

Departments of Anatomy and Basic Medical Sciences and the Office of the Associate Dean of Research

Strategic Plan 2012-2020

Mission

The departments recognize the synergistic relationship between teaching and research. The faculty will educate students to create, integrate and communicate biomedical knowledge. Our goal is to make biomedical discoveries and educate clinicians and scientists as future leaders in healthcare.

Vision

Our vision is to improve human health through excellence in education and research.

Core Values

- The faculty will be respectful and cordial with all its members and will engage in interdisciplinary communication and collaboration.
- The department will encourage faculty development through resource commitment and will recognize and reward merit.
- The department and faculty will strive for continuous improvement in quality education and research.
- The department and faculty will embrace pedagogical diversity and innovation in teaching to further academic excellence.
- The department will support current and future research and focus on development of research clusters.
- The department will encourage collaboration and communication with surrounding institutions through seminars, conference participation, teaching and research.
- The faculty and administration are committed to promoting ethics, integrity and academic honesty.
- The faculty and administration will be respectful of and contribute to diversity.

Strategic Plan

We have prioritized and consolidated the future goals of the Departments of Anatomy and Basic Medical Sciences (BMS) into four Pillars of Excellence or themes. Each theme consists of specific goals and objectives. These pillars will form the foundation of our Strategic Plan for the next 5 years, completion of some of which will extend beyond this period:

- 1. Faculty Excellence**
- 2. Educational Excellence**
- 3. Excellence in research, scholarship, and funding**
- 4. Staff excellence**

There are several goals for each Pillar of Excellence. The goals for each Pillar of Excellence are listed in order of priority. Each goal has a set of objectives that are specific, measurable, attainable, relevant and time bound.

Faculty Excellence

Goals:

- 1. Reorganize administrative structure to promote faculty integration and performance.**
- 2. Nurture a culture of excellence for existing faculty.**
- 3. Strategic Addition of New Faculty.**

Objectives:

Goal 1: Reorganize administrative structure to promote faculty integration and performance.

- i. Under the Department of Basic Medical Sciences, develop divisions and division leaders for Biochemistry, Microbiology, Pharmacology and Physiology. Work on developing these into independent departments over the next 5-10 years under guidance of the division faculty, taking into account the needs of both campuses.
- ii. Empower faculty in the selection of division leaders.
- iii. Provide division leaders with adequate resources to promote their productivity and well-being.
- iv. Guidelines and metrics for accomplishing goal:
 - a. Identify division leaders based on administrative experience, demonstrated excellence in teaching, research, grant funding and service.
 - b. Survey peer institutions for determining competitive salary and startup package and implement parity.

Goal 2: Nurture a culture of excellence for existing faculty.

- i. Refine mechanisms to assess current faculty accomplishments with recommendations for:
 - a. Improved performance in faculty instructional skills.
 - b. Improved methods for teaching evaluation, including peer review.
 - c. Promotion of scholarly interactions through research seminars and symposia between both campuses and other institutions.
 - d. Providing assistance in grantsmanship and identification of relevant funding sources.
 - e. Establishing a faculty profile with the Office of Sponsored Programs to find relevant funding sources.
- ii. Build infrastructure and resources for scholarly research
 - a. Define and create high quality environments for support of research.
 - b. Encourage grant application submission.
- iii. Continually analyze competitiveness of salary compensation.
- iv. Communicate COMP and University guidelines and procedures for Promotion and Tenure evaluation including dates, committee composition, and review process. Provide:
 - a. Mid-stream review of progress by mentor peers.
 - b. Assistance in assembling dossier.
 - c. Assurance of congruence between college and University guidelines.
- v. Create opportunities for integration of BMS and Anatomy faculty with clinical faculty in the preclinical teaching.
- vi. Publicly recognize those faculty who have excelled in teaching, in research, and in service.
- vii. Assess progress using:
 - a. peer review and student evaluations.
 - b. numbers of seminars and symposia presented.
 - c. records of publications and grants submitted/funded.
 - d. Survey peer institutions to determine competitive salary compensation and adjust salaries accordingly.
 - e. numbers of faculty promoted and/or tenured.

