College of Osteopathic Medicine Strategic Plan, 2022-2027

**Duquesne University of the Holy Spirit Mission:** Serving God by Serving Students Through:
Commitment to excellence in liberal and professional education
Profound concern for moral and spiritual values
Maintaining an ecumenical atmosphere open to diversity
Service to the Church, the community, the nation, and the world

**Duquesne University College of Osteopathic Medicine Mission**
The mission of the Duquesne University College of Osteopathic Medicine is to provide excellence in medical education. The College will train physicians who will serve God, in the Spiritan tradition, by caring for all people in all communities, including in underserved urban and rural communities of Western Pennsylvania, the nation, and the world, addressing healthcare disparities among these communities. The College will graduate physician leaders in all medical specialties with a focus on primary care.

### I. ACADEMIC EXCELLENCE
Recruit and Retain Mission-Minded Faculty and Students
Curriculum based on Core Competencies
Team-Based, Experiential Learning with Clinical Application and Critical Thinking
Foster a Culture of Lifelong Learning
Assessment-Driven Continuous Quality Improvement of Curriculum
DU SI #1: DU will identify bold pathways to offer students the knowledge and skills they will need for productive and fulfilling lives

### STRATEGIC DOMAINS

#### I. Academic Excellence

#### II. Living our Faith through Community and Global Health

#### III. COM Interprofessional Community Engagement

#### IV. Diversity, Equity, and Inclusion

#### V. Research, Innovation, and Entrepreneurship

### II. LIVING OUR FAITH THROUGH COMMUNITY AND GLOBAL HEALTH
Foster a Culture of Community and Global Outreach as Opportunities for Medical Ministry
Provide Opportunities for Students to Engage in Leadership Development
Develop Ongoing Projects to Help Address Health Disparities
Develop Community Health Research
DU SI #2: DU will become the region’s flagship institution for community engagement through mutually beneficial partnerships that advance the city, the region and the world.

### III. COM INTERPROFESSIONAL COMMUNITY ENGAGEMENT
Interprofessional Education and Research Collaborations between Duquesne Campus and Community Partners
Strong Presence in the Community through Partnerships with Regional Healthcare Systems and FQHCs
Create an Interprofessional Clinic that is Managed by DU Faculty and Students, to Provide Care for Underserved Patients
DU SI #3: DU’s academic programs will transcend traditional boundaries, position it as a leader in interdisciplinary and interprofessional programs.

### IV. DIVERSITY, EQUITY, AND INCLUSION

#### Faculty Recruitment, Training, Mentorship, and Assessment
Educate Faculty, Staff, and Students in Cultural Sensitivity & the Social Determinants of Health
Social Justice and Health Equity
Develop Outreach Programs and Partnerships in Diverse Communities
DU SI #4: DU will create a vibrant campus community that fosters the achievements of its talented faculty, students and staff.

### V. RESEARCH, INNOVATION, AND ENTREPRENEURSHIP
Culture of Entrepreneurship and Fiscal Responsibility
Faculty Recruitment, Training and Mentorship
Develop Educational, Biomedical Science, and Clinical Research Programs
Faculty-Mentored Student Research and Scholarly Activity
Faculty Development Programs for Grantsmanship and Scholarship
DU SI #5: DU will encourage an entrepreneurial spirit that will allow it to creatively steward University assets, adapt to changing environments and enhance its financial vitality to fulfill its mission for a new era.
Duquesne University of the Holy Spirit is a Catholic university founded by members of the Congregation of the Holy Spirit, the Spiritans, and sustained through a partnership of laity and religious. Duquesne University of the Holy Spirit serves God by serving students through:

- Commitment to excellence in liberal and professional education
- Profound concern for moral and spiritual values
- Maintaining an ecumenical atmosphere open to diversity
- Service to the Church, the community, the nation, and the world

In 2017, Duquesne University adopted a new 5-year strategic plan to guide the University into 2023. The plan includes five strategic imperatives, namely:

- DU Strategic Imperative #1: DU will identify bold pathways to offer students the knowledge and skills they will need for productive and fulfilling lives and careers in the 21st century.
- DU Strategic Imperative #2: DU will become the region’s flagship institution for community engagement through mutually beneficial partnerships that advance the city, the region and the world.
- DU Strategic Imperative #3: DU’s academic programs will transcend traditional boundaries, position it as a leader in interdisciplinary and interprofessional programs.
- DU Strategic Imperative #4: DU will create a vibrant campus community that fosters the achievements of its talented faculty, students and staff.
- DU Strategic Imperative #5: DU will encourage an entrepreneurial spirit that will allow it to creatively steward University assets, adapt to changing environments and enhance its financial vitality to fulfill its mission for a new era.

