Oregon Health & Science University
Year Seven Self-Evaluation Report

Prepared for the Northwest Commission on Colleges and Universities
Submitted June 30, 2015
for November 2-4, 2015 Visit
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Institutional Overview

Established in 1887, the Oregon Health & Science University is the state’s only public health and research university: it is a place where healing, teaching and discovery come together. OHSU educates health care professionals and scientists that Oregon communities need and provides care to those Oregonians with the most difficult health challenges.

The university provides a unique combination of services, care, economic influence and knowledge leadership by:

- addressing health care workforce shortages by training and educating Oregon’s future clinicians and scientists
- providing high-quality health care and specialty services available to Oregonians and beyond
- aligning research scientists, physicians and others to conduct clinical trials on the cutting edge of medical advances
- serving Oregon’s communities statewide— in urban and rural areas, at large and small businesses, by working with the uninsured and the underinsured, by training other health care professionals
- successfully leveraging state resources to contribute to meeting the needs of all Oregonians

OHSU educates many of Oregon’s future health professionals and scientists, and partners with other Oregon colleges and universities to educate pharmacists and other health professions practitioners. The university is the only institution in the state that grants doctoral degrees in both medicine and dentistry.

OHSU is a unique institution comprising:

- schools of dentistry, medicine, nursing, and a college of pharmacy (the Pharm.D. degree is a shared program between OHSU and Oregon State University)
- two hospitals
- numerous clinical facilities
- dozens of research institutes and centers
- more than 200 community service programs that serve every county in the state

Institutional Context

Student Enrollment. In fall 2014, 2,861 students enrolled in the Oregon Health & Science University (not including the students enrolled in joint programs with other Oregon universities). Of these, approximately 70 percent are graduate and professional students.

Programs mostly offer advanced degrees. In 2013-14, OHSU awarded a total of 1,160 degrees and certificates including degrees co-awarded with other Oregon universities. Of this total, 62 percent are graduate or professional degrees or certificates and 38 percent are undergraduate degrees.

General education not offered here. Approximately 30 percent of OHSU students are undergraduates, of whom 9 out of 10 are in nursing. Undergraduates in nursing enter as transfer
students from another university or community college with either substantial undergraduate work completed or a bachelor's degree in another field. The admission requirements specify that all general education requirements be met at another institution.

**Regulated by professions.** The content and competencies for many OHSU programs and students are regulated by the health care professions. First, accreditation bodies identify the specialized body of knowledge, attitudes, ethics, and skills needed to practice. Second, professional licensure examinations, board certifications and maintenance of these certifications, are administered by state and national bodies that verify individual competence, and in aggregate, program effectiveness and quality.

**High completion rate.** Nearly all OHSU students complete programs on time. Ninety three percent of dental students completed the D.M.D. in four years; 88 percent of medical students completed the M.D. in 4 years; 93 percent of nursing students completed the B.S. in three years after transferring to OHSU; and 92 percent of physician assistant students completed the M.P.A.S. in 26 months. Some OHSU students enroll for longer than the normal program length in order to finish their degree requirements. Therefore, completion rates calculated at one and a half times the normal length of the program are typically higher than on time completion rates.

**Personalized education.** Of the 2,608 faculty members, 480 are professors, 431 associate professors, 1,004 assistant professors, and 604 instructors/lecturers. These numbers do not include the more than 2,500 volunteer faculty who work with students in clinical settings and teach course sections. These ratios create a fertile environment in which faculty and students can learn together.

**Research emphasis.** OHSU was awarded over $355 million in research funding in fiscal year 2014; faculty engaged in research averaged $179,375 per faculty member designated as a “principal investigator.” OHSU serves as a catalyst for the region's bioscience industry and is an incubator of discovery: 196 non-disclosure agreements and 84 commercialization agreements were signed in fiscal year 2014, many of which opened new markets, spun-off businesses and created new opportunities. Faculty in the School of Medicine and the Institutes and Centers are the major contributors to this research productivity.