Goal 3: Strategic Addition of New Faculty.

- i. Determine teaching and research objectives for each division/unit.
 - a. Assess future needs for teaching & research.
 - b. Establish rationale for recruitment of teaching and research faculty.
- ii. Establish and fund additional Endowed Chairs.
- iii. Assessment: Measure success based on numbers of faculty hired and endowed chairs established.

Educational Excellence

Goals:

1. Continued expansion of innovative and collaborative delivery of basic and clinical teaching to foster student-centered, life-long learning.
2. Integration of clinical knowledge with the curriculum and its delivery that includes standardized patient encounters, small/large group case discussions, and IPE.
3. Recruit new faculty and help develop existing faculty to teach in specific basic science courses in the graduate MS/PhD programs.
4. Enhance faculty participation in curriculum design and implementation

Objectives:

Goal 1: Continued expansion of innovative and collaborative delivery of basic and clinical teaching to foster student-centered, life-long learning.

- i. Identify, develop existing faculty and recruit division leaders for each discipline who have significant teaching experience to assist the Chair and COMP Office of Academic Affairs (COMP OAA) in assigning lectures for teaching in the Shared Curriculum to faculty with the appropriate expertise.
- ii. Develop a faculty recruitment strategy for Anatomy and BMS to increase faculty members in each discipline and to create a more diverse faculty with respect to teaching and research expertise.
- iii. Establish a departmental mentorship program to assist junior faculty members in their academic activities toward earning tenure.
- iv. Develop a faculty committee to liaise with COMP Institute of Medical Educators to establish appropriate faculty development workshops to help further innovative teaching pedagogy for the shared curriculum courses.
- v. As a learning organization, faculty, staff and administration will seek to acquire the necessary competencies to foster student-centered learning.
- vi. Develop a peer review mechanism for reviewing exam questions and also develop new assessment tools for student surveys/evaluations.
- vii. Assessment: Analyze success or failure by utilizing multiple independent measures that include:
 - a. Previous COMP internal surveys.
 - b. Basic and clinical science board exam scores.
 - c. Student evaluations/surveys.
 - d. Faculty surveys.

Goal 2: Integration of clinical knowledge with the curriculum and its delivery that includes standardized patient encounters, small/large group case discussions, and IPE.

- i. Encourage, develop and leverage collaborations between the clinical, Anatomy and BMS faculty to integrate relevant clinical knowledge that supports evidence-based medicine.
- ii. Use of current multimedia technology to better deliver content to the students as appropriate.
- iii. Assessment: Analyze success or failure by utilizing multiple independent measures that include:
 - a. Student surveys
 - b. Faculty surveys

Goal 3: Recruit new faculty and help develop existing faculty to teach in specific basic science courses in the graduate MS/PhD programs.

- i. Develop a joint faculty recruitment strategy with the graduate college to increase faculty members in each discipline to allow for a diverse faculty with respect to teaching and research expertise.
- ii. Establish collaboration between COMP and GCBS to allow for faculty involvement in the Graduate programs including both the research degrees and the MSMS pre-health professional program. This can include, but is not limited to, mentoring students in the academic arena as well as teaching specialty topics/courses related to a faculty members content expertise.
- iii. Participate in the development of PhD and a dual DO/PhD program.
- iv. Assessment: Analyze success or failure by utilizing multiple independent measures that include:
 - a. Student surveys.
 - b. Faculty surveys.
 - c. Number of publications.
 - d. Extramural funding.
 - e. PhD graduates.
 - f. DO/PhD graduates.
 - g. COMP faculty involved in the graduate program.
 - h. Faculty effort dedicated to the graduate program.

