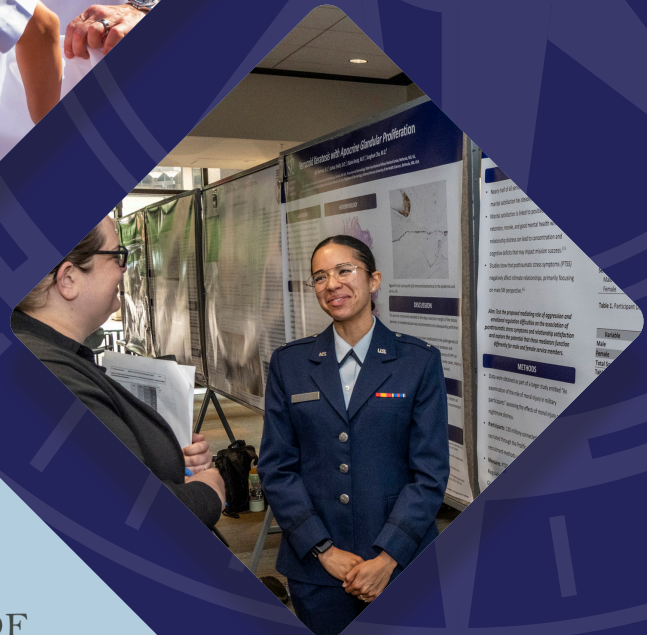


USU School of Medicine Strategic Plan

2025-2029

*Setting the Course for Military Health,
Education, and Research*



SCHOOL OF
MEDICINE



Uniformed
Services
University

TABLE OF CONTENTS

About the Strategic Plan	1
Dean's Message: A Map and a Compass	1
Mission	2
Vision	2
Values	2
Lines of Effort, Goals, Performance Measures	3
LOE 1- MHS Force Generation & Sustainment	3
LOE 1A: Medical and Graduate Education.....	3
LOE 1B: Longitudinal Professional Development.....	4
LOE 2- MHS Research & Scholarship	6
LOE 2A: Research and Scholarship Growth	6
LOE 2B: Graduate and Medical Student Research and Scholarship Advancement.....	7
LOE 3- MHS Thought Leadership & Innovation	9
Terms and Definitions	11
CBE Key Characteristics	11
EPA Key Characteristics.....	12

ABOUT THE STRATEGIC PLAN



The School of Medicine Strategic Plan outlines our strategic priorities for the coming years, informed by our Mission, Vision, and Values. Performance measures are categorized within Lines of Effort that dovetail with MHS and USU strategic imperatives.

DEAN'S MESSAGE: A MAP AND A COMPASS



Navigation relies on the principle that landmarks and routes may change, but direction remains constant. This plan sets a course for the next five years, with our Mission, Vision, and Values as the stars by which we navigate, finding our way through detours and roadblocks. Aligned with the University's overarching strategic plan and backed by performance measures that will help us track our progress, it will serve as both a map and a compass.

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MISSION

The Uniformed Services University School of Medicine trains Army, Navy, Air Force, Coast Guard, and PHS physicians, public health practitioners, psychologists, and biomedical scientists to support our Nation's military and public health systems, the National Security and Defense Strategies of the United States, and the readiness of our Uniformed Services. As the Leadership Academy of Military Medicine, we

1. Produce military physician-leaders and scientists who drive innovation in academia and federal service
2. Are the focal point for military medical education and training at every stage of the career lifecycle
3. Serve as the nexus of biomedical science, health services research, and innovation for the MHS

VISION

The School of Medicine will be our Nation's pre-eminent military medical training and research institution, indispensable to our national health security in war or peace.

VALUES

- Compassion and Caring
- Ethics and Integrity
- Excellence in Scholarship
- Innovation
- Selfless Service



LINES OF EFFORT, GOALS, PERFORMANCE MEASURES

LOE 1- MHS FORCE GENERATION & SUSTAINMENT

LOE 1A: MEDICAL AND GRADUATE EDUCATION



We pioneer and advance world class health education and training focused on military readiness and force generation for the Military Health System (MHS). We continually develop and enhance curricula that exceed accreditation standards. We use modern methods and tools including simulation and artificial intelligence (AI) technologies to accelerate learning and produce technology-literate graduates.

LOE 1A Goals and Performance Measures

Goal 1	Expand Competency-Based Education (CBE) and individualized learning across programs
A (GEO)	<ul style="list-style-type: none">● No transition to any competency assessments or instructional strategies in graduate programs.● Each graduate program has reviewed all of the assessment tools and instructional strategies to find any CBE elements with implementation planning underway.● All programs have implemented ≥ 2 competency assessments or instructional strategies.
B (MED)	<ul style="list-style-type: none">● No standardized process to <u>individualize</u> learning based upon entrustment judgments and competency achievement.● Standardized process to <u>individualize</u> learning based upon entrustment judgments and competency achievement is developed and implemented for one class.● Standardized process to <u>individualize</u> learning based upon entrustment judgments and competency achievement is developed and implemented for all students.

