

2024

5-Year Strategic Plan



WASHINGTON STATE UNIVERSITY
Elson S. Floyd
College of Medicine

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Vision

A healthy, equitable Washington for all.

Mission

To serve Washington and beyond through collaboration and problem-solving in education, research, and health care with a focus on rural communities, Tribal Nations, and people who have been historically marginalized.

Values

Integrity

We uphold the highest standards of honest and ethical conduct in all our endeavors, ensuring transparency and accountability.

Equity

We promote equity as it refers to fairness and justice and seek to remove barriers, unintentional or otherwise, arising from bias or structural root causes with the understanding that all people do not start from the same place and may face uneven power distribution.

Inclusion

We foster a working culture and environment where individuals experience a sense of belonging and feel valued, respected, and supported for their unique qualities.

Collaborative Relationships

We foster sustainable, inclusive communities that promote an active interconnectedness, community-framed success, and recognition of the impacts of our actions on each other and on our individual and communities' health and well-being.

Diversity

We nurture diversity by recognizing the identities we carry and the differences between people, acknowledging that these differences are a valued asset and striving for equitable representation.

Continuous Improvement

We embrace a culture of innovation where we grow and develop our people, teams, and processes, learning from successes and failures, and innovating from existing best practices.

Work-Life Synthesis

We honor, respect, and actively support one another in integrating the commitment to and complexity of our self, family, community, and work.

Foundation

The strategic plan is built upon these three foundational beliefs:

Belonging and Development

Every human’s well-being, inclusion, growth, and development is core to our mission and culture.

Social Accountability

We are committed to pursuing health equity throughout the communities of Washington.

Sustainability

As stewards of valuable human, financial, and environmental resources, we create a positive impact on our communities and future generations.



Pillars

The strategic pillars are built upon our three foundational beliefs and serve as interdependent structures of the strategic plan that direct our long-term efforts and support our mission and vision.

Community Care

We collaborate with our community partners to advocate for and build a better health care ecosystem, training practitioners to care for the underserved in our communities.

Education

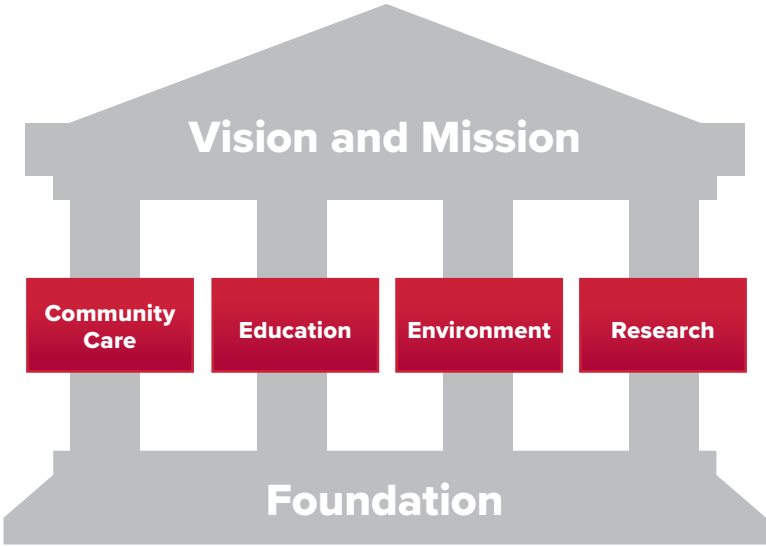
We support excellence and diversity in our academic programs and the continued learning, growth, and development of everyone in our organization.

Environment

We treat our education, work, and living environments as opportunities for every individual to learn and thrive.

Research

We value the crucial importance of research to our mission’s success by developing, supporting, and diversifying our research programs.



Planning Process

Dean Record launched the strategic planning process in January of 2023 with the objective to develop a five-year strategic plan that will guide the work of the College of Medicine from 2024 – 2029. Our strategic planning process is a comprehensive and systematic approach designed to ensure the alignment of our goals with the dynamic demands of education and practice.

