

Criterion One



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

1.A. The institution's mission is broadly understood within the institution and guides its operations

“**F**or nearly a century, Kansas City University of Medicine and Biosciences (KCUMB) has been committed to a primary objective – producing highly qualified and compassionate osteopathic physicians. Over the last decade, that objective has grown to include training researchers and bioethicists.”¹ In an effort to meet these objectives, which are outlined in the University’s Strategic Plan [K37], the University is guided by its mission statement. The crafting of the mission statement ensured that the University’s constituents had a voice in the process and focused on the clear articulation of the University’s aims and values.

The University’s mission statement, which was initially approved by the Board of Trustees in May 2011 and revalidated in October 2012, is reflected in Figure 1.1. The mission statement is readily accessible on the University’s website [K38], the intranet, Facebook, University publications, and is posted throughout campus in department offices and public areas of the University. The faculty, staff, and students are provided mission badges that accompany their security ID badges, so the mission is close at hand.

KCUMB’s mission permeates all aspects of the University. Students, administrators, faculty, staff, and Board of Trustees [K11] are guided by the mission of the University. KCUMB is known as a leader in osteopathic medical education, with an environment that emphasizes both academic excellence and fostering the education of caring physicians, who place their patients’ needs above all else. The University’s graduate-level programs prepare future physicians, researchers, bioethicists, and other health-care professionals. KCUMB is deeply committed to educating students, furthering research and scholarly activity, and impacting the future through service and outreach.

KCUMB has conducted an annual Employee Perception Survey (EPS) [K40] since 2008. Questions one and two of the EPS deal with the understanding of the mission. Questions are evaluated on a Likert scale from 1 (strongly disagree) to 5 (strongly agree).

EPS questions (Figure 1.2) clearly demonstrate that the mission is understood and used, although results for 2010 and 2011 show a drop

Figure 1.1

KCUMB Mission, Vision and Values

“Improving the well-being of the communities we serve.”

Mission

Kansas City University of Medicine and Biosciences is a community of professionals committed to excellence in the education of highly qualified students in osteopathic medicine, the biosciences, bioethics and the health professions. Through lifelong learning, research and service, KCUMB challenges faculty, staff, students and alumni to improve the well-being of the diverse community it serves. (Approved by the Board of Trustees, 2011)



1 - Quote taken from page 1 of the University’s Strategic Plan

due to the significant changes in administrative leadership. Initial results for 2013 also reflect uncertainty due to the changes in upper administration, but employees continue to acknowledge that the mission is understood and used by leadership. This uncertainty was the primary reason that the mission was an important part of Dr. Hahn’s first Town Hall meeting in which he addressed all employees [K278] on July 11, 2013. Complete results for the 2013 EPS will be available in the Electronic Resource Room by fall 2013.

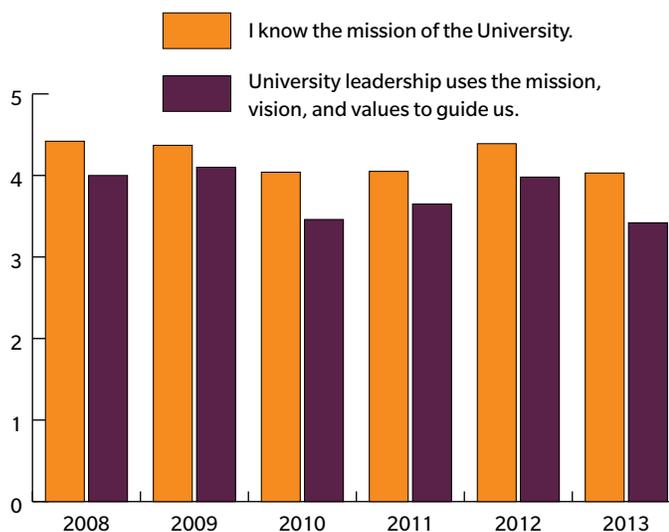
In August 2010, KCUMB began a review of its mission, vision, and values as part of a comprehensive University planning initiative. Consistent with the emerging new culture seeking broad participation, a series of campus-wide meetings involving the faculty, administration, staff, students, and Board of Trustees was utilized to develop initial drafts of the mission, vision, and values statements. In September 2010, a smaller group of 66 faculty, staff, students, and Board of Trustees members began a series of strategic planning meetings to develop a set of goals and objectives for a five-year Strategic Plan [K37]. These half-day meetings were organized by the executive vice president for research and institutional effectiveness, and enlisted the services of a consultant from Pittsburg State University, Dr. Robert Wilkinson, director of planning analysis and assessment, to lead the process. This process, which included the development of the University Strategic Plan, was designed to enhance a sense of shared governance and to engage the talents and expertise of all employees in shaping the future of the institution. The process used to develop the mission statement reflected a commitment to develop a culture of shared governance rather than perpetuate a culture that was considerably less collaborative and more authoritarian. This process specifically demonstrates the University’s compliance with the Commission’s Core Component 1.A.

Following the strategic planning meetings, draft versions of the mission, vision, and values statements were forwarded to the Leadership Team for additional review and input. Amendments suggested by the Leadership Team were voted on by the faculty and staff, and the final draft of the statements was submitted to the Board of Trustees for approval. The University’s Board has governance authority over the institution and approved the current mission, vision, and values statements in May 2011.

