Assurance Argument

Northeast Ohio Medical University

Review date: 9/12/2022

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

1A1.

In 1973, the Northeastern Ohio Universities College of Medicine (NEOUCOM) originated as a freestanding college under the auspices of three sponsoring universities: The University of Akron, Kent State University, and Youngstown State University. Established by the Ohio General Assembly, NEOUCOM leveraged the existing resources of its sponsoring universities and community hospitals to develop a Doctor of Medicine program responsive to regional health care needs. The original mission of NEOUCOM, as articulated in Senate Bill 72 was: *To graduate physicians oriented to the practice of medicine at the community level, especially family physicians.* For more than four decades, the College of Medicine's legacy of collaborative partnerships, regional focus of service, and community health have permanently forged the underpinnings of the institution's mission.

In the early 2000s, the addition of the College of Pharmacy and College of Graduate Studies enabled the Ohio Board of Regents to recognize the institution as one of 14 public universities in the state. In 2011, Ohio's legislature approved the University's new name as Northeast Ohio Medical University (NEOMED or University). During this era, a relationship with a fourth University partner, Cleveland State University, was formed to extend NEOMED's presence in Northeast Ohio.

As a result of its growth, NEOMED's mission evolved to reflect the University's expanding role to improve the region's health and economy with an increasing focus on diversity. Since its last accreditation Assurance Review, two iterations of the University's mission have been adopted by NEOMED's Board of Trustees, each in response to renewed strategic planning and most recently, to new institutional leadership. In each instance, revisions to the mission were made after extensive input from alumni, faculty, staff, students, and external partners.

In 2019, a change in University leadership brought John T. Langell, M.D., Ph.D., M.P.H., M.B.A., to NEOMED as its seventh president. Dr. Langell's extensive Listening Tour, conducted soon after his arrival, provided opportunities for the university community to share their perspectives about NEOMED with its new leader. Based on the feedback received, Dr. Langell worked with the NEOMED Executive Management Team (EMT), university faculty, staff, students, alumni, and external partners to embark on a revised mission and strategic plan, titled *NEOMED: Creating Transformational Leaders*. NEOMED's Board of Trustees endorsed the mission and accompanying statements in 2020.

Mission statements for the University's colleges, programs, and administrative units have subsequently been reviewed and revised to align with the overarching University mission.

1A2.

NEOMED underwent a new strategic planning process in 2020 to ensure the operationalization of the mission. The process identified six "pillars" to organize and prioritize the University's strategic goals. The pillars reflect the mission, vision, and values of the institution and include *People, Education, Discovery, Service and Community Engagement, Growth,* and *Administrative and Academic Support Operations*. Within each pillar, four focus areas further define the University's overarching commitments to provide an exceptional experience, celebrate diversity, equity, and inclusion, promote leadership of the institution, and develop people. The focus areas are woven not only within but also across each pillar. The 2020-2025 Strategic Plan, *NEOMED: Creating Transformational Leaders*, includes strategic initiatives and action plans to advance NEOMED's mission and is supported by a substantial Strategic Initiative Fund, available to faculty, staff, and student applicants, to support the work to align new efforts with the strategic plan.

1A3.

As a health sciences University, NEOMED is committed to improving health care and the lives of patients in Northeast Ohio through the education of future physicians, pharmacists, allied healthcare professionals, and biomedical scientists. As expressed in the guiding principles within the pillars of the Strategic Plan, the People pillar includes students, faculty, staff, and alumni as the constituents that comprise NEOMED and are its most important and valued resource. A renewed focus and investment in the people and diversity of the institution have shaped the current mission, vision, core values, and Strategic Plan to foster transformational leaders at all levels through education, discovery, and service.

1A4.

Academic Programs

The University's degree programs are described in [The NEOMED Compass](#) and on the "[Degrees & Certificates](#)" page of the NEOMED website. The overarching goal of all NEOMED programs is to educate a diverse population of well-rounded professionals who will have a positive impact on the health, [economy](#) and quality of life of the region. The University mission is prominently published in The NEOMED Compass and is accessible to current and prospective students, as well as the public.

College of Medicine

The goal of the [Doctor of Medicine (M.D.) program](#) is to inspire and enable medical students to become exemplary patient centered physicians. The four-year [curriculum](#) fuses behavioral, biological, clinical, community health and social sciences with the humanities. Students are grounded in the complex interplay of these disciplines as they pertain to patient care and health outcomes. Graduates must demonstrate the biomedical, clinical, psychosocial, and cultural knowledge, skills, and values needed to practice successfully and to fulfill their responsibilities to their patients and their communities. The most recent [results](#) of the National Resident Matching Program -- and overall match residency placement rate of 99% -- demonstrated that the [M.D. program outcomes](#) are aligned with the University mission.

The College of Medicine provides three [Integrated Pathway Programs](#) that offer medical students customized learning and experiences to prepare them to serve specialized patient populations, as further discussed in 1.C.1.

Among the 140 [graduating fourth-year medicine students](#) in 2022, 44% planned to enter primary care residencies. This included 27 students in internal medicine, 18 in family medicine, 9 in pediatrics, and four in obstetrics and gynecology.

College of Pharmacy

The goal of the [Doctor of Pharmacy (Pharm.D.) program](#) is to prepare highly skilled pharmacists who play an indispensable role in a team-oriented approach to patient care and medication therapy management services. The four-year curriculum sets high standards for interprofessional education, collaboration, community involvement, diversity, and lifelong learning. Graduating pharmacy students are well prepared to collaboratively advance and deliver optimal patient care as part of an interprofessional health care team.

In addition to the Pharm.D. program, the College of Pharmacy co-funds several post-graduate training programs designed to cultivate practitioners who can develop, implement, and deliver cost-effective patient care services that optimize patient outcomes and improve the health of the diverse populations in the region.

While post-graduate training remains optional for pharmacy graduates, of the 88 students in the class of 2022, 50 (57% of the class) chose to pursue residency training and entered the Match process. Overall 87% of NEOMED COP graduates successfully secured a post-graduate

position, with 78% completing the training in Ohio. Also, two students accepted post-graduate fellowships in the pharmaceutical industry. Furthermore, seven alumni obtained a PGY2 residency, reflecting an 100% success rate.

College of Graduate Studies

The mission of the College of Graduate Studies (COGS) is to instill critical thinking, inspire curiosity, and promote innovation to graduate future generations of scientists, researchers, teachers, health professionals, and community leaders who will use the power of education, research, and scholarship for positive impact. COGS offers seven degree programs, including a Ph.D. in Integrative Medical Sciences, and four graduate certificates. The goals of each program are directly aligned with and support the University mission.

Student Services

NEOMED provides an increasing range of student support services to foster students' academic success and professional maturation. All services are consistent with NEOMED's core values.

The Office of Admissions and Financial Aid is the first point of contact for prospective and current students. Admissions partners with the colleges to facilitate the selection of students by the designated faculty-led committees into the M.D. program, the Pharm.D. program and selected graduate programs. The Financial Aid team is responsible for processing financial aid applications, applicant verification and the awarding of federal, state, and institutional aid.

The Office of the Registrar is responsible for student records, class enrollment, graduation degree audits, enrollment reporting to the institution, state and federal agencies.

The Office of Student Services focuses on academic support and success, professional development, personal development, orientation (online and in person), wellness, engagement opportunities, commencement, and advocacy. Services are provided in the following functional areas:

- Learning Center: offers students a variety of resources designed to assist students in developing successful academic strategies including pre-matriculation online and in-person programs; learning skills workshops, advising appointments, peer tutoring, and licensing exam preparation
- Student Development: provides opportunities to develop holistically through educational programs, traditional campus activities, diversity appreciation opportunities and community service to build student leadership skills and improve sense of belonging.
- Credentialing: ensures students in all programs meet the pre-training, immunization, drug testing, and insurance requirements of the University and of our clinical partners.
- Accessibility services: students with disabilities register requests for accommodations, which are reviewed by the University Accessibility Services Committee to ensure support for students throughout their academic and clinical activities.

The two professional programs have established student affairs-focused offices to further support college specific student development.

The College of Medicine established the Office of Student Affairs in 2017. It assists students with holistic career development, aids with Residency Match including the Electronic Residency Application Service (ERAS), and Medical Student Performance Evaluation (MSPE) preparation, and the Supplemental Offer and Acceptance Program. The office also oversees planning and implementing extra-curricular enrichment opportunities, including career exploration, research and service experiences. Within the COM, career assistance is provided for students to assess their interests, skills and abilities, explore potential career paths and specialties, navigate the residency application and match process and obtain employment.

The College of Pharmacy established its Office of Student Success in 2019 to support the professional development of pharmacy students from pre-matriculation through their alumni life. The office oversees pipeline initiatives, career development, professional development advising teams, workforce development and alumni relations. Services are attuned to the needs of NEOMED's increasingly diverse student body and are continuously enhanced to assure that services meet changing needs.

Academic Services coordinates the details of routine educational operations, specifically student testing, course grade calculation, curricular evaluation, and instructional space scheduling and oversight.

Enrollment Profile

The University's enrollment, as of January 2022, is 1,019, inclusive of students in Medicine, Pharmacy and Graduate Studies. Traditionally, about 90% of NEOMED students are Ohio residents. Sixty-two percent of students identify as white and 49.6% as female. Because of increased institutional support for recruitment of diverse students, enrollment of students designated as underrepresented minorities has increased, making up 30% of the 2021 M1 class (48 first-year students) at NEOMED.

1A5.

NEOMED's publications and digital sites identify its mission, vision, and values and describe important features of the University's programs and services. The NEOMED homepage introduces the University, its programs and services to students and the general public. Potential applicants, alumni, and individuals interested in the university's research enterprise are supplied with links tailored for those audiences. In November 2021, a self-guided tour providing 360-degree views of NEOMED was launched on the website and promoted via print, digital and social media channels.

NEOMED's daily e-newsletter, The Pulse, focuses on aspects of the University mission for the internal campus audience, while articles published on the website are tailored to external readers.

Ignite, a semi-annual human-interest magazine, advances NEOMED's commitment to its Strategic Plan pillars and mission. *Ignite* is available digitally at no cost along with other NEOMED publications through NEOMED's website. The magazine was revamped in 2016 and since its re-launch, has been honored with more than 50 awards.

The Office of Marketing and Communications periodically produces videos for the University and colleges which have featured donor testimonials related to Parkinson's research at NEOMED and a collection of student, faculty and employees appearing in "I Am Diversity" as one component of a larger campaign, including banners, screen monitors across campus, and a brochure, to represent internal and external aspects of diversity.

Social media communications are managed by the Marketing and Communications team and feature student initiatives such as takeovers to promote student-led events. NEOMED is active on various social media platforms to educate and articulate the NEOMED mission.

NEOMED's President, Executive Management Team, and faculty members have led and currently lead as board members of professional organizations, alliances, and associations, whether locally, regionally or nationally. The University's representation within these forums reiterates the mission, vision, values, and priorities of NEOMED.

Especially during the past two years of the COVID-19 pandemic, communications to University constituents have been a critical component of NEOMED's public health response as an opportunity to enact the mission of service to the community. Robust and frequent University Updates have been provided via Zoom to the entire University most often lead by President Langell. The Updates eventually transitioned to regular in-person monthly presentations during which attendees are apprised of progress on the Strategic Plan and related mission-driven activities.

Sources

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1.B - Core Component 1.B

The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Argument

1B1.

For and From Ohio

Since its establishment, NEOMED has worked in collaboration with its [University, clinical and research partners](#) to train health professionals and medical researchers who serve and positively impact the Northeast Ohio region and beyond. With approximately 4,500 alumni who practice as health professionals across the country, [more than half](#) have chosen to remain and work in Ohio.

In the College of Medicine, 57% of graduates are licensed and/or practicing in Ohio and [over 450 alumni](#) serve as preceptors for the college to train the next generation of healthcare professionals. Currently, 57% of the college's [Class of 2022 graduates](#) are training in Ohio and 44% of those matched at NEOMED affiliates.

In the College of Pharmacy, over 90% of graduates from the last four graduating classes are practicing in Ohio. Greater than 85% of post-graduate year (PGY1) placements secured their pharmacy residency training positions in Ohio.

In the [College of Graduate Studies](#), 43% of the Master of Public Health graduates are working in Ohio in either a healthcare role or in a role that supports healthcare. Of the 2022 graduating class, 94% of the graduates of the Modern Anatomical Sciences program have stayed in Ohio for further professional study. A quarter of the graduates of the Integrated Pharmaceutical Medicine program have gone into industry, academia, or sought out further professional study in Ohio. Forty-four percent of the graduates of the Health-System Pharmacy Administration program currently serve in leadership/management roles in hospital systems within Ohio.

Community Outreach

NEOMED offers services and events that reflect its mission and dedication to the public good. During the COVID-19 pandemic, NEOMED made efforts to continue services and hold events virtually, rather than cancelling them.

Serving the Public through Education

NEOMED contributes to public health by providing education to students and health care professionals, administering vaccinations to the community, and serving as a partner to the Portage County Health District for testing and vaccines. NEOMED's Service and Community Engagement dashboard details the interprofessional work across the NEOMED value chain integrating students, faculty, staff, hospital and community partners to provide integrated primary and mental health care in the community through the Student Run Free Clinic at NEOMED.

1B2.

As a public, not-for-profit institution, providing access to a high quality, affordable medical education is NEOMED's top priority as expressed in the University's mission, vision, and value statements, as well as its Key Performance Indicators and bi-annual Completion Plan. An Education Pillar is one of the six foundational areas of the University Strategic Plan and frames NEOMED's commitment to continuous improvement of its educational programs. One of the Strategic Plan's guiding principles, providing an exceptional student experience, includes high-value curricula as a critical strategic initiative. Several action plans support this quality initiative including curricular improvement, implementation of best practices, assessing critical to quality student drivers, and providing targeted financial aid strategies and scholarships.

NEOMED engages with some of the most prestigious medical campuses and institutions in Northeast Ohio for the clinical education of its students. Collectively these hospitals provide teaching resources of approximately 7,000 beds. More than 2,300 members of the clinical faculty hold staff appointments at the affiliated regional hospitals. The decision to conduct medical student education in community teaching hospitals is consistent with the goal of the University to orient its students toward patient care, particularly in the community setting.

Community engagement is a foundational component of the educational experience at NEOMED. Students, faculty, and staff diligently strive to provide multiple levels of community engagement, such as medication adherence outreach, participation in community health and wellness fairs, and volunteerism at local underserved clinics, as well as pipeline programs. Community engagement activities at NEOMED do not serve a purely financial purpose nor are they a requirement of another entity.

Students host a variety of student-run public health screenings and educational events in surrounding communities in addition to the Student-Run Free Clinic operated on campus. All of the 100 student organizations recognized by the University complete a minimum number of service hours as part of the requirement to be active.

During the COVID-19 pandemic, NEOMED partnered with community organizations, including the Portage County Health District, to offer testing and vaccinations to both the campus community and the public. Students from the College of Pharmacy participated in the state's largest mass testing site. Students also delivered care directly to members of the public as volunteers for the COVID Care-A-Van that encouraged COVID-19 vaccination in three Akron neighborhoods. NEOMED partnered with Case Western Reserve Medical School and the Cleveland Clinic to set up a Task Force for research on the virus, immunology and health care projects related to COVID-19.

The College of Pharmacy participates in a nationwide campaign hosted by the National Consumers League to promote medication adherence called "Script Your Future". In 2019, 2020, and 2022, the College was awarded national recognition for Health-Disparities/Underrepresented Community Outreach and Community Service.

NEOMED students learn to be leaders through participating in events such as the American Medical Association (AMA) Medical Student Advocacy Conference. In 2019, a College of Medicine student was selected as an AMA Government Relations and Advocacy Fellow.

1B3.

In response to feedback from NEOMED's clinical partners, the College of Graduate Studies launched a new degree program in 2021 to educate Certified Anesthesiologist Assistants (CAAs). The Master of Medical Sciences in Anesthesia is one of only 13 such programs in the country. Combining didactic education, clinical rotations and high-fidelity simulation, students are prepared for careers as CAAs by the time they graduate.

The Department of Psychiatry is exploring a new program to establish a new type of health care provider that would act as an extension of a psychiatrist and be certificated to treat mental health conditions. A Certified Mental Health Assistant Program (CMHA) would be the first of its type in Ohio and would fill a direct need in the northeast Ohio workforce to extend care for more patients than currently.

Based on discussions with NEOMED's hospital partners concerning their greatest needs, NEOMED is conducting a feasibility study into the development of a College of Dentistry and has obtained funding from the state. A consistent theme from clinical partners expressed a growing need for more dental providers in Northeast Ohio. After an initial market analysis and verification of need, a Dental School Steering Committee was established and is in the early stages of its work.

NEOMED values public-private partnerships as well as the collaboration and support of businesses, philanthropists, government, and civic officials, all equally committed to the public good. NEOMED's Aneal Mohan Kohli Academic and Information Technology Center (Library) provides leadership for one of the Ohio Library Depositories, servicing multiple regional universities, and provides the Ohio-Link contract for multiple clinical hospital partners.

The [NEOMED Education and Wellness (NEW)](#) Center is a multi-use facility that demonstrates the power of collaboration. In partnership with Signet Enterprises, the NEW Center brings the community onto the campus with public facilities for fitness ([Sequoia Wellness](#)), physical therapy ([Ferrell Whited](#)) and events. Sixty-five percent of Sequoia Wellness' 3,000 members are people from the community who have no affiliation with NEOMED. The NEW Center's event and conference services manage dozens of public and private events including health sciences and education topics and community education each year. To align with its mission and prioritize students, NEOMED reserved the right of first refusal for the rental of the NEW Center's large conference event spaces as a contingency measure to transition students back to campus safely after the pandemic lockdown with appropriate social distancing.

The NEW Center is home to the first primary care physician in the community in 100 years, [Summa Physicians Inc.](#) Also housed within the NEW Center, the Rootstown Community Pharmacy, was a full service, commercial pharmacy that served as a practice site for NEOMED Pharmacy students. The Pharmacy was purchased by Summa Health on October 1, 2021, and continues as a practice site for students. With a recent addition to the NEW Center, new vendors have been added including a [dental office](#) and Urgent Care provider.

The [Bio-Med Science Academy](#) (BMSA), a STEM charter school with grades 7-12, is located in the NEW Center. Collaborations between NEOMED and BMSA allow its high school students to obtain internships with NEOMED researchers, the Office of Human Resources, the Office of Information Technology, and the Wasson Center for Clinical Skills.

NEOMED is committed to active engagement and support of innovation, technology development and entrepreneurial activities and has developed a multiphase plan to further its efforts in the [entrepreneurial ecosystem](#), The first phase is the ESP Client Service Partnership which is a phased approach for a life sciences/biomedical innovation ecosystem. This will support early-stage, high-growth-potential healthcare/biomedical/med-tech/life sciences startup companies in Northeast Ohio. This effort is a partnership between the Bounce Innovation Hub; NEOMED, through its REDIzone®; the College of Graduate Studies; and affiliated hospital systems from the region.

The second phase includes a Medical Device Innovation Center (MDIC) and Innovation Café.

The third phase is planned to [build robust, sustainable partnerships](#) among physicians, residents, students, researchers, and commercialization professionals through a healthcare/biomedical commercialization collaborative. This effort will produce strategic alignment in innovation strategies, stimulate sharing of resources, translate innovation into improved patient care strategies, and improve the health of the region.

In addition to direct client services, NEOMED will provide access to its [Comparative Medical Unit](#) for animal studies, as well as wet lab space. It will furnish and open the MDIC and Innovation Café to medical device developers to streamline prototype production in a fully ISO-compliant environment. The MDIC is currently in the planning and development phase. Space and funding have been identified; two independent experts have agreed to provide consultative

services to NEOMED. Renovation of the current space will begin before the end of calendar year 2022.

Through preferred partnership agreements, NEOMED is working with health systems leaders to enhance and expand our partnerships. For example, the Summa Health System leadership are developing opportunities to build relationships between faculty at NEOMED and clinical faculty at Summa. Common innovation goals and strategies in education, clinical opportunities, research, leadership, and innovation have been identified and planning is underway.

In summer 2021, students and faculty at NEOMED participated in a 10-week program of I-Corps@Ohio, an initiative of the Ohio Department of Higher Education that calls itself "a progressive method of training the scientific community in the commercialization process." Three NEOMED teams were among those to present their projects at the I-Corps Ohio finale.

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1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Argument

1C1.

NEOMED promotes pedagogical strategies that facilitate respect of differences and help students to be successful in an all-inclusive environment. Each of the institution's colleges have implemented curricular initiatives aimed at enhancing cultural competency, global health awareness, mitigating unconscious bias, and serving the underserved. Each college has also identified a working [definition of diversity](#) suitable for their respective disciplines.

[The Wasson Center](#), NEOMED's clinical performance simulation center, recruits diverse clinical teaching associates and simulated patients, and provides opportunities in the formal curriculum for health professions students to practice culturally congruent care with a diverse multicultural and globally connected population.

Three [curricular pathways](#) in the College of Medicine (COM) as well as coursework in population health and reflective practice aim to help students form foundational skills to serve diverse communities in their future practices as physicians. The pathways offer customized learning and experiences to prepare students to serve specialized patient populations.

The College of Pharmacy (COP) employs a theme of cultural awareness, which is threaded throughout the four-year curriculum and includes co-curricular requirements.

The [Sex and Gender Specific Health Tool](#) is a pre-clinical and clinical on-line tool that can be incorporated into lectures and case studies to teach health professions students proper techniques for evaluation of gender-based health differences. This tool is an excellent supplement to the teaching of health issues affecting women.

[Monetary grants](#) through the NEOMED [Strategic Initiative Funds](#) provide resources to encourage curricular and co-curricular activities preparing students for informed citizenship and

workplace success through proposals and action plans that align with the Education and People Pillars of the Strategic Plan.

Within the co-curriculum, NEOMED students are immersed in experiences outside of the classroom to build upon the foundation of the required curriculum. Students may participate in Student Organizations, Service Days, and professional development opportunities that support their growth in civic, multicultural, and global awareness. Students pay a university student activities fee used by the NEOMED Student Council to allocate to students who are selected to present at national, international, and local conferences as well as to support their programming of diversity events, professional activities, and educational programs. An exceptional example of one of NEOMED's Student Organizations is the NEOMED Student-Run Free Clinic dedicated to improving the health and quality of life for the underserved residents of Portage County, NEOMED's home. This organization increases student competence, fosters curiosity, and provides compassionate community care while providing education, research and service opportunities for students. The vast majority of patients seen at the clinic are uninsured and close to half live below the federal poverty line.

1C2.