The mission of the proposed Duquesne University College of Osteopathic Medicine is to provide excellence in medical education. The College will train physicians who will serve God, in the Spiritan tradition, by caring for all people in all communities, including in underserved urban and rural communities of Western Pennsylvania, the nation, and the world, addressing healthcare disparities among these communities. The College will graduate physician leaders in all medical specialties with a focus on primary care.
The Vision of the proposed Duquesne University College of Osteopathic Medicine is to create a culture of servant leaders who are dedicated to treating the whole person, mind, body, and spirit.

The Values of the proposed Duquesne University College of Osteopathic Medicine are:

- **(L) Love and Mercy**: Treating others as you would want to be treated, with empathy and compassion. Creating a culture of tolerance and non-judgementalism.

- **(E) Ethics and Morality**: Creating a culture committed to practicing medicine with the highest moral and ethical standards.

- **(A) Advancement and Personal Development**: Empowering faculty, staff, and students to develop lives of self-fulfillment through service.

- **(D) Diversity and Social Justice**: Creating a culture that promotes diversity, equity and inclusion in the treatment of others, and seeks to address inequities in access to health care.

- **(E) Excellence**: Creating a culture where students, faculty, and staff can excel and reach their full potential both academically and professionally.

- **(R) Responsibility to Profession and Community**: Equipping and training the next generation of health care leaders in all medical specialties with a particular focus on primary care.

- **(S) Servant Leadership**: Creating a culture of service to God consistent with the historic Mission of Duquesne University.

The mission, vision, values, goals, and strategic plan for the proposed Duquesne University College of Osteopathic Medicine, therefore, are aligned with the strategic imperatives within the larger University context.

The proposed DUQCOM is informed and guided by the following 21 goals, which align with the 5 COM strategic domains and the 5 strategic imperatives of the university, for the purpose of training physicians who will serve God, in the Spiritan tradition, by caring for all people in all communities and addressing healthcare disparities among these communities. Within the context of each goal, there are objectives and action items, which allow the proposed DUQCOM to implement, measure, and assess progress towards fulfillment of the goals set forth in the strategic plan.
The Duquesne University College of Osteopathic Medicine’s Five Strategic Domains and Goals include:

**I. Academic Excellence (AE)**
- AE. G1: Recruit and retain mission-minded faculty and students.
- AE. G2: Design and implement a curriculum based on core competencies.
- AE. G3: Develop student’s knowledge, skills, and abilities through a team-based, experiential learning program with clinical applications and critical thinking.
- AE. G4: Foster a culture of lifelong learning.
- AE. G5: Create and foster a culture of curricular assessment driven by continuous quality improvement.

**II. Living our Faith through Community and Global Health (LF)**
- LF. G1: Foster a culture of community and global outreach as opportunities for medical ministry.
- LF. G2: Provide opportunities for students to engage in leadership development.
- LF. G3: Develop ongoing projects focused on addressing health disparities.
- LF. G4: Develop ongoing projects focused on community health research.

**III. COM Interprofessional Community Engagement (ICE)**
- ICE. G1: Create and foster a culture of interprofessional education and research collaboration between Duquesne University and community partners.
- ICE. G2: Create and foster a strong presence in the community through partnerships with regional healthcare systems and federally qualified health centers (FQHCs).
- ICE. G3: Create an interprofessional clinic managed by Duquesne University faculty and students, to provide healthcare to underserved patients in our community.