ACADEMIC PROGRAMS

An examination of the University’s current mission statement demonstrates that the academic programs are integral to the mission, which demonstrates the University’s compliance with the Commission’s Core Component 1.B. The University mission statement speaks to the education of students in osteopathic medicine, the biosciences, bioethics, and health professions. The University’s College of Osteopathic Medicine (COM) currently offers a doctor of osteopathic medicine, and the College of Biosciences (COB) offers a master of science in biomedical sciences and a master of arts in bioethics, along with a dual-degree doctor of osteopathic medicine and master of arts in bioethics. KCUMB and Rockhurst University [K42] jointly offer an innovative program through which selected KCUMB medical students can earn dual degrees – a doctor of osteopathic medicine degree from KCUMB and a master of business administration in health-

Figure 1.2 | Employee Perception Survey Questions



care leadership from Rockhurst University. The University does not currently offer additional degrees in other health professions.

Guided by its mission statement, the University continually assesses what other health profession programs might be appropriate. To this end, a committee of faculty and staff, assisted by directors of graduate programs at regional institutions, conducted a thorough review of health professions at all colleges of osteopathic medicine and at regional institutions of higher learning. They developed a list of “high potential” health professions, characterized by predictions from the U.S. Department of Labor for high growth rates in the next decade. Specifically, the committee examined class size, tuition costs, program length, regional competition, and cost/time/program length metrics. Then, a report highlighting potential new programs [K43] of study based on analysis of the information collected was sent to faculty for their input. In consideration of all the information obtained, the committee recommended consideration of three specific health professions programs: physical therapy, occupational therapy, and optometry. The final report was presented to the executive vice president of academic and medical affairs, provost, and dean of the College of Osteopathic Medicine for consideration in the academic planning process.

As evidenced above, the University is committed to offering and developing educational programs that are consistent with its mission.

STUDENT SUPPORT SERVICES

Student support services [K44] are essential to the University meeting its mission. The student services provided by the University are designed to assist students in succeeding academically, managing stress effectively, maximizing wellness, and serving the community. The University employs two full-time learning enhancement specialists to provide individual academic support, such as tutoring. Additionally, through the supplemental instruction program, students have access to tutoring [K45] at no cost. Remediation assistance is provided to COM students who need additional instruction [K46]. The COB provides MCAT preparation courses at no cost to selected COB students to improve their competitiveness for application to medical school.

To enhance learning for students, multiple opportunities are available to provide community service activities. For example, COM students take part in the University’s Score 1 for Health® program [K9]. This program screens more than 13,000 elementary-age children per year, primarily from schools located in under-resourced urban areas. The Office of Student Affairs also publishes a list of organizations for students to satisfy this service-learning requirement. Additionally, all student clubs and organizations are required to engage in at least one community service project [K49] each year.

Because student support services are integral to student success, the University has a Student Academic and Professional Progress Committee (SAPP) [K50], which oversees the progress of students who demonstrate difficulties in their academic, personal, or professional progress at KCUMB. The committee includes broad representation from faculty and staff, and works collaboratively to actively monitor identified students.

Students, faculty, and staff have access to free counseling services through New Directions Behavioral Health (KCUMB’s employee assistance program) [K51]. New Directions Behavioral Health services include phone-in services that are open 24 hours a day. The counseling services provide help with a broad range of issues, including: stress at home or on the job; questions about healthy lifestyle; legal needs for an attorney referral; financial needs, such as budgeting; parenting concerns; aging and retirement; drug and

alcohol use; depression and anxiety; conflicts and communication; help with problem solving; and support during difficult life events.

To further support student wellness, the University has an on-campus medical clinic [K52] that provides basic medical services (e.g., exams, flu shots, etc.). The University also provides a fitness center in the Student Activities Center. Additionally, tae kwon do, zumba, yoga, and other fitness programs are open to students. Faculty and staff can also take advantage of another workout facility located on the lower level of Strickland Educational Pavilion.

The University gears its student support services to align with its mission to ensure excellence in education through learning and service and to improve the well-being of its students and the community it serves.

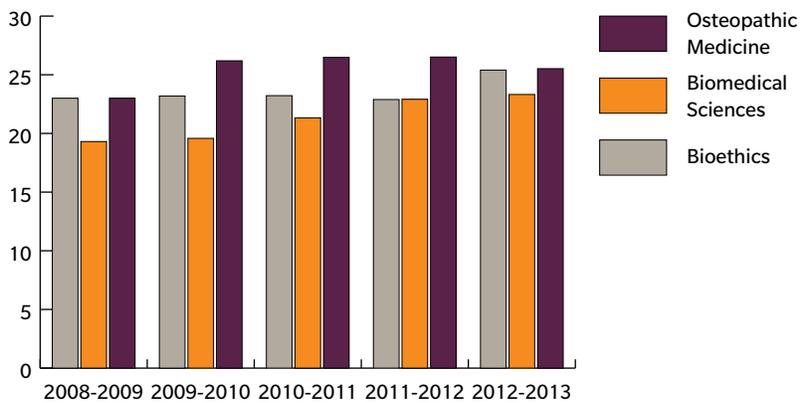
ENROLLMENT PROFILE

Student enrollment at KCUMB in 2011-2012 was 1,075. The COCA has approved KCUMB-COM to enroll 250 students with an 8 percent margin. Thus, each year KCUMB has approximately 1,000 osteopathic medical students. The COB is much smaller, with a 2011-2012 enrollment of 69 students.

The University’s mission speaks of “highly qualified” students. Consistent with that goal, the University tightened admissions standards for students enrolled in both colleges. One outcome of this effort is illustrated by Figure 1.3, showing an increase in Medical College Admissions Test (MCAT) scores for students enrolled in each of the programs.