NEOMED views diversity as a commitment to recognizing and appreciating the variety of characteristics that make individuals unique. The University definition of diversity encompasses race, culture, ethnicity, gender, socio-economic status, religion, age, sexual orientation, gender identity, gender expression, disability, and military/veteran status.

NEOMED recognizes that diversity, equity, and inclusion are essential to achieving academic excellence and to fulfilling the university's mission. Revisions to the University mission statement are periodically made to reflect the importance of NEOMED's' commitment to improving the health, economy, and quality of life of the people and diverse communities of northeast Ohio.

NEOMED's Office of Diversity, Equity, and Inclusion (DEI) was established in 2013 and collaborates with the University Diversity Council. The Council is comprised of faculty, students, and administrative staff and functions as a catalyst for the identification and development of initiatives that focus on diversity at every level of the University.

In 2015, the Office of DEI implemented a five-year Diversity Strategic Plan, which guided improvements and new approaches for: recruitment, retention, and development for students and employees; campus culture and climate initiatives; curriculum and pedagogy; community outreach and engagement; and supplier diversity. A forthcoming 2023-2027 Diversity Strategic Plan will contain the nine initiatives carried over from the 2015-2020 plan, plus the initiatives developed as part of the University Strategic Plan. It will be guided by the findings from the 2021 Diversity Climate Survey and student focus group data from the Exceptional Student Experience Committee. A diversity focus group for Faculty and Staff is being planned for October 2022.

In 2019, the Office of DEI was merged with Human Resources and is overseen by the [Vice President for Human Resources and Diversity, Equity and Inclusion](#).

The COP established a Diversity, Equity, and Inclusion Task Force in 2021 and is restructuring it to become a permanent standing committee of the college. The group includes stakeholders from the college and University and works to consider perspectives from students, faculty, and alumni. The group authored the College of Pharmacy Diversity, Equity, and Inclusion statement and created a three-year strategic plan that was endorsed by the COP in January 2022. The college has also partnered with Aultman Hospital to launch a [diversity internship program](#) in early 2022. Aultman Hospital serves a diverse patient population, has a residency program director that is building diversity, equity and inclusion programming for her staff and trainees, and a group of residents excited to serve as mentors to students in the program.

The COM implemented a [holistic admissions process](#) and diversity pipelines that raised the proportion of students from underrepresented minority groups in the incoming class from 8% to 30%. This effort included engaging an Assistant Dean of Diversity and an Assistant Director of Student Diversity to ensure support of a diverse student population and attainment of success metrics among this group of students.

1C3.

NEOMED's commitment to diversity is prominently [expressed in its mission and core values](#). Diversity, equity, and inclusion is one of the four focus areas threaded within and across each of six pillars that comprise NEOMED's 2020 Strategic Plan. By embedding diversity into the foundational statements and plans of the University, NEOMED is equipped to prioritize activities and align resources with its commitments.

The University provides [activities and resources](#) for programs and initiatives that help students, faculty, and staff to appreciate differences and enhance the learning and working environment.

Benefits of diversity are emphasized during the [hiring of faculty and staff](#). Specific emphasis is placed on the selection of individuals from varying ethnicities, geographic locations, socio-economic backgrounds, and work experience.

Recognition programs and awards organized by the [Office of Diversity, Equity, and Inclusion](#), [College of Medicine](#), [College of Pharmacy](#), and [Student Services](#) have been enhanced in the areas of diversity, equity, and inclusion.

As part of NEOMED's strategic planning to create an Exceptional Student Experience, the creation of the Climate Task Team has resulted in action items focused on improving students' sense of belonging, improving student communication and transparency, and addressing opportunities for improved social spaces within the NEOMED environment.

NEOMED recognizes that these efforts must be continued, broadened and strengthened in order to make the University the employer and educator of choice.

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1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

NEOMED's mission -- to harness diversity, innovation and collaboration to create transformative leaders and improve health through education, discovery and service – is clearly stated within the content that the University presents to the public. The University recognizes the importance of articulating its goals clearly and accurately to all its constituencies.

NEOMED's mission statement guides the University's operations on all levels of decision making. It provides references that are used for project prioritization and allocations of human, financial and infrastructure resources across the institution.

NEOMED embraces diversity, equity and inclusion as core values that create a working and learning environment grounded in respect and collegiality.

The University has made significant strides in integrating a thoughtful and energetic approach to diversity through an active Office of Diversity, Equity and Inclusion, a strong Diversity Council, the Embracing Diversity Series, numerous and diverse student organizations, faculty networks and innovative programming.

The university supports research, innovation, and entrepreneurship as critical to the leadership position of NEOMED.

The principle of contributing to the public good through service is a guiding theme at NEOMED, providing the impetus for the University's academic programs, leadership opportunities for NEOMED students, faculty, and staff, research activities, and engagement with the community.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Argument

NEOMED has extensive policies and processes in place to ensure that its Board of Trustees, administration, and employees operate in a fair and ethical manner when acting on behalf of the University.

2A1.

NEOMED recently developed a comprehensive five-year strategic plan to direct and guide the University's activities. The plan is the result of extensive surveys and feedback provided by members of the NEOMED community, culminating in the development of six pillars established to support the 42 initiatives that will guide the University's efforts over the next several years. The president presented the strategic plan to the Board of Trustees at its September 2020 meeting, where it was unanimously endorsed. The Board adopted the mission to "harnesses diversity, innovation and collaboration to create transformative leaders and improve health through education, discovery and service."

2A2.

Integrity in Financial Functions

Financial Functions related to University Operations

The NEOMED Board of Trustees has a standing committee on Finance, Fiscal Policy, and Investment whose duties under the Board Bylaws include considering and recommending policy matters relating to the University budget and financial operations; internal and external audit functions and reporting; personnel matters; facilities planning; and oversight that involves the expenditure or commitment of funds related to capital planning.

NEOMED's financial operations are under the direction of the [Vice President for Operations and Finance](#), who holds a master's in taxation and is a certified public accountant, is obligated to attend annual training on ethics and financial compliance. NEOMED undergoes an [external audit annually, the results of which are made available to the public](#). NEOMED has recently expanded its purchasing department and revised the [University Purchasing policy](#) to maximize transparency, standardize and streamline purchasing activities, and achieve cost savings. To ensure compliance with the revised policy, NEOMED recently [mandated training](#) for over 200 employees who conduct purchasing duties. The training included instructions for purchasing with vendors who have state or other competitively awarded contracts; selecting vendors through multiple quotes or a public bid; navigating the contract and Purchase Order approval workflows. NEOMED is a voting member of the [Inter-University Council Purchasing Group](#), formed to maximize savings through volume discount purchases and to promote transparency and standardization of contracting terms.

NEOMED has policies in place to ensure that financial transactions are cost-effective and an appropriate use of state taxpayer and student tuition dollars. These policies include a [University travel policy,](#) [vendor conflict of interest policy](#); [technology procurement policy](#), and a purchasing and selling of University property policy. NEOMED has processes in place for cash handling procedures, vendor payment, and payment card transactions.

The [Office of Research and Sponsored Programs](#) has accounting staff in place to manage grant awards and sponsored research funds received by the University. The grants accountants adhere to financial policies and procedures established by federal, (e.g., [Uniform Guidance](#), [Research Terms and Conditions](#), [NIH terms and conditions](#)) and state funders (e.g., [Ohio Department of Health](#)), as well as all University policies and procedures (e.g., [Financial Conflict of Interest](#)).

NEOMED's Office of Advancement supports the work of the [NEOMED Foundation](#), whose purpose is to strengthen the financial capacity of the University by seeking scholarship support for students and philanthropic funding for research projects of faculty. The NEOMED Foundation Board sets policies governing NEOMED's fundraising practices and ensures strict adherence to the [NEOMED Fundraising Guidelines](#). The NEOMED Board of Trustees has an Institutional Advancement Committee, whose purpose is to serve as a liaison to the NEOMED Foundation Board and provide strategic direction.

Financial Functions related to Students

NEOMED is transparent with all applicants and students relative to the financial obligations of attendance. The Office of Financial Aid (OFA) has a robust set of materials available on its [webpage](#) addressing the following content: [Financial Aid Eligibility, Application, and File Verification Policy](#); [Establishment and Adjustment to the Cost of Attendance Policy](#); [Financial Aid Special Circumstances Policy](#); [Aid Disbursement and Credit Balance Refund Policy](#); [Return of Title IV and Institutional Aid Policy](#); [Satisfactory Academic Progress Policy](#), and [Request for Resident Classification for Tuition Purposes.](#)

[The NEOMED Compass](#) and the OFA webpage allow students to see a full breakdown of the [Cost of Attendance](#). Further, the OFA has developed a Professional Statement on Ethical

Principals and Conduct for its professional staff, along with a list of rights and responsibilities of student aid recipients, both of which are posted online and incorporated within annual consumer information and disclosures and terms and conditions of a financial aid offer.

The NEOMED Bursar's Office manages policies and disclosures related to fee assessment, as stated in its Tuition, Fees and Insurance Refund Policy and fee registers.

Integrity in Academic Functions

The NEOMED faculty lead the formation of policies surrounding the academic functions of the University. The NEOMED Compass serves as the home to all policies and procedures affecting the academic pursuits and discipline of students. The institution's commitment to academic integrity is illustrated through the creation and enforcement of the Expectations of Student Conduct and Professional Commitment, which expressly include 'honor and integrity' as integral components. NEOMED also provides classroom education on professional expectations of students in its Orientation (both in person and online) for all incoming medical and pharmacy students. The Professionalism Concern Note process ensures the development of professional and ethical behavior. The Committee on Academic and Professional Progress specifically addresses issues of professionalism and integrity, such as attendance or respect in the classroom, while the University Student Conduct Hearing Board addresses issues of conduct, such as cheating or plagiarism through both informal and formal processes.

NEOMED seeks to uphold the integrity of its grades and educational records by allowing students the opportunity to challenge a grade. As future healthcare professionals in training, NEOMED has enacted a policy for conducting toxicology screens of any student being placed in a clinical setting. NEOMED also requires criminal background checks for its professional students and training modules to prepare students for ethical research and human subjects.

Integrity in Human Resources Functions

NEOMED has multiple Human Resources policies to ensure the fair and ethical treatment of its employees, which are available through the NEOMED Employee Handbook. NEOMED's affirmative action and equal employment opportunity policy and sexual misconduct and harassment policy prohibit discrimination, harassment, mistreatment, bias, or bullying in the workplace. Employees have the ability to report concerns of illegal or unethical conduct through the University's whistleblower policy, which allows for anonymous reporting. NEOMED's nepotism policy. financial conflict of interest policy, and research misconduct policy are all designed to protect against unethical or unfair conduct in the workplace. NEOMED has recently implemented a flexible work arrangement policy to ensure that employees whose job allows them to engage in remote work are able to in a manner that is fair and equitable across all roles within the University.

NEOMED has a formalized recruitment and hiring policy to ensure that the hiring process is conducted in a consistent, fair and non-discriminatory manner. All positions are posted online through People Admin, with standardized offer letters that are generated by Human Resources.

The University also creates and monitors its [Affirmative Action Plan](#) to assess if the workforce reflects its equitable hiring practices and commitment to diversity.

NEOMED has a [Staff Compensation Philosophy and Administrative Guidelines](#) to ensure consistency in compensation and identify equity opportunities.

University Faculty Council (UFC) is a University standing committee that works to ensure a shared governance model is in place at NEOMED. UFC had an active voice in shaping the new [faculty compensation plan](#), currently being piloted in the College of Medicine. This plan is designed in part to reward high performing faculty, but also ensures all faculty are compensated in a transparent and fair manner. The compensation plan is expected to be rolled out to pharmacy faculty in AY23.

In 2020, NEOMED engaged an external consultant to review market data for staff compensation. As a result, market adjustments were made to multiple salary bands and specific roles received salary increases based on benchmark data from the [College and University Professional Association for Human Resources](#). NEOMED is also revising its [staff performance evaluation program, entitled Learn, Evaluate, Adapt, Deliver (L.E.A.D.)](#), to reward staff who model civility, conduct themselves in an ethical and equitable manner, and act consistently with the University's diversity mission.

NEOMED's [Vice President for Human Resources](#) also serves as the University's Vice President for Diversity, Equity and Inclusion. In this role, he is tasked with completing the University's Strategic Plan for Diversity, which supports and guides hiring practices. NEOMED further demonstrates its integrity as an employer by periodically conducting a [Climate Survey](#) for faculty, staff and students to express their opinions about the current University climate.

Integrity in Auxiliary Functions

NEOMED's auxiliary functions include conference services, printing, parking services, and bookstore. The auxiliaries are included in the University's audits and therefore adhere to all financial and accounting policies. Specifically, they conduct their electronic transactions in compliance with the [payment card industry data security](#) standards, which are reviewed annually. Conference Services is no longer staffed with University employees, but is operated and managed by a third-party vendor with NEOMED oversight. Conferences Services makes its [catering pricing and policies](#) available to the public. The University's [bookstore](#) has added an online purchasing platform, which includes its Code of Buying Ethics and Refund/Return policies.

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2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Argument

NEOMED utilizes its website, www.neomed.edu, to present institutional information to the public and its daily digital newsletter, "The Pulse," to communicate information to students, employees, alumni, clinical faculty, and members of the public. NEOMED maintains a strong presence on social media such as Facebook, Twitter, and LinkedIn. The information from these primary sources allows the institution to present itself clearly and completely to its students and the public.

2B1.

Information about NEOMED's programs (M.D., Pharm.D., and graduate degrees) is available through the NEOMED admissions website. Detailed information about applying for the M.D. program is presented at "Become a Doctor". This site includes information on the various pathways within the M.D. program, how to apply, tuition and fees, financial aid and scholarship information so applicants understand the options for financing a M.D. degree. In a similar manner, the link for how to "Become a Pharmacist" addresses how to apply to the Pharm.D. program, outlines the curriculum and associated prerequisites, tuition and fees, and provides information on financial aid and scholarships. Each of NEOMED's graduate programs is presented in a similar manner with additional details included about program goals, curriculum requirements, and cost. Detailed cost of attendance information, including current tuition and fees by program, is available for each college through the website.   Graduation requirements for each degree program are also clearly stated on the website.

In addition to all of the current public-facing information available through the NEOMED website, the Office of the Registrar annually coordinates the publication of The NEOMED Compass, which serves as home to the University Catalog and Student Handbook. The Compass publishes all current policies and curricular requirements in effect at NEOMED for each academic year. Historic versions are available to students, faculty, and the public for transparency.

Students and the public can find [faculty and staff names](#), their contact information, and brief faculty biographies to learn about a faculty member's educational background, areas of research or teaching focus, past publications, and awards or distinctions.

[NEOMED's accreditation status](#) through the Higher Learning Commission is available to the public on its website. The accreditation of individual programs is available from this one-stop page for the public to review, which includes information for:

- The Doctor of Medicine (M.D.) degree program, which is fully accredited by the [Liaison Committee on Medical Education (LCME).](#)
- The Doctor of Pharmacy (Pharm.D.) degree program, which is fully accredited by the [Accreditation Council for Pharmacy Education (ACPE).](#) ([View the accreditation certificate.)](#)
- The Master of Public Health Program, which is fully accredited by the [Council on Education for Public Health (CEPH).](#)
- The Master of Medical Science in Anesthesia, which is provisionally accredited by the [Commission on Accreditation of Allied Health Education Programs.](#)

A webpage containing [consumer information](#) is available to assist prospective and current students in making an informed decision about enrolling as well as a compilation of links to general institutional information, academic programs and policy, student financial assistance, health and safety, study enrollment, diversity and outcomes. This page also contains the Annual Security and Fire Safety report, [in compliance with the Clery Act](#).

2B2.

NEOMED provides robust co-curricular programs to support the holistic development of the student with opportunities to engage, explore, and immerse in a variety of service and learning activities. Co-curricular programs are supported by various academic and administrative departments ranging from student organizations, student leadership and community service experiences to develop a diverse and inclusive community through educational and social events. Co-curricular programming and student organization management are supported within a robust online application called [CampusGroups](#). Providing a healthy and balanced campus environment, leadership opportunities for students within their respective fields of study, as well as service opportunities within their communities are just some of the strategic initiatives identified within the NEOMED Strategic Plan.

The College of Medicine's accrediting body requires the college to have "sufficient opportunities for, encourages, and supports medical student participation in service-learning and/or community service activities." Similarly, the College of Pharmacy's accrediting body [requires that the college have a co-curricular program that 'complements, augments, and/or advances' what is learned in the formal curriculum](#), as required by Standard 4 of its accreditor, the Accreditation Council for Pharmacy Education.

Research

Providing research experiences for NEOMED's medicine and pharmacy students, the [Student Research Fellowship Program](#) is a mentored program designed to:

- Provide students with intensive training in research procedures and principles in basic and clinical disciplines
- Enhance research horizons
- Develop scientific presentation and writing skills

The annual [Student Research Symposium](#) is an opportunity for students to share their scholarly work, gain presentation experience, receive feedback and promote the value of research. In 2021, 119 students presented 127 research abstracts at the symposium.

Students in the COP have curricular and co-curricular opportunities to engage in research activities. Thirty-five percent of current P3 students reported participation in research during academic year (AY) 2021/2022. With increasing student interest in research, COP will launch a new curricular research concentration during AY2022/2023.

Through the Student Activity Fee, the NEOMED Student Council (NSC) supports students to create papers, posters and presentations at conferences and leadership opportunities with faculty preceptorship outside of NEOMED.

The [Journal of Medical Sciences at NEOMED](#) was founded in 2020 by a medical student and a COM faculty member to provide the university's students, faculty members, consortium hospital trainees, and affiliates with the tools and platform to publish their research in a student-led medical journal.

Community Engagement

NEOMED is home to over [90 recognized student organizations](#), which provides both leadership opportunities to more than 550 students and thousands of hours of engagement with the local and regional community. Every student organization completes at least one community service project each year, and individual students participate in community service locally, nationally, and globally. While participation in these organizations give students an opportunity to improve their sense of belonging, leadership skills, communication, and organizational and social skills, many organizations exist primarily to provide service and support to the communities within Northeast Ohio. Many [opportunities for community engagement](#) also exist outside of student groups.

Martin Luther King Jr. Day of Service is sponsored by the Office of Diversity, Equity and Inclusion and open to the entire campus community.

Fall and Spring Day of Service are multi-site service days that occur annually in October and May.

The Script Your Future Campaign is a nationwide program designed to raise awareness about medication adherence. NEOMED has earned several awards for its work promoting medication adherence.

American Medical Women's Association (AMWA) "Girls Go Med" Day is an annual event organized by the NEOMED student members of AMWA for female high school students in Northeast Ohio.

Student organizations are supported by the Office of Student Services through recognition, annual registration, organization management (recruitment, registration, event listings, and budgeting) through a third-party service called "Campus Groups," and marketing activities such as the annual student organization fair, student organization events, list-serves (sic), and website announcements.

NEOMED also strives to build a strong framework of connectedness within its own community of students, faculty and staff by hosting an annual Campus-Wide Picnic on the Courtyard, which is supported by all colleges, Human Resources and the President's Office, White Coat Ceremonies, and Commencement. Throughout the year, various activities are held to create a sense of campus unity and support among students and employees alike. Programs include Stress-Free Week, Student Organization Fair, Fall Fest, Student Leadership Awards, Charity Ball, Lunar New Year, and the Multicultural Festival.

Experiential Learning

Experiential learning activities are available in the curriculum and co-curriculum for students. For example, all fourth year students in COP are required to take at least one clerkship rotation focused on patient care for underrepresented populations. Additionally, during AY2021/2022, over 75% of COP students reported participating in paid industry internships. The most common settings for internships are community and institutional (e.g., hospital) pharmacies, with students working an average of 10-15 hours per week.

NEOMED students can pursue research opportunities outside of the classroom for a practical application of the information and training obtained through their curricular experiences with funding support available from the NEOMED Student Council.

Service-learning is integrated into the curriculum to strengthen leadership skills, connect community-based work with academic study, and build meaningful relationships in the community. Multiple long-standing events allow students to practice their professional skills, while giving back to the community. These types of events include:

American Medical Student Association (AMSA) and Student College of Clinical Pharmacy (SCCP) "The Body and Beyond" Health Fair. The NEOMED chapter of AMSA and SCCP hosted a free community health fair, offering ten free health screenings, for residents of the region.

Honduras Trip (Pharmacy) Since 2012, faculty from the Department of Pharmacy Practice have traveled to Honduras each January with pharmacy students as part of a medical mission to treat the underserved.

Student Run Free Clinic at NEOMED (SOAR) The student-run free clinic was created by students and is overseen by medicine and pharmacy faculty. The clinic offers integrated primary and mental health care services to the underserved populations in the surrounding areas. NEOMED students hold executive positions as well as volunteer at the clinic as early as their first year. Patient education and medication management is also available in the clinic. Students work inter-professionally as volunteers at the clinic receiving direct supervision from qualified NEOMED and clinical partner medical staff. Student-led annual fundraising efforts and grants have made the service-learning and community service opportunity possible.

Religious or Spiritual Purpose

NEOMED provides its support for the spiritual needs of its students, faculty and staff by providing a Meditation Room and Prayer Room, both of which are warm and welcoming venues where people are free to engage in religious observances, prayer and meditation activities. The Inclusivity Center provides a physical home for diversity and inclusion activities and allows all students, faculty and staff to enjoy diverse books, movies and art and to feel a sense of belonging, engagement and value. Various student organizations supporting spirituality and religious expression include:

- Association of Catholic Medical Students
- Christian Medicine Association
- Muslim Student Association
- Secularism and Spirituality in Medicine Alliance

Religious observation requests affecting class attendance are coordinated by the respective College and their curriculum coordinators. Annually, students are provided the opportunity to submit requests to observe religious holidays with approval from their respective College representatives.

Economic Development

NEOMED's contributions to the economic development of the region are multiple and diverse. Workforce development activities whereby students receive "education for service" opportunities help return NEOMED medical and pharmacy students to the Ohio region, while at the same time assisting them in lowering the overall financial burden associated with earning their professional degree.

NEOMED serves as host to incubator space for early-stage start-up companies in its REDIzone, an area of its campus dedicated to supporting biotechnology commercialization. By committing to "The Ohio IP Promise, " NEOMED has joined its peer institutions in attempting to strengthen Ohio's economy by attracting innovative researchers to the state.

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2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Argument

The NEOMED Board of Trustees (BOT) is entrusted, by statute, to act in a manner that ensures the successful and continuous operation of the University, which includes making decisions in the best interest of the institution, adhering to its stated policies, and ensuring the University is operating with integrity and transparency.

2C1.

