

# SAINT LOUIS UNIVERSITY SCHOOL OF MEDICINE STRATEGIC PLAN



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## **Saint Louis University Vision: Higher Purpose, Greater Good.**

**The Mission of Saint Louis University is the pursuit of truth for the greater glory of God and for the service of humanity.**

Saint Louis University seeks excellence in the fulfillment of its corporate purposes of teaching, research, health care, and service to the community. It is dedicated to leadership in the continuing quest for understanding of God's creation and for the discovery, dissemination and integration of the values, knowledge and skills required to transform society in the spirit of the Gospels. As a Catholic, Jesuit University, this pursuit is motivated by the inspiration and values of the Judeo-Christian tradition and is guided by the spiritual and intellectual ideals of the Society of Jesus.

In support of its mission, the University:

- Encourages and supports innovative scholarship and effective teaching in all fields of the arts; the humanities; the natural, health and medical sciences; the social sciences; the law; business; aviation; and technology.
- Creates an academic environment that values and promotes free, active and original intellectual inquiry among its faculty and students.
- Fosters programs that link University resources to local, national and international communities in collaborative efforts to alleviate ignorance, poverty, injustice and hunger; extend compassionate care to the ill and needy; and maintain and improve the quality of life for all persons.
- Strives continuously to seek means to build upon its Catholic, Jesuit identity and to promote activities that apply its intellectual and ethical heritage to work for the good of society as a whole.
- Welcomes students, faculty and staff from all racial, ethnic and religious backgrounds and beliefs and creates a sense of community that facilitates their development as men and women for others.
- Nurtures within its community an understanding of and commitment to the promotion of faith and justice in the spirit of the Gospels.
- Wisely allocates its resources to maintain efficiency and effectiveness in attaining its mission and goals.

The SLU SOM strategic plan aligns with overall vision, mission, and *cura* values of St. Louis University.

## **Saint Louis University School of Medicine: Our History and Legacy**

Saint Louis University School of Medicine (SLU SOM) has a long tradition of excellence in education, research, clinical care, and community engagement. Chartered in 1836, the School of Medicine has the distinction of awarding the first medical degree west of the Mississippi River. Dr. Edward Doisy, Department of Biochemistry professor and Chairman from 1923 – 1965, won the Nobel Prize in 1943 for his discovery of vitamin K. Today, the School has about 634 faculty members, over 700 medical students and 600 residents in 63 graduate medical education programs. There are also 100 graduate students including M.D. /Ph.D. programs. The SLU SOM has been a solid performer financially as an academic enterprise and through *SLUCare*, its clinical practice.

The school is an active center of research of infectious disease, liver disease, aging, cancer, and cardiovascular disease. As one of the nine NIH-funded vaccine research institutions, SLU's Center for Vaccine Development conducted pivotal research on the H1N1 influenza vaccine, and currently is enrolling patients in a Zika virus trial. The Center for Vaccine Development also has conducted extensive research on biodefense, influenza, respiratory syncytial virus (RSV), Dengue fever, and tuberculosis vaccines. In addition, the Saint Louis University Liver Center provides national leadership in the field of hepatology, especially hepatitis B and C, and is staffed by some of the highest-profile hepatologists in the world, including co-directors Bruce Bacon, M.D. and Adrian Di Bisceglie, M.D. SLU liver specialists have one of the largest hepatitis C practices in the world, treating more than 800 patients annually and is a national leader in the treatment of non-alcoholic steatohepatitis.

In December 2007, the SLU SOM opened the doors to the Edward A. Doisy Research Center, which is dedicated to further scientific progress and inspires creativity and collaboration. The 80 research labs on eight floors have a flexible design so researchers from complementary fields can share knowledge as they work side-by-side on experiments. The Doisy Research Center does more than simply propel scientific and biomedical progress. By providing researchers the laboratory space worthy of the lifesaving discoveries they make, the faculty boosts the school's ability to attract and retain the brightest and most promising faculty.

In 2015, the SLU SOM reacquired the University Hospital and entered into a partnership with SSM Health St. Louis, a St. Louis-based Catholic hospital network. Our goal is to develop SLU SOM as part of an Integrated Delivery Network (IDN) to meet the demands of the changing healthcare environment. At its core, our strategy is to provide leadership and excellence in healthcare dedicated to education, research, clinical care, and community engagement. The SLU SOM is committed to expanding medical knowledge, providing an exceptional patient care experience, and demonstrating the Jesuit tradition of caring for the needs of the whole person.

## **School of Medicine – Undergraduate Medical Education**

The primary goal of our medical school is to provide medical students with the educational experiences and opportunities to develop an outstanding foundation in medicine that will serve them well in any specialty and career path. The SLU SOM strives to graduate physicians who manifest, in their personal and professional lives, an appreciation of the ethical and professional attitudes that reflect Jesuit values. These attitudes include valuing the sanctity of human life; commitment to dignity and respect; devotion to social justice;

recognizing medicine's inherent limitations in the care of the sick; and appreciation of the role of non-medical factors in a patient's state of well-being or illness. The SLU SOM seeks to differentiate our graduates by developing patient-centered, reflective practitioners of informed-medicine.

The SLU SOM will become a leader in cutting edge education for its medical students. The medical school's Clinical Skills Center and High Fidelity Simulation Center are used to teach medical school students, residents, faculty, and health professionals in our schools and the community. The Clinical Simulation Center also has a long-standing partnership with the U.S. Airforce in the C-STARS program that provides trauma simulation training for medical personnel prior to deployment.

During their four years at SLU SOM, the students develop a passion for medicine, a focus on patient-centered evidenced-based practice, and an appreciation of medicine as a service profession through community engagement. Medical students participate in clinical care throughout the SLUCare and SSM Health network, with core clinical clerkships and rotations at SLUCare and SSM Hospitals, and community-based clinics in the region. SLU SOM graduates match into some of the most competitive and sought after residencies in the country.

### **School of Medicine – Graduate Medical Education**

The School of Medicine is the Institutional Sponsor for all our Graduate Medical Education (GME) training programs (residencies, subspecialty residencies, and fellowships). The SLU SOM provides training of over 600 residents, subspecialty residents, and fellows in 63 programs with trainees working across the Integrated Delivery Network.

### **School of Medicine – Research**

Advancing innovative biomedical research to improve patient care by generating new medical knowledge is core to the mission of the SLU SOM. Patients seek health care providers who can offer the latest treatments and technologies, as well as access to clinical trials for promising new therapy. The partnership between the SLU SOM and SSM Health provides the opportunity to expand high-impact research and patient care and advance the rapid, efficient dissemination of innovative, evidence-based treatment.

