Wood College of Osteopathic Medicine Strategic Plan (2025–2030)

Three pillars: Partnerships, Academic Excellence, and Distinctiveness

Goal, Objectives and Strategies

Strategic Pillar 1: Partnerships

Vision:
To be the preferred partner in advancing the continuum of osteopathic medical education in Indiana by fostering access, collaboration, and excellence in identifying, training, and developing future osteopathic physicians.

1. **Expand and Formalize Pre-Med Pathways**

    - **Enroll 60 students annually from Marinan pathway programs by 2030**
        - *Formalize and streamline partnerships with Indiana colleges and universities to create accessible pathways into osteopathic medicine*
        - *Implement the 3+4 BS/DO program with Marian University Pre-Med by Fall 2027.*

    - **Grow BMS enrollment to 90 first year students by 2030.**
        - *Enhance Biomedical Sciences (BMS) pathways, including direct admission and seamless transition into health profession programs*

    - **Increase and support Marian Pre-Med program of 100 students by 2030**
        - *Create a template for additional pre-med partnerships with non-Marian institutions.*
        - *Track and grow pre-med info session participation by 10% annually.*

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2. **Enhance UME–GME Clinical Partnerships**

    - **Expand clerkship capacity to support 190 students per class.**
        - *Increase affiliated clinical sites, focusing on rural and underserved communities.*
        - *Recruit and onboard 25-30 new preceptors annually with a focus on primary care and COCA requirements.*
        - *Launch at least 2 new rural or cohort tracks/year from 2025-2030*

    - **Launch summer clinical immersion for 25 first-year students by 2026 (expanding to 50 by 2030).**

- **Create preceptor evaluation system with >80% positive ratings on learner/preceptor feedback annually**

3. **Grow Graduate Medical Education in Indiana**

    - **Achieve ACGME Sponsoring Institution status by 2026.**
        - *Host an annual GME summit beginning in 2026.*

    - **Create 10 new GME slots annually, with at least five in primary care**.
        - *Establish at least two MU-WCOM-sponsored residency programs by 2028, one in a rural location.*
        - *Facilitate development of a statewide GME community to support faculty development and osteopathic recognition*

    - **Increase the number of ACGME programs with osteopathic recognition.**
        - *Facilitate development of a statewide GME community to support faculty development and osteopathic recognition*

4. **Engage Alumni and Strengthen CME Offerings**

    - **Offer three CME courses annually, including one in OMM or primary care.**

    - **Increase alumni engagement to 200 alumni by 2030 as measured by precepting, donating, lecturing, or event attendance.**
        - *Maintain a quarterly alumni/preceptor newsletter with at least a 50% open rate.*
        - *Launch a biannual alumni forum to inform curricular and strategic decisions.*

    - **Create a CME dashboard linking alumni feedback to curriculum improvement.**

5. **OMM Clinical Integration**

    - **Launch OMM Clinic by 2030**
        - *Develop a proposal for a community OMM clinic by 2025*
        - *Secure a partner by 2026*
        - *Launch pilot of clinic by 2027 with 20 patient visits/week*
        - *Integrate the OMM clinic into CME and GME programming by 2028.*
        - *Track OMM clinic impact: student satisfaction, patient satisfaction and patient outcomes*

6. **Research and Scholarly Activity**

    - **Increase the number of faculty/student co-authored, peer-reviewed publications by 25% by 2027.**

    - **Generate collaborations with clinical partners to provide scholarly activity opportunity to all students by 2030**

- *Obtain articulation agreements with clinical partners to provide support for their residents and scholarly activity, at least one a year*
- *Hire a research coordinator to support GME and UME*

- **Track and report external funding proposal submitted and awarded, targeting $200K/year in research-related grants by 2030**

- **Host an annual MU-WCOM Research symposium with at least 30 students and 30 partner presentations by 2027**

Strategic Pillar 2: Academic Excellence

Vision:
Foster a dynamic, student-centered learning environment that ensures academic excellence, prepares students for clinical practice, and advances institutional growth through faculty development, research, and community engagement.

1. **Revise the curriculum to foster student-centered, active learning and ensure it is rigorous, relevant, and aligned with clinical practice and licensure requirements.**

- **Transition to guided active learning**
  - *Implement in two courses per year with the goal of TBL or PBL in all courses by 2030*
  - *Integrate advanced technologies (including simulation and AI) into teaching and learning with the goal of increasing its incorporation by 10%*
  - *Incorporate social determinants of health into TBL/PBL activities annually*

- **Align Curriculum with NBOME Blueprint**
  - *Use curricular mapping software and COMBANK question tagging to measure 100% coverage of high yield topics within the NBOME blueprint*

- **Develop Interprofessional Education Initiatives**
  - *Promote collaboration between medical students and students from other healthcare disciplines by creating 20 unique opportunities by 2030*

2. Enhance comprehensive support systems that promote student engagement, success, and well-being.

- **Empower Students to Be Effective Evaluators of Their Own Learning**
  - *Expand and develop robust peer-led tutoring through collaboration between student tutors, academic support, and course directors for each course by 2030*
  - *Create a Pre-Matriculation Program by AY 2026-2027*
  - *By 2030 students will utilize their individual risk "scorecard" to drive an ILP*
  - *Achieve >90% of all students scoring >75% in biomedical and clinical courses*

- **Enhance academic advising to provide streamlined and consistent messaging**

    - *Academic advising becomes team-based (academic affairs, academic advisor, student, and academic support) by AY 2026-2027*

- **Enhance Early Detection System and Interventions for At-Risk Students**
    - *Implement an early detection system to provide timely academic interventions to yield less course failures following the first semester of first year*
    - *Establish a yearly progress testing option for pre-clerkship students*
    - *Yield improved progress testing scores in March of second year when measured year over year*
    - *Establish structure of target scores for coursework, exam failures, and longitudinal assessments and provide process to address deficiencies*

3. Strengthen faculty and staff development to include individualized development plans to further enhance teaching, mentorship, and leadership capabilities.

