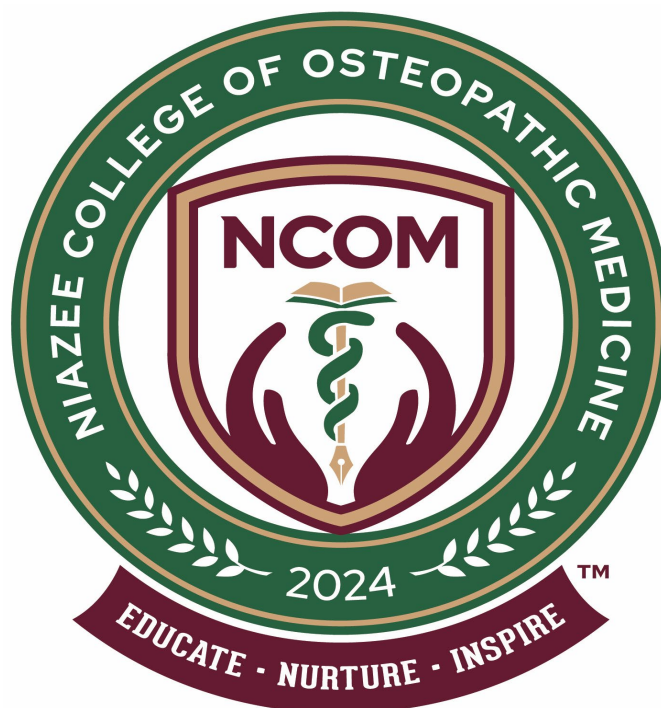


The Niazee College of Osteopathic Medicine

Strategic Plan, 2025-2035



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Introduction by the Board of Governors Chair

Our NCOM strategic planning group engaged in the Strategic Planning process (see Appendix 1 and 2) with full understanding that our primary role through 2032 is to lay the foundations of, and successfully launch, the Niazee College of Osteopathic Medicine (NCOM).

These early years are foundational for NCOM, when we will create every facet of this institution from the ground up and expecting high quality excellence throughout. Unlike any other time in our near future, we are tasked with the profound work of simultaneously constructing and launching a curriculum, a business structure, a physical facility, a technological structure, a research infrastructure, a fundraising infrastructure, a newly minted administration/faculty/staff, and early student cohorts.

This document will serve as a basic guide to assist our faculty, staff, and leadership in making outcome-focused choices aligned with the mission of NCOM. The measures included in this plan must evolve over time and as such this document is considered a living document and allows us to measure our progress toward meeting our goals while allowing them to evolve as NCOM develops.

We at NCOM are quite excited to welcome and matriculate our first osteopathic medical student classes and join with our community partners in making ever growing positive impacts our local/regional communities and the healthcare workforce in Chicagoland, Illinois, the Greatlakes, and the Midwest.

Regards,

OVERALL STRATEGIC PRIORITIES

1. Achieve or surpass all Commission on Osteopathic College Accreditation (COCA), Higher Learning Commission (HLC), and Illinois Board of Higher Education (IBHE) standards to secure full accreditation and approval.

- A. Use COCA, HLC, and IBHE requirements and standards as a continuous guide to meet each milestone.

Strategies:

- 1. Develop Standard Review working group tasked with ongoing review of COCA, HLC, and IBHE standards and use their findings to guide planning and programmatic change.
- 2. Conduct regular training and progress assessments with the working group to reinforce understanding and adherence to COCA, HLC, and IBHE standards

- B. Progress to full accreditation from the COCA, the HLC, and approval by the IBHE by providing ongoing reporting reflective of adequate progress and compliance.

Strategies:

- 1. Ongoing assessment of standards by working group used to inform change in NCOM processes.
- 2. Orientation of faculty, staff, and students regarding the COCA, HLC, and IBHE site visit process.