### **School of Medicine – Clinical Care:**

SLUCare delivers services and care to patients in clinics, ambulatory care centers, hospital-based clinics, and in-patient hospital care. The clinical practice has 16 specialties, 450 faculty and physicians, 600+ residents and fellows, many regional locations, +500,000 ambulatory visits annually, and clinical revenue of \$284 million. SLUCare will continue to partner with SSM Health to advance high-quality, safe and effective, patient-centered care throughout the region. SLUCare also aims to be a subspecialty provider by choice in the region as we build upon strong clinical practices in the St. Louis metropolitan area and Southern Illinois. SLUCare Physician Group service line specialties are diverse and strive to advance the practice of informed medicine.

### **School of Medicine - Community Engagement**

**Experience. Reflection. Action.** These are the principles of a Jesuit education and a practice that differentiates volunteering from community service and community engagement. Service and engagement require one to be fully present, willing to question your preconceptions and thoughtful in what you do with the insights you've gained. The goal of community service and engagement at the SLU SOM is to help meet the needs of the community AND actively engage in a process that strengthens the learners awareness of both the community and themselves.

As an outcome of the service and engagement experiences, we encourage learners to address the following questions:

- What did you do as part of your service or engagement?
- What impact or insight did the experience have on you?
- How are you inspired to take greater action to learn or address this issue or population served?

At SLU, we recognize that there are various ways to give back to your community. It can be through philanthropy, one-time volunteerism or a commitment to ongoing service. Not everyone will choose the same route, but all play a vital role in helping to shape a better society and develop us as “men and women for and with others”. In 2016, Saint Louis University received the distinguished Carnegie Classification for Service in Higher Education

**Community engagement** refers to individuals or a group of people that come together with a common set of goals and work together to achieve those common goals. Community engagement implies a two-way process of shared learning and growth. **Community service-learning** offers the opportunity for leadership development as well as learning about community. Service-learning provides an opportunity for application and learning of material or concepts in context, meaning that students often learn effectively and tend to apply what was learned. It creates a bridge for ongoing skills and professional formation. Through the processes of mentoring, support, and engaging students in critical reflection about their service, the SLU SOM strives to support the professional formation of future physicians and graduates to engage in service to their community as part of being an excellent health professional, not just as something extra that you do.

Community service and engagement at the SLU SOM includes various outreach education and health promotion task force groups, the Health Resource Center – a student run, free clinic in North St Louis – engagement with collaborative partners and service agencies working in underserved and under-resourced communities in St Louis, and service to the community within SLU to improve learning experiences and resources for those who will follow as future learners. Medical students, residents, and faculty also participate in service and engagement with the community through structured and individually motivated efforts. These can include work with local schools, school and professional sports teams, and non-profit agencies, and volunteer clinical services. Each service program at SLU SOM documents both the participation in total numbers of students and hours. Leadership efforts over the next five years include developing systems that also documents the outcomes and impact of the service and engagement in the community.

## Definitions to Clarify Meaning for Language in the Strategic Plan

### Just Culture

A just culture is a learning culture of continuous improvement that ensures accountability for both individual and organizational behaviors and outcomes. A just culture framework includes five core components:

- 1) Aligning core values with behavioral expectations and practices across the organization;
- 2) Maintaining systems and practices of a learning organization;
- 3) Maintaining effective and efficient systems and processes that support organizational outcomes;
- 4) Maintaining high quality outcomes using a system-wide model for improvement; and
- 5) Maintain a professional culture of equity & justice through professional development and reduction of risk.

### Learning Organization

A learning organization is one in which the members continually acquire, share, and use new knowledge to adapt to an ever-changing environment. Continuous learning entails proactive and real-time identification of successes and potential or actual deficits to accomplishing desired quality outcomes. A learning organization maintains a culture of open dialogue that promotes quality and growth.

### Continuous Quality Improvement (CQI)

SLU SOM is an organization that seeks to continually improve processes or systems for the greater good with the intent for better outcomes and results in education, research, clinical care, and community engagement. CQI is an ongoing, longitudinal process of improvement and accountability.

### Rapid Cycles of Quality Improvement (RCQI)

RCQI are systems and processes that apply the science of improvement through rapid improvement events and processes for specific areas to improve outcomes. This process includes in-depth analysis of root causes for patient safety and quality improvement, identification of current state and future goal states, clearly defined process and outcome measures, and application of the Plan, Do, Check, Act (PDCA) cycle.

### Lean methodology of systems improvement

The lean methods are used to improve value and eliminate waste in processes. Lean methodology provides methods to improve and support effective and efficient systems and workflow.

### The Quadruple Aim – a national strategy to transform health and healthcare through:

1. Improved individual patient care and outcomes
2. Improved patient population and community health outcomes
3. Improved cost-effective care
4. Improved individual provider and care-team well-being

### Professional Formation and *Cura Personalis*

*Cura Personalis* means “to care for the entire person,” promoting and practicing dignity and care for the mind, body, and spirit of oneself and others.

## School of Medicine: Current State and Transformation Initiatives

To achieve our aspiration for **quality** and **growth** in a dynamic healthcare environment, we evaluated our current market position through several mechanisms that included consultants, listening sessions, work-groups, individual and group dialogue, and electronic feedback. Collectively, these reviews provided multiple insights regarding our current standing of the SLU SOM and identified opportunities for improvement and alignment of our strategic goals and operations with the mission of Saint Louis University and the School of Medicine.

The findings from these conversations clearly highlight several strengths.

**First**, and most importantly, our faculty, students, and staff express clearly their personalized commitment to our mission and the Jesuit ideals of Saint Louis University, to becoming men and women of service to others, and to improve the health and well-being of those within the organization and the community we serve.

**Second**, our stakeholders desire change that creates a culture of accountability and excellence, which will be addressed through the framework of just culture. Also, to become learning organization that supports open dialogue and collaboration in order to respond to needs in real time.

**Third**, the development of effective systems and processes for continuous quality improvement that cultivates alignment of behaviors with desired outcomes and minimizes risk to the organization, patient care & outcomes. This includes the alignment of the strategic plan, TEAM transformation initiatives, and ongoing operations of individual departments and units across the SLU SOM.



The **VISION** of Saint Louis University is Higher Purpose, Greater Good.

The **MISSION** of Saint Louis University is the pursuit of truth for the greater glory of God and for the service of humanity.



The **Mission** of the SLU School of Medicine is the pursuit of excellence in education, research, clinical care, and community engagement through professional development, collaboration, and social justice.

### **School of Medicine – 2018 Strategic Goals**

1. Become a learning organization that demonstrates continuous quality improvement, maintains a professional culture of accountability, and demonstrates our *cura* values.
2. Attract and develop reflective learners who become leaders in advancing the Quadruple Aim.
3. Advance scientific knowledge and practice in the pursuit of health and well-being.
4. Foster collaboration and service to the region and our professions.
5. Become financially strong and an excellent steward of resources and investments.
6. Become the preferred regional Academic Health Center employer and healthcare provider for faculty, staff, learners, and patients.