This process is articulated through the following stages:



Implementation of the strategic plan includes:



PROJECT PLANNING: In the first six months, we will design detailed project plans for each strategy that include assigning responsibilities, setting timelines, and determining resource requirements.



MONITORING AND EVALUATION: We will establish key performance indicators to monitor progress and conduct quarterly reviews to assess the effectiveness of the strategies and make adjustments as needed.



COMMUNITY ENGAGEMENT: Throughout this process, we engage with faculty and staff, students, health care partners, and the community to ensure our strategic plan is responsive and inclusive.

This strategic planning process was designed to adapt to changing circumstances while remaining grounded in our commitment to excellence in the pillars of community care, education, environment, and research.



PILLAR ROADMAP

Community Care

We collaborate with our community partners to advocate for and build a better health care ecosystem, training practitioners to care for the underserved in our communities.



Pillar Goal 1

Measurably reduce the burden of health inequities, address social determinants, and improve health services access and health outcomes in areas of health deprivation across the state.

- A. Prioritize, measure, and improve health inequities, health deprivation, and broader health outcomes and address social determinants.
 - o Identify key health indicators by utilizing current scholarship, preexisting data, regularly updated outside sources, and novel concepts based on community needs.
 - o Within key health indicators, identify discrepancies within populations across the state.

- o Develop and update dashboards and communications for the measured health indicators.
 - o Prioritize and implement continuous quality improvement tasks based on community needs, resource availability, and the literature that supports outcomes that matter to patients and communities.
 - o Develop research efforts that investigate improvement efforts associated with identified health indicators.
- B. With our partners, develop clinical practices that address the impacts of social determinants of health and integrate holistic, community-centered care.
- o Ensure the delivery of established self-sustaining health care is at the core of the university's long-range strategic plan.
 - o Institute a shared vision and plan for funding necessary to develop established, self-sustaining health care delivery systems with the campus and university.
 - o Identify financially solvent short- and long-term plans.
 - o Increase philanthropy, grants, and contracts to support rural and underserved care.
 - o Offset rural and underserved expenses with philanthropy, grants, and contracts.
 - o Develop physical locations for care delivery across Washington.
 - o Empower the clinical practices to partner with communities to identify variable needs.
 - o Prioritize areas of community needs to drive statewide growth.
 - o Develop and utilize integrated, interprofessional health care delivery as a service model for our communities.





Pillar Goal 2

Develop clinical practices that deliver evidence-based, interprofessional, value-based, whole-person health care.

- A. Develop and locate Graduate Medical Education (GME) programs to serve patients of mission-aligned communities.
 - o Evaluate development opportunities through a mission-focused lens.
 - o Procure state, federal, and philanthropic dollars to develop GME programs in identified locations.
- B. Expand clinical opportunities for college faculty to practice their specialty as part of their appointment at WSU.
 - o Develop a mechanism that supports alumni to return to practice in the state via WSU's clinical practices.
- C. Expand clinical affiliate education resources in areas of need.
 - o Develop integrated primary care clinical practices that support the community and provide training sites for students and residents.
 - o Expand clinical delivery through the development of GME clinics in partnership with academic and clinical institutions.
- D. Partner with WSU Extension offices as mechanisms for community-based communication, needs assessment, collaboration, health education, and care delivery.
 - o Identify accountable college liaisons for each extension.
 - o Develop and implement a communication plan that utilizes WSU Extension relationships.
 - o Partner with the community council to identify local community advocates and champions.
 - o With the community, develop an extension engagement plan.
- E. Implement college-supported student health services across all campuses to ensure we provide for the wellness of the student body.





Pillar Goal 3

With our community partners, recruit and support staff, faculty, and students who create a sustainable workforce to best care for the diversity of Washington's communities.