- **Improve transition for new faculty and staff when starting at MU-WCOM**
    - *Modify MU's NFO to include specific elements for WCOM faculty and staff*

- **Increase and improve faculty and staff engagement with development sessions**
    - *Track faculty and staff attendance*
    - *Align professional development with faculty and staff needs to include elements opportunities from other entities (ie: national, committees, leadership, university, etc) as assessed by a yearly evaluation*
    - *Align and leverage CTL offerings to enhance MU-WCOM's development sessions*
        - *Engage with CTL to have them deliver at least 2 COM specific sessions relatd to active learning adrogogy*
        - *Increased active learning activites in each course*
    - *Structure development to allow for longitudinal and planned sessions while also allowing for episodic, just in time trainings*
    - *Identify and align faculty expertise with mentorship needs of others*
        - *Mentoring sessions become a part of each development session*
        - *Assessment of mentoring included in reflections from mentor and mentee in AFE*
        - *Incentivize through lunch and awards (local and national) for contributions to mentorship teaching, and research*

- **Develop Leadership Training for Department Chairs**
    - *Partner with MU's Education Leadership Department to provide an WCOM series around strategic planning, team management, and fostering academic excellence for each Chair*

4. Align institutional resources, processes, and messaging for consistency and efficiency in academic experience and guidance.

- **Create consistent rigor and expectations across all courses within WCOM**
    - *Standardize remediation process across all courses, including the development of a consistent exam for each course*

- *Establish rigorous thresholds for qualifying scores on COMSAEs to strive for >90% on Level 1 and Level 2CE*
- *Achieve greater than national average on all COMAT disciplines*
- *Evaluate, develop, and implement a plan for integrated courses and assessments*

- **Align Curriculum and Support Structures**
  - *Ensure coordination between academic advisors, support staff, and administrators*.

- **Clarify Expectations for Students**
  - *Define and communicate professionalism, curriculum comprehension, and work ethic standards*.

- **Create a Repository for Successful Faculty Portfolios**
  - *Provide a resource for faculty development and idea-sharing*.

- **Align Committee Goals and Annual Reviews with Strategic Objectives**
  - *Ensure coherence in institutional priorities*.

5. F**oster partnerships and expand opportunities for research and holistic education.**

- **Establish a Longitudinal Program Addressing Health Equity and Cultural Competence**
  - *Integrate modules on diversity and cultural competence in the curriculum*.

- **Create Research Opportunities for Students**
  - *Provide structured research opportunities with mentorship and funding*.

- **Develop an Interdisciplinary Innovation Hub**
  - *Collaborate with faculty and external partners on innovative educational approaches*.

- **Design a Summer Preparatory Bootcamp for Junior/Senior Students**
  - *Enhance clinical skills and integrate osteopathic principles before clinical rotations*.

Strategic Pillar 3: Distinctiveness

Vision:
MU-WCOM will be recognized for developing osteopathic physicians who deliver exceptional healthcare with a strong foundation in ethics, humanism, primary care, and a commitment to serving Indiana's rural and underserved communities.

1. Increase percentage of alumni practicing in rural areas from 5% in 2025 to 15% over the next 10 years (2035).

- **Expand rural clinical training through partnerships with hospitals and clinics.**

- *By 2028, establish new rural clinical rotation sites with the goal to place 100% of 3rd-year students in rural settings annually.*

- **Establish scholarships for students committing to rural primary care.**
  - *Work with advancement to establish and award 5 rural primary care scholarships annually, with at least 75% of recipients entering rural or underserved practice within 5 years of graduation.*

- **Integrate rural health topics into the core curriculum.**
  - *Introduce at least 4 rural health sessions into the pre-clinical curriculum by 2027.*

- **Develop rural medicine fellowships with an osteopathic focus.**
  - *Develop at least 1 fellowship tracks by 2028, with 70% practicing in rural or underserved communities within 3 years of completion.*

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2. Integrate ethics and humanism in medical education

- **Embed longitudinal ethics and humanism programming across all four years.**
  - *Ensure all 4 years include structured ethics/humanism content, with 80% of students rating the program as effective on annual surveys by 2028.*

- **Create service-learning opportunities each semester for years 1–3 and at least one for CC2.**
  - *By 2026, offer a minimum of 6 service-learning activities annually, with at least 80% student participation across cohorts.*

- **Recognize faculty/staff modeling humanistic leadership with an annual award.**
  - *Establish and award 1 "Humanism in Medicine" recognition annually starting in 2025, with ≥5 faculty/staff nominated each year.*

- **Expand partnerships with community organizations for student engagement.**
  - *Formalize 5 new partnerships by 2027, with at least 50 students participating in community-based projects annually (through PIF or DO Good hour)*

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3. Enhance community engagement and recognition

- **Launch community health initiatives co-led by students and faculty.**
  - *Initiate at least 3 student-faculty-led community health projects annually, each reaching ≥200 community members by 2028.*

- **Develop incentive programs for hospitals and preceptors meeting set student engagement thresholds.**
  - *Implement certificate program by 2026, with at least 50 preceptors/residency partners completing it within 3 years.*
  - *Implement faculty development support*
  - *Develop and implement scholarly activity support*

    - *Evaluate financial incentive programs (ie: CME, tuition, etc)*

- **Utilize collaboration with the Indiana School for the Deaf and Blind for IPE and curricular enhancements.**
    - *Conduct at least 1 interprofessional learning experience per academic year, with ≥90% of participating students reporting increased confidence in caring for individuals with disabilities.*