### **SLU School of Medicine: Strategic Goals, Objectives and Metrics**

The following tables outline each strategic goal with objectives and metrics over the next five years.

Goal #1	Objectives	Metrics
<p>Become a learning organization that demonstrates continuous quality improvement, maintains a professional culture of accountability, and demonstrates our <i>cura</i> values</p>	<p><b>OVERARCHING:</b></p> <ol style="list-style-type: none"> <li>1. Strengthen the integration and collaboration between SLU and the SOM to support and advance the mission and unique contributions of the School of Medicine.</li> <li>2. Maintain a CQI Counsel that monitors progress on all strategic initiatives, role models attributes' of a learning organization, and assures accountability across all aspects of education, research, clinical practice, operations and administration.</li> <li>3. Utilize the TEAM Transformation Initiatives to develop and maintain infrastructure and effective systems that support desired outcomes.</li> </ol>	<p><b>OVERARCHING:</b></p> <ol style="list-style-type: none"> <li>1. Collaborate with Finance and Human Resources to track and measure funds flow, research grants, attributes of a just culture and <i>cura</i> program.</li> <li>2. Bimonthly meetings of CQI Councils (all areas), document progress, barriers, lessons learned, successes, and open dialogue that demonstrate transparency &amp; learning organization.</li> <li>3. Track the TEAM initiatives that become operationalized and transition to continuous monitoring as well as new initiatives that will continually grow the infrastructure and systems to support goals and outcomes.</li> </ol>
	<p><b>EDUCATION:</b></p> <ol style="list-style-type: none"> <li>1. Actively participate in, and demonstrate commitment to, the CQI Process and accountability for outcomes.</li> <li>2. Maintain systems and methods for engaging faculty and students in utilizing feedback and integrating best-practices/pedagogy to accomplish educational outcomes.</li> <li>3. Maintain an annual review and report on becoming an institution of academic excellence at the undergraduate medical education and graduate medical education levels.</li> </ol>	<p><b>EDUCATION:</b></p> <ol style="list-style-type: none"> <li>1. Continue to participate in CQI meetings related to LCME, transition to ongoing monitoring of improvement initiatives &amp; outcomes.</li> <li>2. Track the feedback and changes in programs and practices needed for course alignment in learning objectives, activities, and outcomes to meet the education standards.</li> <li>3. Transition from LCME remediation to ongoing CQI and transformational initiatives continued quality and growth.</li> </ol>
	<p><b>CLINICAL:</b></p> <ol style="list-style-type: none"> <li>1. Actively participate in, and demonstrate commitment to, the CQI Process and accountability for outcomes.</li> <li>2. Departments maintain systems and forums for practicing data-driven, informed-medicine.</li> <li>3. Departments participate and demonstrate commitment to becoming a high-reliability Patient Safety Organization (PSO) and integrating system-wide programs to improve patient safety and quality outcomes.</li> <li>4. Departments maintain a culture and environment reflective of core institutional values that foster growth and development and demonstrate a commitment to diversity and inclusion.</li> </ol>	<p><b>CLINICAL:</b></p> <ol style="list-style-type: none"> <li>1. Develop CQI council and outcomes matrix for clinical processes and operations for use in CQI meetings</li> <li>2. PSQ Steering Committee tracks the accomplishments, command center boards, quality measures, QI monitoring reports, department chair accountability and rating scores (e.g. CMS, Leapfrog, etc.).</li> <li>3. PSO committee established, determine appropriate data for aggregation to observe trends/issues; number root cause analysis done.</li> <li>4. Track meeting agendas, faculty climate survey results, professional development sessions, development of effective teamwork and team climate, Professional Development of Chairs and Division directors on coaching/leading change and team development.</li> </ol>
	<p><b>RESEARCH:</b></p> <ol style="list-style-type: none"> <li>1. Actively participate in, and demonstrate commitment to, the CQI Process and accountability for outcomes.</li> <li>2. Develop and maintain a strong apprenticeship and mentoring models in individual labs.</li> <li>3. Increase the capacity for training slots available in quality labs.</li> <li>4. Develop and maintain effective recruitment and application processes in collaboration with the graduate admissions office.</li> </ol>	<p><b>RESEARCH:</b></p> <ol style="list-style-type: none"> <li>1. Develop CQI Council and matrix for research processes.</li> <li>2. Professional development sessions on mentoring and mentor development, mentoring for equity and culture change addressing women and faculty of color.</li> <li>3. Document evaluation of trainee mentoring experience, increase capacity of faculty to engage in valuable mentoring/coaching.</li> <li>4. Document improvement initiatives, change in policy &amp; practice, clear handoffs between recruitment, placement, and retention.</li> </ol>