- A. Connect alum with employers, communities, and statewide organizations.
 - o Develop and host a job board to connect clinical partners with alumni.
 - o Develop job fairs or other gatherings as a mechanism for clinical partners to connect with faculty, staff, residents, students, and alum.
 - o Develop pathway for immediate transition to community faculty role upon their completion of training.
- B. Support employers in assuring meaningful work for their employees.
 - o Survey alum about their job search, career aspirations, employment needs, and what makes work meaningful.
 - o Assure college expertise in workforce research and trends.
 - o Share trends and information that supports employment of alum and the larger workforce with our clinical partners.
 - o Develop and implement a communication plan to ensure clinical partner awareness of college strategic priorities for the state's health care workforce.
- C. Partner with clinical affiliates to assure communication, collaboration, medical education, and care delivery across health care system silos.
 - o Develop and implement joint communication plans that assure consistency of the college brand.
 - o Develop a closed-loop evaluation mechanism to ensure communication is consistent.
 - o Identify mechanisms to partner with clinical affiliates to support active community assessments and action plans.





Pillar Goal 4

Engage in health care policy advocacy that improves Washington's overall health care ecosystem.

- A. Develop partnerships with clinical stakeholders and professional societies, community advocacy groups, and stakeholder organizations in Washington.
 - o Ensure the college has a key representative for Washington's major health professional societies and clearly disseminate the information to relevant audiences.
 - o Ensure the college has key representatives accountable for maintaining and fostering relationships with clinical and community partners and clearly disseminate the information to relevant audiences.
- B. Provide education to support health care advocacy engagement.
 - o Develop, implement, and continue advocacy curricula for students and residents, offering incentives for participation if elective.
 - o Develop, implement, and continue advocacy professional development for faculty and staff.
 - o Partner with WSU legislative liaisons to ensure prioritization of mission-oriented legislation at the state and federal levels.
- C. Collaborate with communities and WSU Extension to support policies that improve community health metrics.
 - o Advocate for policies that emphasize health promotion and disease prevention.
 - o Develop health advocate partnerships between the college and community modeled after WSU Extension partnerships.
 - o Work with community leaders and advocates to implement community-wide programming to support key health efforts.



PILLAR ROADMAP

Education

Foster excellence and diversity in our academic programs and the continued learning, growth, and development of everyone in our organization.



Pillar Goal 1

Provide evidence-based, responsive educational programs that prepare learners for service in underserved communities.

- A. Use an evidence-based approach to develop teaching and learning opportunities that ensure learners are prepared for and adaptable to different training environments.
 - o Conduct a needs assessment to identify current and future health care needs in underserved communities in Washington.
 - o Develop new undergraduate and post-baccalaureate programming to expand career opportunities for students.

- o Establish a community advisory group with representation from underserved communities in Washington to help inform the development of training opportunities and educational programming.
 - o Develop educational programming to prepare learners for serving in underserved communities.
 - o Implement quality assurance that we are using evidence-based practices in our programs.
- B. Offer health professionals high-quality continuing professional development that supports unique practice contexts and lifelong learning needs.
- o Address ongoing and emergent learning needs of community-based clinicians.
 - o Enhance community-based practice by offering relevant, supportive, and relational lifelong learning opportunities.
 - o Expand simulation training facilities at all regional campuses to support learning opportunities.
- C. Expand our institutional capacity to form innovative, collaborative relationships with community partners to develop placements for learners in underserved communities.
- o Establish opportunities for reciprocal learning for communities in Washington.
 - o Develop interprofessional training opportunities that promote relationship building between learners, teachers, preceptors, patients, and communities across programs.
 - o Collaborate with community partners to develop a formal rural training track to provide immersive rural training opportunities for education programs.
 - o Establish a network of support for health care professionals practicing in underserved areas.
 - o Ensure resources to support training in underserved communities.





Pillar Goal 2

Strengthen interprofessional collaboration across college programs, other WSU educational programs, and our clinical partners.