Goal 4: Enhance faculty participation in curriculum design and implementation

- i. Provide guidance to COMP curriculum committee
- ii. Provide guidance to course coordinators
- iii. Assigned faculty should work with their course director to improve curriculum.
- iv. Assessment: Analyze degree of success by utilizing multiple independent measures that include:
 - a. Faculty surveys.
 - b. Student surveys.
 - c. Board exam scores.

Excellence in Research, Scholarship, and Funding

Goals:

1. **Build a world-class, well-equipped research infrastructure to accommodate current research needs and allow for future expansion.**
2. **Recruit and retain the very best research faculty and build focused “Research Clusters”.**
3. **Collaborate with the GCBS to Develop a PhD Program, support and sustain student research involvement.**
4. **Strengthen partnership with WesternU associated hospitals and outside research institutions for sharing of core equipment, research space and grant collaborations.**
5. **Work with the WesternU infrastructure taskforce to significantly improve COMP and WesternU-wide services for the administration and support of research grants.**

Goal 1: Build a world-class, well-equipped research infrastructure to accommodate current research needs and allow for future expansion

- i. Work with COMP/WesternU to develop plans, identify location and build a new multi-purpose Research Excellence Center building to meet our research needs.
- ii. Invest in a research infrastructure that supports collaborative projects by acquiring more core equipment at both Pomona and Lebanon campuses. The Lebanon and Pomona campuses are at different stages of maturity/development, and each campus has unique perspectives and issues to be resolved.
- iii. Work closely with the Development Office and WesternU/COMP Office of Alumni Affairs to identify potential industry sponsors and philanthropic donors.
- iv. Identify funding sources and offer competitive start up packages at par with other institutions to attract high caliber faculty.
- v. Work towards recruiting technical laboratory staff support to help with increasing productivity and generate critical data for grant proposals.
- vi. Establish faculty “discretionary” funds from indirect costs to help faculty defray costs for membership dues, travel, etc. that cannot otherwise be used from grants.
- vii. Work with WesternU to set up a stockroom for common research supplies.
- viii. Utilize standard matrices to analyze success or failure including:
 - a. faculty surveys.
 - b. number of MS/PhD graduates and research technicians.
 - c. number of DO and residents in research projects.
 - d. number of COMP research faculty.

Goal 2: Recruit and retain the very best research faculty and build focused “Research Clusters”

- i. Identify priorities for next round of faculty recruitments and implement searches.
- ii. Enhance recruiting efforts with cluster hires.

- iii. Integrate faculty hiring and research activities with GCBS and explore opportunities for shared faculty positions with other Colleges.
- iv. Develop research programs that build upon our current strengths.
- v. Enhance faculty development and promote opportunities to participate in grant-writing and career development workshops.
- vi. Faculty members with similar research interests will explore opportunities of potential collaboration and co-investigator status on new and /or renewal grants.
- vii. Increase multi-investigator proposals. Stronger collaborations with the Institutes and/or clusters will be key focal points for future multi-investigator grants. The Department will foster these collaborations with potential “partnering” mechanisms with other funding streams. The clear limitation to this is the availability of resources to “partner” with other monies to incentivize this collaboration.
- viii. Enhance faculty retention by establishing competitive pilot and bridge funds to help support research activities of junior faculty, as well as established and productive faculty who have temporarily lost their funding.
- ix. Develop focused Research clusters which may include:
 - a. Center for Neurodegenerative Disease
 - b. Center for Infectious Diseases and Immunology
 - c. Center for Molecular and Metabolomic Diseases
 - d. Western Diabetes institute.
 - e. Spine Institute
- x. Increase the success rate of research proposals. The department will explore establishing an internal review committee for grant proposals to provide feedback to principal investigators on grant proposal quality, structure, methodology, and communication of the research ideas.
- xi. Encourage departmental funding/support aligned with collaborative research strategies.
- xii. Assessment: Utilize standard matrices to analyze success or failure including:
 - a. Student surveys.
 - b. Faculty surveys.
 - c. Number of joint publications.
 - d. Number of extramurally funded grants.
 - e. Amount of intramural funding.
 - f. Number of MS/PhD graduates.
 - g. Number of dual DO/PhD graduates.
 - h. Number of DO and residents in research projects.
 - i. Number of COMP research faculty contributing to the graduate program by giving lectures and training graduate students.
 - j. Percent research faculty effort dedicated to the graduate program.
 - k. Number of Institutes/Centers developed and their success.