Goal # 2	Objectives	Metrics
<p>Attract and develop reflective learners who become leaders in advancing the Quadruple Aim.</p> <p><b>Quadruple Aim:</b>  <i>1.Improve individual patient care and outcomes</i>  <i>2.Improve patient population and community health</i>  <i>3.Improve cost effective care</i>  <i>4.Improve individual provider and team well-being</i></p>	<p><b>OVERARCHING:</b></p> <ol style="list-style-type: none"> <li>1. Support infrastructure to advance educational excellence and effective interprofessional collaborations.</li> <li>2. Track and engage graduates and demonstrate successful placement of graduates in programs, labs, and jobs.</li> <li>3. Maintain top-ranked academic programs demonstrating excellent work and outcomes in all areas.</li> <li>4. Maintain and promote top research labs that advance knowledge and science in bench, clinical, translational, and community-based participatory research.</li> <li>5. Support community engagement to advance the health and well-being of the region.</li> </ol>	<p><b>OVERARCHING:</b></p> <ol style="list-style-type: none"> <li>1. Progress and integration of TEAM Initiatives #1, 2, 7, 8, 9, and 17; professional develop effective teams/teamwork, systems integration.</li> <li>2. Collaborate with Alumni relations, identify when/who to track, invest in alumni relations, and track in the annual reporting.</li> <li>3. Utilize LCME/ACGME measures, rankings, and outcome indicators.</li> <li>4. Financial investment in profession development, resources, recruitment and retention, disseminate outcomes, success.</li> <li>5. Allocation of support for advisors, professional development, and best practices in mentoring, coaching, and communication goals.</li> </ol>
	<p><b>EDUCATION:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate high-level board pass rates and scores at each level.</li> <li>2. Maintain academic and experiential learning opportunities that document learners' knowledge and skills to become leaders in advancing the quadruple aim.</li> <li>3. Develop and integrate programs that support well-being of providers, staff, and patients and effective teamwork and team-based care.</li> <li>4. Maintain strong academic programs and community engaged collaborations that enable students to move along a continuum of awareness, understanding, and experiential learning regarding well-being, trauma, diversity, and inclusion.</li> </ol>	<p><b>EDUCATION:</b></p> <ol style="list-style-type: none"> <li>1. Utilize process and outcome measures established by OCA and GME offices, course-based NBME scores, GME process scores.</li> <li>2. Utilize OCA and GME office process measures; identify clear behavioral and skill outcomes of experiential learning to align outcomes with leadership skills in the Quadruple Aim.</li> <li>3. Work with faculty to identify and integrate best practices, professional development for leaders on team well-being.</li> <li>4. Utilize OCA and GME office measures on site, collaborations, development needs, support PD of collaborative sites, identify and disseminate resources on key topics.</li> </ol>
	<p><b>CLINICAL:</b></p> <ol style="list-style-type: none"> <li>1. Maintain effective systems and processes that promote effective team-based training programs that support high quality outcomes.</li> <li>2. Establish and maintain professional development and career pathways for all staff and faculty that enhances productivity, growth, and retention.</li> <li>3. Improve faculty and staff retention rates.</li> <li>4. Integrate innovative and effective programs that support care and care-team processes and effectiveness.</li> </ol>	<p><b>CLINICAL:</b></p> <ol style="list-style-type: none"> <li>1. Document support for clinicians with professional development on teams/teamwork, annual team fitness test, and tailor based on assessment.</li> <li>2. Integrate TEAM #14 initiative and measures, rates of faculty promotion, staff promotions, participation and protected time for teaching and research, programs of Faculty Affairs office.</li> <li>3. Investment in innovative support services by documenting return on investment and impact, disseminate successes, EPIC consolidation, and PSQ Steering Committee successes.</li> </ol>
	<p><b>RESEARCH:</b></p> <ol style="list-style-type: none"> <li>1. Support and promote protected time for clinical and outcomes research.</li> <li>2. Develop current areas of strength into great labs with stable resources, mentoring, seed grants, and bridge funding.</li> <li>3. Expand foundational training in research for all learners in medical education programs and support 1:1 mentoring within research labs.</li> <li>4. Establish and integrate a developmental research distinction program that develops and advances researchers and clinicians with strong skills at demonstrating outcomes.</li> </ol>	<p><b>RESEARCH:</b></p> <ol style="list-style-type: none"> <li>1. Identify, track, and support MD/PhD appointments in research department; FTE allocations to conduct research and support outside clinic time.</li> <li>2. Identify current strong labs and develop plan to move to great lab, plans, metric, outcome measures and expectations.</li> <li>3. Systematic process of grantsmanship training with VP research and Grants Office, participating, outcomes, and coaching.</li> <li>4. Formalize process, systems, and support for MD research distinction, faculty mentors, standardize a model and other distinctions.</li> </ol>

Goal # 3	Objectives	Metrics
Advance scientific knowledge and practice in the pursuit of health and well-being.	<p><b>OVERARCHING:</b></p> <ol style="list-style-type: none"> <li>1. Develop and maintain a compensation plan that supports discovery and advances scientific knowledge by individuals, divisions, and departments.</li> <li>2. Increase and maintain endowment funds for research and basic science programs.</li> <li>3. Increase recruitment and retention of new researchers annually to build infrastructure and capacity of individual labs to engage in leading edge research, outcomes, and dissemination of results.</li> <li>4. Demonstrate the institutional value of researchers, clinicians, and educators advancing scientific knowledge and the pursuit of health and well-being.</li> </ol>	<p><b>OVERARCHING:</b></p> <ol style="list-style-type: none"> <li>1. Coordinate with TEAM Initiatives #4, 6, 7, 8, and 13, CARTS plan, FTE allocations and support for different roles, and track the funding impact on the School of Medicine.</li> <li>2. Collaboration with School of Medicine development office to enable key personnel and clinical faculty to support philanthropy efforts.</li> <li>3. Create a plan and process to support recruitment of 2 research faculty per year. Identify core research focus areas and innovations.</li> <li>4. Support and celebrate successes of SLU researchers, clinicians and educators to update and integrate reports, showcase faculty awards, and promote public relations.</li> </ol>
	<p><b>EDUCATION:</b></p> <ol style="list-style-type: none"> <li>1. Attract the best applicants and enrollees to the School of Medicine and the graduate medical education programs.</li> <li>2. Increase the UME Residency Match Rate for students accepted into their first-choice residency programs</li> <li>3. Track and engage SOM graduates and demonstrate the positive impact and outcomes of SLU SOM learning experiences on graduates' future placement, jobs, and success.</li> </ol>	<p><b>EDUCATION:</b></p> <ol style="list-style-type: none"> <li>1. Identify if there is a way to track and disseminate application information, students who have SLU as first choice, GME residency match of top candidates, etc.</li> <li>2. Track match rates to top choice, mentoring programs, decrease SOAP match.</li> <li>3. Work with Alumni Relations to establish process, systems, and methods to track and engage grads. Public Relations of post grad placement of learners, jobs, fellowships.</li> </ol>
	<p><b>CLINICAL:</b></p> <ol style="list-style-type: none"> <li>1. Attain and maintain a positive national reputation for effective, patient-centered care, and the practice of informed-medicine.</li> <li>2. Develop and support two different promotional tracks for faculty (a clinical track and academic track) with clear and attainable milestones for advancement.</li> <li>3. Support the professional development and infrastructure that enables national recognition for high-quality outcomes as well as individual and practice level recognition.</li> </ol>	<p><b>CLINICAL:</b></p> <ol style="list-style-type: none"> <li>1. Work with SOM, Admin, PR to identify factors contributing to national reputation, rankings and engage in PR to share success</li> <li>2. Work with HR, Promotion and Tenure, Compensation Plan, TEAM Initiative # 4 measures to advance two tracks, promotion rates</li> <li>3. Allocate support for mentoring of junior faculty, presentations at professional conferences; support experienced faculty promotion of success across professional societies around SLU reputation.</li> </ol>
	<p><b>RESEARCH:</b></p> <ol style="list-style-type: none"> <li>1. Support and integrate grantsmanship training for faculty.</li> <li>2. Develop and maintain effective and efficient grants management administrative support that enables researchers to focus on their content and secure external resources.</li> <li>3. Demonstrate integration and support for faculty development programs, mentoring/mentor development, as components of the annual review and productive expectations.</li> </ol>	<p><b>RESEARCH:</b></p> <ol style="list-style-type: none"> <li>1. Track the number of professional development resources, sessions, participation, mentoring, outcomes, and awards.</li> <li>2. Review grants management process, collaborate to identify strengths and challenges, integrate grants management support improvement into CQI plan with measures, identify and apply LEAN methodology as applicable.</li> <li>3. Create plan, outcome expectations of participation, professional development needs, appropriate level trainings, tracking professional development of faculty as part of chair/department review.</li> </ol>