Goal 2 Increase integration of technology and innovation into MED and GEO curricula

- No increase in training and use of technology in medical and graduate curricula.
- 4-10 new graduate courses, medical student sessions, or faculty development workshops integrating (or teaching the skills for integrating) technology and innovation in education.
- > 10 new graduate courses, medical student sessions, or faculty development workshops integrating (or teaching the skills for integrating) technology and innovation in education.

Goal 3 Expand innovative, internationalized, and team-based simulation-based learning opportunities to create adaptive military medical leaders

- A (SIM)**
- Simulation Center contact hours in 12-month period <25th percentile (vs AAMC published standards).
 - Simulation Center contact hours in 12-month period >25th to <75th percentile.
 - Simulation Center contact hours in 12-month period >75th percentile.
- B (SOM)**
- SOM has adapted or created ≤ 2 simulation-based educational curricula.
 - SOM has adapted or created 3-5 simulation-based educational curricula.
 - SOM has adapted or created > 5 simulation-based educational curricula.

LOE 1B: LONGITUDINAL PROFESSIONAL DEVELOPMENT

We support career-long learning and growth for MHS professionals by creating comprehensive lifecycle professional development opportunities. When developing and refining course offerings, we emphasize military healthcare needs, global health engagement, and career readiness for the spectrum of leadership roles within the MHS, academic sites, Combatant Commands, joint staff, interagency, and federal government environments.



LOE 1B GOALS AND PERFORMANCE MEASURES

Goal 1

Expand faculty development offerings locally and for national faculty targeting faculty lifecycle and career transitions

- No change in the percentage of faculty development that is targeted for specific career transitions.
- Less than 5% change in the number of professional development hours focused on specific aspects of the faculty lifecycle and career transitions.
- >5% change in the number of professional development hours focused on specific aspects of the faculty lifecycle and career transitions.

Goal 2

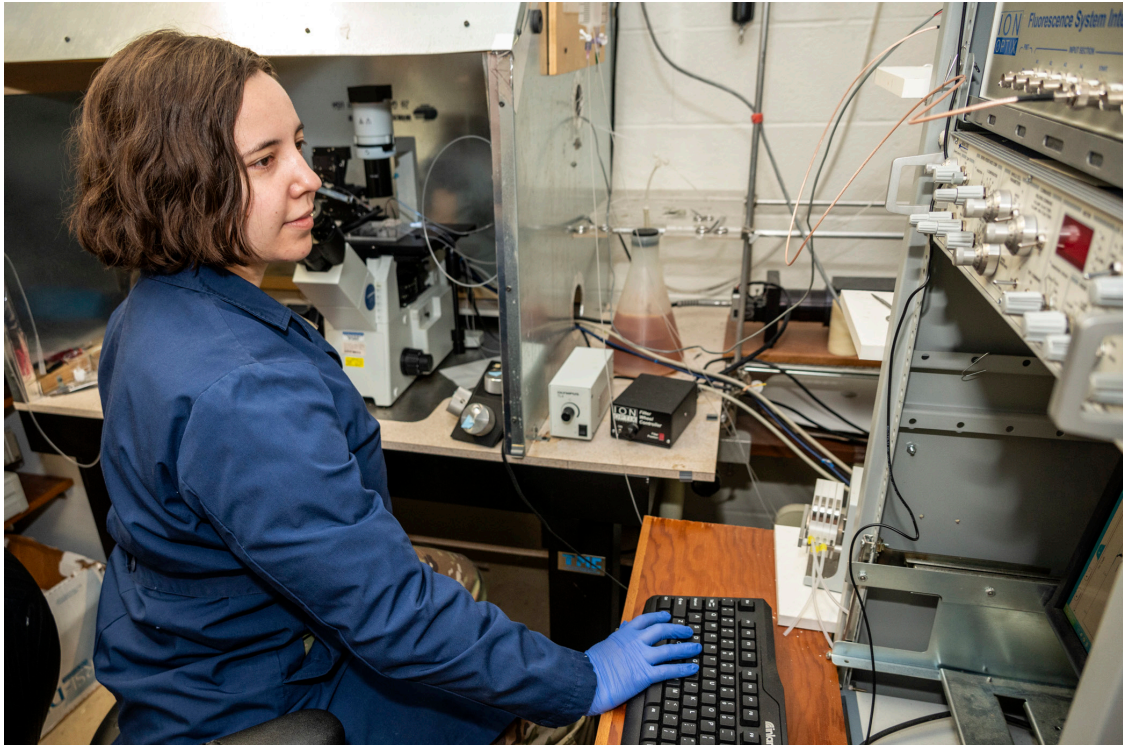
Increase enrollment in USU-sponsored comprehensive lifecycle professional development opportunities (certificate programs and degrees) that promote career readiness across the spectrum of MHS leadership roles

- Decreased enrollment in graduate programs, no development of new programs; declining graduation statistics/completion of programs compared to prior academic year.
- Increased enrollment in graduate programs, including increased availability of and enrollment in new graduate programs, including degree-granting and certification programs, by <10%.
- Increased enrollment in graduate programs, including increased availability of and enrollment in new graduate programs, including degree-granting and certification programs by ≥10%.

