interdisciplinary interactions*
- **Key Performance Indicators:**
 - Assessment of Adaptive Learning at Orientation and again at Capstone; Report degree of change.



- AAMC GQ #21: Tolerance for Ambiguity Scale. Mean
- Number of total peer-mentoring relationships established

EDUCATION GOAL 3: To form a reciprocal learning environment that supports student and educator relationships and intra-faculty relationships

- **Education Strategic Initiative 1:** Provide two-way communications between faculty and students on their shared clinical experience from humanities perspective
 - *Objective 1: Initiate planned sessions between clerkship students and educators focused on humanism in medicine, build mentorship relationships between students and educators, and foster two-way communication.*
 - *Objective 2: Formalize a compact between research advisors and predoctoral trainees to foster positive mentoring relationships in the laboratory*
- **Education Strategic Initiative 2:** Focus faculty development efforts around a needs-based process working in collaboration with and under the guidance of the Faculty Affairs Committee.
 - *Objective 1: Develop and implement yearly plans around faculty development-continued support for current programs.*
- **Education Strategic Initiative 3:** Establishment of Military Medicine Department
 - *Objective 1: Create task force to define the Department of Military Medicine at TAMU-COM*
 - *Objective 2: Create invited speaker series (two prominent military speakers per year) to help facilitate faculty, staff, and student engagement.*
 - *Objective 3: Ensure Military Medicine Department faculty has critical mass to deliver military/austere medicine curriculum.*
- **Education Strategic Initiative 4:** Become the preferred source of health professions faculty development and continuing education for GME faculty and staff within the state.
 - *Objective 1: Leveraging partnerships with well-known and respected regional academic health systems, provide a local cost-effective alternative to national professional development workshops and symposia.*
 - *Objective 2: Consolidate all continuing education across Texas A&M Health within the Canvas platform made available by the TAMU Office of Continuing Professional Education and Development (CPED). Create a full-service catalog of health professions continuing education.*
 - *Objective 3: Commit to developing distinct continuing education (CE) competencies (e.g. leadership, quality improvement and patient safety, wellbeing, reduction of health disparities, etc.)*
 - *Objective 4: Become a recognized ABMS Maintenance of Certification (MOC) portfolio sponsor and make this service available to GME network faculty and physicians across the state.*
- **Key Performance Indicators:**
 - AAMC GQ #17 B: Student Faculty Interaction Subscale mean
 - Internal Annual Learning Environment Survey. Q: *The learning environment fosters opportunities for positive professional relationships; Opportunities to collaborate with others; personal “fit” (i.e. sense of belonging); intellectually dynamic climate within the medical school; appreciation by colleagues.* Percent who agree or strongly agree.
 - Graduate student survey indicators for overall quality of their mentoring relationships
 - Achieve accreditation with commendation status from the Accreditation Council for Continuing Medical Education
 - Achieve ABMS MOC portfolio sponsor status

EDUCATION GOAL 4: To initiate discovery that leads to new solutions, especially for diverse populations

- **Education Strategic Initiative 1:** Use advanced information technology for the purpose of ongoing evaluation, assessment and monitoring of faculty, students and staff.
 - *Objective 1: Track outcomes, progress and achievements of our current students and alumni.*
 - *Objective 2: Obtain/purchase technology platforms from which to better provide the necessary evaluation and assessment processes.*
- **Education Strategic Initiative 2:** Embed issues of inclusion, diversity and equity throughout the curriculum and among students, faculty and staff.
 - *Objective 1: Develop clinical case presentations around a background of diversity, equity and inclusion, including any associated health disparities.*
 - *Objective 2: Expand further our implicit bias curriculum content.*
 - *Objective 3: Ensure that all search committees and search processes are done with inclusion and diversity criteria in mind.*
 - *Objective 4: Global health opportunities for students.*
- **Education Strategic Initiative 3:** Move forward with establishment of a medicine track built upon concepts of austere and military medicine principles.
 - *Objective 1: Utilize focus groups and online surveys to gather data and analyze to gauge student/community interests.*
 - *Objective 2: Complete LCME track proposal and submit for proposal start date of fall 2022.*
 - *Objective 3: Engage and collaborate with subject matter experts to identify gaps and innovation opportunities to develop a unique approach to military medicine.*
- **Key Performance Indicators:**
 - Actual number of disclosures (discoveries) by program graduates by 2023.
 - Percent of graduates practicing in primary care
 - Percent of graduates practicing in-state
 - Percent of graduates practicing in rural areas
 - Percent of graduates practicing in underserved areas

EDUCATION GOAL 5: To develop professionalism in the learning environment and to promote clinical excellence and foster humanism and professionalism, centered on the Aggie core values