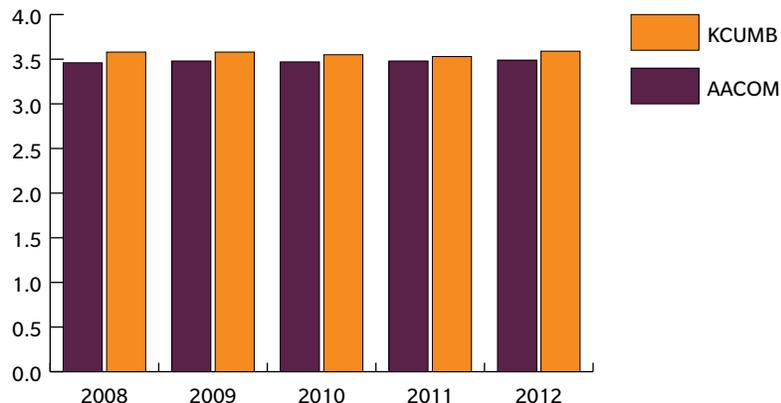
Students are recruited through a careful screening process that includes an individual interview as a requirement for acceptance into the University. Based on data from the American Association of Colleges of Osteopathic Medicine (AACOM), KCUMB-COM entering students have a higher average undergraduate GPA than students at other osteopathic schools (Figure 1.4).

Figure 1.3 | MCAT Comparison | COB and COM 2008-2012



KCUMB enrolls highly qualified students who have earned undergraduate degrees, except for students enrolled in the Partners Program [K53]. The minimum expectations for enrollment are accessible on the University’s website [K54]. In brief, students seeking admission to the COM are required to report an MCAT score, demonstrate they have completed prerequisites in the biological and

Figure 1.4 | Undergraduate GPA | KCUMB vs. All Osteopathic Schools





physical sciences, show evidence of successful performances in those courses, and participate in a private, on-campus interview. Students seeking admission to the biomedical sciences program are required to have an undergraduate degree and meet specific academic requirements [K55]. Qualified applicants are invited to campus for a personal interview. Students seeking admission to the bioethics program must demonstrate a clear interest in bioethics, as determined by their personal statements, along with a minimum GPA of 3.0 on a 4.0 scale. Through KCUMB's Partners Program [K53], well-qualified undergraduate students have the opportunity to gain early admission to KCUMB's College of Osteopathic Medicine providing they have completed three years of undergraduate education, including all general education requirements, and their undergraduate institutions accept KCUMB credits earned in the first year toward completion of their undergraduate degrees.

KCUMB's mission mandates that it only accept highly qualified students. Consistent with its mission, the University has stringent admissions requirements, which are reflected in the enrollment profile of its students.

PLANNING AND BUDGETING

Evidence is shown in Criterion Five that resources are allocated throughout the University in alignment with the mission. The University's key initiatives and priorities are developed with input from all constituencies and shared with the University through the annual budget and planning process.

KCUMB is looking at the long-term impact of academic debt on students. Academic programs must be of value to students; therefore, KCUMB is reducing tuition by 1 percent for all students this next academic year (2013-2014). On April 10, 2013, President Walker announced priorities for the upcoming year. These priorities align with the University's commitment to excellence in the education of students and to life-long learning, research, and service. Even with the decrease in tuition for the 2013-2014 academic year, an increase in spending was focused on these key initiatives.

The following is an excerpt from that announcement:

The University began a very deliberate shift in direction as it takes steps to control costs and become more efficient to better ensure mission success. The intent of this new direction is to focus identified efficiencies into increased academic resources for students.²

Some of these increased resources include initiatives that have already begun, including:

- Moving to a tablet-based curriculum to both increase sustainability efforts as well as give students a technological edge
- Securing additional clerkship opportunities for students
- Expanding research activities and infrastructure
- Strengthening wireless interconnectivity across campus
- Facilities investments, identified in the Campus Master Plan, which will provide students with state-of-the-art facilities to maximize the educational experience

As part of the budget process, all departments are provided the opportunity to request funding for projects and initiatives that align with the University's mission and key initiatives. Projects that are not funded for the current year are used to create a starting point for discussion on initiatives for the following year's budget.

2 - Quote taken from Dr. Walker's April 10, 2013, Annual Meeting of the Corporation Presentation



OPPORTUNITIES AND INITIATIVES

The self-study raised questions about the length and broad scope of the current mission statement. In an effort for continuous improvement, the University will periodically convene a working group to examine the current mission, vision, and values statements. The University Board will then act on the working group's recommendations to ensure the University mission remains current and consistent with its culture, academic programs, and student support services.

SUMMARY STATEMENTS

- The mission statement was developed through a deliberative process that involved broad representation of all institutional stakeholders. The process used to develop the mission statement reflected an emphasis on shared institutional governance.
- The mission statement was adopted by the University Board in May 2011.
- Current academic programs, student support services, and enrollment profiles closely reflect the mission.
- Evidence that the mission statement is broadly understood and that it guides its operations is found in employee survey results, conversations with students and faculty, the nature and type of academic programs, student support services, and enrollment profiles.
- The institution is actively examining opportunities for additional programs in the health professions consistent with the University mission.
- Planning and budgeting processes are guided by the University mission.

1.B. The mission is articulated publicly.