Pursuant to Ohio Revised Code 3350.12, the Board "shall do all things necessary" to successfully operate and maintain the University. This responsibility includes broad oversight of all matters, including financial, academic, and employment activities within the institution.

All newly appointed Trustees participate in a structured orientation and training to help familiarize them with their new roles. Trustees are appointed by the governor for a term of nine years. This orientation requires a Trustee to attend meetings with key leadership of the University, including: the president, who discusses the overall role of a Trustee; the vice president for operations and finance, who reviews the University's financials; the general counsel, who reviews conflicts of interest and other fiduciary matters; and the BOT secretary, who reviews the NEOMED Board of Trustee Orientation materials contained on the BOT's portal. In addition, each Trustee is sworn to uphold the duties established by the Bylaws throughout their service on the BOT.

The NEOMED Board of Trustees Bylaws were revised and adopted by the BOT in September 2021. The revisions included updating the University's vision, mission and values following the BOT's endorsement of the University's new strategic plan. The updates also reflect the creation

of two non-voting positions, that of Trustee Emeritus and Advisory Trustees, along with now permitting the BOT to conduct meetings utilizing electronic communication in accordance with the change in Ohio law, and subsequent adoption of a University policy on Virtual Board Meetings. The Board has six committees that address content-specific areas, such as academic, scientific, or financial matters, to ensure they are fully abreast of the University's activities in these regards. The University's 2020-2025 five-year strategic plan, *Creating Transformational Healthcare Leaders*, was presented to the BOT in September 2020. The plan was unanimously endorsed by the BOT.

2C2.

The Board minutes reflect the consideration given by its Trustees to University matters brought before it. The BOT reviews the performance and compensation of the University President on an annual basis to ensure alignment with the goals of the University and expectations of the BOT. All faculty and staff hires, annual budget, tuition and fees schedule are bought before the BOT for approval. The BOT utilizes an Electronic Board Portal to increase the timeliness, efficiency, and accuracy of materials used by the Trustees.

The BOT periodically engages in Board Retreats to assist in team building, goal setting, and discussion of best practices in BOT management (related to structure, process, composition, and authority). The purpose of these retreats is to discuss the BOT's role and determine governance practices believed to be most effective in supporting and working in partnership with the President and the University's Executive Management Team. In addition, they provide an opportunity to address in-depth issues and matters of importance related to the University.

2C3.

All BOT meetings are open to the public and BOT records are maintained in bound BOT books located within the President's office, which are available for review, inspection, and copying in accordance with the Ohio Public Records Law. With the amendment to Ohio Revised Code 3350.10, the composition of NEOMED's BOT has migrated from Trustees whose professional experience stems from University and healthcare environment to Trustees whose professional experience is derived from business, industry, or private enterprise. This varied perspective of Trustees fosters diversity of thoughts and interest in decision-making, reduces parochialism, and eliminates conflicts of interest. The BOT also has two non-voting student members who serve as the voice of the student body. Student Trustees are selected through an open application process with a blind review and selection of the top five from which Ohio's Governor makes final selections for appointment.

The Board has a webpage on the NEOMED website on which it publishes the names and brief biographies of each Trustee, the officers and members of each of the six board committees, the BOT meeting dates and times, current fiscal year minutes and agendas and names of the BOT support staff employed by NEOMED.

2C4.

The Governor of Ohio independently appoints eleven Trustees to the Board in accordance with Ohio Revised Code 3350.10(A)(2). The composition includes nine voting members and two students. All Trustees take an oath from the Ohio Governor and from the University General Counsel in which they swear to "faithfully, honestly and impartially discharge the duties of a Trustee of the Board of Trustees." Trustees are not paid for their service to the University.

All Trustees are required to report an annual financial disclosure statement to the Ohio Ethics Commission in which they disclose information regarding their personal financial interests and fiduciary relationships to determine if any potential or actual conflicts may exist. The members of the BOT are also required to adhere to the Ohio Ethics Law for Board and Commission Members.

Trustees complete an hour-long annual ethics training online through the Ohio Ethics Commission in order to ensure they understand the ethical implications and responsibilities of serving as a Trustee for a public institution. In addition, at the start of each Board meeting, Trustees are asked to identify if they have any conflict of interest with any matters set on the agenda so that they can properly recuse themselves.

2C5.

The Board of Trustee Bylaws designate the University President as the "Chief Executive and Chief Academic Officer" and imbue him with "the authority to lead the University; properly promulgate those administrative and academic policies that will support the proper functioning of the University; develop and implement a University strategic plan; oversee all of the University's administrative and academic operations; act as the University's chief spokesperson; and, perform such other duties as may be delegated by the Board." The Vice President for Academic Affairs and Deans of each college have the authority, delegated by the BOT, to create academic policies to carry out the operational and educational goals of the University and the colleges. Similarly, the Vice President for Research has the authority to create policies governing the University's research activities and the Vice President for Operations and Finance has the authority to create policies governing the University's non-academic operations.

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2.D - Core Component 2.D

The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

Argument

The University demonstrates its commitment to academic freedom and freedom of expression in multiple ways when carrying out its educational purpose. The University Faculty Bylaws expressly state that faculty "have academic freedom regardless of their tenure status," and that they "are entitled to academic freedom in the conduct of education, research and publication of results, subject to the adequate performance of their academic obligations." The University Faculty Council, NEOMED's designated faculty body established to promote faculty dialogue, facilitate shared governance, advocate on behalf of faculty, and assure a faculty voice in academic decision-making and governance of faculty matters, has authored a statement on academic freedom and freedom of expression, recognizing both the freedoms and responsibilities that a faculty member holds as an educator, researcher, and contributor to the governance of an academic institution. Student freedom of expression is embedded in the student honor code, entitled "Expectations of Student Conduct and Professional Commitment" in which all students pledge to "respect and promote diversity" as well as "nurture and allow free and open discourse, listen to new ideas, and value diverse perspectives and talents."

The University supports the freedom of expression by all members of the NEOMED community and clearly communicates all applicable policies related to free speech and public expression on campus in one location on its website. The newly revised Free Speech Policy and its associated FAQs, along with the Use of Space Policy demonstrate NEOMED's commitment to free expression, specifically allowing for demonstrations, protests or similar forms of public expression in compliance with the recently revised tenants of Ohio law. Further, NEOMED includes information in its orientation materials for all incoming students.

The Office of Diversity, Equity and Inclusion sponsors a broad array of events that nurture and sustain ongoing dialogue on a variety of issues relating to diverse cultures, race, ethnicity, gender identity, sexual orientation, religion, and disabilities. These include annual cultural celebrations (e.g., Lunar New Year, African American/Black History Month), as well as regular educational programs open to all members of the NEOMED community and the general public. Recent programs have included a Black Men in White Coats panel discussion, as well as events focused on standing up against racism, veterans' health, physicians with disabilities, violence against women and girls, safe space training, Title IX and QPR Suicide Prevention training, and digital dating abuse.

The daily digital newsletter, The PULSE, provides all members of the NEOMED community the opportunity to submit discussion ideas, as well as articles allowing diverse ideas and expressions to be shared. Students are encouraged to author pieces for publication on any items of interest. In

addition, NEOMED's prize-winning magazine, entitled Ignite, is another forum for staff, faculty, and students to submit content in support of sharing diverse ideas and viewpoints.

The University utilizes social media channels including Facebook, Twitter, and LinkedIn as avenues to keep students and the NEOMED community informed of University activities, while at the same time providing them with a forum to express their thoughts and opinions. Students are also encouraged to form or join a Student Organization whose focus may be to express an area of particular professional, personal, or social interests. Similarly, employees are able to form affinity and support groups for these purposes, such as the Black and African American/Latinx and Women In NEOMED Employee Resource Groups.

Faculty and staff are expected to complete a Civil Treatment training program which is offered annually and staff are rated for performance in their support of civility as well as diversity, equity, and inclusion. These ratings are tied to compensation calculations.

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2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Argument

NEOMED has an array of policies and procedures in place to educate and support its faculty, staff, and students to ensure they responsibly acquire, discover, and apply knowledge while engaged in their professional and academic endeavors.

2E1.

NEOMED's Office of Research and Sponsored Programs (ORSP) manages both the pre- and post-award research activities of the University. All research grants are submitted through Kuali, a software platform that manages research applications and awards to ensure compliance with federal regulations and institutional policies and procedures. NEOMED's policies on cost transfer, allowable expenses, effort reporting, use of residual funds are designed to support federal grant compliance. In addition, ORSP provides a wealth of compliance-related resources on its webpage to assist researchers.

NEOMED emphasizes ethical conduct in research by requiring all faculty, staff and students engaged in research activities to complete the Collaborative Institutional Training Initiative (CITI) training related to Responsible Conduct of Research, Animal Care and Use (ACU), Research Animal-Specific Care, and Human Subjects Research (HSR). These courses are designed to educate anyone involved in research about the regulatory and ethical implications associated with research activities. All faculty, staff and students engaged in laboratory research are also required to complete Lab Safety Trainings, as appropriate.

Fiscal accountability in research is monitored through the grants accounting department housed within ORSP. Grants accounting monitors compliance with the foregoing finance-related policies, which are designed to protect against conflict of interest and to ensure responsible and accountable spending in research activities. All participants on a research proposal are required to complete a financial conflict of interest form before submitting the proposal.

NEOMED also has multiple highly active oversight committees in place to ensure regulatory, ethical and financial compliance in its research. These include the [Institutional Animal Care and Use Committee](#), governing [animal research compliance](#); the [Institutional Review Board (IRB)](#), monitoring the rights and welfare of human subjects; the [Institutional Biosafety Committee](#), ensuring compliance for research utilizing biohazardous materials; and the [Radiation and Laser Safety Committee](#), overseeing the safe use and handling of radiation, laser, and related equipment.

2E2.

The [ORSP provides support and guidance](#) related to the integrity of the University research function and assigns researchers, whether students or staff, subject-related [CITI trainings](#). Available trainings topics include: Human Subjects Research, Animal Care and Use, Biosafety/Biosecurity, Radiation Safety, Biomedical Research, Conflict of Interest, Plagiarism, Copyright, Health Insurance Portability and Accountability Act (HIPAA), and Occupational Safety and Health Administration (OSHA).

If a conflict of interest is identified in the grant submission process for any member of the research team, the Office of the General Counsel, in collaboration with the Vice President for Research, develops a [Conflict Management Plan](#) to manage, and annually review, adherence to the plan.

2E3.

NEOMED offers multiple research opportunities to its students through its annual [Student Research Fellowship Program](#) and the [Journal of Medical Sciences](#) (discussed in 2B2). Research fellowships allow students to work side by side with NEOMED faculty to conduct research, which culminates in a presentation of their work at the conclusion of the program. Through the research fellowship program, students receive hands-on experience on the ethics of research as well as the [responsible reporting of their research activities](#) in writings and presentations.

Students are guided on ethics of research and use of information resources in NEOMED's Evidence-Based Medicine (EBM) and Responsible Conduct of Research (RCR) courses. The College of Medicine provides EBM as a longitudinal thread housed mostly within the Population Health course and the Patient, Physician and Community courses, while the College of Pharmacy provides [EBM as a stand-alone course](#). The College of Graduate Studies provides [RCR](#) and [Research Methods](#) coursework in all of its programs that require a research component, along with related CITI trainings as appropriate (e.g., HIPAA, ACU, HSR).

In addition, the NEOMED Library hosts an information page that offers a series of resources and guidance on [copyright compliance](#) to advise patrons on the proper use of information resources. NEOMED students are also required to adhere to the [proper use of the University's technology resources](#) while living and learning at NEOMED.

2E4.

Appendix C to the University Faculty Bylaws establishes a Code of Professional Conduct for all faculty, which includes an expectation that faculty subscribe to the highest standards of conduct and ethical behavior in all of their endeavors, including teaching and research. Appendix C prohibits faculty from practicing or condoning plagiarism or accepting credit for work toward which they have made no professional contribution. Staff who lead or participate in research are held to similar standards and can be disciplined for engaging in dishonesty or fraudulent activities. No incidents of misconduct have been reported in the last several years.

NEOMED's Student Honor Code, signed annually, expressly incorporates academic integrity and honesty concepts, applicable to both academic and research pursuits. Students whose conduct runs afoul of these expectations are subject to the Student Conduct Policy. NEOMED's policy was recently revised to create a Conduct Hearing Board to adjudicate matters requiring formal resolution. Faculty and staff from each college have been trained to serve as members of the Hearing Board and the revised conduct process was widely shared with students.

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2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

NEOMED conducts its educational and operational duties in a transparent and ethical manner, providing a multitude of policies, procedures, and information to students, employees and the BOT. NEOMED provides online access to the Student Handbook, the Employee Handbook, the Faculty Bylaws, the Board Bylaws and the Policy Portal so that any audience has access to the foundational documents that guide the University's activities and decisions. Information on programs' costs, controls, accreditation are evidenced in the Course Catalog and on the University website, as is employment related information for faculty and staff. Trustees serve at the pleasure of the Governor of Ohio and work diligently to uphold their oath to the University and avoid conflicts of interest. The Board works collaboratively with the President in shaping the direction of the University, but delegates its daily management and operation to the President.

As a University dedicated to educating and training future pharmacists, physicians, researchers and health care leaders, NEOMED is committed to the pursuit of truth in learning, and encourages students to freely express themselves. The faculty routinely exercise their academic freedom in the classroom, while many are also actively engaged in biomedical research, fostering a culture of intellectual curiosity and promoting scholarly activity. NEOMED has extensive training libraries and classroom time devoted to the responsible acquisition, discovery, and application of knowledge, as well as policies in place to govern faculty, staff and students in these pursuits.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources and Support

The institution provides quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

3A1.

Northeast Ohio Medical University (NEOMED or University) offers degree programs through the College of Medicine (COM), College of Pharmacy (COP), and College of Graduate Studies (COGS).

The COM grants a Doctor of Medicine (MD) degree, which is fully accredited by the Liaison Committee for Medical Education (LCME) with current status affirmed on June 23, 2021. LCME requires the M.D. program engage in continuous quality improvement measures and regularly review courses, assessments, and student progress to ensure compliance with all accreditation standards. To practice as physicians, all students must pass the United States Medical Licensing Examination (USMLE) (Step 1 and Step 2 pass rates). COM regularly reviews student performance related to those exams to make sure coursework and student progress support student success.

The COP grants a Doctor of Pharmacy (PharmD) degree, which is fully accredited by the Accreditation Council for Pharmacy Education (ACPE). The accreditation status was last affirmed for an eight-year term following a comprehensive site visit in April 2017. ACPE sets forth rigorous program quality standards and requires the PharmD program to engage in continuous quality improvement measures, including annual monitoring and evaluation of selected program quality metrics and student progress. To practice as pharmacists all graduates must pass two licensure examinations administered by the National Association of Boards of

Pharmacy (NABP): the North American Pharmacist Licensure Examination (NAPLEX), and the Multistate Pharmacy Jurisprudence Exam (MPJE). The COP regularly reviews graduate performance on the NAPLEX and MPJE exams as part of the curricular evaluation process. A detailed description of the evaluation process, recent findings and actions can be found in Criterion 4B2.

All of COGS eight graduate programs and six certificates are current and approved by the Chancellor's Council on Graduate Studies (CCGS) and HLC. The Master of Public Health (MPH) and Master of Medical Science in Anesthesia (MMSc-A) programs have specialized accreditation requirements. Both programs are fully accredited; the MPH program was last accredited by the Council on Education for Public Health (CEPH) in 2017. The MMSc-A became accredited on May 23, 2022, by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) following the Accreditation Review Committee for Anesthesiologist Assistants (ARC-AA) site review. Because all programs go through a CCGS review, the programs and the courses housed within must require levels of student performance appropriate to the credential awarded. For those programs offering a PhD, students must complete required coursework and a dissertation to earn a doctorate. The Integrated Pharmaceutical Medicine (IPM) MS and Medical Ethics and Humanities (MEH) MA programs require the completion of a thesis and must be defended to a body of experts and thesis advisor(s). The MPH program requires a capstone project and a defense of the initial proposal. The professional master's degrees including Foundations of Medicine (MFM), IPM MS (Innovation track), Health-System Pharmacy Administration (HSPA), and Master of Leadership in Health Systems Science (MLHSS) require students to present an approved capstone project.

3A2.

Each educational program offered by the University has clearly articulated learning goals and objectives. All program, course, and session objectives are available to faculty, staff and students on all course syllabi and by way of the University learning management system: Canvas. Note: Assessment plans are covered in 4B2.

The COM program objectives are based on the Physician Competencies Reference Set (PCRS), a set of core competencies which emerged from the framework for graduate medical education and were expanded to include two additional areas; the PCRS covers eight competency domains: patient care, knowledge for practice, practice-based learning and improvement, interpersonal and communication skills, professionalism, systems-based practice, interprofessional collaboration, and personal and professional development. These objectives were developed by faculty in August 2020, and COM faculty and curriculum committees continually monitor their alignment and measurement.

The COP faculty have developed and approved overall educational objectives in the form of ability-based outcomes (ABO) statements to ensure student competency by the end of the curriculum. These educational outcomes are based on the current version of the Center for Advancement of Pharmacy Education (CAPE) outcomes published in 2013 and incorporated in 14 accreditation standards by ACPE in 2016. The ABOs are organized into four broad domains and collectively represent graduate expectations for generalist, entry-level pharmacists. They

reflect the integration of knowledge, skills, behaviors and attitudes learned across the breadth and depth of the curriculum. The ABO statements also serve as a blueprint for curriculum development, assessment, and improvement. Course and session objectives are developed by course directors and faculty to align with the program level ABOs.

The COGS articulates learning goals for graduate education not only through the college's mission ("instill critical thinking, inspire curiosity, and promote innovation"), but also on each program's curriculum page on the NEOMED website. These learning goals differentiate graduate education and degrees (Doctorate, Masters, and Certificate) from those professional degrees (MD and PharmD) offered at NEOMED. For graduate courses shared with the Colleges of Medicine and Pharmacy, different assessment measures have been developed to ensure students are being assessed at the graduate program level. We are also currently working on developing module level objectives within all COGS programs, to further articulate and differentiate graduate education. Course directors are initially responsible for compiling the syllabus with course and module objectives, followed by review of the advisory committees. All courses are then reviewed by the Graduate Faculty Council including course and module objectives.

All academic programs in COGS are expected to have a clearly articulated Assessment Plan. COGS assessment plans have the following key components: 1) mission statement, 2) program goals, 3) course objectives, 4) methods of assessment, 5) timeframe for data collection and 6) analysis and use of assessment data. Program advisory committees are responsible for reviewing and evaluating their courses through a continuous quality improvement process on an annual basis. Each COGS program goes through a comprehensive program review every seven years. The Office of Institutional Research oversees this process in conjunction with the dean of the COGS.

3A3.

NEOMED uses several strategies among the colleges to ensure that educational quality and learning goals are consistent for all students, regardless of the mode of delivery or physical location. These include the use of clearly defined course and session objectives, standardized assessment methods and content, faculty development activities and resources to promote consistent delivery of instruction, standardized instruments for student evaluations of course quality and faculty teaching effectiveness, and regular review of student performance and course evaluations to identify any potential variability and its causes.

To comply with LCME accreditation standards, COM annually monitors the comparability of student clinical experiences across all sites (Standard 8.7 in the LCME document). Additionally, LCME requires that all teaching at clinical sites is conducted by appropriately credentialed professionals (Standard 9.3 in the LCME document) and any resident or non-faculty instructors are familiar with all learning objectives and educational standards (Standard 9.1 in the LCME document). COM prepares clinical site faculty and instructors by providing access to necessary materials and requiring review of those materials. For consistency of assessment by site, for

example, all third year COM students keep a record of their required clerkship clinical encounters into a templated Clinical Skills Experience Portfolio (CSEP) using a centralized Online Access to Student Information and Scheduling (OASIS) platform.

The COM Associate Dean for Experiential Education (ADEE) works with the clinical experiential directors (CED) for each discipline to review the data from each clerkship site at the end of every rotation. Aggregate CSEP data, including the percentage of students who report completing each required encounter for each specialty at each site, are reviewed at monthly clinical curriculum subcommittee meetings (chaired by the ADEE) and at discipline-specific clerkship site director meetings. If during the monthly review, the ADEE identifies that greater than 25% of students at a site need to substitute an alternative experience(s) for a designated clinical encounter or procedural skill, the ADEE works with the individual clerkship site director and CED to identify and resolve the gap in learning opportunities before the end of the clerkship. Such actions may include faculty development activities to improve teaching and assessment skills, more frequent communication with the site involved, or, in extreme cases, removal of instructional staff or suspension of the site for teaching purposes.

The COP has developed a comprehensive approach to assuring consistency and quality across all clinical experiences in compliance with ACPE standards (Standard 10.15). All sites and preceptors must undergo a thorough evaluation to assure that any student experiences will be of high quality and consistent with other similar clinical training sites. Clinical preceptors must meet quality standards (training and experience) prior to being eligible to precept students. Once approved, new clinical preceptors must complete online training modules before students are scheduled. All introductory and advanced pharmacy practice experiences (IPPEs and APPEs) have standardized learning objectives and student evaluation rubrics (e.g. handbook). Grading rubrics have further been developed and revised in a collaborative agreement with 6 other schools of pharmacy in Ohio. All student scheduling and assessments are completed and maintained in a centralized database (CORE ELMS). Additionally, student evaluations of preceptors and sites are systematically administered at the end of each learning experience. The COP Office of Experiential Education (OEE) is responsible for monitoring the quality and comparability of all experiential training sites in collaboration with the COP Outcomes Assessment Committee (OAC). Student and preceptor evaluations are reviewed after each rotation by OEE staff, and in aggregate annually. Preceptors and clinical sites identified through these CQI efforts meet with OEE staff to review evaluations and professional development is offered to address identified concerns or deficiencies. Continued site and preceptor assessments are conducted, with site visits by OEE to ensure maintenance of comparable, quality rotation experience.

COGS programs' quality and learning goals are consistent across all modes of delivery (distance education, in-person didactic, and experiential), at all locations (NEOMED campus, clinical sites, and partnership academic and industry organizations), and through consortia arrangements. Consortia agreements outline the expectations for course development and student support. Standard operating procedures are also ensured through COGS policies and procedures. Each program is required to have an advisory committee, chaired by the program director, and is charged with oversight of the curriculum and to ensure the overall program management is consistent with COGS policies and procedures. Other strategies include the development of

[COGS faculty handbooks](#) with teaching expectations, guidelines, and [standard templates](#) (for assignments, discussion forums, announcements, etc.). These efforts in addition to regularly scheduled meetings with course directors and COGS staff help to ensure consistency across programs. COGS staff provides centralized coordination of all curricula, including distance learning modalities, asynchronous and synchronous course content delivered through [Canvas.](#)

NEOMED currently offers distance education courses and one program, the Master of Science in Health-System Pharmacy Administration (HSPA). Because decisions have been made to sunset the HSPA program in two years, NEOMED is [undergoing planning](#) to determine the future of distance education at NEOMED.