**IV. Diversity, Equity, Inclusion (DEI)**
- DEI. G1: Develop diversity, equity, and inclusion initiatives related to recruitment and training, mentorship, and assessment.
- DEI. G2: Develop diversity, equity, and inclusion programs to educate faculty, staff, and students in cultural sensitivity and the social determinants of health.
- DEI. G3: Increase awareness and understanding of social justice and health equity.
- DEI. G4: Develop outreach programs and partnerships in diverse communities.
V. Research, Innovation and Entrepreneurship (RIE)

RIE. G1: Create and foster a culture of entrepreneurship and fiscal responsibility.
RIE. G2: Develop and assess processes for faculty recruitment, training, and mentorship.
RIE. G3: Develop programs in educational, biomedical science, and clinical research.
RIE. G4: Develop curricular and extracurricular opportunities for faculty-mentored student research and scholarly activity.
RIE. G5: Offer faculty development programs for grantsmanship and scholarship.
## College of Osteopathic Medicine Strategic Plan, 2022-2027

### Strategic Domain I: Academic Excellence (AE)

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<tr>
<th>Goals</th>
<th>Objectives</th>
<th>Measurable Outcomes</th>
<th>Focus (Time-Frame)</th>
<th>Accountable Parties</th>
<th>Relevant DU Strategic Imperative</th>
<th>Relevant COCA Standard/Element</th>
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</table>
| **AE. G1:** Recruit and retain mission-minded faculty and students. | **Objective:** Recruit and retain individuals who demonstrate the potential to become faculty and student leaders and future academic, research, and community leaders who will help DUQCOM achieve its mission. | **Measurable Outcomes:**  
  - Percent retention of students and faculty  
  - Percentage of students and faculty involved in regional and international mission trips and community service activities  
  - Evidence of student alignment with mission in secondary applications  
  - Student and faculty achievements in mission and research  
  - Alumni practice in primary care vs. specialty med positions  
  - Alumni practice in rural and urban underserved regions | All Matriculants Students Alumni Faculty (Annually) | Assoc Deans, Asst Dean for Academic Affairs and Assessment, Admissions Committee, Director of Admissions, Appointment and Promotion Committee | DU Strategic Imperative #1 | 1.1 11.1 11.3 |
| **AE. G2:** Design and implement a curriculum based on core competencies. | **Objective:** Train physicians who are competent to enter residency. | **Measurable Outcomes:**  
  - Course grades  
  - Board examination scores: Comprehensive Medical Licensing Exam of the US (COMLEX) Level 1, Level 2 CE, Level 2 PE attestation, USMLE Step 1, Step 2 CK  
  - Objective Structured Clinical Exam (OSCE) performance, to include Entrustable Professional Activities (EPAs)  
  - Graduation rates | MS-4 Students (Annually) | Assoc Deans, Asst Dean of Simulation, Student Academic Progress Promotion Committee, Faculty Council | DU Strategic Imperative #1 | 11.1 11.3 |
| | **Objective:** All courses and rotations have objectives and assessments that are mapped to competencies/program learning objectives. | **Measurable Outcome:**  
  - Completed and implemented curriculum map | All Courses Clinical Rotations (Annually) | Asst Dean for Academic Affairs and Assessment, Curriculum Committee | DU Strategic Imperative #1 | 6.2 11.1 11.3 |
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<td>AE. G3: Develop student’s knowledge, skills, and abilities through a team-based, experiential learning program with clinical applications and critical thinking.</td>
<td>Objective: Train students who are able to evaluate patients in a clinical environment and write progress notes using the SOAP format including a differential diagnosis and appropriate assessment and treatment plan that is education-level appropriate.</td>
<td>Measurable Outcomes: • Student performance on OSCEs • Course and rotation grades • Preceptor evaluations</td>
<td>All Students (Annually)</td>
<td>Assoc Deans, Asst Dean for Simulation, Clinical Site Preceptors</td>
<td>DU Strategic Imperative #1</td>
<td>11.1</td>
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<tr>
<td>Objective: Train students who are able to think critically and apply biomedical and clinical knowledge to clinically-based and team-based learning activities such as Friday morning patient-based or problem-based cases.</td>
<td>Measurable Outcomes: • Course and rotation grades • Preceptor and faculty evaluations • Surveys</td>
<td></td>
<td>MS-1, MS-2 (Relevant Courses) (Annually)</td>
<td>Assoc Deans for Academic, Biomedical, and Clinical Affairs, Course Directors</td>
<td>DU Strategic Imperative #1</td>
<td>11.1</td>
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<tr>
<td>Objective: Trains students who are able to lead and participate in team-based learning and care.</td>