Goal # 4	Objectives	Metrics
Foster collaboration and service to the region and our professions.	<p><b>OVERARCHING:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate a strong and engaged presence in policy and programs impacting the St. Louis metropolitan region.</li> <li>2. Support SLU representatives in leadership roles that foster community engagement to impact health and well-being in the region.</li> <li>3. Develop and maintain the infrastructure that supports internal (within SLU) and external (regional, national, international) collaborations and partnerships.</li> </ol>	<p><b>OVERARCHING:</b></p> <ol style="list-style-type: none"> <li>1. Link to TEAM Initiatives # 1, 3, 7, 8, 9, and 20; identify key positions and partners in the region, identify key appropriate faculty to represent SLU SOM, process and accountability for integration of engagement into SOM operations.</li> <li>2. Identify key health and wellness initiatives in region for the SLU SOM to collaborate and support.</li> <li>3. Professional development in effective collab, teamwork, documentation of exemplary faculty in collab roles</li> </ol>
	<p><b>EDUCATION:</b></p> <ol style="list-style-type: none"> <li>1. Integrate and support faculty advisers and mentors for student outreach and education interest groups to utilize the activity as leadership development.</li> <li>2. Develop and maintain systems that engage learners at the UME, GME, and faculty levels in collaborations to address regional health needs on on-going quality improvement.</li> <li>3. Develop and maintain systems of tracking the impact to learners and the community as a result of collaborations and services.</li> </ol>	<p><b>EDUCATION:</b></p> <ol style="list-style-type: none"> <li>1. Determine appropriate FTE and funding allocation for advisor and mentorship role, professional development for advisors in skills building, how to integrate and document leadership development.</li> <li>2. Link faculty advisers, SOM to regional initiatives, systems to recruit and support learner engagement, link to LCME, ACGME requirements, demonstrate professional development of learners.</li> <li>3. Establish and/or maintain a tracking database of learners to report the collaborations and services they provide.</li> </ol>
	<p><b>CLINICAL:</b></p> <ol style="list-style-type: none"> <li>1. Engage as an active partner in addressing the goals of the St. Louis Partnership for a Healthy Community.</li> <li>2. Demonstrate and support internal collaborations to address regional health needs and improved outcomes.</li> <li>3. Document and disseminate the impact of SLUCare in service to regional health and wellness needs.</li> </ol>	<p><b>CLINICAL:</b></p> <ol style="list-style-type: none"> <li>1. Track the clinical engagement in various partners such as St Louis Partnership for Health Community, City, County, FQHC, Integrated Health Network, become active member, Integrated PC/Mental Health, Substance Abuse, health promo, violence prevention, and CHIP plan.</li> <li>2. Link academic and experiential learning in health equity, disparities, and trauma informed care, learner experiences.</li> <li>3. Adopt pathway model of awareness, understanding, engagement and transformation (Forward Thru Ferguson), shift from service and outputs to outcomes of engagement.</li> </ol>
	<p><b>RESEARCH:</b></p> <ol style="list-style-type: none"> <li>1. Document and support collaborations across multiple levels – internal to SLU, regional, and national/international as valuable representations of SLU.</li> <li>2. Engage researchers and research educators in the development of methods and measures that demonstrate the impact of collaborations in service to the region and professional societies.</li> <li>3. Support faculty as representatives of the SLU SOM collaborating, presenting, and disseminating outcomes of their work at professional conferences.</li> </ol>	<p><b>RESEARCH:</b></p> <ol style="list-style-type: none"> <li>1. Identify from research and basic science what really supports collaboration, track and measure improvements, document and disseminate ‘Stars in Collaboration’ at all levels.</li> <li>2. Link to LCME &amp; ACGME plans to strengthen research, CQI tracking, core skills integrated to learning experiences, tied to experiential application, documented outcomes and dissemination.</li> <li>3. Identify funds within departments for support of faculty to collaborate, present, and participate in professional societies. Also, document the impact and outcome of presentations, newsletter, and internal public relation report.</li> </ol>

Goal # 5	Objectives	Metrics
Become financially strong and an excellent steward of resources and investments.	<b>OVERARCHING:</b> <ol style="list-style-type: none"> <li>Demonstrate and integrate a Just Culture Framework that contributes to improvements in faculty and staff retention rates over 5-10 years.</li> <li>Develop and demonstrate transparency of funds-flow for the School of Medicine and SLU as well as the SOM administrative overhead.</li> <li>Maintain system-wide Continuous Quality Improvement (CQI) Council that supports the accomplishment and demonstration of outcomes related to the funding source.</li> <li>Strengthen the capacity of Alumni Relations and the Development Offices to collaborate with faculty to increase philanthropy.</li> </ol>	<b>OVERARCHING:</b> <ol style="list-style-type: none"> <li>Link to TEAM Initiative #2, 4, 5, 11, 12, 14, 15, 16, 18, and 20 measures. Document integration of mission in strategic goals and TEAM initiatives.</li> <li>Develop and disseminate models and reports annually.</li> <li>Expand the current CQI Council from LCME indicators to include reporting on indicators associated with strategic plan.</li> <li>Increase staffing position and collaborations with Alumni Relations to develop a database of graduates that is to be shared with SLU SOM community annually, and engage in public relations about graduates.</li> </ol>
	<b>EDUCATION:</b> <ol style="list-style-type: none"> <li>Invest in systems and professional development that supports advancement and increase retention rates of faculty and staff.</li> <li>Develop a funding and compensation model that supports teaching time and participation in academic committees.</li> <li>Demonstrate the links and outcomes of investment in educational support with student learning outcomes, scores, and matriculation.</li> </ol>	<b>EDUCATION:</b> <ol style="list-style-type: none"> <li>Expand staff and resources for the faculty affairs office to support measures in place for LCME and ACGME.</li> <li>Develop guidelines and resources for differentiated professional development based upon rank/needs of faculty; collaborate with departments' to balance specialty, profession, and SOM professional develop programs.</li> <li>Link professional development to both personal advancement and priorities at SOM.</li> </ol>
	<b>CLINICAL:</b> <ol style="list-style-type: none"> <li>Identify and support expansion of effective and valuable partnerships that generate revenue.</li> <li>Support and expand the implementation of contracts, partnerships, and contracted services to organizations.</li> <li>Practice and support collegiality, trust, and effective communications with front line staff and clinicians that support their positive understanding of the systems and help keep care in-network.</li> <li>Expand and support opportunities for SLUCare providers to engage and practice in the community as well as focusing on recruiting more patients into the practices located at the SLU Campus.</li> <li>Address and change the understanding of the SLU/SSM partnership across both organizations to improve collaboration and decrease the perception of competition for patients.</li> </ol>	<b>CLINICAL:</b> <ol style="list-style-type: none"> <li>Identify current programs that are engaged in effective collaborations that generate revenue, work with SOM Admin and development office to expand from strong into great programs.</li> <li>Align practice guidelines to support; document number of new contracts, partnerships that generate revenue.</li> <li>Integrate into department and division director performance evaluations and accountability the climate within the department; provide professional and leadership development to support new approaches and measures.</li> <li>Identify practice areas for high demand specialties in the broader STL metro areas with high impact and high revenue.</li> <li>Strategic efforts with SSM Health leadership and SLUCare to market the value and accurate status of partnership.</li> </ol>
	<b>RESEARCH:</b> <ol style="list-style-type: none"> <li>Develop and provide leadership across the institution and the School of Medicine administration that enables us to secure philanthropy in collaboration with the Development Office.</li> <li>Support current SLU faculty who are leaders in clinical research to engage in fund raising and philanthropy instead of being locked into clinical and administrative roles.</li> <li>Build and expand trust that SLU is a good steward of funds and increase the internal trust that funds will go to the designated projects.</li> </ol>	<b>RESEARCH:</b> <ol style="list-style-type: none"> <li>Expand clear role of VP level personnel for Research as full-time position to collaborate across SLU and with Development.</li> <li>Identify key individual clinical researchers and hire/develop clinical workforce to support their role in philanthropy.</li> <li>Develop methods of transparency of funds-flow within SLU and SOM to increase accountability of department chairs to demonstrate and communicate outcomes of philanthropy supported projects, annual reports and dissemination.</li> </ol>