Goal 3: Collaborate with the GCBS to Develop a PhD Program, support and sustain student research involvement.

- i. Participate with GCBS to develop a PhD program at WesternU.

- ii. Help to develop an integrated dual DO/PhD program to meet a shortfall in availability of individuals with this unique combination of research and clinical osteopathic training. Students from both campuses would be eligible and would be able to choose a mentor from either campus.
- iii. Coordinate with the graduate school and accreditation committee for approval.
- iv. Work with the Development Office and the Graduate College to secure funds to support doctoral stipends.
- v. Involve more DO students and residents in research projects. Establish competitive research fellowships for DO students engaged in clinical or basic science research.
- vi. Support up to 5 MSBS students to work with COMP research faculty.
- vii. Integrate COMP seminar series with the graduate college.
- xiii. Assessment: Utilize standard matrices to analyze success or failure including:
 - a. Student surveys.
 - b. Faculty surveys.
 - c. Number of joint publications.
 - d. Number of extramurally funded grants.
 - e. Amount of intramural funding.
 - f. Number of MS/PhD graduates.
 - g. Number of dual DO/PhD graduates.
 - h. Number of DO and residents in research projects.
 - i. Number of COMP research faculty contributing to the graduate program by giving lectures and training graduate students.
 - j. Percent research faculty effort dedicated to the graduate program.

Goal 4: Strengthen partnerships with WesternU colleges and outside research institutions for sharing of core equipment, research space and grant collaborations

- i. Establish “new” institutional linkages with other departments, colleges and outside institutions. Explore joint research interests with faculty from other departments. This would need to be both individual investigator driven as well as supported by the Department and College. Opportunities into clinical research should be explored and better coordinated with clinicians.
- ii. At Pomona campus COMP faculty will partner with other WesternU colleges to share core as well as specific equipment.
- iii. At Pomona campus COMP faculty will partner with faculty at local research institutions including Cal Poly Pomona, Loma Linda, Claremont Colleges, University of La Verne, UCs and CSUs in southern California.
- iv. At Lebanon campus COMP faculty will partner with OSU and OHSU.
- v. Assessment: Utilize standard matrices to analyze success or failure including:
 - a. Faculty surveys.
 - b. Number and depth of commitment of external partners.
 - c. Numbers of joint projects, funding and manuscripts

Goal 5: Work with the WesternU infrastructure taskforce to significantly improve COMP and WesternU-wide services for the administration and support of research grants.

- i. Designate budget officers at each campus in charge of purchasing for Anatomy and BMS/COMP to streamline purchase of laboratory supplies and equipment for research.
- ii. Subject to compliance with State and Federal laws, the role of the PI in the hiring process should be maximized. The Human Resources department should play a support role in the hiring process. Where appropriate, qualified candidates can be considered for exempt status in accord with the rules and regulations of WesternU.
- iii. Improve IT support for research related activities.
- iv. Properly and faithfully execute current plans for research growth. Control of allocated COMP research space should be under COMP direction.
- v. Improve delivery of perishable chemicals across campus.
- vi. Work with the VP for research to hire a research regulatory compliance officer.
- v. Assessment: Analyze degree of success by utilizing multiple independent measures that include:
 - a. Faculty, postdoctoral and technical staff surveys.
 - b. Frequency of communication among the interested parties.

Staff Excellence

Goals:

1. **Retain highly qualified administrative and research personnel.**
2. **Attract talented and highly qualified administrative and research personnel.**
3. **Provide job skill training and encourage professional development.**

Objectives:

Goal 1: Retain highly qualified administrative and research personnel.