COMMUNICATION

As noted above, KCUMB communicates its mission in multiple ways to its constituencies. The mission documents include vision and value statements for the University and its two colleges, the COM and the COB. The website provides access to the mission, vision, and values statements for all constituencies. The mission, vision, and values are listed in the University Catalog [K57], Student Handbook [K56], and Faculty Handbook [K58]. Framed copies of the University mission, vision, and values are displayed in the administrative offices of University leadership, faculty and staff offices, and in public places throughout the University. Additionally, security access badges for all students, faculty, and staff are accompanied by cards containing the University mission, vision, and values. All students receive cards showing the mission statement for their specific college. Alumni and constituents received the revised mission, vision, and values in the summer 2012 issue of KCUMB Magazine [K59], along with the Strategic Plan and its objectives, which includes the mission, vision, and value statements. KCUMB Magazine is mailed to alumni and friends of the University three times a year. More recently (spring 2013), the University published a brochure describing the Strategic Plan [K37]. The University's mission is clearly articulated in multiple publications and is available widely in compliance with this component.

OPPORTUNITIES AND INITIATIVES

Through the self-study process, the University determined that the biomedical sciences and bioethics programs needed to explicitly reference the University mission, vision, and values statements in their materials. In response, all documents and web pages related to the biomedical sciences and bioethics programs have been reviewed. College of Biosciences students will receive mission cards like their COM colleagues in August 2013.

SUMMARY STATEMENTS

- KCUMB informs its broad constituencies regarding its priorities and commitments.
- The centrality of education in all of KCUMB's mission documents demonstrates the University's commitment to its students and to the quality of their educational experience.

As noted earlier, the University's mission, vision, and values statements are current. These documents were formulated in 2010 and formally approved by the University's Board in May 2011. As required by Core Component 1.B, the mission statement clearly indicates that the education of students, promotion of life-long learning, service, and research are the primary institutional priorities.

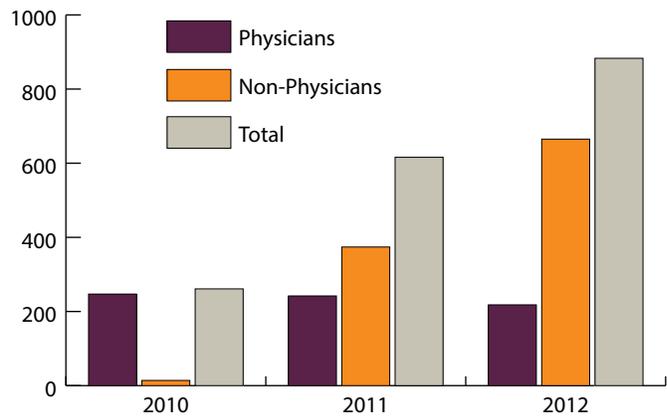
COMMUNITY SERVICE

The University mission places value on service beyond the boundaries of the campus. The University serves the needs of the Greater Kansas City area, particularly those communities in the historic Northeast Neighborhood, where the University has remained a fixture since 1916. Students participate in a number of required and voluntary activities related to community service. The institution encourages students, faculty, and staff to contribute through institutional partnerships, programs, and service-learning opportunities that deliver a significant impact to community organizations. Four priorities for service-learning [K60] outcomes related to these co-curricular activities have been identified: 1) gain knowledge of and provide support to organizations that share the University's mission and strategic goals; 2) address local com-

munity needs by supporting basic institutions and services within the Greater Kansas City area, especially for those in underserved populations; 3) provide support for Kansas City’s historic and diverse Northeast and the University’s immediate neighborhood; and, 4) promote the health and wellness of the Kansas City community.

The current mission, vision, and values clearly indicate that education of students is the primary mission of the University. The six basic science departments, as well as the bioethics and biomedical sciences programs each conducted program reviews in 2011-2013. These reviews were conducted by professionals from each content area, who are considered to be external experts. A consistent observation noted by each of the reviewers was a commitment of faculty to the education of students and the high quality of the curriculum. The University offers multiple educational opportunities for faculty and staff to develop new skills consistent with lifelong learning. The University’s Human Resource Department offers an extensive Leadership, Education, and Development (L.E.D.) program [K61] to faculty and staff. All faculty and staff are required to participate in L.E.D. educational activities as part of the Performance Planning and Review (PPR) process. The University also offers accredited Continuing Medical Education (CME) [K34], including innovative programs in bioethics [K62] as well as regular faculty development opportunities.

Figure 1.5 | CME Participation by Year



LIFELONG LEARNING

The Department of Continuing Medical Education (CME) is committed to providing lifelong learning opportunities for osteopathic and allopathic medical doctors, facilitating efforts to maintain and improve professional competence and performance, to renew and update skills, and to acquire new knowledge to improve health-care outcomes and competencies in bioethics (Figure 1.5). During 2012, the Department of CME participated in a self-study for the American Osteopathic Association (AOA) and the Accreditation Council for Continuing Medical Education (ACCME). In spring 2013, KCUMB received its re-accreditation with commendation from the AOA. The ACCME identified some policies, procedures, and/or practices during the CME self-study in 2012 that KCUMB is required to update to meet ACCME’s requirements for compliance. KCUMB was required to submit quarterly reports to the ACCME for 2013 to provide evidence of the amendments to policies and demonstrate that KCUMB is working to meet the criteria for compliance.

COMMITMENT TO RESEARCH

In fall 2012, a new vice president for research was appointed whose charge is to enhance overall research and scholarly activity of faculty and students. A component of the current mission statement is its explicit reference to research. Specific goals have been accomplished under the direction of the vice president for research. Since fall 2012, two targeted research faculty hires have been secured, and the Clinical Research Center has been restructured to accomplish a broader set of goals and expectations. On May 21, 2013, the Board of Trustees moved to increase funding for the growth of the Dybedal Center for Research. The funding will support increased laboratory space, collaboration, and other research initiatives throughout 2013-2014.