Goal # 6	Objectives	Metrics
<p>Become the preferred regional Academic Health Center employer and health care provider for faculty, staff, learners, and patients.</p>	<p><b>OVERARCHING:</b></p> <ol style="list-style-type: none"> <li>Maintain transparent and well-supported professional development programs that enable the time, career paths, and advancement of faculty and staff.</li> <li>Maintain systems and infrastructure that support engagement in professional work, teaching, scholarly activity, and service that attracts people to work in an academic health center.</li> <li>Demonstrate explicit methods and practices that integrate core values of Saint Louis University across behaviors and practices at the School of Medicine.</li> </ol>	<p><b>OVERARCHING:</b></p> <ol style="list-style-type: none"> <li>Link to TEAM Initiatives #3, 4, 6, 13, 15, 21, and 22 measures.</li> <li>Collaborate with SOM and Human Resources to align positions, descriptions, compensation and career paths for staff, and utilize TEAM measures.</li> <li>Develop and differentiate professional development and promotion tracks for academic and clinical faculty that supports and allocated time and resources to accomplish promotions.</li> <li>Integrate measures of <i>cura</i> and SLU signature programs, Team Climate into annual accountability.</li> <li>Support and expand project manager capacity to include change management and support of strategic goals and practices.</li> </ol>
	<p><b>EDUCATION:</b></p> <ol style="list-style-type: none"> <li>Maintain systems and services that engage faculty and learners in ongoing continuous quality improvement (CQI) of academic programs.</li> <li>Support access to effective resources and integration of systems that enable the SLU SOM to achieve academic excellence and outcomes.</li> <li>Utilize the efforts, lessons learned, and systems improvements that have been developed for LCME and ACGME requirements to guide the ongoing development of academic programs and support services.</li> </ol>	<p><b>EDUCATION:</b></p> <ol style="list-style-type: none"> <li>Continue CQI council implemented for LCME; hire and support director and staff to expand CQI efforts.</li> <li>Expand CQI from LCME related indicators to include ACGME, Operations, Clinical Practice, and Research.</li> <li>Clarify organizational accountability and follow up resources to support all areas maintaining progress on criteria and ongoing reporting to CQI Council.</li> </ol>
	<p><b>CLINICAL:</b></p> <ol style="list-style-type: none"> <li>Maintain systems that demonstrate and communicate the positive impact of clinical care on the department, community, and region.</li> <li>Establish and maintain systems of peer review and team development that address and foster professionalism, effective practice, and high quality care.</li> <li>Promote and support systems that simplify and strengthen patient care and documentation while decreasing time and burden on providers.</li> </ol>	<p><b>CLINICAL:</b></p> <ol style="list-style-type: none"> <li>Expand staffing support for patient safety and quality initiatives to support integration and capacity building across the clinical units.</li> <li>Expand peer review processes to include documentation of exceptional faculty, not just under-performing faculty, include explicit criteria for professional behaviors, contribution to team.</li> <li>Identify, pilot, and expand support programs that are effective (e.g. scribe programs, patient navigator/CHW, electronic health record process and authority that decreases burden on providers and increases access to real-time data on patients.</li> </ol>
	<p><b>RESEARCH:</b></p> <ol style="list-style-type: none"> <li>Support growth, professional development, and perceived value of the research faculty.</li> <li>Maintain/update research website to highlight the preferred place for research is SLU SOM.</li> <li>Develop systems that support ongoing resources for seed money and bridge funding that enable faculty to take risks that enable innovation and high impact work.</li> </ol>	<p><b>RESEARCH:</b></p> <ol style="list-style-type: none"> <li>Identify and support professional development of research faculty</li> <li>Identify and support specific programs that increase capacity of faculty to grow the lab and capacity as learning space.</li> <li>Designate funds and processes for securing seed money for innovative projects, develop agreed upon and appropriate timelines for ROI.</li> <li>Establish and fund a plan that enables labs to continue to grow and be supported by endowment funds that enable innovation and high impact work beyond the annual budget period or during gaps in external funding</li> </ol>

## School of Medicine: Transformative Excellence in Academic Medicine – TEAM Initiatives

TEAM initiatives are in response to the challenges of the SLU SOM Liaison Committee of Medical Education (LCME) remediation process. Operationalizing the TEAM initiatives provides an infrastructure to move forward and sustain our strategic goals. Over time, new initiatives may develop or transition to continuous monitoring. TEAM Initiative #19 demonstrates this as this document addresses “develop a 5-year roadmap to achieve full potential growth and patient outcomes.” As continuous monitoring, an annual report will be developed and shared with the School of Medicine community to provide a status report of progress over the last year and integrate the objectives and metrics into SLU SOM existing CQI Council.