<td>Measurable Outcomes: • OSCEs • Performance in simulation exercises • Preceptor evaluations • Surveys</td>
<td></td>
<td>MS1-MS2 Simulations MS-3, MS-4 Clinical Rotations (Annually)</td>
<td>Assoc Dean for Clinical Affairs, Regional Asst Deans, Clinical Site Preceptors</td>
<td>DU Strategic Imperative #1</td>
<td>11.1</td>
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| AE. G4: Foster a culture of lifelong learning. | Objective: Train students who engage in self-directed learning, utilizing evidence-based research to make recommendations for appropriate patient care. | - Capstone project in the Foundations of Medical Research course, completed by all students  
- Course grades  
- Student performance on OSCEs  
- Preceptor evaluations  
- End of rotation exams | All Students (Annually) | Assoc Deans for Academic, Biomedical, and Clinical Affairs, Asst Dean for Research, Foundations of Medical Research Course Director | DU Strategic Imperative #1 | 6.7  
11.1 |
| AE. G5: Create and foster a culture of curricular assessment driven by continuous quality improvement. | Objective: Develop and implement a process to periodically assess and redesign courses and rotations which is operational and effective, includes student feedback, and leads to overall quality improvement of the curriculum. | - Curriculum committee minutes  
- Preceptor course and rotation student evaluation  
- End of course and rotation exam outcomes  
- Student surveys to evaluate courses, rotations, and faculty  
- National board examination outcomes including first time pass rates  
- Clinical site assessments | All Students  
All Faculty (Annually) | Assoc Deans for Academic, Biomedical, and Clinical Affairs, Curriculum Committee, Course Directors | DU Strategic Imperative #1 | 6.1  
11.1  
11.3 |
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<td>LF. G1: Foster a culture of community and global outreach as opportunities for medical ministry.</td>
<td>Objective: Students engage in community and global outreach with opportunities available for all four years of the curriculum.</td>
<td>• Evaluations and surveys related to longitudinal early clinical learning opportunity in MS1 and MS2 curriculum • Student involvement in student-run free clinic • Third year underserved medicine rotation in US or abroad • Fourth year international elective</td>
<td>All Students (Annually)</td>
<td>Division Chief of Community and Global Health</td>
<td>DU Strategic Imperative #2</td>
<td>6.8</td>
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<td>Objective: Faculty &amp; staff participate in community and global outreach.</td>
<td>• Annual evaluations</td>
<td>All Faculty, Staff (Annually)</td>
<td>Associate Deans</td>
<td>DU Strategic Imperative #2</td>
<td>7.6</td>
</tr>
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<td>LF. G2: Provide opportunities for students to engage in leadership development.</td>
<td>Objective: Provide student opportunities to serve as leaders within the COM, University, region, state, and the nation.</td>
<td>• Student club and organization participation at the COM • Student membership and participation in clubs and organizations nationally</td>
<td>All Students (Annually)</td>
<td>Assoc Dean for Clinical Affairs, Asst Dean for Admissions and Student Affairs, Director of Student Affairs</td>
<td>DU Strategic Imperative #2</td>
<td>11.1</td>
</tr>
<tr>
<td>LF. G3: Develop ongoing projects focused on addressing health disparities.</td>
<td>Objective: Train students, with faculty mentorship, develop projects to address health disparities.</td>
<td>• All students complete a capstone project completion • Number and percentages of projects that were presented, published, and implemented • Number of students and faculty presenting/participating in DUQCOM Research Symposium Day • Student and faculty participation in regional, state, and national meetings</td>
<td>All students (Annually)</td>
<td>Assoc and Asst Deans for Research, Foundations of Medical Research Course Director, Underserved Medicine Course Director</td>
<td>DU Strategic Imperative #2</td>
<td>8.4</td>
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| LF. G4: Develop ongoing projects focused on community health research.| **Objective:** Students engage with COM and other university faculty and students in research projects and service activities to impact the community.  
**Measurable Outcomes:**  
- Number of faculty and student projects and related written and oral presentations  
- Publications in community health journals  
- Number of summer research opportunities developed  
- Number of research electives  
- Curriculum map showing areas of community and public health education | All students (Annually) | Division Chief of Integrative Health and Wellness, Chair of Primary Care, Division Chief of Community and Global Health | DU Strategic Imperative #2       | 6.2 8.3 8.4                    |