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3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Argument

3B1. and 3B2.

NEOMED does not offer undergraduate degrees and therefore has no general education curriculum.

3B3.

NEOMED recognizes that diversity, equity, and inclusion are essential to achieving academic excellence and fulfilling the University's mission of improving the health of Northeast Ohio through education, research, and service. In 2015, NEOMED created a five-year Diversity Strategic Plan; out of its 73 initiatives, 60 were completed, four were suspended due to shift in priorities, and nine will be incorporated into the new strategic plan coming out in January 2023. The 2020 NEOMED Strategic Plan commits to recruiting and retaining a diverse student body, reflective of the community (Strategic Initiative A for students) and to enhancing cultural competency training in the curricula (Strategic Initiative C for education). Enrollment strategies in each college have resulted in 16% overall diversity enrollment in AY2022.

Currently NEOMED has a Diversity Strategic Focus Area which oversees initiatives throughout the three colleges. Each college has clearly articulated the importance of diversity within its educational area, as reflected in their diversity statements on the NEOMED website. A 2021 Diversity Climate Survey found that more than 85% of employees recognized that diversity efforts on campus was an important priority for leadership. More than 70% of the respondents agreed or strongly agreed that NEOMED had a diverse and inclusive campus.

The College of Medicine (COM) also highlights diversity within its curriculum. The longitudinal Patient, Physician, and Community course throughout the first three years of curriculum incorporates and encourages cultural competence through lectures, discussions, and reflective writing assignments. In the fourth year, students take a course in Social Determinants of Health. COM also offers social justice, urban and rural pathways for students who wish to practice primary care in underserved communities in Northeast Ohio. In these pathways, students voluntarily participate in supplemental educational experiences that help them understand the physical, functional, mental and psychological determinants of health as they pertain to underserved populations. Data from the 2021 Graduation Questionnaire (administered by the Association of American Medical Colleges to all graduating medical students nationally) indicate that almost 60% percent of NEOMED graduates feel that the diversity within their medical school class enhanced their training and skills to work with individuals from different backgrounds. The COM has developed methods for gathering direct and anonymous feedback to evaluate equitable and inclusive curriculum and learning environment (including emotional and psychological safety). This has led to curricular changes to better incorporate diverse topics and perspectives.

Cultural sensitivity is one of the 15 main program-level ability-based outcomes (ABOs) for the PharmD curriculum, and as such is incorporated across required coursework and in co-curricular activities. The focus of the offerings is on developing the ability to recognize social determinants of health to diminish disparities and inequities in access to quality care. In the six-course longitudinal sequence of Interprofessional Education (IPE) courses, pharmacy students learn with, from and about other health professions to improve collaboration and the quality of care. All fourth-year students must complete a 15-week Advanced Pharmacy Practical Experience (APPE) rotation that focuses on underserved patient populations. Additionally, cultural awareness is a component of the Personal and Professional Development (PPDP) course series and Professional Development Advising Teams (PDAT). These longitudinal courses and advising teams guide students to explore and participate in co-curricular activities to supplement learning in the required curriculum.

Since 2017, the College of Graduate Studies (COGS) has experienced a significant increase of students identifying as under-represented minorities (URM). Because nearly a quarter of our currently enrolled students (n=81 in 2021) are URM (24% in 2021), COGS programs and courses strengthened efforts to provide more growth opportunities and lifelong skills to live and work in a multicultural world. In addition to the Master of Public Health (MPH) curriculum that has components of social justice and cultural humility in program courses, an additional 17 COGS courses within the formal curriculum specifically focus on diversity, cultural humility, and social justice. Additionally, multiple programs in COGS offer these courses either as part of the required foundational curriculum or as elective options to foster interprofessional education (e.g., Research Ethics, Health Law and Ethics) with an opportunity for future growth among emerging new programs.

Relevant to growth opportunities, some COGS programs provide service-learning components. For example, MPH students participate in public health agency service-learning opportunities and engage in reflection activities, and several student capstone projects have service-learning components. Medical Ethics and Humanities (MEH) students taking courses (Healthcare Justice,

Organizational Ethics, Independent Study) have service-learning opportunities/community engagement with writing/interview projects and reflection activities.

Additionally, all NEOMED students can participate in student governance through membership on standing committees that further expands growth opportunities and lifelong skills, particularly in leadership, communication, and critical thought. Standing committees of the University and colleges that require student participation include the University Mental Health Committee, University Scholarships and Awards Committee, Committees on Academic and Professionalism Progress, University Diversity Council, Graduate Faculty Council, NEOMED Student Council, and Student Conduct Council. The Faculty Bylaws appendices contain language outlining membership requirements for each committee (See Bylaws Appendix G for the University, COM, COP and COGS).

3B4.

NEOMED aspires to be a leader in research by making and disseminating significant discoveries through high impact research that has practical applications in improving health outcomes in the local area and beyond. "Discovery" is one of the six pillars of the 2020 NEOMED Strategic Plan.

While individual researchers have considerable autonomy and independence, NEOMED currently supports six research focus areas (RFAs):

- Health Services Research
- Diabetes, obesity and metabolism
- Hearing research
- Heart and blood vessel disease
- Musculoskeletal research
- Neurodegenerative disease and aging

In 2019 these RFAs were supported by more than 40 grants from the National Institutes of Health and received over $16 million in funding. As part of the University 2021/22 Strategic Initiative Funding (SIF), NEOMED funded multidisciplinary collaborative grants or "seed money" for researchers from different RFAs who devised collaborative programs and for researchers who collaborated with clinical partners. Similarly, SIF provided funding for collaborative grants focused on translational research and clinical outcomes with University clinical partners and students to improve patient outcomes and further population health initiatives. Disseminating research/scholarly information is a key part of the NEOMED mission. The Rootstown-based faculty in Medicine and Pharmacy had 555 publications between 2019 and 2020.

Students have significant opportunities to contribute to original research at NEOMED. Students participate in various projects through the Student Research Fellowship Program, and they have

recently founded a peer-reviewed research journal, Journal of Medical Sciences at NEOMED. They also annually present their research at the Student Research Symposium.

Starting in the first year of the curriculum and continuing throughout their training, COM students are trained to investigate and evaluate the scientific literature regarding the effective treatment of disease and promotion of health through evidence-based medicine assignments and research regarding clinical questions. COM students are encouraged to conduct research and scholarly activities during their fourth-year elective time and during a new third year elective block. This not only provides valuable research experience but also assists in their future application for graduate medical education training sites.

Within the PharmD curriculum, College of Pharmacy (COP) students are introduced to fundamentals of research design and literature evaluation as part of the required Evidence-Based Medicine course in the first year. The foundational knowledge is then applied and developed during the remainder of the curriculum in the longitudinal Pharmacy Skills course sequence. Students also have opportunities to partner with faculty members to complete independent research for credit via elective course offerings. These courses are designed to allow students to become familiar with techniques used in pharmaceutical sciences and practice-based research. Starting in the Fall of 2022, students may complete a curricular concentration in Research.

COGS programs are specifically designed to promote scholarship, creative work, or the discovery of knowledge, providing students with the essential tools and academic coursework (e.g., Research Methods, Biostatistics, Effective Communication, Research Writing for Scholarship, Research, Independent Study). Students also receive financial support such as a stipend, coverage of some conference fees, poster printing, publication fees, and conference travel. Such funding is either available through faculty grants or through program budgets that designate student research.

The thesis or dissertation defense is a culminating activity where a graduate student displays his/her research achievement. The master's defense begins with a 30-minute public talk. PhD presentations last 45 minutes. This is followed by the committee-led oral defense, in which the candidates face two rounds of questioning by members of the defense committee, after which the committee collectively decides whether the student has successfully defended the thesis/dissertation.

Health System Pharmacy Administration students complete an innovation project instead of a master's thesis. The project's topic should advance the practice of pharmacy and have application for direct improvement of patient care, systems improvement and/or direct cost savings/revenue generation to the employer. If appropriate for the topic, the project must follow a research methodology.

The Master of Leadership in Health Systems Science program has a capstone experience, in which students apply their knowledge and skills in an immersive experience with a health system partner. Students apply systems thinking as they partner with assigned leadership of an institution to collaborate on an improvement initiative supporting principles of high reliability

and delivery of patient-centered-care in a cost-effective manner. The capstone experience is integrated with the curriculum of the second semester.

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3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Argument

3C1.

The University faculty is composed of NEOMED-employed, shared, and affiliated (i.e., voluntary) members. As of June 2022, NEOMED employs 115 full-time and part-time faculty, of which 39% are female and 42% are tenured or on the tenure track (On Track). Ninety-eight percent of employed faculty hold terminal degrees in their fields of expertise.

Approximately 22 additional non-tenure track faculty in the College of Pharmacy (COP) are shared (or co-funded), which means that a special funding agreement between COP and the faculty member's primary health service employer (e.g., hospitals, pharmacies) is used for the terms of employment. Shared faculty function almost identically to NEOMED-employed faculty but split their time between their clinical practice sites and COP. Fifty-eight percent of the COP shared faculty are female and 83% hold the Doctor of Pharmacy terminal degree.

As is the case with other community-based health sciences universities that provide medical and pharmacy student education in community teaching hospitals and pharmacies, NEOMED has approximately 3,000 affiliated faculty. As defined in the University Faculty Bylaws, affiliated faculty are not employed by the University but may receive modest compensation in the form of

honoraria or another agreement between a college and a clinical practice site. Affiliated faculty are on the non-tenure track in their respective college and undergo prescribed review and approval processes for initial appointments and promotions as delineated in the non-tenure track faculty bylaws for each college. Approximately 41% of affiliated faculty are female. More than 90% of affiliated faculty hold a terminal degree.

Approximately 4% of the total NEOMED faculty are underrepresented minorities and 16.4% have not disclosed race or ethnicity demographics. Less than 0.5% have reported as multiracial. As documented in the NEOMED Strategic Plan, the University is committed to attracting and retaining a more diverse faculty and staff (Strategic Action Plan prioritization for Faculty/Staff). Of 18 leadership hires and promotions since the fall of 2019, 78% were women and 40% were underrepresented minorities.

To improve the diversity of new hires at NEOMED, the Office of Human Resources (HR) and Diversity became an integral part of hiring new faculty and staff members. HR and Diversity assist departments by developing a strategy for advertising for the position, creating questions for interviewers, and overseeing the hiring process. Diversity demographics among staff members shows that 66.9% are women and 5.5% are Black/African American, Native American/Native Hawaiian, or Hispanic/Latino. Increasing the diversity of staff remains a NEOMED priority.

Recent initiatives in the COM have included a new Assistant Dean for Diversity and an Assistant Director of Student Diversity to evaluate and improve the diversity and cultural competency of staff, faculty, and students in the college. The COP has included faculty and staff diversity as a high priority for the next iteration of the college's strategic plan so that the individuals teaching and serving the student population can reflect the diversity of those they serve.

3C2.

Faculty sufficiency and continuity within NEOMED's professional programs are requirements within their respective specialized accreditors' standards for the COM, COP, and the Master of Medical Science in Anesthesia (i.e., Certified Anesthesiologist Assistant) (CAA) program.

The COM's recent re-accreditation by the Liaison Committee on Medical Education (LCME) found that the number of faculty within the COM was sufficient to complete the mission of the college and that the college successfully hired new faculty to fill in where additional coverage was needed after careful analysis of its program needs, curricular changes, and student feedback. As of June 2022, COM employs 60 full-time faculty and nine (9) part-time faculty. The college also contracts with 62 full-time affiliated faculty who serve as clinical department chairs and site directors to oversee clinical academic departments and clinical clerkships in their respective hospital settings. Fifty-six percent of the COM's employed faculty are tenured or on the tenure track; approximately 40% are female and all but two faculty members hold terminal degrees. The attached NEOMED Faculty Diversity report shows gender, race, and ethnicity demographics for COM employed faculty. The COM Faculty Roster lists all faculty in the college by employment type with full-time or part-time designation within their department. Faculty rank, track, and years of service are also shown.

More than 2,000 affiliated faculty serve in the COM, which are listed in the COM Faculty Roster referenced in the paragraph above. Approximately 35% of affiliated faculty are female and just under 5% are underrepresented minorities. Fourteen (14) percent have not disclosed race or ethnicity demographical information. Greater than 95% hold at least one terminal degree. Although this faculty type is not employed by the college, affiliated faculty must meet professional qualifications and criteria for initial appointment and promotion as prescribed in the COM non-tenure track faculty bylaws. Candidates for appointment to the faculty must submit appropriate application materials, be formally supported by a COM department chair, be reviewed and recommended by the COM Non-tenure Track Faculty Appointments and Promotions Committee and/or the college dean, and approved by the Board of Trustees. COM faculty turnover is relatively modest as shown by the Faculty Demographics Across Three Years report.

The COP's most recent re-accreditation by the Accreditation Council for Pharmacy Education (APCE) found that the COP had sufficient faculty members to meet their training mission with adequate student-to-faculty ratios. The COP periodically provides a brief monitoring report to the ACPE that includes faculty and staff sufficiency quantitative information. As of June 2022, COP employs 25 full-time faculty and four (4) part-time faculty. The college also contracts with 22 full-time shared faculty who split their time between their respective clinical practice sites and NEOMED. Thirty-one percent of COP's employed faculty are tenured or on the tenure track. Of the 51 combined employed and shared COP faculty, 45% are female and all but two members hold terminal degrees. The attached NEOMED Faculty Diversity report shows gender, race, and ethnicity demographics for COP employed faculty. The COP Faculty Roster lists all faculty in the college by employment type with full-time or part-time designation within their department. Faculty rank, track, and years of service are also shown.

More than 750 affiliated faculty, called preceptors, serve in the COP and are listed in the COP Faculty Roster referenced in the paragraph above. Approximately 59% of affiliated faculty are female and just under 3% are underrepresented minorities. Approximately 23% have not disclosed race or ethnicity demographical information. More than 80% hold a terminal degree. Of the 17% who do not have a terminal degree, 56% are licensed pharmacists. Although this faculty type is not employed by the college, affiliated faculty must meet professional qualifications and criteria for initial appointment and promotion as prescribed in the COP non-tenure track faculty bylaws. Candidates for appointment to the faculty must submit appropriate application materials, be formally supported by a COP department chair, be reviewed and recommended by the COP Office of Experiential Education or the Non-tenure Track Faculty Appointments and Promotions Committee and/or the college dean, and approved by the Board of Trustees. COP faculty turnover is relatively modest as shown by the Faculty Demographics Across Three Years report.

As of June 2022, COGS employs three (3) full-time faculty in the new Master of Medical Science in Anesthesia (MMSc-A) degree program and 18 part-time faculty across other degree programs. All faculty appointments in COGS are on the non-tenure track. All but one employed faculty member hold terminal degrees. Just under 40% of employed faculty are female. The attached NEOMED Faculty Diversity report shows gender, race, and ethnicity demographics for COGS employed faculty.

Seventy-two dual-appointed faculty from the COM and COP and 44 adjunct faculty who do not hold another faculty appointment within the University comprise the remainder of the COGS faculty. Of the 137 total faculty, 82% hold terminal degrees. The COGS Faculty Roster lists all faculty in the college by employment type with full-time or part-time designation, the rank or status for each member, and the length of service years at NEOMED. The COGS Non-tenure Track Faculty Bylaws establish the credentials and qualifications for faculty appointments and promotions. All candidates for appointment to the college are reviewed by the degree program's administrative committee and are then recommended to the Graduate Faculty Council for final approval by the dean and Board of Trustees.

NEOMED's new MMSc-A program received initial accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP) in May 2022 for a period of five years. Faculty sufficiency and qualifications were a component of the accreditation requirements and were met with no concerns. Faculty sufficiency in the other COGS programs is assessed annually via required COGS program assessment activities as well as the COGS Program Review Policy cycle.

NEOMED is also developing an Annual Department and Program Review process that will establish baseline criteria for all business and academic units for standardized evaluation. The annual process is designed, in part, to evaluate annual outcomes that will enhance program quality and growth and integrate with other annual processes such as university budgeting. Faculty and staff sufficiency are integral components of this annual process to increase program and institutional effectiveness and resource planning.

Faculty oversight for student admission, management of the curriculum, student expectations and performance, student learning assessment methods, and establishment of academic credentials for instructional staff occurs through the standing committees of the University and colleges. The composition of each committee is specified in the Faculty Bylaws Appendix G for each college, which are linked for COM, COP, and COGS. A list of university and college standing committee memberships illustrates the faculty contributions to these activities. Student expectations and performance are the main focus of each college's Committee on Academic and Professional Progress which are fully described in The NEOMED COMPASS (Student Handbook).

3C3.

NEOMED consists of two professional schools and a COGS and does not offer undergraduate credit for dual credit programs nor contractual or consortial offerings.

The processes used to hire employed faculty or appoint affiliated faculty to any college ensure that all candidates are fully qualified to perform the assigned duties. The role of department chairs in hiring and recommending qualified faculty is pivotal in that the chairs function as the chief academic officers for departments and share responsibility with search committees, appointments and promotions committees, and deans for ensuring that faculty qualifications are met at the time of hiring or initial appointment, or promotion.

Faculty on the tenure track must be full-time and employed by NEOMED and hold an appropriate terminal academic or professional degree, demonstrate expertise in an appropriate field of study, and dedication to continuing advancement of the field of knowledge. They are also required to show ability and dedication as an effective teacher (see section D.1.c. of the University Appointment, Promotion, and Tenure Bylaws). NEOMED's hiring process begins with a carefully prepared job description with requirements for educational background and experience that is posted to recruit all employed and shared faculty. A faculty Search Committee is appointed either by the dean or department chair to review and recommend qualified candidates for hire. Search Committees must follow the NEOMED recruitment process. If it is comprised of senior-level tenured faculty, a Search Committee may function in place of the University Tenure and Promotions Committee (UTPC) to examine candidates' qualifications for a tenure track position. Alternatively, the UTPC standing committee may be engaged during the recruitment process to examine finalists' credentials and experience to ensure qualifications are appropriate. Faculty on the tenure track are hired into a probationary period, typically for seven years, during which they must demonstrate productivity in teaching, research, and service that meets both quantitative and qualitative standards and requirements as prescribed by the tenure track bylaws before they are awarded tenure and promotion. Senior-level tenured faculty must undergo post-tenure review if annual performance evaluations show insufficient productivity (see section H of the tenure track bylaws).

Non-tenure track employed and shared faculty undergo the same recruitment process as that for tenure track faculty. The non-tenure track Appointments and Promotions Committee of the college in which the faculty is being hired is engaged to review a candidate's qualifications for an appointment if the appointed Search Committee is unable to adequately perform that function during the search. While there is no requirement that faculty on the non-tenure track qualify for promotion within a given period of time, there are expectations within each college that non-tenure track faculty will advance in rank after a minimum of five years from assistant professor to associate professor and after a minimum of seven years from associate professor to full professor. Each college's non-tenure track bylaws provide the qualifications and criteria for advancement on the non-tenure track. Final approvals from the college dean, and in the case of COGS, the Graduate Faculty Council, the president, and the Board of Trustees are required for all faculty appointments. Only in rare circumstances do non-tenure track faculty without a terminal degree qualify for faculty rank beyond the level of Instructor.

The non-tenure track bylaws in each college also lay out the qualifications and criteria for appointment as an affiliated faculty member. The non-tenure track Appointments and Promotions Committee in each college and/or the college dean reviews applications and curricula vitae for affiliated faculty candidates and recommends their appointment to the president and Board of Trustees. Only in rare circumstances do affiliated faculty without a terminal degree qualify for faculty rank beyond the level of Instructor. Physician faculty in the COM do not qualify for faculty rank above Instructor unless they are board certified.

Instructor qualifications are also assessed by curriculum committees in each of the three colleges.

3C4.

All faculty employed or shared by NEOMED, including tenured faculty, are required to undergo an annual performance evaluation (APE) by the department chair. An APE is a process that requires dialogue between the department chair and the faculty member concerning the faculty member's annual goals and performance during the evaluation period. The APE is intended as an opportunity for constructive feedback to the faculty member about performance and career/faculty development.

Faculty members work with their respective chairs to create and monitor professional development goals and faculty performance in the areas of assigned duties. A faculty member's job description is consulted to establish the annual performance goals and percent efforts for each performance category for the upcoming performance year and is documented in the APE form. Such areas include, but are not limited to, teaching, research and scholarship, service, clinical service, leadership and/or administration, if applicable. Input from sources external to the department that may have a bearing on the faculty member's performance may be considered, such as a supervising authority in the COGS or teaching authorities within the colleges. Faculty are evaluated in each established performance category on a rating scale from 1.00 to 5.00. Weightings and ratings of each performance category are determined by the department chair. Faculty must have an overall score that meets, exceeds, or rated at outstanding performance to meet overall performance expectations for a given year. Tenured faculty whose overall score falls below performance expectations are required to work with the department chair to develop a performance improvement plan to address performance deficits. Tenured faculty with overall performance scores that fall below expectations in three out of four successive performance years must undergo comprehensive post-tenure review (See section H of the tenure track bylaws).

The APE process includes input from students and course directors who contribute to the evaluation of faculty as teachers. Course directors and department chairs have access to course evaluation forms, faculty evaluation forms, and student feedback, and utilize these data when working with faculty to improve future performance or to secure faculty development opportunities and resources.

As part of the annual performance process, probationary faculty on the tenure track are required to meet at least annually with their Tenure Advisory Committee (TAC), an appointed committee by the dean or department chair consisting of at least three tenured faculty who are knowledgeable of the tenure process, criteria and standards. The TAC reviews a tenure dossier submitted by the probationary faculty member and provides a written report to the department chair that includes an assessment of the faculty member's progress toward tenure. The department chair considers the TAC report when conducting the APE.

Employed and shared non-tenure track faculty in the COP are required to undergo a midpoint review approximately mid-way into the time-in-rank requirements that must be achieved to become eligible for promotion in rank. A promotion dossier is prepared and submitted to the College Appointments and Promotions Committee, who reviews and provides a written report of analyses with recommendations for improvement in productivity. This helps to ensure timely performance for promotion when time-in-rank requirements are satisfied.

Department chairs, associate and assistant deans are reviewed annually by the dean using the same goal-setting and evaluation criteria and metrics as those used for non-administrative faculty. Program directors in the COGS are evaluated annually by the Dean of COGS.