Strategic Goal # 1	Correlation to TEAM Initiatives
Become a learning organization that demonstrates continuous quality improvement, maintains a professional culture of accountability, and demonstrates our core values.	TEAM # 1 Improve clinical quality across the continuum of care TEAM # 2 Develop infrastructure for high performance in value-based payment contracts TEAM # 3 Develop a patient experience program TEAM # 7 Improve Graduate Medical and Graduate Research Educ. TEAM # 8 Reinstate full LCME accreditation and improve undergraduate medical education TEAM # 11 Clarity decision rights and accountability TEAM # 12 Redesign budget and funds flow process TEAM # 13 Improve recruiting, hiring, and development processes & standardize job titles
Strategic Goal # 2	Correlation to TEAM Initiatives
Attract and develop reflective learners who become leaders in advancing the Quadruple Aim.	TEAM # 1 Improve clinical quality across the continuum of care TEAM # 2 Develop infrastructure for high performance in value-based payment contracts TEAM # 7 Improve Graduate Medical and Graduate Research Educ. TEAM # 8 Reinstate full LCME accreditation and improve undergraduate medical education TEAM # 9 Improve and integrate interprofessional health professions training TEAM # 17 Consolidate EPIC EHR
Strategic Goal # 3	Correlation to TEAM Initiatives
Advance scientific knowledge and practice in the pursuit of health and well-being.	TEAM # 4 Optimize clinical capacity-develop standards on working hours, productivity, scheduling and CARTS TEAM # 6 Sustainably develop programmatic research to grow external funding resources TEAM # 7 Improve Graduate Medical and Graduate Research Educ. TEAM # 8 Reinstate full LCME accreditation and improve undergraduate medical education TEAM # 13 Improve recruiting, hiring, and development processes & standardize job titles
Strategic Goal # 4	Correlation to TEAM Initiatives
Foster collaboration and service to the region and our professions.	TEAM # 1 Improve clinical quality across the continuum of care TEAM # 3 Develop a patient experience program TEAM # 7 Improve Graduate Medical and Graduate Research Educ. TEAM # 8 Reinstate full LCME accreditation and improve undergraduate medical education TEAM # 9 Improve and integrate interprofessional health professions training TEAM # 20 Implement the Integrated Delivery Network Plan w/ SSM
Strategic Goal # 5	Correlation to TEAM Initiatives
Become financially strong and an excellent steward of resources and investments.	TEAM # 2 Develop infrastructure for high performance in value-based payment contracts TEAM # 4 Optimize clinical capacity-develop standards on working hours, productivity, scheduling and CARTS TEAM # 5 Reduce and mitigate the impact of cancellations, no shows, and bumps TEAM # 11 Clarity decision rights and accountability TEAM # 12 Redesign budget and funds flow process TEAM # 14 Centralize and standardize support functions TEAM # 15 Rollout new faculty compensation model TEAM # 16 Implement standardized processes to ensure billing & coding compliance TEAM # 18 Transition to the EPIC revenue cycle management system TEAM # 20 Implement the Integrated Delivery Network Plan w/ SSM

Strategic Goal # 6	Correlation to TEAM Initiatives
Become the preferred regional educational institution, employer, and healthcare provided for faculty, staff, learners, and patients.	TEAM # 3 Develop a patient experience program TEAM # 4 Optimize clinical capacity-develop standards on working hours, productivity, scheduling and CARTS TEAM # 6 Sustainably develop programmatic research to grow external funding resources TEAM # 13 Improve recruiting, hiring, and development processes & standardize job titles TEAM # 15 Rollout new faculty compensation model TEAM # 21 Build the new hospital and ACC and move clinical infrastructure TEAM # 22 Redesign the academic campus

## Conclusion

The Saint Louis University School of Medicine has a long tradition of leadership in research, education, clinical care, and community engagement based on a foundation of the University mission of living in service to others. Our current evaluations suggest that through a well-constructed, disciplined, data-driven strategic plan that integrates and is aligned with our **cura values**, **vision**, and **mission**, we can accomplish superior quality and growth in our research, education, clinical care and administrative operations in service to the institution and all stakeholders.

The core strategy of the leadership team at the School of Medicine will be to cultivate and support the desired culture and the systems that enable all the programs to demonstrate **quality** and **growth**. The foundational work of this strategic plan and the process we have engaged in to advance our TEAM initiatives, has laid the groundwork for each area of overarching, education, clinical care, and research to design and develop activities and methods unique to their efforts that will contribute to the above goals and outcome metrics.

## Supplemental Tracking Matrix

SLU SOM will track documents and outcomes similar to/modeled after the current form utilized by the CQI Council for all LCME related indicators. The process aligns with the SLU SOM Strategic Goals, objectives and metrics for each concentration area.



Higher Purpose. Greater Good.™

Thank you to the **Saint Louis University School of Medicine community** for your contribution to this strategic plan through consultants, listening sessions, strategic planning work-groups, individual and group dialogue, and electronic feedback. We appreciate you and all you do for education, research, clinical care and community engagement.

# Appendix A: School of Medicine Strategic Plan Timeline and Major Milestones

**Timeline of TEAM Initiative #19:  
Develop a 5-year roadmap to achieve 'full-potential' growth and patient outcomes**

Mile	Task Description	Expected		Status	Owner
		Start Date	End Date		
1	Strategic Planning Process for 5-year road map kicked off	1/1/2017	1/31/2017	Complete	Kevin Behrms / Robert Heaney
2	Strategic Planning Team assembled	1/1/2017	1/31/2017	Complete	Kevin Behrms / Robert Heaney
3	Diagnostic Phase - evaluating SOM's current operations and future potential	2/1/2017	7/31/2017	Complete	Kevin Behrms / Robert Heaney
4	Action planning with focus groups for overarching, clinical, research and education goals with thresholds and metrics over the next 3 years	5/1/2017	9/30/2017	Complete	Kevin Behrms / Robert Heaney
5	Draft Strategic 5-year Plan	10/1/2017	10/31/2017	Complete	Kevin Behrms / Robert Heaney
8	5-Year Road Map Action Plan submitted by to RDO	11/8/2017	12/15/2017	Complete	Kevin Behrms / Robert Heaney
9	Identify and quantify highest priority goals for 2023	12/1/2017	2/1/2018	Complete	Kevin Behrms / Robert Heaney
10	Presentation to Dean Behrms on next steps of the SOM S.P.	2/8/2018	2/8/2018	Complete	Grottemeyer/CI Team
11	Revise SOM S.P.	2/9/2018	2/26/2018	Complete	Grottemeyer/CI Team
12	Review and approve revised SOM S.P.	2/26/2018	2/27/2018	Complete	Kevin Behrms
13	Communication by Dean to working groups about upcoming meetings with J. Grottemeyer	2/27/2018	2/27/2018	Complete	Kevin Behrms
14	Finalize working group presentation and work group materials	2/28/2018	2/28/2018	Complete	Grottemeyer/CI Team
15	The four working groups of the S.P. (overarching, clinical, education, research) refine the SMART goals that support the identified metrics in S.P.	2/26/2018	3/16/2018	Complete	Grottemeyer/CI Team
16	Revision of the SOM S.P. by working groups' feedback	3/5/2018	3/18/2018	Complete	Grottemeyer/CI Team
17	Review and approve revised SOM S.P. (inclusive of work groups' feedback)	3/19/2018	3/23/2018	Complete	Kevin Behrms
18	LCME Steering Committee	3/29/2018	3/29/2018	Complete	Sapienza/ Grottemeyer
19	Executive Committee of Faculty and Chairs approval of SOM S.P.	4/9/2018	4/9/2018	On Track	James Willmore
20	Finalize SOM S.P. for LCME deadline	5/30/2018	5/30/2018	On Track	Sapienza/ LCME Team
21	Set a budget / financial impact target for FY 19	5/30/2018	7/1/2018	On Track	Bob Wilmott/ Robert Heaney
22	Roadmap is published and communicated to all relevant groups	6/1/2018	12/1/2018	On Track	Bob Wilmott/ Robert Heaney
23	Infrastructure created to discuss and adjust roadmap on a regular basis	10/1/2018	1/1/2019	On Track	Bob Wilmott/ Robert Heaney
24	School of Medicine Strategic Plan Annual Report will be distributed to the SOM community. The annual report will provide an update on the progress over the last academic year.	1/1/2019	12/31/2024	On Track	Grottemeyer/CI Team