- A. Enhance collaboration within our programs for interprofessional education opportunities.
 - o Develop shared values and goals for interprofessional collaboration.
 - o Dedicate resources to support collaborative opportunities.
 - o Provide training opportunities for students to function collaboratively on interprofessional health care teams as they provide coordinated services to patients.
 - o Offer interprofessional development opportunities for faculty and staff who are educators.
- B. Formalize the interprofessional experience our learners have with clinical partners.
 - o Determine a consistent mechanism to evaluate learner experience of interprofessional clinical learning activities across degree programs.
 - o Demonstrate through data the value of interprofessional students to clinical practices.
 - o Support learners in their pursuit of interprofessional education opportunities in clinical environments.
- C. Develop specific collaborations with WSU education institutions such as the Colleges of Nursing, Pharmacy and Pharmaceutical Sciences, Veterinary Medicine, Education, Global Campus, and others.
 - o Identify interprofessional clinical collaboration opportunities with other WSU programs.
 - o Identify interprofessional opportunities for community engagement.





Pillar Goal 3

Expand support for diverse learners across all college programs to ensure education is accessible to all learners.

- A. Create an inclusive environment for learners with disabilities – physical, cognitive, or historically hidden.
 - o Expand collaboration with accessibility resources and implement systems for supporting all learners.
 - o Develop informational offerings for learners to request and use accommodations effectively.
 - o Create tangible improvements in accessibility of program-specific accommodations.
 - o Create learning opportunities for faculty and staff that better prepare them to support and understand the strengths of learners with disabilities.
 - o Expand collegewide availability of individualized learner support such as tutoring and coaching.
 - o Measurably improve faculty awareness and support of non-traditional learner needs in all learning spaces with specific attention to clinical spaces.
 - o Develop programmatic, pre-matriculation resources to help diverse learners develop optimized learning frameworks.
 - o Commit to teaching frameworks that support individual learning trajectories.
- B. Enhance program accessibility, inclusion, and support services for current and future learners.
 - o Expand the diversity of our learner and prospective learner populations and enhance the sense of belonging they experience in our programs.
 - o Improve accessibility by identifying and taking active steps to address systemic barriers to increase inclusion of historically, persistently, or systemically marginalized groups and reviewing current educational programming.
 - o Create mentorship opportunities for all learners, including those who identify as members of underrepresented groups.



- o Ensure that services, including financial, academic, and well-being services, are equitably delivered and provide all learners with the access necessary to successfully achieve learning outcomes.
 - o Identify the rigid elements or barriers in our current education structure that impede our ability to support individual learning trajectories.
 - o Develop and resource specialized teams of faculty that are regionally distributed and can support individual student learning needs.
- C. Broaden the role of the undergraduate medical education faculty educational model to emphasize student learning beyond informational delivery to better support all learners.
- o Improve faculty awareness, understanding, and use of accessibility-related resources and how to implement teaching techniques and resources.
 - o Develop informational offerings for faculty to understand systems that support curricular and assessment accessibility.
 - o Reassess the faculty workload model to reflect the time needed for a genuine iterative learning process.
 - o Identify, formally train, develop, and retain a core group of faculty educators to teach the pre-clerkship curriculum whose work is based on evidence-based educational principles of inclusive learning.
 - o Develop continuing education materials to empower all faculty and staff to engage in creating a climate of inclusion.
 - o Foster the use of universal design principles to expand the accessibility of the standard learning environment.
 - o Recruit and retain faculty and staff teams to accommodate the workload associated with personalized learner support across all educational programs.





Pillar Goal 4

Enhance the financial and operational sustainability of our educational programs.

- A. Achieve financial equity across our education programs.
 - o Increase College of Medicine legislative support.
 - o Balance graduate school department budgets without subsidy from funds produced by the college.
- B. Enhance educational resources to allow for expanded class sizes.
 - o Expand resources to sustain quality and explore increases in class sizes for all college educational programs.
 - o Conduct a resource audit across degree programs.
 - o Develop a plan to fill resource gaps and support cross-program resource.
 - o Increase the number of in-state, mission-aligned residency programs.
- C. Ensure appropriate levels of faculty and staff to sustain our educational programs.
 - o Conduct a formal analysis of faculty and staff levels that support education programs.
 - o Develop a plan for sustainable recruitment, retention, and professional growth for faculty, addressing the gaps noted in the heatmap.
 - o Establish a recruitment and retention plan to support staff and faculty in educational programs.
- D. Foster sustainability and excellence of educational programs by effectively supporting and developing all faculty and staff.
 - o Develop and deliver faculty development opportunities focused on adapting to change to meet the evolving demands of delivering education with a continued focus on enabling the best possible learning outcomes.
 - o Design and implement approaches to enabling clinical education to honor the contributions of our clinical faculty and community partners and minimize process or system barriers.