The restructured Dybedal Clinical Research Center is home to community-based research, with a focus on children’s health and service to the underserved. It extends and enhances KCUMB’s current relationships with safety net providers (Samuel U. Rodgers Health Center, KC Care Clinic) and provides clinical trials to populations currently not served by for-profit clinical research offices (CROs). A national search resulted in the hiring of a new director of community and clinical research, with high-level experience, qualifications and reputation.

The information presented above articulates how KCUMB is living its mission.

OPPORTUNITIES AND INITIATIVES

Another opportunity relates to the “lifelong learning” component of the University mission statement. Graduates of the COM must take part in continuing medical education in order to retain their medical licenses. Student outcomes in biomedical sciences and bioethics show that the large majority of the graduates of these programs continue their education, either at KCUMB or at other institutions. The University identified the importance of instilling in its graduates a desire for lifelong learning and the need to assess the degree to which lifelong learning was a personal value. To fully address this point, KCUMB altered the Graduate Medical Education (GME) survey [K64] to include one or more items on the value graduates place on lifelong learning.

As explicitly named in the University’s mission statement, KCUMB offers three graduate academic programs: osteopathic medicine, biomedical sciences, and bioethics. The University’s website clearly describes these three programs, with opportunities to learn more about each one individually, as well as clearly describing the qualifications for the students it seeks to serve [K157].

1.C. The institution understands the relationship between its mission and the diversity of society.

“... to improve the well-being of the diverse community it serves.”³ Diversity is defined to include gender, ethnicity, religion, economic, and sexual orientation.

KCUMB has long recognized the importance of developing in its graduates an appreciation for and understanding of diversity. Physicians, more than many professions, work consistently with diverse populations. As osteopathic physicians, graduates of the KCUMB-COM are trained to treat the whole person and to recognize the diverse cultures and values of their patients. KCUMB provides its students with a variety of experiences, including lectures and small groups that enhance their understanding of diversity and diverse populations. Examples are reflected in KCUMB alumni and the populations and locations they serve [K65].

A 2013 survey by the National Center for the Analysis of Healthcare Data (Figure 1.6) shows a signifi-

Figure 1.6 | Alumni Impact
Important Findings from the NCAHD Survey

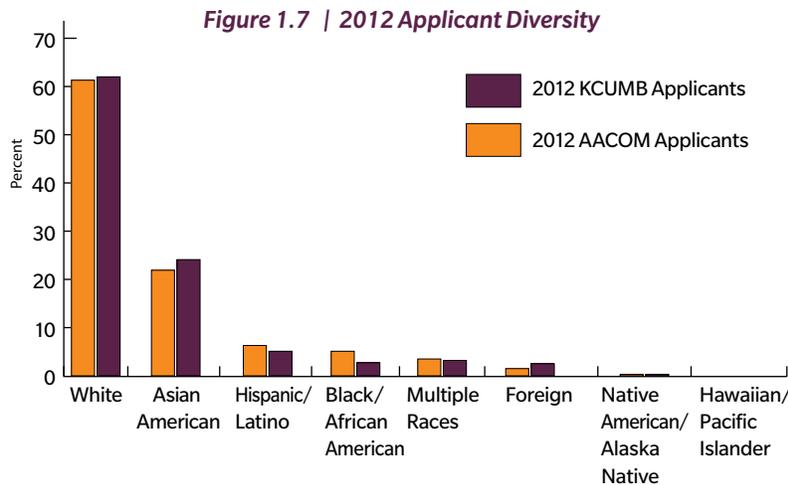
- Of KCUMB graduates practicing in Missouri:
 - 72 percent have primary care practices
 - 40 percent are located in rural areas
- Of KCUMB graduates practicing in Kansas:
 - 69 percent have primary care practices
 - 40 percent are located in rural areas

Source: National Center for the Analysis of Healthcare Data

3 - Quote taken from Page 1 of the University’s Strategic Plan

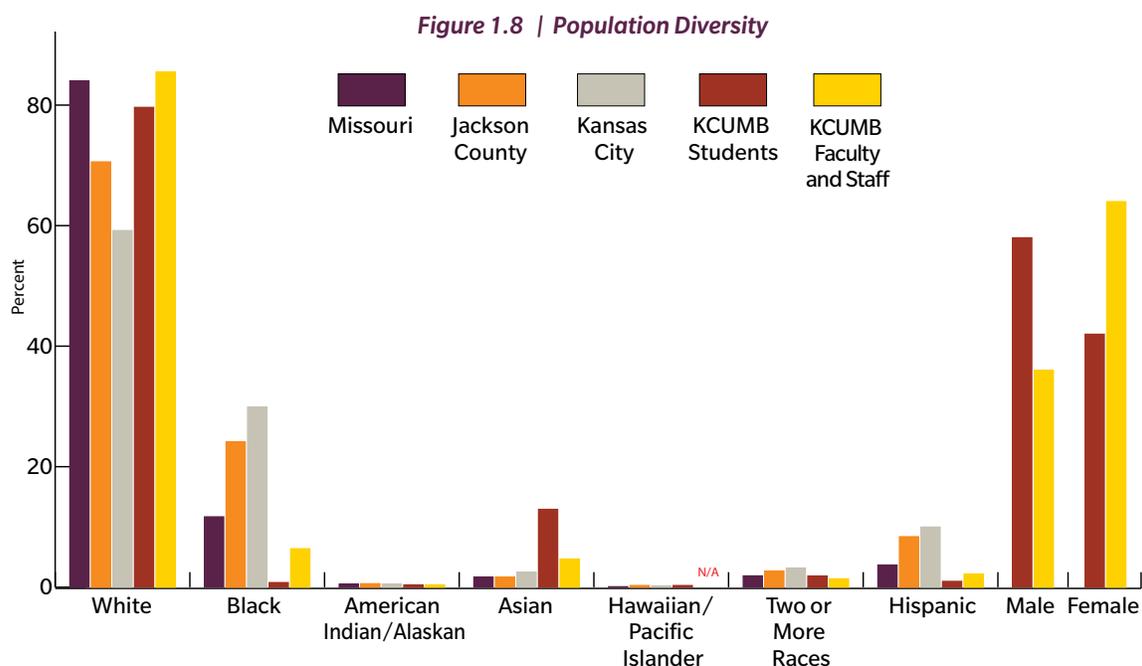
cant impact by KCUMB physicians practicing primary care in underserved communities throughout Kansas and Missouri. Important findings identified in the survey are in the preceeding box on the right. These data demonstrate that KCUMB graduates have internalized the University’s values and have established practices that reflect the mission. The University’s processes and activities reflect attention to diversity in all of its constituencies. For example, the University adheres to its published nondiscrimination statement in the admissions process [K71].