**Health care emphasis.** In fiscal year 2014, OHSU’s hospitals and clinics had 987,098 inpatient and outpatient visits. OHSU staffs 543 hospital beds, with a 2014 average occupancy rate of 84 percent. In 2014, the average length of stay for OHSU inpatients was 5.8 days. These clinical environments provide rich opportunities for student learning and collaborative practice.

**Community benefits.** OHSU's clinical and university operations make substantial financial contributions to local community needs. In fiscal year 2014, OHSU reported $365.5 million in total community benefits and provided $160 million to care for the underserved.

**Good financial outlook.** With an annual budget of $2.2 billion and 14,617 employees in fiscal year 2014, OHSU is Portland's largest and the state’s fourth largest employer (excluding government). The largest portion of this budget is derived from $1.64 billion in patient service revenue, $475 million in gifts, grants, and contracts; $63 million in student tuition and fees; and $34 million in state appropriations.
Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator.

To enable consistency of reporting, please refer to the glossary in the 2003 Accreditation Handbook for definitions of terms.

Institution: Oregon Health and Science University
Address: 3181 SW Sam Jackson Park Rd
City, State, ZIP: Portland, OR 97239-3098
Degree Levels Offered: ☒ Doctorate ☒ Masters ☒ Baccalaureate ☒ Associate ☐ Other
If part of a multi-institution system, name of system: _____
Type of Institution: ☒ Comprehensive ☐ Specialized ☒ Health-centered ☐ Religious-based
☐ Native/Tribal ☐ Other (specify) _____
Institutional control: ☒ Public ☐ City ☐ County ☐ State ☐ Federal ☐ Tribal
☐ Private/Independent (☐ Non-profit ☐ For Profit)
Institutional calendar: ☒ Quarter ☐ Semester ☐ Trimester ☐ 4-1-4 ☐ Continuous Term
☐ Other (specify) _____

Specialized/Programmatic accreditation: List program or school, degree level(s) and date of last accreditation by an agency recognized by the United States Department of Education. (Add additional pages if necessary.)