- **Education Strategic Initiative 1:** Promote development of educational skills and professionalism in faculty, learners, and staff.
 - *Objective 1: Implement a comprehensive professionalism program around the learning environment.*
 - *Objective 2: Develop a comprehensive professional development program for faculty, staff and students including how to give and receive feedback.*
 - *Objective 3: Develop and implement mechanisms to encourage mentorship relationships based on career*
 - *Objective 4: Develop and implement mechanisms to encourage mentorship relationships based on improving the learning environment.*

- **Key Performance Indicators:**
 - AAMC GQ #19: Percentage reporting very often and always for:
 - Using professional language
 - Being respectful of house staff and other physicians
 - Being respectful of other health professions
 - Being respectful of other specialties
 - Showing respectful interaction with students
 - Showing empathy and compassion
 - Being respectful of patients' dignity and autonomy
 - Actively listened and showed interest in patients
 - Taking time and effort to explain information to patients
 - Advocating appropriately on behalf of his/her patients
 - AAMC GQ #20: *My medical school has done a good job of fostering and nurturing my development as a future physician.* Percent who agree or strongly agree.
 - AMC GQ #22: Interpersonal Reactivity Index Mean
 - Graduate student survey indicators for overall quality of their career options knowledge

RESEARCH

RESEARCH GOAL 1: To develop research programs that align with COM and TAMU priorities

- **Research Strategic Initiative 1:** Leverage our existing research strengths
 - *Objective 1: Promote the growth of clinical research through recruitment of new faculty with demonstrated experience in clinical research.*
 - *Objective 2: Create a task force to study the institutional barriers complicating inter-college collaborative research, joint appointments and resource sharing and develop institutional agreement to reduce these barriers.*
 - *Objective 3: Increase extramural support.*
 - *Objective 4: Expand existing and create new core infrastructure.*
 - *Objective 5: Utilizing the diverse, statewide network of TAMU-affiliated GME clinical practices, create a health disparities research network.*
- **Research Strategic Initiative 2:** Create new research programs.
 - *Objective 1: Expand COM research through creation of new programs in basic, translational and population-based research.*
 - *Objective 2: Implement new cross-campus, information based programs that utilize electronic tools to promote the sharing of knowledge, expertise, and resources available across TAMU and its colleges.*
 - *Objective 3: Create new cross-campus and inter-institutional research initiatives between TAMU, the HSC and the COM's partner institutions.*
- **Key Performance Indicators:**
 - Number of TAMU-COM T32 research training grants
 - Value of External Grant and Contracts awarded (in mio)
 - Research Expenditures from external funding (in mio)
 - Total number of published papers/average number per faculty (PubMed; with COM PI as first or last author only)

RESEARCH GOAL 2: To prepare our trainees to become innovators in biomedical research

- **Research Strategic Initiative 1:** Guide graduate student (PhD and MD-PhD) and Post-doc career development.
 - *Objective 1: Implement changes in the Graduate Program curriculum that makes our trainees more competitive in the academic and for-profit biomedical research enterprise.*
 - *Objective 2: Create a program that provides faculty guidance and support for postdoctoral fellow seeking competitive national fellowships.*
 - *Objective 3: Establish an annual off-campus research retreat for all graduate students (and interested postdocs) to provide a venue for communicating research activities and the intent to create new research collaborations.*
- **Research Strategic Initiative 2:** Develop a structured medical student experience
 - *Objective 1: Continue support for medical Student Grand Rounds (MSGR) in the preclerkship curriculum with an increased emphasis on research and scholarly activities (R&SA) that fit within the context of medical education.*
 - *Objective 2: Create a Medical School Orientation Program that provides introduction to the values*



and goals of medical education with a focus on R&SA as a component of medical and professional development.

- *Objective 3: Create specialized R&SA programs to support and expand students' interest in R&SA topics.*
- *Objective 4: Develop a college-supported mechanism for tracking student R&SA with the intent to include it as a component of residency applications.*
- **Research Strategic Initiative 3:** Enhance the interdisciplinary research of the PhD and MDPHD graduate Programs
 - *Objective 1: Develop a cross-campus interdisciplinary PhD program admissions portal*
 - *Objective 2: Establish an annual off-campus research retreat for all graduate students (and interested postdocs) to provide a venue for communicating research activities and the intent to create new research collaborations.*
- **Research Strategic Initiative 4:** Strengthen financial resources to support incremental number of predoctoral trainees
 - Objective 1: Develop foundations to be competitive in pursuing training grants*
 - Objective 2: Develop revenue-generating professional masters and post baccalaureate programs*



➤ **Key Performance Indicators:**

- Number of PhD and MD/PhD students enrolled
- Number of new PhD and MD/PhD students admitted annually
- Number and percent of those students who graduate with an MD-PhD
- GQ Question #14 percent of respondents who indicated participating on an elective (for credit) or volunteer (not required)
- Research retreat satisfaction indicators survey
- Number of predoctoral students enrolled in the PhD and MDPHD program
- Number of masters and postbac programs developed