



**School of Physical Therapy  
Strategic Plan  
January 2022 – December 2024**  
Approved by Core Faculty on March 9, 2022

**Vision:** To embody and exemplify each of the attributes we seek to instill in our students and to graduate Doctors of Physical Therapy who will serve diverse populations as autonomous primary care practitioners, leaders in the profession, and facilitators of learning through preservation, discovery, synthesis, and dissemination of knowledge.

**Mission:** To provide contemporary physical therapy education; to empower graduates and educators to exemplify excellence in clinical practice, scholarship, mentorship, leadership, and professionalism; and to engage all stakeholders in employing evidence-informed physical therapy that reflects and expands best practice.

**Values:** The faculty, staff, and students at Marshall University School of Physical Therapy practice:

- **Integrity** – Our actions show that we understand honesty is the foundation of trust. We build unity among each other and our external partners by being living examples of our values in action. The measure of our value is in our personal and professional integrity.
- **Duty** – We understand and are committed, both personally and professionally, to upholding the highest ethical standards. We choose to respond knowing we have an obligation to ourselves, each other, our patients, and partners to consistently act with honesty and respect. We accept that we are accountable for our choices.
- **Synergy** – We behave in ways that inspire trust in each other and our partners. We work together as a cohesive team. We support each other to find and practice efficient and effective ways to work together.
- **Connectivity** – We recognize that we are strongest when we are linked with others. We encourage and include students, faculty, family, patients, and our broader community in our work. We treat all people with respect. We seek to deepen our understanding by exploring diverse perspectives. We share what we are learning with others.

**History:** The Marshall University School of Physical Therapy was envisioned by the late Dr. Stephen J. Kopp, who served as the President of Marshall University from 2005 until his death in 2014. Dr. Kopp's vision and leadership forged a partnership with several local healthcare entities, including St Mary's Medical Center. These partnerships laid the groundwork for what would become the School of Physical Therapy. The Marshall University Board of Governors (BOG) approved the "Intent to Plan" in January of 2009. This intent paved the way for the recruitment and hiring of Penny Kroll PT, Ph.D., as the Founding Chair in August 2010. Under Dr. Kroll's leadership, the School of Physical Therapy received initial CAPTE accreditation in 2015. Upon Dr. Kroll's retirement, Dr. Scott Davis PT, EdD, OCS was hired in August 2016 as Professor/Chairperson/Program Director to lead faculty and students. It was under the direction of Dr. Scott Davis that this planning process was initiated.

**Planning Process:** MUSOPT hosted a facilitated strategic planning session on December 13, 2021. Stone Strategies, LLC was hired to develop and facilitate the planning session. Seventeen (17) people participated in and contributed to the development of this plan. Fifteen (15) people representing faculty, employers, former students, and community partners attended the session in person. 2 attended virtually and were supported to fully participate in all exercises. Notes detailing the work of and decisions by strategic planning participants are available as a separate document.

**Participants:** Shawn Bastin, Sujoy Bose, Yi-Po Chiu, Jessica Dale, James Dauber, Scott Davis, Hannah Frazier, Melanie Lambert, Virginia Liang, Saurabh Mehta, Rob Powell, Tina Powell, Gretchen Prather, Brad Profitt, Terry Shepherd, Laura Stephens, and Rob Thomas

### **Key Terms and Definitions:**

**Vision** – An end result. A vision statement describes the ultimate desired future. The vision is large enough for other groups, professions, departments, organizations, and individuals to see a role for themselves in reaching the vision. The ideal vision statement is only one (1) 'sentence' long.

**Mission** – A mission statement describes the role of the School in helping to reach the desired vision. It tells who they serve and what they do. The ideal mission is only about one (1) sentence long.

**Value** – A foundational principle that exemplifies what a group stands for - an essential belief or behavior that, when acted on, illustrates the fundamental character of the group.

**Strategic Priorities** – Strategic priorities are the overarching areas of work that identify the focus for the School.

**Outcome** – A statement that describes what success looks like for each strategic priority within a specific period of time. The outcome fits the mission of the School. Each outcome is measurable. Each outcome is time-limited. For MUSOPT, the outcome describes the desired result at the end of three (3) years.