<table>
<thead>
<tr>
<th>Program or School</th>
<th>Degree Level(s)</th>
<th>Recognized Agency</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctor of Dental Medicine</td>
<td>DMD</td>
<td>Commission on Dental Accreditation (CODA)</td>
<td>2009</td>
</tr>
<tr>
<td>Endodontology</td>
<td>MS, Graduate Certificate</td>
<td>Commission on Dental Accreditation (CODA)</td>
<td>2009</td>
</tr>
<tr>
<td>Orthodontics &amp; Dentofacial Orthopedics</td>
<td>MS, Graduate Certificate</td>
<td>Commission on Dental Accreditation (CODA)</td>
<td>2009</td>
</tr>
<tr>
<td>Periodontology</td>
<td>MS, Graduate Certificate</td>
<td>Commission on Dental Accreditation (CODA)</td>
<td>2009</td>
</tr>
<tr>
<td>Clinical Dietetics</td>
<td>MCD</td>
<td>Accreditation Council for Education in Nutrition and Dietetics (ACEND)</td>
<td>2010</td>
</tr>
<tr>
<td>Clinical Nutrition</td>
<td>MS</td>
<td>Accreditation Council for Education in Nutrition and Dietetics (ACEND)</td>
<td>2010</td>
</tr>
<tr>
<td>Program or School</td>
<td>Degree Level(s)</td>
<td>Recognized Agency</td>
<td>Date</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>-----------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Dietetic Internship</td>
<td>Graduate Certificate</td>
<td>Accreditation Council for Education in Nutrition and Dietetics (ACEND)</td>
<td>2010</td>
</tr>
<tr>
<td>Radiation Therapy</td>
<td>BS</td>
<td>Joint Review Committee on Education in Radiologic Technology (JRCERT)</td>
<td>2008</td>
</tr>
<tr>
<td>Doctor of Medicine</td>
<td>MD</td>
<td>Liaison Commission on Medical Education (LCME)</td>
<td>2014</td>
</tr>
<tr>
<td>Doctor of Medicine</td>
<td>MS, Ph.D.</td>
<td>Commission on Accreditation of Academic Medical Physics Programs (CAMPEP)</td>
<td>2014 (limited visit)</td>
</tr>
<tr>
<td>Biomedical Informatics</td>
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<td>Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)</td>
<td>2012</td>
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<tr>
<td>Physician Assistant Studies</td>
<td>MPAS</td>
<td>Accreditation Review Committee on Education for the Physician Assistant (ARC-PA)</td>
<td>2008</td>
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<tr>
<td>Nursing</td>
<td>BS, Ph.D., DNP</td>
<td>Commission on Collegiate Nursing Education (CCNE)</td>
<td>2013</td>
</tr>
<tr>
<td>Adult Gero Acute Care Nurse Practitioner</td>
<td>MN, Post Master Certificate</td>
<td>Commission on Collegiate Nursing Education (CCNE)</td>
<td>2013</td>
</tr>
<tr>
<td>Pediatric Nurse Practitioner</td>
<td>MN, Post Master Certificate</td>
<td>Commission on Collegiate Nursing Education (CCNE)</td>
<td>2013</td>
</tr>
<tr>
<td>Health Systems &amp; Organizational Leadership</td>
<td>MN, Post Master Certificate</td>
<td>Commission on Collegiate Nursing Education (CCNE)</td>
<td>2013</td>
</tr>
<tr>
<td>Nursing Education</td>
<td>MN, Post Master Certificate</td>
<td>Commission on Collegiate Nursing Education (CCNE)</td>
<td>2013</td>
</tr>
<tr>
<td>Psychiatric Mental Health Nurse Practitioner</td>
<td>MN, Post Master Certificate</td>
<td>Commission on Collegiate Nursing Education (CCNE)</td>
<td>2013</td>
</tr>
<tr>
<td>Family Nurse Practitioner</td>
<td>MN, Post Master Certificate</td>
<td>Commission on Collegiate Nursing Education (CCNE)</td>
<td>2013</td>
</tr>
<tr>
<td>Nurse Anesthesia</td>
<td>MN</td>
<td>Council on Accreditation of Nurse Anesthesia Educational Programs (COA)</td>
<td>2009</td>
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<td>Nurse Midwifery</td>
<td>MN, Post Master Certificate</td>
<td>Accreditation Commission for Midwifery Education (ACME)</td>
<td>2010</td>
</tr>
<tr>
<td>Health care Management *</td>
<td>MBA</td>
<td>Association to Advance Collegiate Schools of Business (AACSB)</td>
<td>2010</td>
</tr>
<tr>
<td>Pharmacy *</td>
<td>PharmD</td>
<td>Accreditation Council of Pharmacy Education (ACPE)</td>
<td>2011</td>
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<tr>
<td>Public Health*</td>
<td>MPH</td>
<td>Council on Education in Public Health (CEPH)</td>
<td>2013</td>
</tr>
<tr>
<td>Clinical Laboratory Science *</td>
<td>BS</td>
<td>National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)</td>
<td>2014</td>
</tr>
<tr>
<td>Emergency Medical Technology-Paramedic *</td>
<td>AAS</td>
<td>Committee on Accreditation of Educational Programs for Emergency Medical Services Professions CoAEMSP)</td>
<td>2011</td>
</tr>
</tbody>
</table>

* Indicates joint degree awarded by OHSU and another institution. Joint Degree Program partners include: Oregon Institute of Technology (OIT), Oregon State University (OSU) and Portland State University (PSU).
Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: Undergraduate (Total hours)/15; Master’s and Non-Degree: (Total hours)/12; Ph.D.: (total hours)/9, Professional = actual headcount.)