MED	Medical education
GEO	Graduate education
SIM	Simulation Center
SOM	School of Medicine

LOE 2- MHS RESEARCH & SCHOLARSHIP

LOE 2A: RESEARCH AND SCHOLARSHIP GROWTH



We will develop an interprofessional, multidisciplinary, growth-oriented research infrastructure and culture that rewards scholarly innovation while safeguarding scientific integrity. With scholarship spanning biomedical science, behavioral science, and public health, we will prioritize military-relevant translational and applied research. We will fuel innovation using emerging resources and digital tools (AI-driven data analytics, wearable technology, cloud-based data computation) to support operational needs and enhance research capabilities.

LOE 2A GOALS AND PERFORMANCE MEASURES

Goal 1 Increase number of peer-reviewed publications in high-impact journals

- Decreased number of publications in high-impact journals compared to previous year.
- <5% increase in the number of publications in high-impact journals compared to previous year.
- ≥5% increase in the number of publications in high-impact journals compared to previous year.

Goal 2

Increase number of grants or publications resulting from interdisciplinary and multidisciplinary research projects

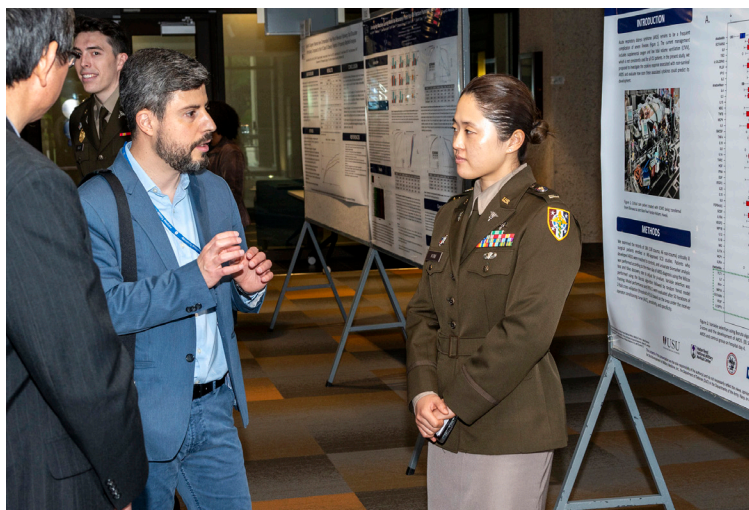
- Decreased number of grants or publications resulting from interdisciplinary or multidisciplinary research projects compared to previous year.
- <5% in the number of grants or publications resulting from interdisciplinary or multidisciplinary research projects compared to previous year.
- ≥5% in the number of grants or publications resulting from interdisciplinary or multidisciplinary research projects compared to previous year.

Goal 3

By 2030, establish an Innovations Intramural Grant Program focused on scientific and technological innovations (e.g., new scientific methodologies, AI-driven data analytics, wearable technology, or cloud-based computation for translational science aligned with military health research)

- No dedicated program or funding mechanism for intramural grants focused on innovations is in place by 2030.
- Innovations Intramural grant program is launched, and awards \$50,000 to \$499,000 in competitive grants to support faculty and student projects.
- Innovations intramural grant program awards ≥ \$500,000 in competitive grants to support faculty and student projects.

LOE 2B: GRADUATE AND MEDICAL STUDENT RESEARCH AND SCHOLARSHIP ADVANCEMENT



We will foster skills development in all domains of biomedical, behavioral, public health, and educational research and scholarship, emphasizing mentorship to develop scientific inquiry and critical analysis skills in our learners. We will expand faculty research mentorship and student-led research and scholarship initiatives targeting military-specific health challenges, and cultivate interprofessional

and inter-institutional collaboration to advance knowledge in health and medicine.

LOE 2B GOALS AND PERFORMANCE MEASURES

Goal 1

Increase research literacy for SOM medical students

- Capstone projects are completed by < 50% of SOM students.
- Capstone projects are completed by 51 to 79% of SOM students.
- Capstone projects are completed by ≥80% of SOM students.