Affiliated faculty in the colleges are appointed for a term of three years and undergo a reappointment process at the department or program level. Affiliated faculty submit an activity report about their contributions in teaching, research/scholarship, and/or service over the prior three-year period. After review of the report, department chairs or program directors recommend continuation of the appointment for another three years, or its conclusion, to ensure high-quality and sustained contributions to the college.

3C5.

As explained in 3.C.4., the APE process provides faculty with evaluative information on their teaching activities through input and support by department chairs, course directors, and students. The course directors and curriculum committees in COM and COP, and the Graduate Program Advisory Committees in COGS, also monitor the content and pedagogy of faculty educational efforts and the student feedback about instructors and courses. These are all means for assessing, supporting, and addressing faculty development needs.

The Office of Faculty Enrichment and Engagement (OFEE) serves as the university point of contact for any faculty member with interest in faculty development support or opportunities to advance their career. OFEE conducts a variety of faculty development programming annually. OFEE organizes professional development activities through the Fellowship in Academic Medicine (FAME), a longitudinal program for health professions educators and administrative leaders who have interest in fostering academic excellence, innovation, and scholarly productivity in health professions education. A FAME Teaching Track is designed for educators interested in improving their skills in teaching, learning, and evaluation. A FAME Research Track focuses on the development of skills in clinical and scholarly research. OFEE provides coordination for the Master Teacher Guild , a group of more than 80 faculty dedicated to promoting a culture of teaching excellence and innovation through advancements in pedagogy, scholarship, and faculty development. The goals of the Master Teacher Guild are to: a) promote teaching excellence and scholarship to improve learning outcomes; b) improve learning outcomes of health professions students and residents; c) recognize teaching excellence of NEOMED faculty; and d) develop transformational educational leaders through the advancement of pedagogical knowledge. OFEE has contracted with Academic Impressions to offer employed and affiliated faculty and staff access to a wide range of on-line development tools.

NEOMED prioritized professional development for both the faculty members based at the Rootstown campus as well as affiliated faculty through Strategic Initiative Funding as well as the University's annual budgeting process.

Faculty are also supported by college-sponsored administrative faculty who focus on the developmental needs of faculty in their respective colleges. Both COM and COP sponsor workshops and programs to facilitate faculty development. The COM provides web-based and in-person faculty development. COM has also instituted a biennial Celebration of Medical

Education and looks forward to collaborating with COP and the Master Teacher Guild for the fall 2022 celebration event.

In 2021, the COP Office of Education created a new position, Director of Professional Development, that is dedicated to coordinating professional development opportunities for faculty and staff.

3C6.

NEOMED faculty are accessible to students in both formal and informal academic and co-curricular settings. Teaching faculty provide students with opportunities to make inquiries within the classroom and post contact information and office hours on individual course syllabi. Faculty and departmental directories are available on the NEOMED website. A standard question on student evaluations of instructors asks about the accessibility of the faculty for the given course and responses are monitored by course directors and department chairs. Additionally, faculty make themselves accessible through other supportive ways in which interaction with students is encouraged, such as email correspondence, course review sessions, individual questions during office hours, and attendance at events (e.g., Match Day, Commencement, awards and ceremonies, diversity events, and other co-curricular activities). Each student organization is required to have a faculty advisor who helps guide the organization in carrying out its specific mission and goals (See page 145 of The NEOMED Compass).

COM sponsors several mentoring opportunities where students can interact with faculty to explore their interests and gain more information about their profession, including with clinical faculty and an annual Women in White Coats dinner to encourage mentorship between female physicians and female medical students. An annual specialty/residency fair and a Specialty Panel Series, coordinated with COM and student council representatives, allows students to gain a greater understanding of medical specialties and the residency application process while fostering relationships with program directors. COM also developed a longitudinal academic success team to support students facing academic challenges at any point along the curriculum.

COP provides mentoring and career planning support for students. Within the Office of Student Success, the director of workforce development coordinates a residency preparatory track to help guide students who are interested in pursuing post-graduate residency training. Additionally, the director coordinates a series of activities to provide individual consultations and mentoring for all COP fourth-year students who are actively pursuing residencies and fellowships.

The COGS Faculty Handbook and instructional design of courses indicate faculty are to be accessible to students during regular business hours or during designated hours (e.g., if instruction is provided in evenings). In the event faculty are unavailable due to illness, vacation, or conference, the program director, another faculty member, or designated COGS staff are made available to students to answer their questions and provide support. Students who are conducting research, working on a Capstone project, thesis, or dissertation have faculty advisors and mentors who regularly meet with students to ensure their academic success. Advisors are required to

report to Program Directors on the progress of their advisees and are integral to students' successful completion of the program.

3C7.

The NEOMED staff who provide student support services are well qualified in educational credentials and experience, continue their training and professional development, and hold national leadership positions. Just over 50% hold graduate degrees and the average number of years experience in higher education is 15.4. Most of the University's support services are located in the Division of Academic Affairs. These supporting offices include the Learning Center, the Library, the Office of Student Services, the Registrar, the Office of Admissions and the Office of Financial Aid.

Staff members participate in continued professional development within their specialized areas. Staff attend and present at professional conferences and serve in leadership roles for professional associations. In addition, the NEOMED Success Center, supported by the Office of Human Resources, provides online training modules on relevant administrative support needs, sexual assault and Title IX. Student support personnel also have access to Academic Impressions, a vast online training website with a broad array of professional development offerings pertinent to staff members.

College-based faculty administrators and staff also provide student support within each college. COM's Student Affairs and Student Diversity staff members work in conjunction with the NEOMED Office of Student Services and the Center for Student Wellness and Counseling. The Office of Student Success in the COP, likewise, provides professional and student development support for pharmacy students. COGS staff members in its Office of Graduate Education provide support to COGS students, along with COGS program directors and their respective advisory committees. Student support staff members within the colleges have access to the same university professional development resources as those for university personnel. They also serve as members and leaders in their respective professional association activities and conferences.

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3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

Argument

3D1.

NEOMED offers students a broad array of support services to optimize their retention and degree completion. The Senior Executive Director of Academic Affairs and Student Services, Assistant Dean of Students for the College of Medicine (COM), Assistant Dean for Student Success for the College of Pharmacy (COP) and the College of Graduate Studies (COGS) staff team together to provide leadership and coordination for all efforts pertaining to student affairs and services.

Many support services for students are centralized under the Vice President for Academic Affairs for all colleges (see page 22 of the [NEOMED Compass](#)). Centralized support areas include:

- [Learning Center](#)
- [Office of Student Services](#)
- [Office of the Registrar](#)
- [Office of Financial Aid](#)
- [Academic Services](#)
- [Library](#)
- [Student Accessibility Services](#).

The [Policy and Procedure Manual of the University Student Accessibility Services](#) explains the program and process for applying for accommodation.

University-wide student support services that are less directly associated with academic progress are centralized in the Offices of Health Affairs and Human Resources (see page 30 of the [NEOMED Compass](#)). Select areas include:

- [Diversity, Equity and Inclusion](#)
- [Title IX](#)
- [SafeSpace Initiative](#)
- [Care Team](#)
- [NEOMED Public Safety](#)
- [Center for Student Wellness & Counseling](#)
- [NEOMED Health Care](#).
- [Sequoia Wellness Facility](#)

University-wide support services:

- Management of Leaves of Absence (LOAs) for medical, personal and enrichment purposes
- Petitions to return from LOAs
- Student advocacy and administrative support for the COGS and COP Committees on Academic and Professional Progress (CAPP)
- Management of student conduct processes including the University Conduct Hearing Board and Professional Concern Note process
- Orientations:
  - In-person week-long for first-year students
  - In-person for returning students
  - Online for all cohorts and colleges
- Management of COVID-related absences and reporting for all students

Additionally, each college provides student support to address the unique needs of their respective programs, especially for career advising and student retention. For example:

- COM: The COM Assistant Dean of Students office provides career advising through individual student interactions as well as progressive orientation in courses (usually in the longitudinal Physician, Patient, and Community course through the first three years of medical school). This office supports COM students who may have non-standard progression pathways and LOAs (addressed by the faculty [CAPP](#)). It also supports the students in the National Residency Match Process and the Supplementary Offer and Acceptance Program, including formulation of the Medical Student Progression Evaluation letter.
- COP: The Assistant Dean of Student Success coordinates programming and support through the Office of Student Success. Office staff provide an array of services in collaboration with University offices, including: admissions pipeline and recruitment, student professional development and advising, residency preparation and workforce development, and alumni relations.
- COGS: Students are assigned to faculty advisors within their respective programs who provide guidance, support and networking in relation to research-intensive studies.

3D2.

Students admitted to NEOMED have met admissions criteria, including prerequisite courses designed to ensure appropriate preparation to be able to learn the knowledge, skills and behaviors that they will need to meet graduation learning objectives. In COM and COP, students enter into standard pathways of sequenced courses that are scaffolded to move them from basic foundational knowledge to advanced clinical thinking and skills needed for practice.

Preparatory instruction for the COM, COP and COGS can be obtained through the online and in-person orientation programs (including Prematriculation Program), which is available to all incoming and repeating students who apply for program entry. This online program, largely delivered via a course called NavigateNEOMED, created by Student Services, assists students with their transition into medical, pharmacy, and graduate school. Students are provided with learning modules designed to help them understand the Canvas platform, learning support, credentialing requirements, registration requirements, campus orientation programs, and all other progression tasks to successfully prepare each cohort for their program requirements. These courses are tailored for each cohort and are updated with new information as students progress in the curriculum year-to-year. Within the Learning Center modules, students also practice learning techniques and review foundational science course concepts. Specific training modules include:

- LASSI (Learning and Study Strategies Inventory) assessment and explanations
- Learning Skills
- Library Resources
- Plagiarism
- Course Prep Resources
- Anatomy
- Biochemistry
- Cell Biology and Immunology
- Histology
- Physiology
- Statistics
- Top 300 Drugs for Pharmacy

The in-person orientation is a week long program for all incoming first-year students in COM and COP to provide a thorough preparation for their requisite programs, connect students with peers, faculty and support services, and ease their transition into professional school. Some of the content includes:

- Basic Life Support Training and Certification
- Examsoft Testing Training
- Question, Persuade, Refer Suicide Prevention Training
- ALICE Training (Alert, Lockdown, Inform, Counter, Evacuate)
- Learning Strategies
- White Coat Ceremony

Specialized orientation programs have been created in the NavigateNEOMED courses for transfer students admitted to the M2 or M3 class and provide information about support services and administrative requirements as well as offering chances to meet the faculty and review the

curriculum. This orientation prepares new transfers for the rigorous COM training program, with a focus on the challenges of changing learning environments.

Also, the COM orients students to the clinical training portion of the curriculum via the Prerequisite to the Clinical Curriculum which occurs before the start of third-year medicine rotations. This class is designed to help students develop the skills and attitudes essential to the application of medical knowledge, skills, and professional behavior in the clinical setting. Topics include practical items, such as note writing, to more conceptual talks, such as surviving morning rounds.

The COP supplements student orientations offered by Student Services at the beginning of each academic year by providing reminders of student support options, advice for navigating the curriculum and study skills. The Pharm.D. program concludes its didactic curriculum with the Advanced Pharmacy Practical Experiences (APPE) Ready course in the P3 year. This course serves to ensure all students are adequately prepared for the transition to the P4 advanced pharmacy practice clerkship rotations. Instruction and simulation focus on reviewing and discussing skills that are critical to student success. Areas of focus include communication, assessment of drug information knowledge, calculations, professionalism, ethics, and self-awareness.

The COGS conducts a half-day orientation program prior to the first fall semester of coursework (and before the Spring semester for the Master of Medical Science in Anesthesia program for the January start date for new students). This orientation program includes breakout sessions for each of the individual graduate programs. Representatives from various campus departments provide an overview of their services for students. Attendance is required for all new graduate students.

3D3.

The rigor of NEOMED's academic programs necessitates comprehensive academic support in each program and throughout the duration of training. The Learning Center and other options for academic support have been described in 3.D.1. All students are encouraged to seek content-specific support directly from instructors or course directors as needed.

As early as M1, COM students have clinical faculty advisors through the Professional Development Advising Teams (PDAT). Beginning in the M3 year, M4 Schedule Advisors provide individual student advisement in creation of M4 elective schedules. Students also have the opportunity to work with a Match Advisor in their chosen specialty beginning in the M3 year. These advisors are clinical faculty members and practicing physicians. Students are assigned to an advisor who works with them on an individual basis to ensure that students can get informed advice and feedback about such matters as career choice, elective planning, residency planning, referral to mentors and best practices for student success.

Pharmacy's Professional Development Advising Team (PDAT) program assists COP students with continuity in advising, support and retention from the first year of pharmacy school until graduation. Each team is assigned to a faculty member. The PDAT program offers students and

faculty an opportunity to work closely together, providing students with academic and career guidance. The goals of the program are to: support professional development of all students as they progress through the curriculum, identify at risk-students and intervene with necessary support services, and promote student success and retention. Students interact with their PDAT advisors as a team and individually beginning the first year of pharmacy school. PDAT groups are maintained throughout the entire curriculum. PDAT meetings focus on each advisee's personal development, academic success, goal setting, and professional identity. In the past two years, North American Pharmacist Licensure Examination (NAPLEX) scores have decreased in the COP. In response, the COP proposed a plan to provide additional resources for student to prepare for this national exam. The proposal was approved and awarded through the Strategic Initiative Funding. COP students are currently utilizing this resource and it has been included as a permanently funded item through the University budget process.

Besides initial advising at the start of new student enrollment into COGS programs, all COGS programs provide continuous academic advising to ensure students are successfully completing course and program requirements, are able to access University services based on individual need (e.g. counseling services) and are on the best trajectory for student success.

Academic advisement for course enrollment and program planning is done consistently across all COGS programs. However, for additional advisement geared toward student scholarship, clinical and laboratory skills, inquiries into academic leaves of absence, and working through academic or professional challenges and needs, each program and program director provides advisement based on the unique needs of the student and based on the specific design of the program (e.g., clinical versus laboratory-based programs).

To promote student success at NEOMED, all students have access to the Learning Center advising staff and peer tutors, and all students identified as being at academic risk are encouraged to participate in the academic intervention process. Factors that indicate potential academic risk include a failed course, a failed exam or assignment within a course, or a student who is repeating a year. Any student who experiences marginal performance, which is defined as scoring within 3-5% of the lowest passing score, is recommended to schedule an individual advising appointment as soon as possible after receiving their grade. The academic intervention process may include, but is not limited to, meetings with a Learning Center advisor, and/or referral to individual or small group peer tutoring and/or faculty for course content deficits. Meetings with the Learning Center advisor are designed to establish an individualized approach for recommended course-specific learning and test-taking strategies as well as time management skills. Follow-up support is provided by the advisor via email and/or in-person meetings to track progress on an on-going basis. Noncompliance with academic intervention will result in a letter in the student's academic record.

Created in 2022, the COM Academic Success Team partners with the Learning Center staff to monitor student academic achievement after the first semester of the M1 year. The team provides additional expert faculty support primarily to students who are at risk for not passing standardized US Medical Licensing Exams to promote successful student progression to graduation.

Participation in academic intervention and use of peer tutoring resources, which are not mandatory, are to be documented and can be accessed by the respective College's CAPP: COM, COP, COGS. Noncompliance with academic intervention will result in a letter in the student's academic record.

3D4.

NEOMED possesses an extensive infrastructure that supports effective teaching and student learning in addition to the support services discussed in 3D1.

- The Curriculum Committees of the COP and COM and the Graduate Faculty Council and Program Advisory Committees work with faculty and NEOMED leadership to coordinate the delivery of the curriculum and ensure sufficient resources and infrastructure to support the training mission.
- Instructional spaces include general classroom facilities (e.g., lecture halls, small group rooms) as well as a number of specialized teaching laboratories, including the Gross Anatomy, physical examination, and Pharmacy Practice Labs. Additionally, well-equipped multidisciplinary laboratories are utilized by the colleges.
- All teaching spaces are outfitted with the digital technology tools expected for modern teaching approaches and are supported by Academic Technology Services (ATS). ATS manages the University learning management system, CANVAS, and the room/digital event scheduling for the colleges. Additionally, each college employs a variety of technologies to provide specialized support (e.g. ExamSoft, OASIS).
- The University Information Technology (IT) department provides the infrastructure and additional software, including Ellucian Banner the University enterprise resource planning system (ERP).
- The William G. Wasson, M.D., Center for Clinical Skills Training, Assessment and Scholarship, a state-of-the-art simulation facility that allows NEOMED students to train and practice discipline specific and inter-professional clinical skills, patient-centered care and patient safety, recently moving to an enlarged and upgraded space in the Medical Office Building (MOB) at NEOMED. The MOB also houses the Student-Run Free Clinic at NEOMED, which provides clinical learning opportunities for both COM and COP, and the new campus-based student health services area.
- Clinical Practice Sites: As a community-based medical University, NEOMED does not operate its own hospital but partners with regional hospital, pharmacy, and community systems. Each college has partner affiliations to support its programs: COM, COP, COGS.
- The Aneal Mohan Kohli Academic and Information Technology Center (library) provides students with an array of resources, from print and online books and journals to quiet study space for students. The facility also contains multimedia resources and a Writing Center in the Library to assist all students with research, CV writing, and essay writing.

COGS programs utilize a variety of resources to support effective, innovative, and current teaching and learning. Students utilize state-of-the art laboratories and innovation spaces, clinical practice sites that support the education, training, and mentoring of students, and community

centers and spaces (e.g., Akron Art Museum, Cummings Center for the History of Psychology, public health departments and agencies). Current and past enrolled students have reported such resources have enhanced their education and promoted learning in diverse, positive ways through course, instructor, and program evaluations and continuous quality improvement interviews.

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3.S - Criterion 3 - Summary

The institution provides quality education, wherever and however its offerings are delivered.

Summary

NEOMED students pursuing professional and graduate degrees in health care and health research are individually shaped by a rigorous and evolving curriculum, changes to health care, and increasing competition for residencies. Student support to ensure success is provided in a multi-pronged fashion via University departments and through college-specific services. NEOMED strives to maintain strong support in the midst of growing enrollment, diverse students, evolving technologies and competition in residency and job markets.

NEOMED employs sufficient faculty and staff with the knowledge, expertise and growing diversity to deliver complex curricula and optimize student outcomes. Students are prepared to become critical thinkers, problem solvers, and approach challenges with scientific scrutiny.

NEOMED has improved its availability of comprehensive services including housing, fitness facilities, counseling and security, and extensive preparatory bridge and orientation programming across all colleges. Advanced technology and teaching spaces improve this infrastructure and provide diverse co-curricular and research opportunities to involve and unite the NEOMED community.

NEMED has increased its responsiveness to critical needs including a more comprehensive approach to diversity recruitment and retention, attention and staffing for Title IX administration, student advocacy, learning support services and advising suited to the rigor and expectations of the professional and graduate programs.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Argument

4A1.

NEOMED maintains the quality of its educational programs through a process of regular review, evaluation, and modifications as warranted. Each of the three colleges at the Northeast Ohio Medical University (NEOMED or University) has a continuous improvement process for reviewing their programs.

As a result of its own self-study, reviews by external consultants, and Liaison Committee on Medical Education (LCME) feedback in 2019, the College of Medicine (COM) implemented a new [Curriculum Management Charter](#), operationalized through a Curriculum Committee (CC) and its subcommittees. The CC is charged to make decisions about the goals, content, design, delivery, evaluation, and compliance of the M.D. program. The [CC meets at least monthly](#) and conducts at least one retreat per year. It is supported by subcommittees for each segment of the

curriculum. One of the main monthly agenda items is to review, possibly modify and approve annual and triennial course review data along with subcommittee and course director recommended changes to courses to make sure that the curriculum as a whole is well managed. Additional working groups or task forces may be formed as deemed appropriate.

Overall, the COM CC approves all coursework, the program of study, and the achievement standards of the educational program. Data about quality of assessments and achievement, including graduate outcomes, are part of the program and course reviews. Accurate measurement of student achievement is a priority, and the CC, with assistance from the newly established Office of Medical Education, sets assessment quality standards. Furthermore, the CC established policies regarding student supervision, teacher-learner expectations, and course director responsibilities and qualifications.

With respect to continuous quality improvement, all COM courses are reviewed and improved annually, and all segments and the curriculum as a whole are reviewed annually through retreats and the triennial reviews of the Curriculum Evaluation Subcommittee. Key metrics, such as annual course scorecards, further support continuous quality improvement. These processes are spelled out in the COM Curriculum Evaluation Plan and Curriculum Integration Plan. Independent of the CC, the COM has a Continuous Quality Improvement and Strategic Planning (CQI-SP) committee that sequentially reviews and assures compliance with each of the LCME elements and with established strategic planning outcomes.

The College of Pharmacy's (COP) Pharm.D. curriculum is jointly overseen by two standing faculty committees: curriculum (CC) and outcomes assessment (OAC). The CC has decision-making and policy-making authority over the administration of the curriculum. The OAC is responsible for evaluation of the curriculum, analyzing data and making recommendations to support continuous quality improvement. Each committee meets at least monthly and activity is coordinated to support continuous review. Committee project charges are written to enhance coordination of work on key issues related to the curriculum. Committee memberships are populated to assure representation from both academic departments, as well as students and other key stakeholders. Additionally, key individuals serve jointly on both committees to improve collaboration and communication of important information and key findings.

Similar to the COM, one of the main roles of the COP CC is to conduct course approvals and modifications, in addition to reviewing segments and the curriculum as whole. In parallel, as part of the curriculum assessment plan, the OAC conducts annual course reviews to evaluate course and curricular effectiveness. Key metrics and outcomes are monitored to support and inform continuous quality improvements. Specific examples are provided in Criterion 4B2.

The faculty-driven curriculum committees are further supported by academic deans and administrative personnel, including the staffs in the Offices of Education and Assessment, respectively. These offices provide operational and technical support to the curriculum, faculty and committees. The Office of Assessment is responsible for the management of the programmatic assessment plan and monitoring of compliance with ACPE standards.

The College of Graduate Studies' (COGS) Graduate Faculty Council (GFC) approved a procedure for regular review of graduate programs.in 2014 for which graduate programs are on a 5-7-year review timeline (example of Medical Ethics and Humanities (MEH) review). Additionally, there are end of year CQI reviews for each program, where students are interviewed and the quality of coursework, faculty performance, and the program overall (length of study, quality of study, scheduling) is evaluated. A set of recommendations are developed for course and program improvement and presented to Program Directors and COGS Dean/Vice Dean to develop action plans based on CQI reviews.