Official Fall 2014 FTE Student Enrollments

<table>
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<tr>
<th>Classification</th>
<th>Current Year Dates: 10-17-2014</th>
<th>One Year Prior Dates: 10-28-2013</th>
<th>Two Years Prior Dates: 10-24-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>531.6</td>
<td>532.53</td>
<td>520.87</td>
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<tr>
<td>Graduate</td>
<td>973.77</td>
<td>886.81</td>
<td>930.79</td>
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<tr>
<td>Professional</td>
<td>860</td>
<td>863</td>
<td>843</td>
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<tr>
<td>Unclassified</td>
<td>11.75</td>
<td>17.83</td>
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<tr>
<td>Total all levels</td>
<td>2377.12</td>
<td>2300.17</td>
<td>2304.66</td>
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</table>

Full-Time Unduplicated Headcount Enrollment. (Count students enrolled in credit courses only.)

Official Fall 2014 Student Headcount Enrollments

<table>
<thead>
<tr>
<th>Classification</th>
<th>Current Year Dates: 10-17-2014</th>
<th>One Year Prior Dates: 10-28-2013</th>
<th>Two Years Prior Dates: 10-24-2012</th>
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</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>202</td>
<td>211</td>
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<tr>
<td>Graduate</td>
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<td>Professional</td>
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<td>818</td>
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<td>Unclassified</td>
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<tr>
<td>Total all levels</td>
<td>1608</td>
<td>1557</td>
<td>1495</td>
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Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff and Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned. Include only professional personnel who are primarily assigned to instruction or research

Total Number of Full Time (only) Faculty and Staff by Highest Degree Earned (Fall 2014)

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<tr>
<th>Rank</th>
<th>Full Time</th>
<th>Part Time</th>
<th>Less than Associate</th>
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<th>Bachelor</th>
<th>Masters</th>
<th>Unknown</th>
<th>Doctorate</th>
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<td>Professor</td>
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<td>171</td>
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<tr>
<td>Associate Professor</td>
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<tr>
<td>Assistant Professor</td>
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<td>Instructor</td>
<td>334</td>
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<td>27</td>
<td>190</td>
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<tr>
<td>Lecturer and Teaching Assistant</td>
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<td>2</td>
<td>2</td>
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<tr>
<td>Research Staff and Research Assistant</td>
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<td>1</td>
<td>15</td>
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<tr>
<td>Undesignated Rank</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

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**Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff.** Include only full-time personnel with professional status who are primarily assigned to instruction or research.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Mean Salary</th>
<th>Mean Years of Service</th>
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<tbody>
<tr>
<td>Professor</td>
<td>109,717.78</td>
<td>13.41</td>
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<tr>
<td>Associate Professor</td>
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<tr>
<td>Assistant Professor</td>
<td>74,568.23</td>
<td>6.12</td>
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<tr>
<td>Instructor</td>
<td>73,124.07</td>
<td>5.15</td>
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<tr>
<td>Lecturer and Teaching Assistant</td>
<td>55,177.32</td>
<td>3.38</td>
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<tr>
<td>Research Staff and Research Assistant</td>
<td>89,633.17</td>
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<tr>
<td>Undesignated Rank</td>
<td>99,999.90</td>
<td>1.41</td>
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**Notes:**
- Data is effective as of October 1, 2014
- Based on primary assignments only
- Assignment category = regular
- Representation Group = Faculty
  - Excluded are employees who have an EEO override at the position level.
- Degree data is based on what is in Oracle and is not all inclusive as there is not degree data for everyone and some of the data is not complete i.e. missing dates.
- Full Time is considered 1.0 FTE and everyone else is Part Time including those who have a 0.00 FTE.
- Yrs of service is based on Current Hire Date and calculated as of October 1, 2014
- Salary is salary recorded in Oracle less any amount recorded in the Z1 field in Oracle.
- Excludes extended medical leave employees
**Financial Information.** Complete each item in the report using zero where there is nothing to report. Enter figures to the nearest dollar. Auxiliary and service enterprises of the institution (housing, food service, book stores, athletics, etc.) should be included. The institution’s audit materials should be an excellent reference for completing the report.