Goal 2

Increase the number of publications in which a graduate student is an author

- Decrease in the number of publications and/or first author publications by graduate students compared to previous year.
- <5% increase in the number of publications and/or first author publications by graduate students compared to previous year.
- ≥5% increase in the number of publications and/or first author publications by graduate students compared to previous year.

Goal 3

Increase number of pre-doctoral fellowships and graduate student research grants obtained by graduate students

- Decrease in the number of pre-doctoral fellowships/graduate student research grants obtained by graduate students compared to previous year.
- <5% increase in the number of pre-doctoral fellowships/graduate student research grants obtained by graduate students compared to previous year.
- ≥5% increase in the number of pre-doctoral fellowships/graduate student research grants obtained by graduate students compared to previous year.

LOE 3-MHS THOUGHT LEADERSHIP & INNOVATION

As a military medical university and innovation leader, we develop health policies and systems-based practices that shape military health care globally. We encourage faculty and students to become clinical and research thought leaders focused on the needs of warfighters, veterans, military families, allies, and partners. We model courageous inquiry and best practices through committed external engagement in research, publications, policy development, consultation, health forums, and problem-solving collaborations with top military, national, and international organizations.



LOE 3 GOALS AND PERFORMANCE MEASURES

Goal 1

Increase USU faculty participation and presentations at key military health conferences (i.e., AMSUS, Military Health System Conference, MHSRS, Indo-Pacific Military Health Exchange, International Committee on Military Medicine, etc.) and relevant policy forums.

- Achieve a <10% increase in faculty engagement in these forums each year over the next 5 years.
- Achieve a 10-15% increase in faculty engagement in these forums each year over the next 5 years.
- Achieve a >15% increase in faculty engagement in these forums each year over the next 5 years.

Goal 2

Establish and/or expand formal collaborations with leading military, national, and international organizations (i.e., DoD, VA, Academic Institutions/Centers, NATO, etc.) on educational initiatives, best healthcare practices, and policy development related to military medicine.

- Establish <2 new significant collaborations each year, with clear goals and deliverables for each partnership.
- Establish 2-4 new significant collaborations each year, with clear goals and deliverables for each partnership.
- Establish ≥5 new significant collaborations each year, with clear goals and deliverables for each partnership.

Goal 3

Build a website to host solutions and track projects supported, patents filed, prototypes developed, and successful transitions to clinical practice or commercialization.

- ≤1 collaborative international military IP products developed and hosted.
- 2-3 collaborative international military IP products developed and hosted.
- ≥4 collaborative international military IP products developed and hosted.

★★★★★ TERMS AND DEFINITIONS

Competency Based Education (CBE): An approach to learning that focuses on students demonstrating mastery of specific knowledge and skills, rather than simply spending a set amount of time in a class.

CBE KEY CHARACTERISTICS



Focus on Mastery

- Students “show what they know” and are able to apply their knowledge
- Students advance by demonstrating competency, not just by completing seat time



Clearly Defined Competencies

- Curricula are structured around specific, measurable competencies
- These competencies define the knowledge, skills, and abilities students are expected to acquire



Flexible Pacing

- Students can progress at their own pace, allowing those who grasp concepts quickly to move forward, while others can take more time
- “Time” is the variable, and “learning” is the constant



Emphasis on Demonstration

- Assessment methods allow students to demonstrate their abilities through various means, such as projects, presentations, and real-world applications, not just traditional tests



Individualized Learning

- CBE often allows for a more personalized learning experience, where students can focus on areas where they need more support

Entrustable Professional Activities (EPA): EPAs are tasks that trainees can perform unsupervised, once they have demonstrated the ability to complete those tasks competently and independently.

EPA KEY CHARACTERISTICS



Observable

EPAs are actions that can be directly observed



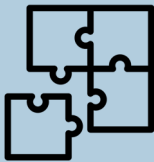
Measurable

EPAs have defined outcomes that can be assessed



Independent

Competent trainees should be able to perform EPAs unsupervised



Integrated

EPAs often require integration of multiple competencies

Purpose of EPAs	EPAs in Medical Education
<ul style="list-style-type: none"> ▶ Bridge the gap between theoretical knowledge and practical application ▶ Provide a structured way to assess a trainee's readiness for independent practice ▶ Facilitate entrustment decisions, helping supervisors determine the level of supervision a trainee requires 	<ul style="list-style-type: none"> ▶ Used to assess a medical trainee's ability to perform essential clinical tasks ▶ Shift the focus from simply acquiring knowledge to demonstrating the ability to apply that knowledge in real-world scenarios ▶ Used to help decide when a trainee is ready to perform activities with less and less supervision

Entrustment: In medicine and science, entrustment is the determination that someone has demonstrated sufficient competence to perform a task independently, with minimal supervision.



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