The University also strives to create an environment that embraces cultural and ethnic diversity. For example, students may obtain an excused absence for a major religious event. There are a number of student



groups recognized on the KCUMB campus that represent specific cultural or religious backgrounds or have a particular interest in fostering diversity, including Advocates for Diversity in Medicine [K66], Bioethics Club, Christian Medical and Dental Association, DOCARE International, Latter-Day Saints Student Association, Students for Integrative Medicine, Students for Choice, Students for Life and Women in Medicine.

KCUMB classes also show considerable diversity in age, gender, and military status [K128]. The COM Class of 2016 ranges in age from 21 to 47 years, 56 percent are male, and 10 have military scholarships. A significant gap exists between the diversity of enrolled students and the diversity of the communities that KCUMB serves. Applicant diversity is similar to that of all students applying to osteopathic medical universities (Figure 1.7).



To address applicant diversity, the University has undertaken several initiatives to enhance campus diversity, in accordance with the mission. In spring 2013, the Board of Trustees authorized 11 new scholarships to provide underrepresented students support toward the cost of tuition. Additional funds are being set aside to increase the number of diversity scholarships available to applicants in both colleges. Advocates for Diversity in Medicine, a national organization, provides financial support and other resources to improve and expand minority recruitment activities [K69]. The University actively seeks to diversify its student body by providing educational programs to undergraduate minority students about medicine and the rigors of medical school, and participation in culturally diverse community neighborhood health-care events. The University established early matriculation programs with regional institutions of higher education, including Harris-Stowe State University [K53], a historically black university. This program allows for the selection of outstanding students for admission to the COM during their sophomore year of undergraduate study. This cooperative relationship enhances opportunities for underrepresented students to obtain admission. The executive vice president for academic and medical affairs, provost, and dean of the College of Osteopathic Medicine has asked departments hiring faculty members to demonstrate that diverse candidates were included in the applicant pool.

For employees and potential employees, KCUMB adheres to its non-discrimination and Equal Opportunity Employment policies [K70]. The Human Resources Department also offers regular training related to diversity, annual sexual harassment training, generational differences (multiple sessions, 2009-2010), and cultural competency (multiple sessions, 2011-2012).

To increase an understanding of diversity in the spiritual aspects of medicine, KCUMB developed a Spirituality in Medicine program, which has been in place since 1998. The University is one of only three medical schools in the United States to twice win the prestigious John Templeton Spirituality in Medicine Award, most recently for integrating elements of spirituality, end-of-life care and diversity throughout the entire medical school curriculum. The program in bioethics addresses spirituality and diversity throughout the curriculum.

OPPORTUNITIES AND INITIATIVES

KCUMB students have rich experiences with diverse populations and environments during their education (Figure 1.8). The relatively broad age ranges within the KCUMB student population and the presence of students holding military scholarships adds to the diversity of campus life. KCUMB is acutely aware that the student population needs more diversity. The University has taken steps to increase representation from ethnically and racially diverse groups by increasing the number of scholarships available to students from diverse backgrounds (implementation by August 2013) and by developing an expanded set of admissions metrics that draw on non-cognitive skills and abilities that are associated with academic success, such as persistence and resilience. KCUMB's goal is to have these new metrics in place by the start of the next admissions cycle (i.e., the COM Class of 2017). KCUMB has implemented financial incentives to increase diverse admissions in the biomedical sciences program beginning in August 2013. The expectation is that the education these students receive will increase their competitiveness for admission to medical school.



The University has the opportunity to work collaboratively with feeder institutions to identify and mentor promising undergraduate students. KCUMB alumni are encouraged to establish mentoring relationships with the students to provide them with a connection to KCUMB.

SUMMARY STATEMENTS

- The University addresses its role in a multicultural society through multiple mechanisms, including community service and service-learning projects, exposure to diverse environments (e.g., rural, international), and sensitivity to spirituality. A unique and significant activity demonstrating this role is Score 1 for Health.
- Attention to diversity is reflected in its community service and service-learning activities.
- Students are diverse with respect to age, gender, and military service. The racial and ethnic diversity of the applicant pool is similar to that of other colleges of osteopathic medicine, but not fully reflective of the overall diversity of society and the diversity present in the matriculants of other osteopathic programs. The University has multiple measures underway to increase racial and ethnic diversity.
- KCUMB is uniquely positioned within the osteopathic academic community to step to the forefront in the research and practice of training spiritually cognizant physicians.