Fiscal year of the institution: FY2014

<table>
<thead>
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<th>Reporting of income:</th>
<th>Accrual Basis</th>
<th>Accrual Basis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting of expenses:</td>
<td>Accrual Basis</td>
<td>Accrual Basis</td>
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</table>

**BALANCE SHEET DATA**

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<th>ASSETS</th>
<th>Last Completed FY Dates: 6-30-14</th>
<th>One Year Prior to Last Completed FY Dates: 6-30-13</th>
<th>Two Years Prior to Last Completed FY Dates: 6-30-12</th>
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</thead>
<tbody>
<tr>
<td>CURRENT FUNDS</td>
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<tr>
<td>Unrestricted</td>
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<td></td>
</tr>
<tr>
<td>Cash</td>
<td>107,067,000</td>
<td>93,448,000</td>
<td>144,528,000</td>
</tr>
<tr>
<td>Investments</td>
<td>678,667,000</td>
<td>647,374,000</td>
<td>492,317,000</td>
</tr>
<tr>
<td>Accounts receivable gross</td>
<td>343,962,000</td>
<td>292,940,000</td>
<td>301,624,000</td>
</tr>
<tr>
<td>Less allowance for bad debts</td>
<td>(7,859,000)</td>
<td>(12,787,000)</td>
<td>(9,838,000)</td>
</tr>
<tr>
<td>Inventories</td>
<td>18,073,000</td>
<td>19,829,000</td>
<td>18,060,000</td>
</tr>
<tr>
<td>Prepaid expenses and deferred charges</td>
<td>14,999,000</td>
<td>15,252,000</td>
<td>15,260,000</td>
</tr>
<tr>
<td>Other (identify)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Due from</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Unrestricted</strong></td>
<td>1,154,909,000</td>
<td>1,056,056,000</td>
<td>961,951,000</td>
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<tr>
<td>Restricted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash</td>
<td>10,687,000</td>
<td>18,191,000</td>
<td>23,922,000</td>
</tr>
<tr>
<td>Investments</td>
<td>204,753,000</td>
<td>230,058,000</td>
<td>307,620,000</td>
</tr>
<tr>
<td>Grant and contract receivable</td>
<td>42,684,000</td>
<td>32,465,000</td>
<td>19,092,000</td>
</tr>
<tr>
<td>Other (Student receivables, Other receivables, net)</td>
<td>13,852,000</td>
<td>12,726,000</td>
<td>22,970,000</td>
</tr>
<tr>
<td>Due from</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Restricted</strong></td>
<td>271,976,000</td>
<td>293,440,000</td>
<td>373,604,000</td>
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<tr>
<td><strong>TOTAL CURRENT FUNDS</strong></td>
<td>1,426,885,000</td>
<td>1,349,496,000</td>
<td>1,335,555,000</td>
</tr>
<tr>
<td>ENDOWMENT AND SIMILAR FUNDS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash</td>
<td>43,735,000</td>
<td>24,025,000</td>
<td>28,658,000</td>
</tr>
<tr>
<td>Investments</td>
<td>474,190,000</td>
<td>436,752,000</td>
<td>404,139,000</td>
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<tr>
<td>Other (identify)</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>Due from</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL ENDOWMENT AND SIMILAR FUNDS</strong></td>
<td>517,925,000</td>
<td>460,777,000</td>
<td>432,797,000</td>
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<tr>
<td>PLANT FUND</td>
<td>Completed FY Dates:6-30-14</td>
<td>Last Completed FY Dates:6-30-13</td>
<td>Last Completed FY Dates:6-30-12</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------</td>
<td>---------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Unexpended</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Cash</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Investments</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other (identify)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total unexpended</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Investment in Plant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Land</td>
<td>72,436,000</td>
<td>72,443,000</td>
<td>72,443,000</td>
</tr>
<tr>
<td>Land improvements</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Buildings</td>
<td>1,255,870,000</td>
<td>1,178,343,000</td>
<td>1,044,226,000</td>
</tr>
<tr>
<td>Equipment</td>
<td>177,506,000</td>
<td>151,217,000</td>
<td>154,644,000</td>
</tr>
<tr>
<td>Library resources</td>
<td>11,334,000</td>
<td>11,807,000</td>
<td>11,334,000</td>
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<tr>
<td>Other (identify)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total investments in plant</strong></td>
<td>1,517,146,000</td>
<td>1,413,810,000</td>
<td>1,282,647,000</td>
</tr>
<tr>
<td>Due from</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other plant funds (identify)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total PLANT FUNDS</strong></td>
<td>1,517,146,000</td>
<td>1,413,810,000</td>
<td>1,282,647,000</td>
</tr>
<tr>