- o Develop and deliver faculty training aimed at creating culturally safe, inclusive, and respectful learning environments where creativity, empowerment, and collaboration can thrive, improving educational experiences for both our educators and our learners.
- E. Increase clinical training opportunities for all college learners and identify new opportunities with other organizations.
 - o Establish new interprofessional training sites with community partners.
 - o Create clinical training sites within the WSU organization.
 - o Expand interprofessional clinical training opportunities within current partnerships.
- F. Create a comprehensive fundraising strategy to support philanthropic investment in our programs, people, research, and community care.
 - o Build a culture of philanthropy with leadership, faculty, and staff.
 - o Recruit a team to create a meaningful donor experience to support sustainable funding models.
 - o Expand university partnerships to enhance philanthropic collaborations across colleges.
- G. Increase marketing and recruitment strategies for all programs.
 - o Implement a targeted recruitment campaign to increase student applications in specific programs within the next two academic years.
 - o Expand partnerships with secondary or undergraduate institutions to help support a sustained applicant pool to all undergraduate and graduate degree programs.



PILLAR ROADMAP

Environment

We treat our learning, work, and living environments as opportunities for all members to learn and thrive.



Pillar Goal 1

Model equity and social justice in programs across all regional campuses and engage communities to empower students, staff, and faculty to be their authentic selves.

- A. Enhance and expand existing health equity curriculum in MD program to all College of Medicine degree and residency programs.
 - o Deliver academic curricula that include a focus on health equity, diversity, inclusion, justice, and access to ensure graduates are prepared to serve a diverse community.
 - o Connect health equity education leadership partners with the Office of Faculty Affairs and Continuing Professional Development to develop modules and increase the number of faculty prepared to teach equity and health equity in the curriculum and beyond.

- B. Host Annual Health Justice and Belonging Conference to bring communities, health care professionals, health professions organizations, and public and private sectors together to identify solutions towards optimizing health and life expectancy in Washington.
 - o Provide students, staff, and faculty learning opportunities focused on health equity, diversity, inclusion, justice, and access in partnership with communities across Washington and beyond.
 - o Track and be accountable to communities for partnership-framed solutions that improve community health and life expectancy.



Pillar Goal 2

Create an outstanding communication system that addresses the needs and views of internal and external stakeholders.

- A. Establish consistent communication channels, methods, and timing for communications for internal and external audiences.
 - o Audit existing communication channels for effectiveness.
 - o Develop a deep understanding of the needs of different audiences including students, faculty, staff, and the public.
 - o Create consistent pathways of communications and methods for internal and external communication.
- B. Centralize important information locations and resources and create a standardized process for dissemination by the Office of Marketing and Communications and unit leads.
 - o Create and maintain a Customer Relationship Management (CRM) solution.
 - o Develop clear and transparent protocols for what information can be disseminated by internal stakeholders outside of those distributed by the Office of Marketing and Communications.
 - o Set appropriate expectations and establish accountability on communications protocols and establish role clarity.





Pillar Goal 3

Optimize our organizational effectiveness and sustainability.