- i. Recognize that staff retention is a vital process that is not only cost-effective, but also promotes retention of COMP-specific “institutional knowledge”, enhances staff efficiency and promotes collegiality.
- ii. Continue to provide a competitive salary after hiring
 - a. To minimize losing trained and talented staff to other Colleges, achieve and maintain parity among the WesternU Colleges.
 - b. Establish specific guidelines for staff supervisors to recommend salary increases based on experience.
 - c. Provide incentives to reward highly productive staff members:
 - 1) Set specific goals that, when accomplished, would allow the supervisor to recommend a reclassification in position/rank.
 - 2) Promote recognition of specific or outstanding service provided by the staff member to the department. Informally acknowledge and express appreciation for work that is well done.
- iii. Provide a collegial environment by promoting more social interaction among faculty and staff:

- a. Plan common lunches within buildings/campuses once a month, to encourage interaction among faculty and staff.
- b. Plan more events for faculty and staff off campus where the focus is on interaction among them.
- c. Promote interactions between the Pomona and Lebanon faculty and staff
 - 1) When Lebanon faculty/staff visit Pomona, or vice versa, plan informal gatherings to promote social interactions between members of the two campuses.
 - 2) Promote use of the Lync program as a tool to increase the human interaction between campuses.
- d. Promote interactions of faculty and staff with staff members in other non-BMS/Anatomy departments who are integral members of the education/research teams, including the staff of the OAA and the faculty and staff of the clinical departments that are engaged in the teaching of COMP students.
- iv. When possible and as appropriate, enhance flexibility in the workplace.
- v. Annual staff evaluation:
 - a. Perform yearly evaluations of all staff members by their direct supervisor.
 - b. Provide optional yearly surveys of staff performance to individuals assisted by the staff, to encourage them to provide feedback to the staff member's supervisor.
 - c. Encourage all faculty/staff to directly communicate with the staff member's supervisor when a staff member has exceeded expectations in a given role/project.
- vi. Assessment: Analyze success or failure by utilizing independent measures such as:
 - a. Anonymous surveys of staff regarding their job satisfaction, the likelihood of staying in their position and their feelings on the structure/transparency of the reclassification/promotion system.
 - b. Create an exit survey for any staff member who is voluntarily leaving their position to determine reason(s) why they are leaving
 - c. Survey faculty and staff to determine their satisfaction with the numbers and types of social and casual interactions between staff and faculty.

Goal 2: Attract talented and highly qualified administrative and technical personnel that fit into the departmental culture.

- i. As the departments grow and move towards discipline-specific division heads, it is anticipated that additional administrative and research staff will be needed. Work with HR to streamline and improve the "People Admin" system used for hiring.
- ii. Produce better job descriptions for use in hiring administrative staff.
- iii. Offer competitive starting salary packages in order to attract the best candidates.
- iv. Assessment: Analyze success or failure by utilizing independent measures such as:
 - a. Surveying faculty and staff involved with the hiring process on ease of hiring process, numbers of applicants and quality of applicant pool, and number of candidates who were offered positions that accepted the position.

- b. Survey staff supervisors to determine satisfaction with newly hired personnel.
- c. Determine number of new hires that fall into permanent, long-term temporary and short-term temporary categories.

Goal 3: Provide job skill training and encourage professional development via:

- i. Encourage attendance of seminars/skills training that cover a wide range of topics, including:
 - a. Development of staff-specific CAPE workshops.
 - b. Management workshops for administrative staff.
 - c. Travel, if necessary/appropriate for training/education.
- ii. Assign mentors to help with personal and/or career development.
- iii. Increase opportunities for personal and professional development.
- v. Assessment: Analyze success or failure by utilizing independent measures such as:
 - a. Number of training events, on and off campus, attended by staff
 - b. Surveying staff for relevance/usefulness of specific seminars/training events.
 - c. Encouraging staff input in the creation/scheduling of future training modules/seminars.