The Integrated Pharmaceutical Medicine (IPM) program underwent COGS program review in 2018 resulting in concerns over the program focus and organization, limited course offerings, and limited student enrollment. As the only PhD program under NEOMED's sole control, IPM is of critical importance to the college and University. A revitalization plan and proforma have been prepared by University leadership to correct the course of the program and ensure its future viability.

In 2015, a task force drawn from the COGS GFC and including all graduate program directors undertook a policy review in response to the HLC's request for a monitoring report on the completion of development of all policies and procedures in the College. This review led to the creation of ten revised/new policies that can be found in the NEOMED Compass and the online Policy Portal. The ten policies are:

- Biomedical Sciences Graduate Student Travel (Updated 11.2016),
- Regular Review of Graduate Programs (Updated 8.2018),
- Grade Dispute (Updated 12.2018),
- Repeat Course Policy (Updated 3.2021),
- Transfer Credit (Updated 6.2020),
- Course Drop and Withdraw (Updated 6.2020),
- COGS Enrollment Policy (Updated 6.2021),
- Leave of Absence (Updated 6.2020),
- Academic Program Length (Updated 6.2020), and
- Academic Standing (Updated 6.2020).

Each COGS program has its own curriculum; the fully accredited Master of Public Health (MPH) program curriculum is overseen by the MPH Curriculum Committee and Program Coordinating Council. The MPH accrediting body is the Council on Education for Public Health (CEPH), which dictates the program's core content and enforces curriculum mapping to ability-based outcomes and competencies. Curricula for the Master of Medical Science in Anesthesia (MMSc-A) (accredited by the Commission on Accreditation of Allied Health Education Programs in May 2022), Master of Leadership in Health Systems Science (MLHSS), Integrated Pharmaceutical Medicine (IPM M.S. and Ph.D.), Masters in Foundations in Medicine (MFM), Health Research Graduate Certificate, Medical Ethics & Humanities (M.A., Clinical Ethics Certificate and Health Humanities Certificate), and Master of Science in Health-System Pharmacy Administration (HSPA) programs are created, vetted, and overseen by individual program advisory committees, with individual course approval through the Graduate Faculty

Council. The programs and curriculum are reviewed and approved by the Chancellors Council on Graduate Studies (CCGS) and HLC prior to implementation and recruitment of students.

Course directors for new courses submit a syllabus, course schedule, and a completed standard course approval form to the GFC after consulting with program directors and the respective Advisory Committee. The course director and program director present the new course to GFC and answer questions about: course rigor and appropriateness for graduate study, whether similar courses are already offered through COGS, and completeness of the syllabus. A rigor calculator is used by COGS to ensure course content and credit hours align. The GFC votes to accept the course as presented or requests revisions to the syllabus to incorporate concerns raised during discussion.

Students complete end-of-course evaluations in all colleges to evaluate course quality and faculty teaching effectiveness. The course evaluation reports are provided to the course directors, department chairs and curriculum committees. Course directors then disseminate individual instructor evaluations to the faculty. The evaluation information is used by faculty and course directors to refine the individual courses and by curriculum committees as they review the broader curricula.

Jointly, the colleges also collaborate to improve curriculum through the Exceptional Student Experience Strategic Initiative within the Curriculum Task Team. This University team assessed student loyalty, value, and satisfaction and identified three primary action items: improve curricular organization, curricular relevancy, and curricular quality. There will be additional work done to identify metrics for continuous quality improvement of the curriculum.

4A2.

NEOMED is one of 14 public universities in Ohio and is the only health sciences University exclusively offering graduate and professional programs. The statewide policies that govern undergraduate transfer credit are not applicable to NEOMED, which does not award transfer credit at the undergraduate level. NEOMED evaluates all credits that it transcripts in accordance with institutional policy and admission practices as listed in the NEOMED Compass and as described in 4A3.

Evaluation of potential transfer credit at both the graduate and professional level rests with the faculty of the respective degree programs. Colleges' Admissions Committees and/or individual program directors, depending on the circumstance, determine curricular competencies and/or exact course equivalencies and then communicate those decisions to staff in the Office of the Registrar for transcription purposes by using a transfer credit evaluation form.

4A3.

For the COM, advanced standing students can be admitted if slots become available in the second and third year of the medical school curriculum. These students undergo thorough transcript evaluation. Applicants must demonstrate appropriate credentials (listed in detail on the COM Admissions Page), as well as satisfactory performance on the national licensing

examination, admissions interview, and an on-site clinical skills assessment. Based upon this review, the COM complies with the LCME requirement that any student admitted for transfer or advanced standing have academic credentials comparable to those of students already enrolled in the class they will join, and that their prior coursework be compatible with the curriculum offered by the school into which they transfer (LCME Element 10.7).

COP considers transfer students for admission when space is available. Candidates must be in good academic standing at their home accredited institution and provide a valid reason for transfer. They must meet all general admissions requirements to be considered. Admissions requirements for transfer and advanced standing admissions are posted on COP's admissions page.

COGS enforces its policy on transfer credits for students in the graduate programs. Up to six credits may be accepted in transfer for programs requiring fewer than 40 semester credits and up to nine credits may be accepted in transfer for programs requiring more than 40 semester credits. The individual graduate program directors are responsible for evaluating the credit quality and working with the Office of the Registrar to identify appropriate credit hour assignments before transcribing.

4A4.

 NEOMED maintains and exercises authority over the prerequisites and rigor of courses, as well as expectations for student learning, access to learning resources, and qualified faculty.

All admissions criteria, including course prerequisites are established by the respective admissions committees for the COM and COP, and by the Program Advisory Committees for COGS programs. As indicated, information about prerequisite college course work is posted on the University Admissions website or the College of Graduates Studies' Program page.

The rigor of courses is monitored by all colleges via the program review processes articulated in 4A1. Expectations for student learning for all programs throughout NEOMED are established through course and session objectives as articulated in 3A2, and the monitoring of achievement of those objectives is conducted through the program review process explained in 4A1.

Students at NEOMED have access to significant student support opportunities and resources as described in 3D1 and 3D4.

Faculty qualifications for each program offered at NEOMED and the monitoring of teaching quality is explained in 3C3, 3C4, and 3C5.

NEOMED does not participate in any dual-credit programs or programs for high-school students.

4A5.

The M.D. program is fully accredited by the Liaison Committee on Medical Education (LCME) with current status affirmed on June 23, 2021. The Pharm.D. program is fully accredited by the Accreditation Council for Pharmacy Education (ACPE) with current status affirmed on June 24, 2017.

In COGS, the MPH program is fully accredited by the Council on Education for Public Health (CEPH). In October 2016, the CEPH conducted a site visit for reaccreditation of the MPH program, which was found to be compliant with all criteria. The MMSc-A program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) as of May 2022. There are no national agencies that provide specialized accreditation for the other graduate programs.

4A6.

NEOMED monitors several factors to assess the success of its graduates, including performance on licensing exams, residency match in COM, job placement in COP, and skills and future career or education goals for COGS.

Residency match percentages have been high, with 98-100% match of COM graduates from 2015-2021. NEOMED conducts an annual survey of residency program directors who train graduates from the COM. The surveys focus on how well the curriculum has prepared NEOMED students to enter graduate medical and pharmacy education programs. Most of the residency directors rate the preparation of NEOMED graduates for their first year of residency similar to or stronger than first-year residents from other schools. The ratings on the competencies for interpersonal and communication skills and professionalism are especially favorable.

Part of the mission of the COM is to serve "the communities of Ohio and beyond, including those both diverse and underserved," and the COM is successful in meeting or exceeding those efforts based on job placement comparisons between NEOMED graduates and those from other medical schools.

Overall, COP graduates' job placements are tracked through the COP Job Placement Survey which is reviewed by the COP OAC annually. Over the past five years, 92% of COP graduates were employed in a pharmacy or pharmacy-related field or pursuing post-graduation education within six months of graduation. Further, approximately 90% of all graduates have reported working in Ohio after graduation. An increasing number of COP graduates are now pursuing optional post-graduate residency training with over 50% of graduates pursuing residencies in 2021 and 2022. The COP residency match rate, ranging between 67%-92% over the past five years, has consistently exceeded the national rate (60-65% annually).

Student performance on licensure exams like USMLE and NAPLEX/MPJE are near or above the national average performance for both Medicine and Pharmacy students, respectively. Since 2016, the average first-time NAPLEX pass rate is 90.6% which exceeds the national 87.3% average.

Both colleges participate in the national surveys of graduates [AAMC Graduation Questionnaire](#) and [Year 2 Questionnaire (COM)](#) and [AACP Graduating Student Survey (COP)](#) and monitor these survey results to gauge how students feel the curriculum prepared them for their future careers.

In the COGS, graduates of all graduate level programs receive an [exit survey](#) asking for input on knowledge, skills, and abilities gained from the program, recommendations for program improvement, and insight on students' goals following graduation. For the MPH and MMSc-A programs, assessing outcomes [is an accreditation requirement](#). [Alumni](#) and [employer](#) surveys are administered annually in the MPH program. Questions on professional development are also asked in the alumni and employer surveys, which guide the program in its professional development efforts (also an accreditation requirement).

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4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Argument

4B1.

As described in 3A2, all Northeastern Ohio Medical University (NEOMED or University) programs have clearly stated goals that outline the attributes and competencies that their graduates will possess.

Curricular Programs

Both the College of Medicine (COM) and College of Pharmacy (COP) manage the assessment of student learning and achievement of learning goals through their respective curricular oversight committees and processes. In COM, curricular evaluation is governed by the COM Curriculum Evaluation Plan and managed by the Curriculum Committee and its subcommittees. In COP, the Outcomes Assessment Committee (OAC) is responsible for the educational outcomes in the Professional Pharmacy Education Assessment Plan. As described in 4A1, both colleges regularly review assessment data to measure and track student success at the course and program level and intervene with changes or adjustments as necessary. Both COM and COP use key benchmarks, including internal and external data, to ensure that students are prepared as well as if not better than their peers. In COM, key benchmarks include licensure exam performance. In COP, key benchmarks include performance of third year students on the PCOA exam, which measures the didactic pharmacy curriculum, and how that compares to national results.

In the College of Graduate Studies (COGS), the Graduate Faculty Council (GFC) has decision-making and policy-making authority and responsibility for the evaluation of the curriculum including assessment outcomes. To monitor student achievement of learning outcomes, course objectives and assessments are mapped to competency level. Successful student progression provides evidence of competence and achievement.

All academic programs in COGs are expected to have a clearly articulated Assessment Plan. COGS assessment plans have the following key components: 1) Mission Statement, 2) Program Goals, 3) Course Objectives, 4) Methods of Assessment, 5) Timeframe for Data

Collection and 6) Analysis, Use of Assessment Data (see examples for HSPA and MLHSS). Program Advisory Committees are responsible for reviewing and evaluating their courses through a continuous quality improvement process on an annual basis. Standardized rubrics have been developed in the COGS for assessment of engaged participation, peer review, and professional development. Within the MPH program, the curriculum is mapped to competency-based outcomes, as required for accreditation. The Integrated Pharmaceutical Medicine (IPM) program has goals for its students with assessment at intervals such as the candidacy exam, the prospectus (defense of the dissertation plan), and the thesis or dissertation defense. The MEH program is based on ethics and humanities teaching standards that are identified through national bodies such as the Association of Bioethics Program Directors and follows/educates students based on the core topic areas and ethical principles of the American Medical Association and the ACGME. Students achieve learning goals as evidenced by successful achievement of these benchmarks. The IPM program also uses the Individual Development Plan, a document that describes research training, professional progress, career goals, and student coursework, that is updated annually to assess student learning and achievement of programmatic goals.

COGS is currently working on creating a standardized annual report template to be used by each program to report out annually to the GFC on program assessments and other relevant details. This will help close the loop in ensuring that all programmatic needs and measurements are being completed and evaluated consistently across programs.

Programs at NEOMED use many direct and indirect measures of student learning. Regarding exams, the Office of Academic Services coordinates and administers the testing for all colleges. Faculty experts create assessments based upon the knowledge, skills and attitudes aligned with course learning goals. For knowledge exams, the test item bank is cataloged in ExamSoft. Academic Services generates test statistics for course directors and faculty to use while composing exams with test bank items and creates test score reports for students to reflect on their individual performance and how they compare with their cohort.

Institutionally developed assessments of knowledge are often supplemented with national standardized assessments and compared against national achievement benchmarks. For example, the COM curriculum extensively employs third party examinations developed by the National Board of Medical Examiners (NBME) to externally validate internal assessments. Students in COM and COP get feedback on their performance in sub-topic areas relative to the national benchmarks. Course directors and curriculum committees receive an annual report on aggregate student performance with comparison to a national norm.

As a bridge between didactic knowledge assessment and applied skills in the clinical setting, NEOMED's Wasson Center supports simulation, Clinical Skills Assessments (CSAs) and Objective Structured Clinical Examinations (OSCEs) for all three colleges. CSAs and OSCEs are types of hands-on performance assessments used to directly observe and measure students' applied clinical skills, communication skills, inter-professional collaboration, and professional behaviors with standardized patients in a controlled, standardized, and safe learning environment; they are scored by rubrics and checklists. These assignments are threaded throughout the first three years of the curriculum in COP and COM, and appear as relevant in COGS program curricula.

In the experiential portions of NEOMED programs, assessments are designed to capture information about student achievement of learning outcomes in actual clinical care settings. For the COM, students (M3 and M4) in the clinical workforce access an Online Assessment and Scheduling Information System (OASIS) to complete Clinical Student Experience Portfolios (CSEPs). M3 clerkship students are assessed via a Student Performance Evaluation that aligns with the eight competency domains for COM program objectives. COP students (P4) in Advanced Pharmacy Practice Experiences (APPEs) access CORE ELMS, a management software system, for schedules and feedback. COG's MMSc-A program will be using CORE ELMS for clinical scheduling and feedback to achieve outcomes related to practice as an anesthesiologist assistant starting in the Fall 2022.

Co-Curricular Programs

The Office of Student Services supports students' academic and personal success through learning support and advising, leadership and involvement opportunities, social connections, maneuvering the academic processes, and encouraging student participation in campus decision making. With respect to effective assessment of student learning and achievement of learning goals in cocurricular offerings, Student Services includes the following functions: Student Development, Student Conduct, Orientation, and Student Advocacy. The goal of Student Development (organizations, involvement, and activities) is to provide students with co-curricular opportunities to develop transformational leadership skills, establish healthy personal and professional relationships with the NEOMED community, and to participate in service learning. The Office of Student Services conducts surveys of student satisfaction with the extracurricular programs on a regular basis. Survey results are used to determine additional needs and/or areas for improvement of existing offerings .

The Exceptional Student Experience (ESE) strategic initiative provides an institutional-level data-ecosystem of student input into all components of the student experience using five constructs (satisfaction, perception of value, student outcomes, student loyalty, and growth as transformational leaders). The ESE team includes faculty, staff and students from all colleges. This level of data allows NEOMED to identify both the curricular and co-curricular opportunities to improve students' experiences. Specific focus is on the curriculum, services, and the climate. The ESE annual survey has been developed to assess these five constructs as Key Performance Indicators and to build improvement plans accordingly.

As described in detail in 3B3, the COM also has integrated pathways of concentrated study in urban medicine, rural medicine, and social justice that rely on co-curricular learning to enhance students' knowledge of the specialized areas of study. Achievement, and progression along these various pathways is monitored and supported by an associate director.

In COP, all students are required to participate in co-curricular programming, comprised of activities and experiences that are grouped into 5 categories: collaboration and teams, population health/community service, personal professional development, patient care, and cultural awareness. These categories are mapped to programmatic ABOs. Students develop SMART goals for each academic year and select co-curricular activities in alignment with their goals. The COP Office of Student Success curates activities and provides oversight of the co-curricular

program with PDAT faculty advisors helping students select activities. Annually, students submit reflections on their participation in the activities and complete self-assessments of key areas (self-awareness, leadership, innovation, and professionalism) using a validated instrument. Based on self-assessments, students are provided individualized feedback and resources to support future development. Student reflections, progression towards achievement of self-identified SMART goals, and self-assessments are reviewed annually with PDAT advisors to guide future development.

4B2.

At the individual student level across all colleges, as described in 3D1 and 3D3, the Office of Student Services' Learning Center uses assessment data to identify at-risk students across the colleges in real-time. Their interventions, based on data informed decisions, have resulted in improvement to at-risk student performance.

As described in 4A1, assessment results are a major part of the course and program review process for all colleges at NEOMED. The appropriate curriculum review committees approve course offerings for subsequent academic years based on a careful review of student achievement of course goals, including performance on national standardized exams and student feedback about the course. That approval process may include specific quality improvement goals and metrics. Based on assessment results and program evaluation data, course and program are charged to make appropriate changes to their curricular and assessment methods to assure optimal student learning.

In 2022, the COM formally established a faculty led Academic Success Team that is charged to monitor and assist the Learning Center in supporting individual students who have difficulty or are at risk for academic difficulties in the curriculum. This committee was created in response to data showing an increase in the Step 1 failure rate and Graduate Questionnaire data presented at the annual Curriculum Committee retreat showing students felt a lack of investment by many of the faculty in their success. This team has actively been working with at-risk students in AY21-22 to advise on their preparation for Step 1 and their overall course success.

In the COM, specific changes to the assessments in the curriculum are made in real-time (during a course) and through overall evaluation of segments or the whole curriculum (through review by the Curriculum Committee and its subcommittees). In an example of course-level assessment changes, based on student feedback noting too much required laboratory time and difficulty learning what they needed to in a tight time frame, the M1 Human Architecture and Composition course recently made changes to the assessment structure in anatomy labs, proposing a team-based learning format that would teach required concepts more effectively while reducing in-class time. This change was reviewed and approved by the relevant curriculum subcommittee and the Curriculum Committee. Also, in an example of broader segment review, recent data showed a higher level of failures for COM M3 students on NBME subject exams in AY20-21 in the Surgery and Obstetrics/Gynecology clerkships. Through reviewing this information and reflecting on the situation, the COM instituted a mandatory practice exam for students in those clerkships to allow for earlier intervention and increased student success. Early data suggests that we have made progress diminishing our failure rate for students in those clerkships. Feedback

from the M3 clerkship year has also led to a major effort to ensure the comparability of clinical experiences across the 62 sites that support the MD curriculum.

At the program level, the COM Curriculum Committee reviews several metrics of success other than individual course performance, such as licensure exam performance, residency program director feedback, as well as nationally benchmarked data from students in the AAMC's Year 2 Questionnaire and Graduate Questionnaire. As a result of these sources of feedback, and others, the COM has undergone a major curriculum change initiative from 2019 that is ongoing and designed to reduce lectures and in-class time, focus on content relevant to success as physicians, and increase active learning and assessment as well as feedback on learning.

In the COP, a new Pharm.D. curriculum was implemented in 2019 and with it a new program evaluation plan. A central component of the plan is the annual systematic review of required courses using predefined quantitative and qualitative criteria. Courses identified with findings outside of the review criteria thresholds are evaluated in more depth. Upon final review, courses may be monitored within OAC or referred to the CC for consideration and action. The CC works with course directors to address the issues identified in their courses with the goal of improving student learning and achievement of educational outcomes. For example, based on student performance trends and qualitative student feedback, the Pharmaceutics course in P2 year was split into separate didactic and lab courses so that students had clear expectations and to facilitate the assessment of competency in both the didactic and lab portions of the content. In another example, assessment workload analysis initiated secondary to course reviews revealed significantly higher student credit and assessment workload in the Fall P2 year. These findings led to the recommendations to reduce coursework in the P2 year by moving a P2 fall course (Immunology and Biotechnology) to the P1 year. Additional work is ongoing to better align and schedule course assessments to reduce student stress.

The OAC also monitors the curriculum at the program level through a variety of approaches including internal and externally developed surveys, standardized exam performance, licensure exam performance using nationally benchmarked data where available. For example, recent NAPLEX performance analysis identified an increase in student failures compared to historical performance with notable deficiencies in pharmaceutical calculations as a common finding. The OAC and CC collaborated to complete related CQI projects reviewing the relevant components of the curriculum. Based on key findings, the CC modified the Introduction to Pharmaceutical Science (IPS) course to establish a new Pharmaceutical Calculations course in Fall of P1 year. Additional work has been focused on developing an approach to assist with early identification of at-risk students during each academic year. For example, in P3 year the college is utilizing the standardized PCOA exam in addition to internally developed knowledge exams to identify students needing additional remediation prior to APPE year. Finally, new examination preparation resources (RxPrep) are being provided to all P4 students to assist in their review and preparation for the licensure exams after graduation.

The COP benchmarks against national, state, and peer institutions where possible. This benchmarking allows COP to compare student performance in standardized licensure exams as well as contextualize curricular survey data responses from students, faculty, alumni, and preceptors. The OAC, with support from the Office of Assessment, analyzes findings for

significant differences between the college's data with those from benchmark institutions. Where necessary and appropriate, possible corrective steps are identified and action plans are developed. Referrals to other standing committees or responsible parties (e.g., Senior Associate Dean of Education, Pharmacy Executive Committee) are completed as needed.

In COGS, each program's Advisory Committee is required to meet minimally three times a year. They are responsible for admissions, approving curriculum modifications, faculty changes, student progression, budgetary requests, and outcomes and assessment. Advisory committees are the drivers of program change and use student and faculty evaluations and feedback form stakeholders to make critical decisions for programs (example of MEH program). In an example of change driven by student feedback, the HSPA program was developed in collaboration with the Cleveland Clinic Main Campus's Pharmacy Administration Residency program and was originally an in-person program. Over the years, student evaluations indicated that students were interested in an online program. The Cleveland Clinic also supported this change. On October 24, 2016, the HSPA advisory committee approved moving the program to distance learning. This change was thoughtfully considered and acted upon. Another example of curricular change based on data and feedback occurred in the IPM program. The IPM Advisory Committee used student feedback and their seven-year program review to support the need for new curriculum development and change of credit hour distribution within the program. The MEH Advisory Committee used student feedback and course enrollment to reduce redundancy within the curriculum, identify timeline of curriculum to fulfill enrollment requirements, and develop progression benchmarks for dual enrolled students, traditional students, and health professionals for advisement processes. COGS recently started to track the types of changes that are being made by each program and requiring varying levels of approval based on type of change. By tracking and monitoring these changes, the college can ensure that approvals are being completed consistently across programs and within the University Academic calendar.

4B3.

The assessment processes at NEOMED reflect best practices in student learning and assessment and include diverse measures of student knowledge and performance and a commitment to continuous improvement of the educational programs. All colleges engage in assessment practices that incorporate a mix of direct and indirect measures, and faculty, instructors and staff stay current in educational research and innovative assessment techniques (please see 3C5 of the argument).