**Strategies** - Projects or initiatives that will be undertaken to reach the desired outcome for each priority. Each strategy has the necessary interest of officers, faculty, staff, and other partners. Strategies are doable within the 3-year time period.

**Priority Champions:** The person/s and committee responsible for initiating, completing, and reporting on the work toward achieving the identified outcomes within the targeted timeframe.

**Strategic Priorities:**

**Teaching** – Cultivate a diverse teaching environment that creates a culture of learning and fosters students' intellectual and professional curiosity.

**Research** – Pursue state-of-the-art collaborative research aimed at generating and disseminating high-quality evidence; and to train various stakeholders to consume and apply evidence to improve the health of the population of Appalachia.

**Service** – Promote the giving of one's personal and professional self towards the betterment of the school, university, profession, patients, and community.

## **The Work:**

**Teaching** Cultivate a diverse teaching environment that creates a culture of learning and fosters students' intellectual and professional curiosity.

**Priority Champions:** Curriculum Committee (Prather, Mason, Davis, Lambert), APSC

### **Outcomes:**

1.  $\geq$  90% graduation rate by December 2024
2.  $\geq$  90% first-time NPTE pass rate by December 2024

### **Strategies:**

- Improve first-year student academic progression (mock exams- students contribute the questions)
- Conduct a curricular assessment/assignment/strategy content review (not CAPTE objectives) Curriculum Committee (December 1, 2022)
- Enhance student academic resources and supports during year 1 (mentoring program, mandatory remediation, tutoring, deceleration, cut-off scores, mock board, etc.) Curriculum Committee, Academic Professional Standards Committee, Deceleration Task Force (December 1, 2022)
- Formalize NPTE test-taking eligibility criteria, enhance accountability (collective PEAT analysis of results and strategic plan for improvement Chairperson, Administrative Committee (May 1, 2022)

**Research** - Pursue state-of-the-art collaborative research aimed at generating and disseminating high-quality evidence; and to train various stakeholders to consume and apply evidence to improve the health of the population of Appalachia.

**Priority Champions:** Research Committee

**Outcomes:**

1. Sustained efforts of research productivity as evidenced by an average of six (6) full-length publications each year collectively by the core faculty members at the MUSOPT by December 2024.
2. Sustained efforts of research productivity as evidenced by an average of 80% of core faculty members disseminating their research at state, national, or international meetings by December 2024.
3. Sustained efforts of research productivity as evidenced by an average of one (1) grant application each year collectively by the core faculty members at the MUSOPT by December 2024.
4. Maintain interprofessional research collaborations, both internally (within Marshall University) and externally, as evidenced by at least 50% of full-time core faculty members having active collaborations to promulgate high-quality knowledge that informs contemporary healthcare practice.

**Strategies:**

- Provide at least one (1) education session each year by an external expert to core faculty for the purpose of engaging in research and grantsmanship through December 2024.
- Provide core research faculty required resources to be successful in achieving the outcomes.
- Advocate and support the initiation of a research-intensive PhD program at MUSOPT.

**Service** Promote the giving of one's personal and professional self towards the betterment of the School, university, profession, patients, and community.

**Priority Champions:** Service-Learning Committee, Chairperson

**Outcomes:**

1. At least 25% of students are involved in level III service annually.
2. 50% of graduates at the 5-year graduate survey are involved in services on the 5-year survey.
3. 90% of full-time, tenured faculty are involved in local, state, or national service annually.

**Strategies:**

- Develop and distribute to students, faculty, and community partners information about MUSOPT's commitment to service. Include services levels; I: Community Events, II Community and Professional Events, III Leadership Role in Service.
- SL Committee to implement through Service Calendar and student tracking forms
- Collaborate with community partners to identify and promote opportunities to serve others – surveying partners/clinics on an annual basis to identify events already in place and target community organizations wanting further SOPT partnership.
- Develop a program to incentivize service among faculty and students – with faculty “champions” of a professional or community service item they regularly complete, bringing students alongside them in service.
- MUSOPT will sponsor or host one professional or community event annually
- MUSOPT will participate in 100 days of service on an annual basis.