## Strategic Domain III: COM Interprofessional Community Engagement (ICE)

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<tr>
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<td>ICE. G1: Create and foster a culture of interprofessional education and research collaboration between Duquesne University and community partners.</td>
<td>Objective: Students and faculty engage with other university program faculty and students in research projects, interprofessional education, and service activities. <strong>Measurable Outcome:</strong> - Numbers of interprofessional education programs, service opportunities, and research projects</td>
<td>All students All faculty (Annually)</td>
<td>Associate Deans, Asst Dean for Research, Asst Dean for Academic Excellence and Accreditation</td>
<td>DU Strategic Imperative #3</td>
<td>6.8, 7.6, 8.4</td>
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<tr>
<td>ICE. G2: Create and foster a strong presence in the community through partnerships with regional healthcare systems and FQHCs.</td>
<td>Objective: Students and faculty engage with healthcare systems, practices, and FQHCs within the region in research projects, interprofessional education, and service activities. <strong>Measurable Outcomes:</strong> - Collect data regarding the COM’s geographic footprint to include student rotations, service opportunities, student presence and clinical experiences in underserved urban &amp; rural settings - Graduates practicing in rural &amp; underserved areas</td>
<td>All students (Annually)</td>
<td>Assoc Dean for Clinical Affairs, Chair of Primary Care, Division Chief of Integrative Health and Wellness, Division Chief of Community and Global Health</td>
<td>DU Strategic Imperative #3</td>
<td>6.8, 8.4</td>
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<tr>
<td>ICE. G3: Create an interprofessional clinic managed by Duquesne University faculty and students, to provide healthcare to underserved patients in our community.</td>
<td>Objective: Students will support the mission of DU and the COM by partnering with Duquesne University faculty in managing an interprofessional free clinic that will provide care to patients in underserved communities in our area. <strong>Measurable Outcomes:</strong> - Number of students participating in the program - Number of patients seen in the clinic</td>
<td>All students Clinical faculty (Annually)</td>
<td>Chair of Primary Care, Division Chief of Community and Global Health</td>
<td>DU Strategic Imperative #3</td>
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## Strategic Domain IV: Diversity, Equity, Inclusion (DEI)