- A. Enhance organizational efficiency and effectiveness through data-informed strategies that improve program outcomes, empower employees, and encourage transparent decision-making aligned with our mission and values.
 - o Elevate program outcomes and continually assess and improve program performance, using data analytics to ensure alignment with organizational goals and industry standards.
 - o Streamline operations by applying data-informed insights focused on resource optimization, process improvement, and stakeholder engagement.
 - o Foster a culture of data literacy by developing and providing accessible, data-informed tools and training across the organization.
 - o Establish a framework to promote open data sharing and transparent decision-making, ensuring actions are aligned with organizational mission and values.
 - o Create a data governance structure to ensure quality, security, and ethical use of data to support strategic objectives and compliance requirements.
- B. Promote continuous quality improvement tactics throughout the college to ensure effective monitoring of measurable outcomes and to achieve short and long-term programmatic goals.
 - o Identify areas for improvement and develop improvement action plans that are monitored for effectiveness.
 - o Analyze collected data, identify trends, provide recommendations, report findings, and facilitate implementation of recommendations.
 - o Collaborate with stakeholders across the organization to ensure that continuous quality improvement initiatives align.



- C. Optimize our environmental sustainability.
 - o Review the environmental report card, including the national Health Equity Circle assessment, and evaluate our performance.
 - o Work with internal and external partners to implement an environmental sustainability plan across all regional medical campuses and residency training sites.
- D. Integrate emerging and existing technologies, including Artificial Intelligence (AI), into college operations to enhance operational efficiency, educational effectiveness, and responsiveness to emerging trends with ethical guidelines and oversight.
 - o Create guidelines and oversight for the ethical use of AI and emerging technologies, ensuring transparency, privacy, and equity in all AI-driven initiatives.
 - o Implement AI and emerging technologies into our education programs to enhance our effectiveness and improve education outcomes.
 - o Leverage AI and emerging technologies for analyzing complex data sets, aiding faculty, staff, and students in research projects, and providing insights into emerging trends.
 - o Integrate AI and emerging technologies into administrative tasks such as writing, planning, and executing services to improve efficiency and responsiveness.



Pillar Goal 4

Enhance our work culture and become the employer of choice.

- A. Supervisors develop a career progression plan with team members.
 - o Update position descriptions with job duty changes and provide role clarity for all positions.
 - o Collaborate with university human resources on the development of career pathways.
 - o Explore and support professional development opportunities.
- B. Promote happiness, connection, and fulfillment in the workplace by supporting employees in their daily work and careers.



- o Improve our standard operating procedure for hiring, onboarding, and training new employees.
 - o Assess and reduce duplicative or out-of-scope work performed across operational units.
 - o Provide opportunities for employees to develop and apply new skills, seek mentorship, and connect to the organization's mission and values.
 - o Create a work environment where employees feel belonging and support.
 - o Review values and develop shared expectations for all employees.
 - o Establish a market-competitive salary structure.
 - o Provide transparent information about expectations for a healthy working environment that includes remote work guidelines and no-standing-meeting Fridays.
 - o Respect employees' personal time and reduce after-hours communications and requests.
- C. Provide opportunities for development for student employees and unpaid student leadership positions.
- o Establish and connect students to professional development opportunities as paid workers and non-paid student leadership positions.
 - o Create additional paid opportunities or support for non-paid student leadership positions.



Pillar Goal 5

Enhance our learning culture.

- A. Develop and maintain a relationship between faculty, staff, and students of mutual respect, including communication responsiveness.
- o Examine gaps around the student-faculty relationship around expectations for communication and professionalism.
 - o Develop and implement a college communication plan across all units for faculty, staff, and students to establish a transparent, efficient process prioritizing responsiveness and follow-through.
 - o Implement publication notice policies regarding schedules and operational changes that sufficiently support the personal wellness of students, staff, and faculty.
- B. Optimize the learning environment and evaluate in-person and virtual learning environments.
- o Evaluate effectiveness of in-person, virtual, and hybrid activities to better tailor learning opportunities.
 - o Expand learning and learning environment resources for students.



PILLAR ROADMAP

Research

We value the essential importance of research to our mission and continue to develop, support, and diversify our research programs in support of our mission.



Pillar Goal 1

Increase investment in research.

- A. Increase faculty recruitment.
 - o Prioritize the hiring of new tenure track or tenured faculty with research skills that complement and extend those of our current faculty.
 - o Collaborate with department chairs to expand research strengths within departments.
- B. Increase faculty retention.
 - o Continue the advancement and promotion of faculty conducting research through individualized support from the Office of Research, ensuring each faculty members' unique needs are met.