NEOMED is committed to developing its people, and each college engages with college-level and University-level faculty development opportunities, particularly in areas that help improve their teaching and assessments. This includes presentations on testwiseness, interpretation of item statistics, and development of vignette-based test items. Resources are available to aid in developing non-exam-based assessments, such as peer instruction questions, or to guide faculty in providing effective feedback. Faculty and staff also regularly participate in webinars, conferences, and other training that provides perspective on how to maximize learning resources and improve student learning.

The University has resources and expertise to ensure that student assessments are psychometrically sound through the testing services of the Office of Academic Services, the experiential learning experiences provided by the Wasson Center, and expertise within each college. The certified and experienced staff in the Wasson Center adhere to ASPE and INACSL Standards of Best Practice in Standardized Patients and Simulation.

The COM uses both formative and summative assessment methods to capture the scientific knowledge, clinical skills, and professional behavior necessary for students to be successful, practicing physicians. The COM also completes a curriculum inventory for the purposes of systematic benchmarking to national standards, leading to continuous improvement of student learning. COM uses curriculum mapping software to report to a national centralized database managed by the Association of American Medical Colleges (AAMC), and in turn receives benchmarking reports summarizing national information on medical school curricula. The information describes the content, structure, delivery, and assessment methods of North American medical school curricula on an annual basis. The curriculum inventory and mapping process permits the program to identify gaps or redundancies in topic coverage and stay current with comparable programs.

Similar to COM, the COP uses a variety of assessment approaches, including both formative and summative assessment methods to capture the development of scientific knowledge, clinical skills, and professional behaviors necessary for students to be successful practicing pharmacists. The Office of Assessment and OAC utilize course syllabi to collect, organize and report curricular content and assessment map on an ongoing basis. These reports are routinely reviewed by OAC and the CC to identify curricular gaps and unnecessary redundancies across the curriculum.

In addition to requiring regular program review (as described in 4B1) and comprehensive assessment plans for all programs (as described in 4B2), COGS programs are also compared to state and national programs not only during the CCGS review process, but also when emerging technologies, new knowledge, or academic opportunities are presented for the expansion of coursework and growth of the COGS programs. It is a requirement of CCGS that market analyses are done along with curriculum proposals, faculty support, program objectives, among other targeted review requirements. Additionally, accredited programs must comply with accreditation requirements regarding assessment which is consistent with COGS assessment plan.

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4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

4C1.

Northeast Ohio Medical University's (NEOMED or University) goals for student retention, persistence, and completion are appropriately targeted to be competitive with published national averages for professional school programs. The College of Medicine (COM) uses data provided by the Association of American Medical Colleges (AAMC) as a benchmark for program success and sets a goal that COM numbers for retention, persistence, and graduation must be within 5% or better of those national metrics. The College of Medicine (COM) graduation rate after four years is comparable with other mixed programs combining M.D. and B.S./M.D. pathways. The College of Pharmacy (COP) sets goals for student progression and completion in relation to standards set by the Accreditation Council of Pharmacy Education (ACPE) and compares to regional and national peers where possible. The annual monitoring thresholds for each student cohort are: attrition less than 25%, delayed graduation less than 16%, withdrawals and academic dismissals less than 7% each. The American Association of Colleges of Pharmacy (AACP) reports the average attrition rate related to on-time graduation to be 12.5% (range 0%-37.5%) comparing to 20% for the NEOMED class of 2020.

Professional accrediting agencies monitor student retention, progression, and completion rates of their accredited programs on an annual basis. COM and COP are required to submit annual reports on retention, persistence, and completion to the Liaison Committee on Medical Education (LCME) and the Accreditation Council for Pharmacy Education (ACPE), respectively.

As outlined in the NEOMED Compass students in professional programs are expected to complete their education within four years from the time of initial matriculation (and may not exceed six years). Programs in the College of Graduate Studies (COGS) generally require two years for master's degree programs and four years for a doctorate (and may not exceed six years or ten years, respectively). Each graduate program has clear standards, and faculty and staff in COGS work with students to ensure successful progress from the moment of enrollment. COGS programs are successful in graduating students within the required timelines. The goals for certificate program is 90% retention; for professional masters, 90%; for Masters of Science and of Arts, and for doctorate, 80%, which is above the national average.

Students in any college who exceed the allowable length of study (unless granted an exception due to a planned enrichment experience) are referred to the Committee on Academic and Professional Progress.

4C2.

The colleges work in collaboration with the Office of Institutional Research, which compiles and publishes key performance indicator data on student retention, persistence and completion over time and publishes this information on the University website for each matriculating cohort. This information includes on-time graduation, delayed graduation, withdrawal, and dismissal data.

The COM and the COP routinely review student progression data to identify areas for improvement. For example, the COM admissions team regularly reviews data analyzing MCAT scores and relationship to progression success. The team then utilizes an academic success score based on data from 1000+ prior students and their performance to identify candidates for admission that should have a high likelihood of success within the curriculum. COM also routinely monitors student performance on licensing exams; passing both the Step 1 and Step 2 CK exams is required for becoming practicing physicians and graduation, but Step 1 can be of particular concern as a student cannot progress to the third and fourth years of the curriculum without a passing score. The COP Outcomes Assessment Committee reviews student progression and retention at the end of each semester to identify trends and emerging issues.

The COGS administrative team collaborates with the individual program directors to monitor student retention, persistence and completion. The COGS is also in the process of creating a comprehensive dashboard to aid in 1) more accurate tracking of student progression towards timely degree completion and 2) alerting key individuals to students at risk of academic difficulty or delays. The dashboard and progression history is monitored each term to ensure students have completed the classes they needed in the current term and are registered for the classes they need in the next term. A designated coordinator works closely with the Office of the Registrar to ensure quality control for student tracking and progression history and meets regularly with Program Directors and Dean/Vice Dean of COGS for quarterly update reports based on dashboard data.

4C3.

All three NEOMED colleges use retention, persistence, and completion data to make changes to improve student experience, performance, and success.

The COM has made a number of improvements to the curriculum based on student persistence and success data. COM's recent curriculum revision (described in 4B2) is demonstrating early positive results in terms of student retention and persistence, and COM is anticipating a positive impact on full cohort graduation rates as well (Class of 2024 will be the first under the new curriculum). In July 2022, the COM analyzed data regarding a higher number of USMLE Step 1 failures among the M2 class (Class of 2024), and the Curriculum Committee implemented a few curricular changes, including some change to PI scoring and a minimum pass rate on final exams in the preclinical curriculum, to help alleviate this issue for future classes. This particularly relates to persistence, retention, and on-time graduation, as Step 1 failure results in a delay in progressing to the third year of the curriculum.

In 2020, the COP completed a multi-year, comprehensive evaluation of issues related to student progression, using a root cause analysis method to identify opportunities for improvement. Specific areas that were identified for improvement along with sample interventions are as follows:

- Admissions Process – Utilization of a pre-matriculation predictor analysis to design a standardized academic tier scoring system for prospective students that considers academic success factors
- Curriculum – A new curriculum was developed and implemented in 2019 which resulted in a 20% reduction in total credit hours and associated workload; foundational science courses were re-designed to better align with desired educational outcomes and learner expectations at grade level
- Student Support and Monitoring – An Office of Student Success was created to coordinate student support with University services; ongoing development of early at-risk identification and referral program

In the COGS, persistence data and regular program review lead faculty and staff to make relevant changes as needed. Exit interviews with graduating students have prompted program changes that not only led to course level revision but also smoother graduation pathways for future students. Faculty and staff improved the Master of Arts in Medical Ethics and Humanities degree by revising the structure of their thesis coursework and providing more supplemental support, based on student feedback, to help students more efficiently and successfully complete the program. Changes to the Integrated Pharmaceutical Medicine programs were also informed by rigorous program review data.

4C4.

Graduation rates are calculated using our institutional student information system (Banner) and are published annually by Institutional Research. At the beginning of each semester, the system is used to disaggregate student retention data by demographic groups and colleges. Detailed reports of this KPI are provided to faculty committees, Deans' offices and the Offices of Student Affairs and Student Services, and college programs that track Diversity, Equity and Inclusion efforts. These groups determine, based upon comparison to benchmark data, whether NEOMED programs are on target or if deeper investigation and intervention is warranted.

In addition to using internal data, all the colleges use professional benchmarks to monitor and inform retention, persistence, and completion metrics. The COM uses data provided by the AAMC to maintain goals that are in line with comparable medical programs. Student data is regularly reviewed in comparison to these metrics to ensure the college is supporting and graduating students in a manner consistent with peer institutions. Similarly, the COP uses data provided by AACP to compare internal data with peer and national benchmarks.

In the COGS, each individual program compiles and analyzes its own data, which will be visible on our dashboard (in progress) to facilitate central monitoring of all program data. Graduate programs are then reviewed by an ad-hoc committee of NEOMED faculty, staff, and one external reviewer on a five to seven-year review timeline (see 4A1 for more on COGS program review). Professionally accredited graduate programs within COGS also monitor progression, retention, and graduation data to stay compliant with their accreditors and to maintain comparable program quality and performance. The Master's Degree in Public Health program regularly collects and monitors enrollment data, graduation rates, and post-graduation outcomes to stay compliant with its accreditor, the Council on Education for Public Health (see table 1.2.c for an example). Accreditation requirements for the Anesthesiologist Assistant program include in part, monitoring programmatic retention/attrition and job placement.

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4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

High quality academic programs are essential to NEOMED's ability to achieve its mission. The University and its colleges engage in program review and curricular oversight to comply with accreditation requirements, ensure that the best educational practices are followed, and provide students with an exceptional experience. The University monitors retention, persistence, and completion data to ensure students are progressing as planned and meeting standards for professional success. NEOMED takes pride in the achievements of its graduates and regularly reflects on their accomplishments and careers to identify University strengths and areas for improvement.

NEOMED's faculty, staff, and administration routinely assess student learning and make data-driven decisions regarding program innovation or improvement. Decisions are made using national benchmarking data and professional standards to ensure that students are learning and succeeding at comparable or better rates than at peer institutions.

The collaborative work of faculty, staff, and administration to deliver, review, monitor, and improve curricula and services through continuous quality improvement shows dedication and commitment to ensure that students become well-educated, transformative leaders and successful in their future professions.

Sources

There are no sources.

5 - Institutional Effectiveness, Resources and Planning

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Argument

5A1.

NEOMED is governed by an 11-member Board of Trustees (BOT) including two non-voting student members (ORC 3350.10 (A)(2)). The BOT is responsible for oversight of the University's policies and budget, and hiring, evaluating and dismissing the President (ORC 3350.12). The BOT and its five standing committees (Article IX of the BOT Bylaws) meets in open and public sessions and keeps its records in accordance with Ohio law. Faculty and staff regularly provide reports at the meetings. The annual audit, presented to the BOT, is a public record prepared by the auditors appointed by the State Auditor's Office. The University's policy portal website contains approved policies of the University and its sub-components.

The BOT delegates authority for the operations of the University to the President, the University's Chief Executive Officer (Article V of the BOT Bylaws). The President is responsible for the administration of the University engages in shared governance of the University through meetings with the Executive Management Team (EMT) and other faculty and staff groups. EMT meetings regularly include representatives of the University Faculty Council to facilitate faculty governance and communication. The President meets weekly and in quarterly retreats with the EMT to discuss progress on the Strategic Plan (SP). The SP and a data dashboard, are available on the University website and are discussed in monthly campus updates. The President hosts quarterly administrative managers meetings, and holds periodic "town hall" meetings and listening tours. The President's Diversity, Equity and Advisory Council, and the

faculty/staff/student Diversity Council led by the Office of Diversity, Equity and Inclusion (DEI), engage with the President and the EMT on matters of policy affecting diversity, equity and inclusion.

Governance of the University colleges and divisions is well supported by faculty. The membership and scope of authority of the University Standing Committees are established under the University Faculty Bylaws (UFB). Similarly, the College of Medicine (COM), College of Pharmacy (COP), and College of Graduate Studies (COGS) Standing Committees are defined in each college's Appendix G of the UFB. At the request of the Vice President (VP) for Academic Affairs (VPAA), a task force was formed to formalize a faculty committee that will be the conduit for faculty communication with the VP for Research on matters pertaining to research compliance, student research, research funding policies, and research focus areas. The task force recommendations will be vetted with University Faculty Council (UFC), the research focus area directors and the University department chairs. The task force will complete its work before the end of the calendar year.

The UFB set forth the rights and duties of the faculty and empower them to establish academic policies subject to final approval by the respective Dean. The UFB also provides for the University Faculty Council (UFC), a body that facilitates shared governance among faculty and the University leadership (2017-18, 2018-19, 2019-20, 2020-21 2021-22), A rotating member of the UFC meets with the EMT at its weekly meeting.

In February 2021, an employee survey was conducted to determine employee engagement and satisfaction. In response, the Exceptional Staff Experience Committee was formed to provide the VP for Human Resources with employee feedback, guidance, and recommendations to enhance employee engagement, and provide insight into the employee experience.

Administrative staff are included as members of University and college standing committees. Staff at all levels are included in task forces such as the Academic and Administrative Support Pillar of the SP that are focused on improving efficiency and effectiveness in University procedures and processes. The Academic Management Partnership (AMP) is a collaborative body of academic and administrative staff working toward consistency, efficiency and stronger communication in the management and implementation of the curriculum. The Technology Advisory Council (TAC) is a staff committee responsible for providing strategic, technical, and operational advice on information technology challenges and opportunities to the EMT.

Student trustees are responsible for providing student perspectives during BOT meetings. Students are voting members of college committees responsible for decisions concerning admissions, curriculum, promotion, and campus life and resources. Students also are members of University committees. The NEOMED Student Council works directly with administration, faculty, and staff on issues related to academic policies and campus facilities.

5A2.

The University uses data to reach informed decisions in its best interests, to support the SP, and evaluate progress in meeting the needs of its key constituents. The BOT has identified key performance indicators (KPI) that are essential to their policy and strategic decision making. These KPIs are available to the BOT through the board portal and are updated quarterly. The BOT engages in dialogue with the president and senior staff about the data contained in the SP at each BOT meeting.

The University utilizes Envisio program software, more fully described in 5B2, to monitor progress in real-time. Envisio enables public data visualizations, instrumental in shared governance, by communicating progress and updates across all levels of the University in a transparent manner. The University's department review process was judged to be ineffective and is currently under revision. In the proposed plan, annual departmental goals and progress will be documented within Envisio to promote alignment with the University SP and budget decision making.

University data is found within its information systems. Ellucian Banner, its Enterprise Resource Planning & Student Information System, and ARGOS, its enterprise reporting system, which connects to the Banner database. These systems provide on-demand, automated reports and dashboards to improve operational efficiencies, and provide deeper insights for decision making. University personnel utilize the Banner Self-Serve Portal to support the budget decision-making process, generate periodic reports, and conduct variance analysis.

Canvas, a repository of student performance data, can be analyzed to improve outcomes and Qualtrics, the institutional survey system, provides feedback from stakeholders critical to decision making (e.g., medicine and pharmacy student orientation changes.)

The University places a high priority on educating students and providing a diverse, inclusive, and nurturing environment for students, staff, and faculty that values individual strengths and unique needs of all. The Exceptional Student Experience (ESE) working group is analyzing quantitative and qualitative data to determine what students value most in their educational experience. The faculty compensation plans were revised after the President became aware of faculty concerns regarding compensation. Data from a faculty workload analysis conducted by the Strategy Office and salary data from the American Association of Medical Colleges resulted in the development of the Faculty Empowerment Plan that is targeted at raising faculty salaries to a regionally and nationally competitive level. The Exceptional Staff Experience Committee is a working group analyzing quantitative and qualitative data to determine what faculty and staff value most in the NEOMED work experience.

The Diversity Outcomes Task Force, a subcommittee of the COM Dean's Leadership Group, monitors and oversees outcomes of programs and activities to assure mission alignment and attainment of DEI, metrics in admissions, curriculum and faculty development. An example is the creation of a video documentary that will provide qualitative data aimed at improving a culture to support racial diversity at the University.

5A3.

The University involves faculty, staff and students in setting academic requirements, policy and processes through effective collaborative structures that include committees, task forces, and councils. Curriculum committees in each college establish academic requirements. Academic policies are promulgated within each college and are vetted with the faculty prior to adoption under the leadership of VP for Academic Affairs (VPAA). The UFB committee drafts bylaws for consideration by the UFC and reviews bylaws for each of the colleges prior to adoption and publication in the University policy portal. The University and two of the colleges have a faculty-led Nominating and Membership Committee (COM and COGS) that fills committee vacancies. COP will use its own process for nomination and membership in a recently revised appendix.

The VPAA provides leadership for the University accreditation process, departmental and program reviews and the process for new academic program creation. New academic programs are approved by the faculty and Dean of the respective college before submission to the VPAA for presentation to the university EMT. The AMP provides guidance and process expertise during new academic program development to ensure smooth implementation.

The UFB imbues the faculty with the authority and responsibility in the areas of education, research and scholarship subject to the final approval by the Dean. UFC, the body established to facilitate shared governance among college faculty and the university, met bi-monthly until the spring of 2022 when it began to meet monthly (2017-2018, 2018-2019, 2019-2020, 2020-2021 2021-22). It provides advice concerning academic policies and procedures, degree programs, admissions, faculty compensation, and evaluation.

Staff from Student Services, Academic Technology, and the Registrar's Office routinely provide feedback and support for the educational initiatives of the colleges and the University. They establish support structures for students and faculty who are engaged in academic endeavors to assure student success, easy access to technological resources, and compliance with federal and state laws and regulations.

Students are engaged in the development of academic policies at the collegiate and University levels. The NEOMED Student Council provides student insight and leadership concerning academic policies and University facilities and is involved in making nominations for the student trustees that are appointed by the Governor. The Student Curriculum Councils in COP and COM are elected student groups with representatives from the respective college who meet monthly and represent the student voice in the curriculum. Student representatives also serve on the Curriculum Committee of their respective colleges (COM/COP, COGS).

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5.B - Core Component 5.B

The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Argument

5B1.

The University has [qualified and trained operational staff](#) and infrastructure sufficient to support its operations wherever and however programs are delivered. As part of a voluntary separation program, the University's vice president (VP) for administration and finance retired. In February 2020, the position title was changed to VP for operations and finance and [Mary Taylor, M.Tax., CPA](#) was recruited to fulfill the role. The VP for advancement and president of the NEOMED Foundation relinquished his duties in August 2021, an interim VP was named and a search began in the fall of 2021. [Doreen Knapp Riley, M.S](#). was chosen to fulfill the roles and assumed her duties in June 2022. The VP for research retired in June 2022 after serving the University in a variety of roles for nearly 30 years. The University is conducting a search for his replacement. The Dean of the College of Medicine (COM) [retired](#) after a long and distinguished career and [Eugene Mowad, M.D](#). who has served as vice dean of the COM since 2017 was appointed as interim dean while the national search is conducted with the assistance of a [national search firm.](#) The Dean of the College of Graduate Studies (COGS) who was also the VP for research retired in June 2022. [Julie Aultman, Ph.D.](#) who has served as the vice dean of COGS since 2021 will serve as the interim dean beginning July 1, 2022 until the appointment of a new dean.

[The strategic plan's](#)(SP) [People pillar](#) embodies a commitment to fostering leadership and attracting a diverse, qualified and empowered workforce. Accomplishments include the revised compensation plans for [faculty](#) and [staff;](#) The [Office of Enrichment and Engagement](#) (OFEE) targets workforce development in education, research and innovation, and increased faculty and staff recruitment and retention with an emphasis on increasing diversity.

Focused on creating a culture of operational excellence, the University has embraced [Lean/Six Sigma (LSS)](#) to develop a culture of continuous improvement, focused on value and excellence. To date, 50% of the University workforce has been [trained in LSS.](#) At the administration level, the LSS principles were used to prioritize the action plans, and the high priority projects were run as LSS projects, such as the enrollment council, the exceptional student experience space

analysis to evaluate key priorities to identify improvements. At the employee level, there have been multiple LSS projects that have demonstrated improvements within the employee span of control across the organization.

NEOMED monitors and adjusts its staff base compensation to ensure that it can recruit and retain qualified employees. Overall growth in the University is reflected in the organizational chart. The University offers a competitive benefits package including an educational benefit to enable staff training, degree and certification attainment, and professional development opportunities. New employees are provided basic training on University policies and procedures. The Human Resources (HR) intranet links to important forms, videos, and information for employees. All laboratory personnel are trained in safe laboratory practices and research policies and procedures. Academic Impressions, a faculty and staff development platform provides professional development opportunities to all NEOMED faculty and staff. In addition, over one thousand training modules are available for employees through the NEOMED LEAD Center. In February 2022, the University established a new staff incentive bonus plan aligned with the strategic plan that provided opportunities for training and personal growth.

The OFEE offers professional development programs that support faculty success. The COM's Office of Faculty Development creates faculty development workshops, resources, and opportunities to prepare and support faculty with the transformed curriculum.

The LEAD performance program documents annual goals and progress through mid and year-end reviews. In 2021, Milliman, Inc. evaluated the staff compensation plan and as a result, the University compensation policy was updated, salary grade structures were revised, and new administrative compensation guidelines were established.

Construction, Occupancy, Protection and Exposure (COPE) information reflects the expanded University footprint. Facilities expansion was required to accommodate higher student enrollment, academic program growth, and the increased number of research faculty. In 2020, a large conference space in the south corridor was converted into small group and individual study, student socialization, innovation, and multi-use spaces. The medical office building was constructed at the front of the campus The second floor is occupied by the nine-room NEOMED Health Care facility, the NEOMED Wasson Simulation Center, and NEOMED affiliate, NEOvations Pharmacy Services The fourth floor of the Research and Graduate Education building (RGE) was built out for a state-of-the-art Pharmaceutical Sciences laboratories and offices.

An analysis of instructional space performed in the spring of 2016 and again in 2021, determined that a 12.8% increase in instructional space from 2016 to 2021 is appropriate for the current student enrollment. The NEOMED Master Space Planning Work Group was established in 2021 to create a master plan for expansion and use land and buildings that aligns with the University's strategic priorities and growth opportunities.

Academic Technology Services (ATS) is made up of a group of skilled staff in multimedia and instructional programming and design. Staff with experience in digital video/audio, image editing, web authoring, multimedia authoring, and cross-platform issues are available for

consultation on questions concerning hardware, software, and methods/techniques. The ATS staff provides training for the instructional technologies in the classroom as well as creating digital content for distance education, instructional design, and best practices of enhancing education with research-based instructional pedagogies that are versatile for synchronous, asynchronous, and in-person education.