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<tr>
<td><strong>DEI. G1:</strong> Develop diversity, equity, and inclusion initiatives related to recruitment and training, mentorship, and assessment.</td>
<td><strong>Objective:</strong> Diversity among student, faculty, and staff.</td>
<td><strong>Measurable Outcome:</strong> Disaggregate and report key sociodemographic indicators</td>
<td>All Students, Faculty, &amp; Staff (Annually)</td>
<td>Dean and Assoc Deans, Asst Deans of Academic Affairs and Assessment, Director of Admissions, Director of DEI</td>
<td>DU Strategic Imperative #4</td>
<td>5.2</td>
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<td><strong>Objective:</strong> Participation in leadership programs with mentorship to grow diverse leadership.</td>
<td><strong>Measurable Outcome:</strong> Numbers &amp; percentages related to participation in such programs</td>
<td>All Students, Faculty, &amp; Staff (Annually)</td>
<td>Asst Dean of Academic Excellence and Accreditation, Director of DEI</td>
<td>DU Strategic Imperative #4</td>
<td>11.1</td>
</tr>
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<td><strong>Objective:</strong> Faculty, staff, &amp; student training in diversity, equity, &amp; inclusion.</td>
<td><strong>Measurable Outcome:</strong> Completion of training modules by all faculty, staff, and students</td>
<td>All Students, Faculty, &amp; Staff (Annually)</td>
<td>Asst Dean for Academic Excellence and Accreditation, Director of DEI</td>
<td>DU Strategic Imperative #4</td>
<td>5.2 7.6</td>
</tr>
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</table>
| **DEI. G2:** Develop diversity, equity, and inclusion programs to educate faculty, staff, and students in cultural sensitivity and in the social determinants of health. | **Objective:** Graduate physicians who have achieved competency in the areas of cultural sensitivity and the social determinants of health as well as the impact of the social determinants on healthcare outcomes. | **Measurable Outcomes:**  
  - Capstone project completion by all students  
  - Competency-based assessment results  
  - Surveys | MS-4, Alumni (Annually, Periodically) | Dean, Associate Deans | DU Strategic Imperative #4 | 11.1 |
<p>| | <strong>Objective:</strong> Increase faculty and staff awareness in the areas of cultural sensitivity and the social determinants of health as well as the impact of the social determinants on healthcare outcomes. | <strong>Measurable Outcome:</strong> Completion of educational programs, faculty development, &amp; curriculum map related to AACOM IX. Cultural Competency | All Faculty &amp; Staff (Annually) | Asst Dean for Academic Excellence and Accreditation, Director of DEI | DU Strategic Imperative #4 | 6.2 7.6 |</p>
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| DEI. G3: Increase     | **Objective:** Graduate physicians who have gained greater understanding in the areas of social justice and health equity and how these impact access to healthcare as well as patient outcomes.  
**Measurable Outcomes:**  
- Capstone project completion  
- Competency-based assessment results and surveys | MS-4, Alumni (Annually, Periodically) | Assoc Deans for Clinical Affairs and Postgraduate Affairs | DU Strategic Imperative #4       | 11.1                            |
| awareness and         |                                                                            |                                 |                                                                                     |                                  |                                 |
| understanding of      |                                                                            |                                 |                                                                                     |                                  |                                 |
| social justice and    |                                                                            |                                 |                                                                                     |                                  |                                 |
| health equity.        |                                                                            |                                 |                                                                                     |                                  |                                 |
| DEI. G4: Develop      | **Objective:** Students recruited from diverse communities and engaged in outreach to diverse communities with opportunities available for all four years of the curriculum.  
**Measurable Outcomes:**  
- Numbers and percentages of students from diverse communities who matriculate  
- Disaggregate and report percentages related to key sociocultural indicators such as race, gender, 1st generation student, geographic, educationally disadvantaged, etc.  
- Numbers of pathway programs developed as well as numbers of students coming from those programs  
- Analysis of utilization of the pathway programs | All matriculants (Annually) | Director of Admissions, Director of DEI, Division Chief of Community and Global Health | DU Strategic Imperative #4       | 9.1                             |
| outreach programs    |                                                                            |                                 |                                                                                     |                                  |                                 |
| and partnerships in   |                                                                            |                                 |                                                                                     |                                  |                                 |
| diverse communities. |                                                                            |                                 |                                                                                     |                                  |                                 |

| Objective: Faculty & staff recruited from diverse communities and participate in outreach to diverse communities.  
**Measurable Outcomes:**  
- Numbers of faculty and staff who are underserved in medicine | All Faculty  
All Staff (Periodically) | Dean, Assoc Deans | DU Strategic Imperative #4 | 7.1 |
### Strategic Domain V: Research, Innovation and Entrepreneurship (RIE)