2. Create a physical and learning environment that fosters academic, clinical, professional, and research excellence.

- A. Develop a technologically advanced, osteopathically integrated, clinically based curriculum that employs effective andragogy for adult professional learners and cultivates self-directed, mature, critical thinking, and lifelong learning skills based on a fundamental understanding of research and scholarly work that is essential for future osteopathic physicians.

Strategies:

1. Curricular mapping to programmatic learning outcomes
2. Regular evaluation and enhancement of curriculum
3. Faculty development to enhance knowledge and skills surrounding technologically advanced, problem based, case-based and team-based learning.
4. Incorporate advanced learning technologies, OPP, and clinical skill development throughout the four-year curriculum
5. Introduce and systematically develop understanding of research principles and techniques throughout the four-year curriculum with foundational science and clinical research facilities.
6. Integrate professional identity development throughout the four-year curriculum

- B. Provide an adult, self-directed, professional, and mature learning environment that accommodates individual students' needs while upholding the level of academic and professional excellence expected of a COM and future practicing osteopathic physicians.

Strategies:

1. Formation of a student success team who monitors student progress and provides early intervention for students facing academic or professionalism challenges.
2. COM based learning specialists, academic advisors, coaches, and counselors to mentor students to achieve academic and professional excellence.
3. Develop peer tutoring programs.

3. Develop faculty, staff, students, and leadership to recognize achievement, provide mentorship to others, and encourage professional growth.

- A. Set expectations, and provide resources, for faculty, students, and staff to continue to learn, grow and pursue professional development opportunities.

Strategies:

1. Professional development plans for faculty, students, and staff.
2. Track and celebrate professional growth and achievement.

- B. Establish a culture of excellence, compassion, professionalism, transparency, and quality communication as expectations in all NCOM endeavors.

Strategies:

1. Conduct in person/virtual town halls and open forums on a regular basis
2. Regular NCOM community updates highlighting accomplishments, ongoing projects, partnerships, opportunities, and upcoming events.
3. Departmental meetings to discuss common projects, challenges, and areas of concern.

- C. Mentorship of students is a clear expectation for all faculty, staff, student leaders, and NCOM administration.

Strategies:

1. Clearly express this expectation as part of the onboarding and ongoing training process for all faculty, staff, student leaders, and administration
2. Create avenues for students, faculty, and staff to give feedback on and recognize those who have provided them with mentorship.

4. Create a program that is responsive to the NCOM and greater community, promotes structural competency, is compassionate, welcoming, and promotes health for all individuals across society

A. Model our commitment to fostering belonging within the COM.

Strategies:

1. Develop and implement processes that ensure students, faculty, staff, and leadership feel supported, valued, and heard.
2. Provide support services responsive to the unique needs of the NCOM community.

B. Design and implement communication and outreach efforts to attract a broad applicant pool focusing on medically underserved populations in osteopathic medicine and create clinical partnerships that will expect our students to work with heterogenous patient populations.

Strategies:

1. Development of pathway programs.
2. Development of early acceptance programs targeting varied student populations.
3. Target advertising and outreach to assure heterogeneous pools of candidates when hiring faculty, staff, and administrators.
4. Recruitment of a varied population of preceptors across a wide range of healthcare settings.

5. Intentionally integrate our college into the surrounding community, our partners, Chicagoland, and the surrounding regions.

- A. Develop strategies to foster community trust and partnership involving leadership, faculty, staff, and students.

Strategies:

1. Align NCOM processes and policies with those of our partners whenever possible.
 2. Establish pathways to NCOM for students from Chicagoland institutions and the Midwestern/Greatlakes regions.
 3. Interdisciplinary initiatives in research, clinical experiences, and curriculum development/delivery.
 4. Involvement of members from NCOM, regional healthcare partners, Chicagoland, and the greater osteopathic community on the college board of governors.
 5. Faculty, student, and staff involvement in community organizations, partnerships, and service.
 6. Partner with local, regional, and national healthcare systems to develop and support graduate medical education.
- B. Prepare NCOM students to proactively respond to the needs of the communities they will serve.