The mission of NEOMED's Information Technology (IT) department is to enhance the teaching, learning, research, and administrative activities. The NEOMED network infrastructure was upgraded and replaced in the summer of 2019. These upgrades significantly improved connectivity and performance when accessing learning and teaching resources throughout the enterprise. In 2020, NEOMED purchased and installed the latest generation Palo Alto firewall.

5B2.

The mission, vision, values, and goals of the University are realistic in light of the University's organizational structure, human and physical resources, and growth opportunities. In March 2020, over 100 individuals from across the university engaged in a robust shared governance activity that resulted in a Strategic Plan (SP) with a six-pillar framework. The theme for the plan emerged from a historical analysis of the achievements of our alumni, and focus group discussions with faculty, staff, students, and alumni.

A six-pillar framework was developed to serve as a focal point and structural support for the plan: People, Education, Discovery, Service & Community Engagement, Growth, Administrative and Academic Support Operations. The Board of Trustees (BOT) approved the plan and forty-two strategic initiatives and adopted the revised mission in September 2020.Top priorities include enrollment management; exceptional student experience; master planning; diversity programming, recruitment, and retention; growth in strategic partnerships; and support for LSS. Tracking and reporting on the progress of each pillar is being conducted through Envisio. To date, more than 35% of the five-year SP has been achieved.

The University determined that the budget had to be built around the strategic plan. The prior incremental budgeting methodology was replaced by zero-based-budgeting methodology, which requires all expenditures to be linked with specific initiatives undertaken as part of the SP. The president, the VP for operations and finance and the VP for strategy and transformation meet to review all budget requests to determine alignment with the SP, compliance with policy, present operational efficiencies, and overall need. A LSS approach is used to support those budgeted initiatives to ensure effective and efficient operations.

The VP for operations and finance has developed a three-year proforma to demonstrate the sustainability of educational offerings and plans for maintaining and strengthening their quality in the future. The VP has created a working group to assist in the preparation of the proforma. The NEOMED BOT passed the academic year 2023 budget at its June 9, 2022 meeting. Budgets have been made available for distribution to each budget manager across the University.

In 2019-2020, the president was approached by public health and affiliated hospital leadership to consider opening a public dental college in northeast Ohio. The BOT endorsed a feasibility study to determine overall need and financial viability. After reviewing information from a 2015 consultant report and more recent data from state and federal sources concerning Ohio, an external steering committee of dental and public health experts was convened in December 2021. The steering committee created guiding principles for a dental college, determined space and equipment requirements, faculty and staff needs, the need for legislative support, and financial models. The president will present the findings of the steering committee and his recommendations to the BOT at its fall 2022 meeting.

The Audited Financial Statements, bond ratings by Moody's and S&P, and Senate Bill 6 ratios demonstrate the University's stability, sustainability, and growth potential.

5B3.

The University has a well-developed process in place for budgeting and for monitoring its finances. The unrestricted Educational and General Budget is constructed using a zero-based budgeting (ZBB) methodology. ZBB is a method whereby budget expenses must be justified for each new budget period. The process for ZBB starts from "a zero base" and every function is analyzed for its needs and costs. The University's general operating budget outlines operating expenses and operating budget revenue sources including state appropriations, tuition and fees, and other income, such as facilities and administrative cost recovery. The budget is approved by the BOT and submitted to the State annually. The fiscal year (FY) 2023 budget was approved at the June 9, 2022 meeting.

The FY 23 budget process involved every cost center at the University. Each cost center provided a budget request that was reviewed for its alignment with the SP, present and future growth, accountability, innovation, and efficiency. After approval by the BOT, each cost center is responsible for monitoring its own budget through direct access to the Banner Self-Service system, and for completing a quarterly variance report. The University also monitors the operating budget and is notified if a cost center is over budget. University reserves and departmental cost center carry forward funds provide financial safeguards for the general operating budget.

The University also monitors expenses through regular accounts payable review of expense reimbursement for adherence to policies, including travel; validation of payment change request; review and comparison of each check to invoice or other source documentation; and oversight of various financial activities, including Procurement Card purchases, procurement of capital assets, procurement and selling of University property, cash handling, and equipment.

Annual external audits of the financial statements (2018, 2019, 2020, 2021) are prepared by independent State of Ohio auditors and submitted to the NEOMED Board and the Auditor of State upon completion. Completed audit reports are available on the NEOMED website.

5B4.

The institution's fiscal allocations ensure that its educational purposes are achieved. Conservative budgeting practices and implementation of ZBB and LSS principles of operational excellence informed management decisions to eliminate waste in operations and better align resources consistent with the University strategic plan. For FY 2021 and FY 2022, some of the more significant savings are attached as evidence. Also in FY 2022 the University reduced its debt expenses through bond refinancing with annual savings of $282,981.00. These savings allowed the University to reinvest dollars in educational programs and needed human and facilities resources.

The University's enrollment council promulgated under the strategic plan has developed a growth strategy for the University based upon enrollment projections in all three colleges. The strategy provides for program diversification, revenue enhancement and necessary expenses over the short and long-term. The enrollment council employs an evidence-based collaborative and dynamic process to establish and meet the cascading goals and balancing priorities. The plan is designed to satisfy accrediting association requirements, manage fluid state appropriations processes, support the needs of an evolving set of program offerings while ensuring faculty governance over admission decisions through University policy based formal committee structures.

A comprehensive study revealed faculty compensation was below national peer institution benchmarks for junior and mid-level faculty In response, the University developed the Faculty Empowerment Plan (FEP) as an alternative to the current faculty compensation plan. The salary range is based on annually updated American Association of Medical Colleges (AAMC) salary benchmarks, The first year of the plan is an "opt-in" pilot year, with about 66% of eligible faculty opting in. As new faculty are hired they will become part of this new plan.

As a public University, the cost of attendance is subsidized by state funds that can be unpredictable. The University has been reducing its reliance on state funds. In FY 2000, state appropriations represented 69% of the operating budget, 37% in FY 2017, 29% in FY 2021, and 30% FY 2022. State Share of Instructional Support (SSI) is based on enrollment, course completion, and degrees conferred as reported by all Ohio public universities. The COM also receives a portion of special line-item funds to support clinical programs.

The University has minimized tuition increases across the COM , COP and COGS, and maintained a commitment to institutional scholarships. Over the past 10 years, the University has increased institutional scholarships from $81,000 in FY 11 to $2,278,491 in FY 21.

To expand revenue streams and enrich student options, the University continued its focus on growing enrollments in existing academic programs and evaluating new academic programs. The Integrated Pharmaceutical Medicine (IPM) Revitalization Plan and Proforma report details plans to improve program quality, enrollment, and sustainability in the IPM doctoral and masters program. In January 2019, NEOMED added a Master of Foundations of Medicine to its program offerings in COGS. In 2021, a Master of Leadership in Health Systems Science and Master of Medical Science in Anesthesia programs were added.

Direct costs of research are supported by grants or gifts except for seed funding provided by the University to encourage specific initiatives aligned with the SP. Research funding generally includes associated indirect cost recovery (ICR) dollars that provide additional operating revenue. In FY 2020, the University realized a record of almost four million dollars in ICR revenue, representing a three-fold increase in recovery revenue since 2011. The FY 2021 Key Performance Indicators report of the Office of Research and Sponsored Programs provides a summary of the growth in revenue and awarded projects.

The University is forward-thinking when establishing special purpose reserve funds for facilities, program development, technology advancement, insurance, investment stabilization, enrollment stabilization, and debt service. At the end of FY 2021 the reserve balance was approximately $48M.

Every biennium, the University requests capital appropriations from the State to maintain investments in existing campus facilities to meet the critical needs of deferred maintenance, make investments in campus spaces and enhance the campus safety and security. The University spent over $9.7 million in FY19-FY-22 year to date on capital improvements, renovations, and additions.

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Argument

5C1.

The University allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.

NEOMED underwent the strategic planning (SP) process in 2017 and again in 2020. In 2020, the University community adopted a SP that is foundational and identified strategic initiatives and ensures that allocation of resources match the mission. Processes that ensure alignment include leadership from the strategy office, the zero-based budgeting (ZBB) process, cross-functional participation in high-priority strategic projects, and master space planning. High priority projects include in part, enhancement of strategic partnerships, diversity in enrollment and hiring, and commitment to research and innovation.

The strategy office ensures the implementation of the SP and enables the Strategic Plan Lead Team (SPLT) to systematically engage the University community, track strategic progress on Envisio, provide project management, horizon planning, and continuous quality process improvement in the deployment of a Lean Six Sigma (LSS) operational excellence model. The VP for strategy and transformation participates in the annual budget review to inform the process about strategic priorities and commitments. In FY 2021-22, LSS projects resulted in three million dollars of savings. These cost savings were reinvested in the University enterprise and one million dollars were dedicated to further the University's mission through the Strategic Initiative Fund (SIF). The amount in any fiscal year will be subject to availability. New programs developed with savings also included a Master of Leadership in Health Systems Sciences

program, and a Master of Medical Science in Anesthesia program in the College of Graduate Studies (COGS).

The Office of Research and Sponsored Programs (ORSP), supported through the University's general operating budget, provides research administration resources to the members of the University to ensure accountability, compliance, and stewardship for research programs. The services provided by the ORSP allow members of the University community to compete successfully for outside funding to conduct scientific, educational, and clinical research. The University and individual colleges support shared research equipment, start-up funds, limited bridging funds, and other resources necessary to attract and retain qualified research faculty. The direct expenses of research (personnel, equipment, supplies) are supported by grant funds received by individual investigators. The indirect cost recovery funds associated with federally funded, and to a more limited degree state funded, and other projects are used to cover the cost of research. SIF funding was directed at developing translational research collaboration during the 2021-22 fiscal year. In 2021, the University built out an additional 10,000 square feet of research space in the graduate research and education buildings' fourth floor to accommodate research faculty needs. The Research Space Policy, requires a review every three years of all campus research space. Square footage for research faculty is allocated based on scholarly activity, research laboratory needs, extramural dollars expended and indirect costs recovered. The NEOMED Foundation provided funding for a design and innovation space that will support an innovation curriculum and provide for a learning laboratory for students under the direction of a newly recruited COGS faculty member.

The colleges' accrediting bodies place high value on the recruitment, retention and graduation of underrepresented minority students.   The COGS and College of Pharmacy (COP) led the way in recruiting these students. Significant changes in recruitment efforts and the addition of new pathway and pipeline programs allowed the College of Medicine (COM) to grow its underrepresented minority population. In addition, the COM added faculty advisors and support personnel. The University and NEOMED Foundation contributed much needed scholarship money to the effort. The percentage of incoming medical students who are classified as underrepresented minorities (URM) grew from less than eight percent to 14% with an increase to 30% of the incoming class for AY2021. Early data suggests that the matriculating class for Fall 2022 will be of similar proportion. Overall, NEOMED URM enrollment is on target to mirror the diversity of the state of Ohio at 16%.

Support for the Best Practices in Schizophrenia Center (BeST Center) is supported by the University and the Peg's Foundation in partnership with multiple non-profit and community providers in cooperation with the Ohio Department of Mental Health.

5C2.

The University links its processes for assessment of student learning, evaluation of operations, planning and budgeting. Each unit of the University plays a direct role in the budgeting process and has an opportunity to present a budget proposal for the upcoming academic year to the budget committee and senior leadership. Among the data considered by the committee in the allocation of resources to collegiate programs is academic performance outcomes. Data

regarding student satisfaction with curriculum, student performance on both internal assessments and national benchmark examinations, faculty workload, and student wellness are routinely considered by the budget committee to determine allocations. Recent examples of this linkage include faculty hiring priorities in the COM and enhanced test preparation software in both the COM and COP.

The colleges have robust processes for assessment of student learning including external knowledge-based performance examinations. Using an LSS tool, SBAR, COM evaluates components of the curriculum and responds to feedback to improve learning and satisfaction. The COP has an Office of Student Assessment that uses an Enflux software program to support COP's quality improvement efforts related to academic, programmatic, and accreditation goals. Student satisfaction surveys are conducted by the university and outside entities, including the AAMC Graduation Questionnaire and the American Association of Colleges of Pharmacy Education Graduating Student Survey.

In COGS, program learning outcomes (PLO) assessment, periodic program reviews, and program accreditation inform program-based budgets. PLO assessment, done through student evaluations, progression reports, student interviews and surveys, and advisory committee program reviews, in addition to the formalized COGS assessment plan, help determine program budget needs for growth, sustainability, and student success. Determinations for the number of faculty needed to teach courses, the number of elective courses that must be developed and budgeted, and essential student resources that are not available or non-existent are determined in each budget cycle. When critical resource needs are identified, such as academic resources for students, programs must include budget line items to accommodate them and justify future budget needs based on PLO assessment and periodic program reviews.

An example from COGS of the University's linkage between processes for assessment of student learning, evaluation of operations, planning and budgeting involves the periodic review conducted in 2018 of the Integrated Pharmaceutical Medicine Program (IPM) that resulted in multiple recommendations for improvement. These are embodied in the 2022-23 IPM Revitalization Plan., which calls for new leadership, increasing the number and quality of courses, new faculty, workload credit for faculty in the COM and COP who teach part-time in the program, and developing tracks for neurosciences and cardiovascular/metabolic health.

The University is preparing to update its current departmental review process using a pilot process that aligns divisional, departmental, and program goals with the budget allocation and spending and provides an annual outcomes report. The annual process will identify areas of demand, quality, sufficiency of resources, productivity, profitability, impact, and opportunities and will be aggregated in Envisio to provide incremental, validated data.

The Exceptional Student Experience (ESE) is a key initiative under the Education pillar of the SP. This initiative was prioritized to assess overall student satisfaction and the "critical to quality" drivers. Using voice of customer data to make data-driven decisions, the ESE cross-institutional team has identified action plans to improve and conduct ongoing assessments for curriculum, services, and the campus climate/environment. Data has been collected from internal sources (current students) and external sources (Alumni).

5C3.

The president conducted [Listening Tours](#), in 2019 and again in 2022, and regularly engages constituents through [staff, faculty, and student town halls and regular University updates.](#) These town halls provided the voice of customer going through the strategic planning process in 2020, and ongoing efforts are used to communicate the opportunities for engagement and implementation for strategic initiatives as well as to share progress to date of key objectives. The updates are also used to express challenges and celebrate successes. Enhancing our strategic partnerships is a high priority focus of the strategic plan and includes constituents from affiliated hospital and health systems, academic partners, University program faculty and staff, and the research and innovation ecosystem.

In the COM, the Associate Dean of Clinical Affairs meets regularly with the most senior leaders from our major educational affiliates along with the chairs of our community based clinical departments. This group served as a primary stakeholder group in the development of both the University and the COM strategic plans. Within the COM plan, this council will serve a longitudinal role in monitoring progress and success with respect to certain elements of the plan. All faculty of the COM were invited to participate in the development of the strategic plan and to serve on task forces that will be responsible for action plans. Faculty may also participate in planning via two representative groups, namely, the COM Faculty Forum and the University Faculty Council.

5C4.

The University plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.

The [University Enrollment Council](#) was convened in 2021 as a priority initiative under the SP to project opportunities and constraints for academic programs; develop a financial model with sensitivity to enrollment, demand, performance and academic accreditation standards. An anticipated outcome is an optimized, mission aligned, balanced academic program portfolio to manage an [enrollment plan](#) projected over 5 years with consideration to the class composition in the areas of residency, diversity, and quality. The M.D. program is in high demand and we do not anticipate "lean years" for this program. Strategic reserves are available in the event of low enrollment in other programs in other colleges. Growing enrollment in the COGS is contributing to revenue and program diversity.

Student tuition accounts for approximately 65% of the University's general operating budget. One method to increase revenue is to increase enrollment. However, such increases require additional costs for increasing faculty, physical facilities and equipment, clinical placements, and staff and infrastructure support. The University Enrollment Council is working closely with the Master Space Planning Work Group. In a [recent study](#), a cross-functional team analyzed current space capacity, utilization, projected enrollment figures, curricular needs and pedagogical requirements. It was determined that there is an adequate amount of academic /instructional space capacity for increased enrollment, but it needs to be configured appropriately to support growth within each of the colleges.

The University has identified a need to develop a consistent process for evaluating the sufficiency of faculty and staff in each of the colleges and support areas. The accrediting bodies of the COM and COP have evaluated the sufficiency of salaried faculty and determined it to be adequate. The COGS has a growing number of academic programs and has relied heavily on COM and COP faculty to support its enterprise. The University has created a working group to focus on the topic of faculty sufficiency in the COGS. The Vice President for Academic Affairs is preparing a project plan with recommendations to be shared with faculty department chairs and other appropriate constituents for feedback.

5C5.

University planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.

To ensure the financial stability of the University, the financial focus is on increasing enrollment, developing new programs, reducing debt, controlling tuition increases and increasing reserves in anticipation of unplanned events. The NEOMED Foundation supports the mission and vision of the University by supporting scholarships, innovation, and high impact academic and research programs. For example, over 12 million dollars were raised from FY 2019 - FY 21 and an additional three million dollars were raised by February 2022 to support University programming.

During the COVID pandemic, the University was able to deftly pivot from in-person classroom education to virtual education due to its 2019 upgrade of wired and wireless network infrastructure that included the installation of a 10GB fiber network for wired connections, upgraded network switches, and the implementation of Wi-Fi 6 capable wireless networks. In addition, the University employs skilled academic technology and information technology personnel to support the virtual classroom setting.

The University established the Technology Advisory Council in 2021 to identify technical and operational strategies in alignment with the University SP, assist the University with its overall technology requirements, address IT opportunities and challenges, and accommodate external technology changes and their potential relevance to the University. Over the past five years, the Information Technology department has increased information security awareness and training opportunities for all University constituents and revised its information security policies and security controls. In 2018, the University implemented multi-factor authentication (MFA).

The University regularly monitors federal, state, and local guidance, to assure appropriate resources are available to accommodate changing plans in academic, research, and operational activities. NEOMED's Vice President of Government and External Affairs is routinely in Columbus, Ohio and frequently meets with legislators, legislative staff, members of the Governor's administration, and The Ohio Department of Higher Education, advocating on behalf of NEOMED's interests, and interests of higher education. The University in cooperation with Inter-University Council provided leadership to higher education institutions in Ohio concerning responses to the COVID-19 pandemic.

In July 2021, the U.S. Department of Higher Education amended the higher education act of 1965 related to distance education and innovation. The University has created a task force to complete an assessment of distance education and to make recommendations concerning institutional capacity, future academic offerings, educational quality, student learning and support services, risk and crisis management and program evaluation to accommodate these changes.

The University took advantage of the favorable bond market during 2021 and refinanced bonds that resulted in considerable savings to the University both now and in the future. The BOT have a balanced investment policy that is designed to mitigate major fluctuations in the equity and bond markets. The BOT regularly reviews its investments at its finance meetings. The NEOMED Foundation has an investment policy that closely mirrors that of the University and reviews its investments at each meeting.

In 2020, the University upgraded its capability to perform electronic-based testing, including upgrading hardware standards and utilizing several new cloud-based applications to improve NEOMED's assessment capabilities. In addition to the testing enhancements, the University implemented a new academic learning management system (Canvas) in 2021 which serves as NEOMED's foundation for instructional material distribution, academic assessments, and the synchronous and asynchronous delivery of education, whether it occurs in-person or remotely.

NEOMED has a designated capital fund to ensure continued technology improvement, which is independent of the Information Technology annual departmental operations budget. The capital fund is reviewed annually to ensure all capital funding considerations are budgeted, planned, and scheduled. For fiscal biennium 2021-2022, priority was given to physical (CCTV and badge access) and information security (firewall enhancements and log management systems) in the amounts of $700,000 and $250,000 respectively.

5C6.

The University regularly assesses and systematically plans to improve its operations and student outcomes. Assessments are completed through institutional accreditation processes, assessing institutional culture and employee engagement, and monitoring student performance on national standardized exams and student satisfaction, as measured by nationally and locally developed surveys. In COGS, job placement, student and graduate satisfaction surveys are used to assess students programs annually. This enables the University to continually improve its core administrative processes, evolve college curricula where appropriate, and expand programmatic offerings for faculty, staff, and student development.

Each college, COP, COGS and COM has a robust continual quality improvement process in place for assessment of student learning, faculty teaching effectiveness, program quality, and compliance with respective accreditation standards.

As previously discussed, the University will be initiating a pilot program in 2022 that will require an annual review that ties the goal setting, budgeting, variance analysis, and outcomes

into one review cycle. Our previous process occurred every seven years on a rotating basis through all the university business units. Feedback was inadequate, with a lack of incremental data at the institutional level. The pilot process will provide an annual outcomes report with incremental data for systematic program and department review.

Employee performance is measured across both faculty and staff. Faculty performance is evaluated annually by department chairs in accordance with the University Faculty Bylaws. Staff performance is evaluated annually by supervisors and department heads through the LEAD Center process.

All strategic progress is reported through Envisio and updated quarterly. All Key Performance Indicators (KPIs) are made available to the BOT at each meeting. Progress on the SP is communicated quarterly to the University through regular updates and is displayed on the Envisio public dashboard in real time.

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5.S - Criterion 5 - Summary

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Summary

The University engages in shared governance that starts with the Board of Trustees (BOT) and includes University leadership, faculty, staff and students, and involves the exchange of information, feedback, joint decision-making, and quality improvement. The University's leadership has demonstrated that it is successfully engaging its internal constituents in strategic planning. It regularly engages in shared governance through its strategic planning pillars and committee structures. It utilizes qualitative and quantitative data for informed decisions in the best interests of the university, and to evaluate progress in meeting the needs of its key constituents. The mission, vision, and values of the University are realistic in light of its organizational structure, resources and growth opportunities.

Data are made available to the BOT through Key Performance Indicators. Faculty and staff have access to data through operational and student information systems. Members of the college community and external users have access to information through the strategic planning dashboard and NEOMED website.

Faculty establish academic requirements and policy using the mechanisms within each college to provide student input. Qualified and trained operational staff ensure the academic programs run smoothly and efficiently. There is a realistic allocation of resources necessary to support faculty, staff, and other operational needs. A well-developed process is in place for budgeting and monitoring University finances. Fiscal allocations ensure the University's educational purposes are achieved.

The University plans for growth based upon strategic enrollment projections that will meet accreditation requirements and support the needs of evolving program offerings. These plans will ensure continued financial stability, diversity of students, reputation for quality programing, responsiveness to customer voices, and outstanding student outcomes.

The University is proud of its documented success at producing over 5,300 graduates across its nearly 50 years of operations and is excited about its future as a leader in health sciences education and research.

Sources

There are no sources.