<td>OTHER ASSETS (DEFERRED FINANCING COSTS, NET, PLEDGES AND ESTATES RECEIVABLE – LESS CURRENT PORTION, OTHER NONCURRENT ASSETS, DEFERRED AMORTIZATION OF DERIVATIVE INSTRUMENTS, LOSS ON REFUNDING OF DEBT)</td>
<td>106,868,000</td>
<td>128,003,000</td>
<td>83,203,000</td>
</tr>
<tr>
<td><strong>Total OTHER ASSETS</strong></td>
<td>106,868,000</td>
<td>128,003,000</td>
<td>83,203,000</td>
</tr>
<tr>
<td><strong>TOTAL ASSETS</strong></td>
<td>3,568,824,000</td>
<td>3,352,866,000</td>
<td>3,134,202,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LIABILITIES</th>
<th>Last Completed FY Dates:6-30-14</th>
<th>One Year Prior to Last Completed FY Dates:6-30-13</th>
<th>Two Years Prior to Last Completed FY Dates:6-30-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>CURRENT FUNDS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unrestricted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts payable</td>
<td>119,534,000</td>
<td>142,887,000</td>
<td>125,875,000</td>
</tr>
<tr>
<td>Accrued liabilities</td>
<td>150,809,000</td>
<td>125,644,000</td>
<td>123,998,000</td>
</tr>
<tr>
<td>Students' deposits</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Deferred credits</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>LIABILITIES</td>
<td>Last Completed FY Dates:6-30-14</td>
<td>One Year Prior to Last Completed FY Dates:6-30-13</td>
<td>Two Years Prior to Last Completed FY Dates:6-30-12</td>
</tr>
<tr>
<td>Other liabilities (identify)</td>
<td>20,532,000</td>
<td>16,777,000</td>
<td>13,569,000</td>
</tr>
<tr>
<td>Due to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fund balance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2022</td>
<td>2021</td>
<td>2020</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------</td>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td><strong>Total Unrestricted</strong></td>
<td>290,875,000</td>
<td>285,308,000</td>
<td>263,442,000</td>
</tr>
<tr>
<td><strong>Restricted</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts payable</td>
<td>8,889,000</td>
<td>15,174,000</td>
<td>14,426,000</td>
</tr>
<tr>
<td>Other (salaries payable, deferred revenue, other noncurrent liabilities)</td>
<td>35,548,000</td>
<td>30,765,000</td>
<td>27,927,000</td>
</tr>
<tr>
<td>Due to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fund balance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Restricted</strong></td>
<td>44,437,000</td>
<td>45,939,000</td>
<td>42,353,000</td>
</tr>
<tr>
<td><strong>Total Current Funds</strong></td>
<td>335,312,000</td>
<td>331,247,000</td>
<td>305,795,000</td>
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<tr>
<td><strong>Endowment and Similar Funds</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restricted</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Quasi-endowed</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Due to</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fund balance</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Endowment and Similar Funds</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Plant Fund</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unexpended</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Notes payable</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Bonds payable</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other liabilities (identify)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Due to</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fund balance</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total unexpended</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Investment in Plant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notes payable</td>
<td>7,093,000</td>
<td>1,303,000</td>
<td>4,663,000</td>
</tr>
<tr>
<td>Bonds payable</td>
<td>750,267,000</td>
<td>768,386,000</td>
<td>794,999,000</td>
</tr>
<tr>
<td>Mortgage payable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other liabilities (identify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Due to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other plant fund liabilities (identify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Investments in Plant Fund</strong></td>
<td>757,360,000</td>
<td>769,689,000</td>
<td>799,662,000</td>
</tr>
<tr>
<td><strong>Other Liabilities (liability for self-funded insurance programs – less current portion, liability for life income agreements, other noncurrent liabilities, gain on refunding of debt)</strong></td>
<td>100,056,000</td>
<td>90,569,000</td>
<td>87,848,000</td>
</tr>
<tr>
<td><strong>Total Other Liabilities</strong></td>
<td>100,056,000</td>
<td>90,569,000</td>
<td>87,848,000</td>
</tr>
<tr>
<td><strong>Total Liabilities</strong></td>
<td>1,192,728,000</td>
<td>1,191,505,000</td>
<td>1,193,305,000</td>
</tr>
<tr>
<td><strong>Fund Balance</strong></td>
<td>2,376,096,000</td>
<td>2,160,581,000</td>
<td>1,940,897,000</td>
</tr>
</tbody>
</table>
## CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES

<table>
<thead>
<tr>
<th>REVENUES</th>
<th>Last Completed FY Dates: 6-30-14</th>
<th>One Year Prior to Last Completed FY Dates: 6-30-13</th>
<th>Two Years Prior to Last Completed FY Dates: 6-30-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and fees</td>
<td>63,435,000</td>
<td>59,013,000</td>
<td>60,020,000</td>
</tr>
<tr>
<td>Federal appropriations</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>State appropriations</td>
<td>35,415,000</td>
<td>30,146,000</td>
<td>35,389,000</td>
</tr>
<tr>
<td>Local appropriations</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Grants and contracts</td>
<td>475,520,000</td>
<td>497,650,000</td>
<td>381,528,000</td>
</tr>
<tr>
<td>Endowment income</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Auxiliary enterprises</td>
<td>14,386,000</td>
<td>14,903,000</td>
<td>14,444,000</td>
</tr>
<tr>
<td>Other (Clinical, sales &amp; service, investment income)</td>
<td>1,820,528,000</td>
<td>1,648,361,000</td>
<td>1,536,122,000</td>
</tr>
</tbody>
</table>

### EXPENDITURE & MANDATORY TRANSFERS

#### Educational and General

<table>
<thead>
<tr>
<th>Category</th>
<th>Last Completed FY Dates: 6-30-14</th>
<th>One Year Prior to Last Completed FY Dates: 6-30-13</th>
<th>Two Years Prior to Last Completed FY Dates: 6-30-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>395,540,000</td>
<td>384,801,000</td>
<td>381,684,000</td>
</tr>
<tr>
<td>Research</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Public services</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Academic support</td>
<td>41,208,000</td>
<td>39,364,000</td>
<td>43,531,000</td>
</tr>
<tr>
<td>Student services</td>
<td>17,331,000</td>
<td>16,863,000</td>
<td>12,799,000</td>
</tr>
<tr>
<td>Institutional support</td>
<td>64,985,000</td>
<td>55,361,000</td>
<td>48,424,000</td>
</tr>
<tr>
<td>Operation and maintenance of plant</td>
<td>81,061,000</td>
<td>75,020,000</td>
<td>73,263,000</td>
</tr>
<tr>
<td>Scholarships and fellowships</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other (identify)</td>
<td>1,594,718,000</td>
<td>1,462,472,000</td>
<td>1,397,350,000</td>
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<tr>
<td>Mandatory transfers for:</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Principal and interest</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Renewal and replacements</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Loan fund matching grants</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other (identify)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Educational and General</td>
<td>2,194,843,000</td>
<td>2,033,881,000</td>
<td>1,957,051,000</td>
</tr>
</tbody>
</table>

#### Auxiliary Enterprises

| Expenditures                             | 11,794,000                       | 10,662,000                                         | 10,872,000                                          |
| Mandatory transfers for:                 |                                  |                                                   |                                                     |
| Principal and interest                   |                                  |                                                   |                                                     |
| Renewals and replacements                |                                  |                                                   |                                                     |
| Total Auxiliary Enterprises              | 11,794,000                       | 10,662,000                                         | 10,872,000                                          |