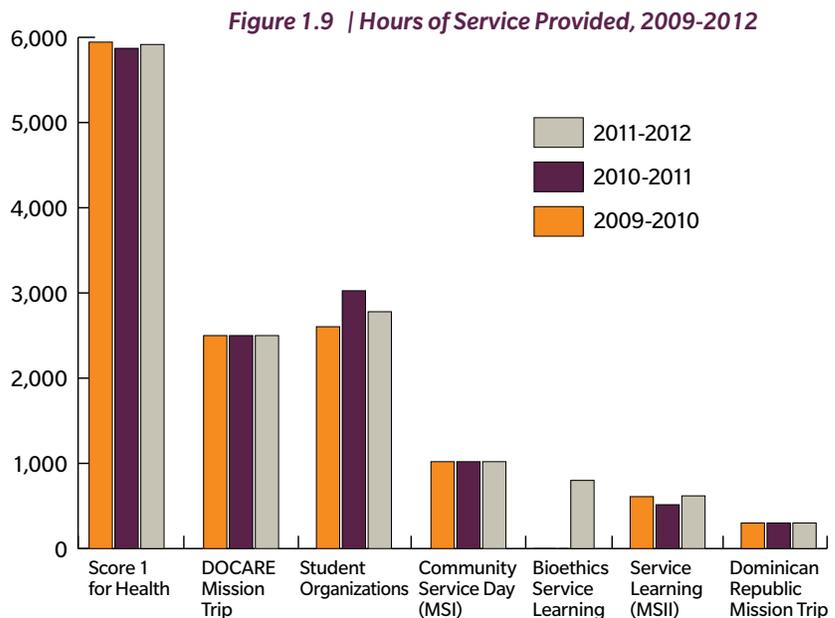
1.D. The institution’s mission demonstrates commitment to the public good.

KCUMB is a not-for-profit organization that is answerable to its independent Board of Trustees. The University has no investors, no related or parent organizations, nor any other external interests that could take priority over the educational responsibilities of the University.

As an institution that prepares osteopathic physicians, KCUMB’s educational mission has always included the goal of providing for the health and well-being of society. The theme of service is contained within all the University’s critical mission documents [K38]. The translation of this commitment is summarized below and is represented in

the number of hours of service provided by students, faculty, and staff in excess of 12,000 hours per year (Figure 1.9).

KCUMB believes in the importance of reaching beyond campus boundaries to serve the needs of the Greater Kansas City area, particularly those communities in the historic Northeast Neighborhood, where the University has remained a fixture since 1916. Service beyond the campus boundaries is a core value.



Faculty, staff, and students are encouraged to contribute through institutional partnerships, programs and service-learning opportunities that deliver a significant impact to the community, the country, and internationally. KCUMB student organizations are committed to making a difference in their community. At KCUMB, students are encouraged to contribute through institutional partnerships, programs, and service-learning opportunities.

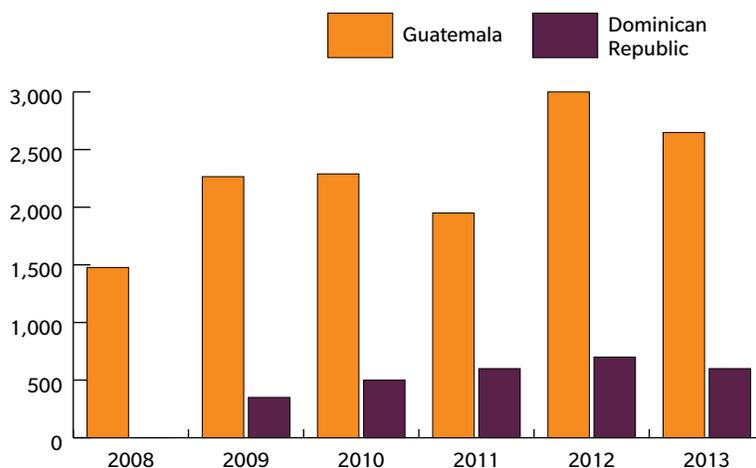
KCUMB maintains an active involvement in local programs, including the Boys and Girls Club, local domestic violence shelters, the City Union Mission, Girls Scouts and Boy Scouts of America, and Della Lamb Services. KCUMB students frequently participate in health fairs and coordinate campus-wide awareness activities for AIDS Week, Domestic Violence Awareness Week, Breast Cancer Awareness Week and many more.

The University requires newly admitted medical students to spend a day helping clean up the local community. The University also established a community garden that provides approximately 1,000 pounds of food at no cost to a local food pantry.

KCUMB's Score 1 for Health [K9] program provides yet another opportunity for medical students to give back to the Kansas City community. Through the Score 1 for Health program, KCUMB osteopathic medical students and faculty provide free health screenings for more than 40 urban-core elementary schools, in an effort to promote good health among children. Score 1 for Health's goal is to ensure that Kansas City's elementary children have the ability to succeed early in life, not limited by undiscovered health problems. Score 1 for Health focuses on reaching children in the greatest need and administering free, comprehensive health screenings in a safe and comfortable environment: the child's own school. The program is under the direction of the Department of Pediatrics. KCUMB's first- and second-year medical students participate in health screening days, gaining valuable clinical experience in pediatric health assessment, while providing an important community service. The program represents the collaboration of many KCUMB personnel, including representatives from a variety of departments: university relations, research, student affairs, finance, and advancement.