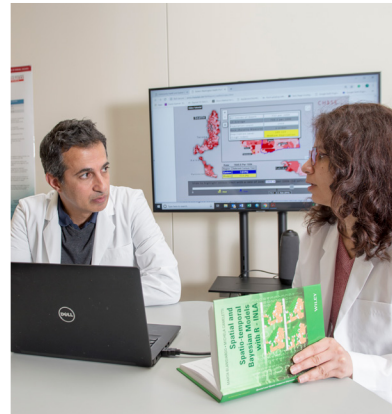
- o Expand philanthropic infrastructure to create a dedicated research foundations position.
- C. Expand and enhance the physical and human resources that support the research enterprise.
 - o Ensure adequate access to human resource support including research staff and the necessary research tools, equipment, and pre/post award administrative support.
 - o Enhance opportunities for additional clinical research through funding of the college's clinical practice.
 - o Upgrade existing laboratory space and core services, and secure funding for new laboratory expansion.



Pillar Goal 2

Expand faculty support and engagement for student research and clinical experiences.

- A. Create additional, formalized pathway and secure additional infrastructure to expand support for student research opportunities and needs.
 - o Clarify research expectations for medical students
 - o Implement learner research opportunities that effectively address research needs.
- B. Enhance engagement with subject matter experts among the research faculty on relevant clinical and curricular issues.
 - o Expand research faculty collaboration with clinical sites and training programs.



Strategic Planning Steering Committee

The Strategic Planning Steering Committee was formed in January 2023 to engage our internal and external stakeholders in a thorough planning process that delivers a draft 5-year strategic plan to the Office of the Dean by December 1, 2023. Strategic Plan Steering committee members include:

Darin Chhing, MBS, MD Class of 2026, Student Council President

Dawn Cooper, PhD, Associate Dean for Assessment, Evaluation, and Curriculum Management

David Garcia, MEd, Associate Dean for Community, Health Equity, and Belonging

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Jeana Stampfly, Curriculum Specialist Longitudinal Components

Jade Stellmon, Rural Medical Education Administrator

Piper Wright, MD Class of 2025, Former Student Council President

Jim Zimmerman, BSNE, Chief Executive Officer and Director, Range Community Clinic

The Steering Committee plays a crucial role in guiding the strategic planning process. Their involvement ensures that the development of the 5-year strategic plan is comprehensive, aligns with the dynamic needs of education and practice, and reflects the aspirations of the college and its communities. The committee's responsibilities include contributing to the different stages of planning, engaging partners, monitoring progress, and making necessary adjustments. This ensures that the plan remains relevant and effective in achieving its goals in community care, education, environment, and research.



Acknowledgements

The strategic planning process was guided by:

James M Record, MD, JD, FACP, Dean

Stephanie Engle, MS, Interim Director of Marketing and Communications

Erika Fleck, Senior Director of Strategic Management

Larry Schecter, MD, Special Advisor to the Dean

Lisa Tyran, Office of the Dean, Business Manager

Pillar working groups were formed to review the Environmental Scan SWOT analysis information and to begin the work of developing a roadmap and goals for each of the pillar areas.

Community Care Working Group

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Community Council

The Community Council was formed to engage advocates of the mission and vision of the College of Medicine throughout the state. The Council consists of key partners who see the success of the College of Medicine as mutually beneficial to their work and to their communities. The quarterly meetings are designed to highlight information from the College of Medicine and Council members' organizations and to receive feedback. The Strategic Planning Steering Committee engaged with the Community Council on the strategic planning process and its content.

Members of the Community Council

Lilian Bravo, Director of Public Health Partnerships, Yakima Health District

Jac Davies, Grant Writer, Northwest Rural Health Network

Mike Dunn, EdD, PLP Consultant, Clear Risk Solutions

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Mary Selecky, Retired Secretary, WA Department of Health

Theresa Sullivan, CEO, Samaritan Healthcare



We appreciate the invaluable input the Community Council has provided to center the college's strategic plan around our communities.