## Appendix B: School of Medicine Strategic Plan Metric Summary

Strategic Plan Section	Goal / Measure	Metric	Benchmark		
			1-Year	3-Year	5-Year
Overarching Goals	All areas participating in CQI reporting and accountability to process and outcomes	Committee Established, Expanded Scope, Schedules established, participation/reporting,	Ongoing	Ongoing	Ongoing
		Link TEAM Initiative Measures and Metrics to each strategic goal and activity	Ongoing	Ongoing	Ongoing
		Revise Dashboard by 6 Goals and Sub-committee outcomes	Annually	Annually	Annually
	The school is financially strong.	Revenue (AAMC private school benchmarks)	36 <sup>th</sup> percentile	38 <sup>th</sup> percentile	40 <sup>th</sup> percentile
	The school is an employer of choice.	Faculty retention rate <sup>(1)</sup>	94%	95%	96%
		% acceptance of offers extended (E40)	72%	75%	80%
		Compensation benchmark	<i>Defer to comp committee</i>		50 <sup>th</sup> percentile
	Our behaviors and professionalism consistently mirror our core values and Jesuit ideals.	“Civility” scores on Climate survey	75%	80%	80%
		“Morale” scores on Climate survey	55% favorable	60%	70%
		Social Mission of Medicine Ranking <sup>(2)</sup>	87	85	83
	We embrace a culture of accountability, measurement and data-informed decision-making.	“Empowerment” scores on Climate survey	67%	70%	75%
	All our teams reflect our commitment to diversity and inclusion. <sup>(3)</sup>	Blacks and Hispanics on faculty (%)	Align w/SLU		
		Blacks and Hispanics in leadership roles (%)	Align w/SLU		
		Women in leadership roles (%)	Align w/SLU		
		“Equity” scores on Climate survey	67%	70%	75%
Clinical (Outpatient)	All clinical teams consistently deliver high quality care.	Documentation of Current Medications (% complete)	40%	50%	75%
		Annual Fall Screening and Follow-up Documentation (% complete)	80%	85%	90%
		Patient Experience: Recommend this provide office	TBD		

	We operate a highly efficient academic medical center.	3 <sup>rd</sup> Next Available (Days)	PCP: 21	14	7
			Specialty: 30	21	14
		Arrived Appointments (% increase YoY)	3%	5%	10%
		Productivity (wRVUs)	50% percentile	55%	65%
SSM	SLUCare & SSM are one of the largest healthcare providers in our region.	Expand Market Share in STL region	IDN TBD		
		In-network referral between SSM & SLUCare	IDN TBD		
Clinical (Inpatient)	All clinical teams consistently deliver high quality care.	Improve the All-Cause Readmission Rate	15.47%	14.70%	- Achieve 4-star CMS rating
		Reduce the Mortality Index	1.03	0.98	- Achieve "B" Leapfrog rating
		Reduce Post-Operative VTE	14.91	11.93	- Achieve 75 point HealthInsights rating
	We operate a highly efficient academic medical center.	Length of Stay (ALOS)	4.98	4.93	4.88
			Specialty: 30	21	14
Education	We attract the best applicants for our training programs and are the first choice medical school for the majority of the applicants we accept.	UME: MCAT percentile	Meets the national average (all years)		
		UME: % accepted at other schools	32%	37%	42%
		UME: Match Rate	93%	96%	99%
		PhD: GRE percentiles	Verbal: 155 / 158 / 160		
			Quantitative: 154 / 158 / 160		
			Analytical Writing: 3.9 / 4.2 / 4.5		
	Learners and alumni report they received an outstanding educational experience at SOM.	Each GME program meets the 3-year board pass rate requirement. (percent within minimum pass rate)	<5%	<3%	All
		All training programs are satisfactorily accredited	Yes	Yes	Yes
		Residents' overall evaluation of the program (from the ACGME survey, different between SOM and the national mean)	-0.2	-0.1	0
		AAMC Graduate Survey, Overall Satisfaction Question	91%	92%	93%

	Faculty teaching in the medical school will be valued, supported, and rewarded by the institution.	Promotion on either tenure / non-tenure track educator pathway (percent approved for those that apply)	50%	75%	90%
		Participation in faculty development activities (% of faculty attending at least one designated FD session)	20%	40%	60%
		Faculty Retention Rate	95%	95%	95%
		% of non-Research Faculty Teaching	85%	90%	95%
Research	The school demonstrates sustained (10% y) growth in research funding and impact.	Total grant funding	\$34.9MM	\$42.2MM	\$51.1MM
		NIH-funded investigators	42	51	61
		Total NIH grant funding	\$21.0MM	\$25.4MM	\$30.8MM
		High impact (IF>10) publications	41	49	60
		Multi-PI grants	2	3	4
		Patents	169	205	248
	The school has achieved significant (5% y) growth in clinical trials and translational research.	Clinical trials revenue, for-profits	\$3.6MM	\$4.0MM	\$4.4MM
	The school is getting a positive return on its investments in research.	New total extramural funding for \$1 invested	\$1	\$1.30	\$1.50
The school has improved research experiences of students, residents, and faculty.	New training grants	5 MD / PhD students	Graduate program in Molecular Medicine	15 graduate and 5 MD / PhD students	