Strategies:

1. Develop a curriculum which includes the foundations of population health, nutrition, structural competency, and research.

- C. Foster and sustain confidence in our students' education and abilities, faculty expertise, and staff engagement across these communities.

Strategies:

1. Develop social media, communication, and marketing plan.
2. Ongoing communication with preceptors to gauge student performance and to highlight student achievements.
3. Build community confidence in programming and students through ongoing opportunities for communication and engagement.
4. Creation of an integrated NCOM practice plan between NCOM and our clinical partners
5. Encourage community engagement opportunities for NCOM staff

6. Intentionally create a Granting, Fundraising, and Philanthropy structure for the early, ongoing, and long-term success of the COM, its students, faculty, partners, and community.

1.1. Recognizing the Rabia Institute of Medical Sciences not-for-profit Corporation as the superseding organization

To support the long-term financial sustainability and growth of the Niazee College of Osteopathic Medicine (NCOM), we have established the RIMS not-for-profit Corporation. The RIMS NFP C Corporation will serve as the primary entity for fundraising, securing grants, and managing philanthropic contributions. The key components of its creation included the following strategies:

1. Legal Formation & Governance

- a. Established the RIMS C Corporation as a 501(c)(3) nonprofit entity.
- b. Develop bylaws and governance structures, including a Board of Trustees comprising community leaders, medical professionals, and institutional stakeholders.
- c. Ensure alignment with COCA, HLC, IBHE accreditation requirements and institutional goals.

2. Fundraising & Development Strategy

- a. Launch a capital campaign to secure start-up funding for equipment, endowments, and facilities development and later to include funding for scholarships, faculty support, research initiatives.
- b. Continue to establish partnerships with healthcare organizations, corporations, and philanthropic entities to enhance funding opportunities.
- c. Create an annual giving program and planned giving opportunities to engage eventual alumni, donors, partners, and the broader community.

3. Grants & Research Funding

- a. Develop a structured grant-seeking program/office to pursue funding from federal, state, and private sources.
- b. Hire or designate a grants officer to oversee proposal development, application submissions, and compliance tracking.
- c. Support faculty and student research initiatives through targeted seed funding programs.

4. Community Engagement

- a. Host fundraising events, donor recognition programs, partner recognition programs, and community outreach initiatives.
- b. Leverage digital platforms, marketing, and public relations for donor engagement, transparency, and impact reporting.

5. Financial Oversight & Compliance

- a. Implement transparent financial management practices, including regular audits and reporting.
- b. Ensure compliance with all nonprofit regulations and COCA/HLC/INHE accreditation requirements.
- c. Establish an endowment strategy for long-term financial sustainability.

By establishing the RIMS not-for-profit C Corporation, we have created a sustainable financial support system to advance the mission of the Niazee College of Osteopathic Medicine and ensure long-term success in medical education and research.

APPENDIX 1 – STRATEGIC PLANNING COMMITTEE MEMBERS

The RIMS Board of Trustees, the NCOM Board of Governors, along with NCOM administrative leadership and staff, and MCP Consulting, served as the planning group for this Strategic Planning process.

M.T. AliNiazee, PhD – President RIMS Board of Trustees, President/CEO NCOM

Mateen AliNiazee, MD – Chair – NCOM Board of Governors

Kareem Irfan, JD – EVP/CSO/CCO - NCOM

K. Scott Whitlow, DO, CS, FAAEM – Dean/CAO - NCOM

Gail Feinberg, DO, M.Ed., FACOFP (Dist.) - Assoc. Dean Acad. Affairs – NCOM

Howard Feinberg, DO, MACOI, FACR- Assoc. Dean Clinical Affairs – NCOM

Kathryn Valentine, PMP, CFE, CGFM – CFO – NCOM

Julianne McAuliff – Chief of Staff to the Dean/CAO - NCOM

Mohammed Quadri – Director of Finance - NCOM

Strategic Planning Committee Facilitator: Martin Pearce, MA - MCP Consulting