<table>
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<tr>
<td>RIE. G1: Create and foster a culture of entrepreneurship &amp; fiscal responsibility.</td>
<td>Objective: Foster a creative, innovative culture through curriculum, research.</td>
<td>New curricular programs, grants, patents, awards, etc.</td>
<td>All Students Faculty (Annually)</td>
<td>Assoc Deans, Asst Dean for Research, Department Chairs</td>
<td>DU Strategic Imperative #5</td>
<td>6.1 8.1 8.4</td>
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<td>Objective: Developing and maintaining a budget process that fosters a culture of fiscal responsibility.</td>
<td>Completion and submission of annual budget by end of fiscal year</td>
<td>All key COM stakeholders (Annually)</td>
<td>Dean, Key COM Stakeholders, Director of Business Administration</td>
<td>DU Strategic Imperative #5</td>
<td>3.2 8.2</td>
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<tr>
<td></td>
<td>Objective: Create interprofessional research and entrepreneurship collaborations between DU undergraduate, graduate, and professional programs</td>
<td>New curricular programs, grants, patents, awards, etc.</td>
<td>All Students Faculty (Annually)</td>
<td>Assoc Deans, Asst Dean for Research, Research Faculty</td>
<td>DU Strategic Imperative #5</td>
<td>6.8 11.1</td>
</tr>
<tr>
<td>RIE. G2: Develop and assess processes for faculty recruitment, training, and mentorship.</td>
<td>Objective: Recruit faculty who are recognized as excellent educators, researchers, scholars, and leaders in their field.</td>
<td>Faculty appointments and promotions</td>
<td>All Faculty (Annually)</td>
<td>Dean, Assoc Deans, Appointment and Promotion Committee</td>
<td>DU Strategic Imperative #5</td>
<td>7.1</td>
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<td>Objective: Train and mentor faculty to grow as successful educators, researchers, scholars, and leaders in their field.</td>
<td>Faculty development programs</td>
<td>All Faculty (Annually)</td>
<td>Asst Dean for Academic Excellence and Accreditation, Dept Chairs</td>
<td>DU Strategic Imperative #5</td>
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<tr>
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<td>Objective: Provide opportunities for students to become successful educators, researchers, scholars, and leaders in their field.</td>
<td>New curricular programs, grants, patents, awards, etc.</td>
<td>All Students (Annually)</td>
<td>Assoc Deans, Asst Deans for Research, Academic Excellence and Accreditation</td>
<td>DU Strategic Imperative #5</td>
<td>8.4 11.1</td>
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<tr>
<td>Goals</td>
<td>Objectives</td>
<td>Measurable Outcomes</td>
<td>Time-Frame</td>
<td>Accountable Parties</td>
<td>Relevant DU Strategic Imperative</td>
<td>Relevant COCA Standard/Element</td>
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<td>RIE. G3: Develop programs in educational, biomedical science, and clinical research.</td>
<td>Objective: Faculty and students demonstrate excellence in educational, biomedical science, clinical research, and scholarly activity, with an emphasis on population health and community medicine.</td>
<td>Numbers and percentages of new curricular programs, grants, scholarships, patents, awards, educational scholarly activity Achievements such as national membership organization positions, academic positions, research awards, etc.</td>
<td>All Faculty &amp; Students Alumni (Annually, Periodically)</td>
<td>Associate Deans, Assistant Dean for Research, Dept Chairs, Research Faculty</td>
<td>DU Strategic Imperative #5</td>
<td>8.4 11.1</td>
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<td>RIE. G4: Develop curricular and extracurricular opportunities for faculty-mentored student research and scholarly activity.</td>
<td>Objective: Student participation in research projects with faculty mentorship for projects; development of proposals, posters, and papers. Provide students with the necessary skills to represent the COM when presenting at local, regional, or national professional meetings.</td>
<td>Numbers and percentages of proposals and posters, new curricular programs, grants, scholarships, patents, awards, educational scholarly activity Achievements: student research, publications, national organization memberships, academic positions, research awards, etc.</td>
<td>All students (Annually)</td>
<td>Associate Deans, Asst Dean for Research, Dept Chairs, Research Faculty</td>
<td>DU Strategic Imperative #5</td>
<td>8.4</td>
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<td>RIE. G5: Offer faculty development programs for grantsmanship and scholarship.</td>
<td>Objective: Provide faculty development programming related to identifying grant opportunities, supporting grant applications and writing, grant management, and research ethics.</td>
<td>Number and percentage of faculty participants in faculty development programs, completion of faculty development needs assessment programs Funded research grants</td>
<td>All Faculty (Annually)</td>
<td>Asst Dean for Academic Excellence and Accreditation</td>
<td>DU Strategic Imperative #5</td>
<td>7.6</td>
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