The University's commitment to service also extends internationally. DOCARE International is an osteopathic outreach program that conducts medical campaigns to remote areas around the world. Members of the DOCARE student chapter assist in the coordination and organization of the annual mission trips to Guatemala and the Dominican Republic [K72] (Figure 1.10). Since 2009, KCUMB students and faculty have traveled annually to the Dominican Republic to provide medical outreach to various communities in need. Another medical community service initiative involves University medical students administering sports physicals to players annually during the Kansas City Royals Baseball Academy located in the Dominican Republic. Student members of DOCARE are encouraged to participate in a KCUMB medical mission during their third or fourth years. In addition, students participate in elective

Figure 1.10 | International Medical Missions | Total Patients Served





medical Spanish classes and Score 1 for Health screenings in preparation for participation in the medical missions. Students taking Spanish also participate in a mission trip to Mexico in collaboration with other medical schools in the Kansas City metropolitan area.

The above mentioned outreach programs are coordinated through formal and written agreements between the University, the coordinating association, and the students and faculty involved.

CIVIC ENGAGEMENT

In addition to community service, KCUMB demonstrates compliance with Core Component 1.D. by civic and community engagement and partnerships. KCUMB has been a member of the Greater Kansas City Chamber of Commerce [K74] and the Northeast Chamber of Commerce [K73] for more than 10 years. The University has selected and sponsored several employees to attend a two-year leadership development program sponsored by the Greater Kansas City Chamber of Commerce Centurions [K75]. The University supports the efforts of the Northeast Chamber through attendance at Chamber luncheons and events and as a financial sponsor for community-wide annual events (e.g. Chalk Walk, International Taste and Tour Crawl). KCUMB is also a member of Kansas City Area Development Council (KCADC) [K76].

PUBLIC GOOD

Through research partnerships, KCUMB contributes to the common good by encouraging collaboration in the pursuit of knowledge. For example, KCUMB is part of a research consortium, *Frontiers: The Heartland Institute for Clinical and Translational Research*. *Frontiers* [K77] is funded by the National Institutes of Health (NIH) Clinical and Translational Science Award (CTSA) program. The consortium includes medical schools, hospitals, and health providers in the Kansas City area, such as the University of Kansas Medical Center (the lead institution in the CTSA), the Veterans Administration Medical Center, the University of Missouri-Kansas City School of Medicine, Children's Mercy Hospital and others. As described on their website [K77], the CTSA program goals are to speed the translation of laboratory discoveries into treatments for patients, to engage communities in clinical research efforts, and to train a new generation of clinical and translational researchers. Three KCUMB students have received competitively awarded scholarships to spend a year earning a master's degree through the *Frontiers* program. KCUMB faculty have applied for and received funding from the *Frontiers* program [K78].

KCUMB is also an original, stakeholder member of the Kansas City Area Life Sciences Institute (KCALS) [K79]. The members of KCALS include local and regional universities, hospitals, and research centers. As stated on its website, KCALS seeks to lead a transformation of the Kansas City region "into a nationally-recognized center of excellence in life sciences research, development, and commercialization." KCUMB's vice president for research is a member of the Advisory Board of KCALS. Several KCUMB faculty have received funding support for their research through KCALS. This funding facilitates their research work and additionally provides educational opportunities for students to take part in research.

OPPORTUNITIES AND INITIATIVES

During the production of the self-study, KCUMB confirmed that it provides significant service to the public and the community. The University engages with its community partners and is responsive to their needs. KCUMB also learned that it needs to tell its story better to the community. This has led to an increased focus on sharing all KCUMB's achievements and its impact on the well-being of the communities the University serves.

SUMMARY STATEMENTS

- As a not-for-profit entity answerable to its Board of Trustees, KCUMB's educational mission takes priority over all other purposes.
- KCUMB serves the public through multiple activities, most of which intersect with its educational programs.
- The institution is heavily engaged with its community and provides support resources in accordance with its mission.

Exhibit #	CRITERION ONE EXHIBITS
K9	Score 1 for Health
K11	Board of Trustees
K34	Continuing Medical Education
K37	Strategic Plan (PDF)
K38	Mission Statement
K40	Employee Perception Survey (EPS) (PDF) - password protected
K42	Rockhurst and KCUMB Articulation Agreement (PDF) - password protected
K43	Health Professions Program Report (PDF) - password protected
K44	Student Affairs
K45	Student Handbook - Learning Enhancement (Page 37) (PDF)
K46	Student Handbook - Academic Standing (Pages 53-54) (PDF)
K49	Community Service Project List (PDF)
K50	Student Academic and Profession Progress Committee (SAPP) (PDF)
K51	New Directions Behavioral Health
K52	Health and Wellness
K53	Partners Program
K54	Partners Program - Eligibility
K55	Admission Requirements - College of Biosciences
K56	Student Handbook (login required)
K57	University Catalog
K58	Faculty Handbook (PDF)
K59	KCUMB Magazine
K60	Community Affairs
K61	LED 2013-14 Schedule (PDF)
K62	Bioethics Symposium
K64	GME Survey (PDF)
K65	Alumni Service Maps (PDF)
K66	Student Clubs
K69	Advocates for Diversity in Medicine
K70	Equal Opportunity Employer
K71	Non-Discrimination Policy (Admissions)
K72	Medical Missions
K73	Northeast Chamber of Commerce
K74	Kansas City Chamber of Commerce
K75	KC Centurions
K76	Think KC
K77	Frontiers Research
K78	Faculty Appointments and Recent News
K79	Kansas City Area Life Sciences
K128	Trends in Student Diversity (PDF)
K157	Admissions
K278	Town Hall Meeting Presentation