**TOTAL EXPENDITURE & MANDATORY TRANSFERS**

| Expenditures                             | 2,206,637,000                    | 2,044,543,000                                      | 1,967,923,000                                      |
### REVENUES

<table>
<thead>
<tr>
<th>Other Transfers and Additions/Deletions</th>
<th>Last Completed FY Dates: 6-30-14</th>
<th>One Year Prior to Last Completed FY Dates: 6-30-13</th>
<th>Two Years Prior to Last Completed FY Dates: 6-30-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>(capital contributions, nonexpendable donations, gain/loss on disposal of assets)</td>
<td>12,868,000</td>
<td>14,154,000</td>
<td>19,029,000</td>
</tr>
<tr>
<td>Excess [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]</td>
<td>215,515,000</td>
<td>219,684,000</td>
<td>78,609,000</td>
</tr>
</tbody>
</table>

### INSTITUTIONAL INDEBTEDNESS

<table>
<thead>
<tr>
<th>Total Debt to Outside Parties</th>
<th>Last Completed FY Dates: 6-30-14</th>
<th>One Year Prior to Last Completed FY Dates: 6-30-13</th>
<th>Two Years Prior to Last Completed FY Dates: 6-30-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>For Capital Outlay</td>
<td>750,267,000</td>
<td>768,386,000</td>
<td>796,277,000</td>
</tr>
<tr>
<td>For Operations</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Domestic Off-Campus Degree Programs and Academic Credit Sites: Report information for off-campus sites within the United States where degree programs and academic coursework is offered. (Add additional pages if necessary.)

**Degree Programs** – list the names of degree programs that can be completed at the site.

**Academic Credit Courses** – report the total number of academic credit courses offered at the site.

**Student Headcount** – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

**Faculty Headcount** – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

### Programs and Academic Credit Offered at Off-Campus Sites Within the United States

<table>
<thead>
<tr>
<th>Location of Site Name</th>
<th>City, State, ZIP</th>
<th>Degree Programs</th>
<th>Academic Credit Courses</th>
<th>Student Headcount</th>
<th>Faculty Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Southern Oregon University</td>
<td>1250 Siskiyou Blvd, Ashland, OR 97520</td>
<td>Bachelor of Science - Nursing</td>
<td>OCNE 3 Yr - 17 courses Acc Bacc - 13 courses</td>
<td>151</td>
<td>22</td>
</tr>
<tr>
<td>Oregon Institute of Technology</td>
<td>3201 Campus Drive, Klamath Falls, OR 97601</td>
<td>Bachelor of Science - Nursing</td>
<td>OCNE 3 Yr - 17 courses</td>
<td>53</td>
<td>10</td>
</tr>
<tr>
<td>Eastern Oregon University</td>
<td>One University Blvd, La Grande, OR 97850</td>
<td>Bachelor of Science – Nursing</td>
<td>OCNE 3 Yr - 17 courses</td>
<td>69</td>
<td>19</td>
</tr>
<tr>
<td>Western Oregon University</td>
<td>345 N. Monmouth Ave, Monmouth, OR 97361</td>
<td>Bachelor of Science - Nursing</td>
<td>OCNE 3 Yr - 17 courses</td>
<td>93</td>
<td>14</td>
</tr>
</tbody>
</table>

Programs and Academic Courses Offered at Sites Outside the United States. Report information for sites outside the United States where degree programs and academic credit courses are offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary.)

**Degree Programs** – list the names of degree programs that can be completed at the site.

**Academic Credit Courses** – report the total number of academic credit courses offered at the site.

**Student Headcount** – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

**Faculty Headcount** – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.
### Programs and Academic Credit Courses Offered at Sites Outside the United States

<table>
<thead>
<tr>
<th>Location of Site</th>
<th>Degree Programs</th>
<th>Academic</th>
<th>Student</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name</strong>&lt;br&gt;<strong>City, State, ZIP</strong></td>
<td><strong>Credit Courses</strong></td>
<td><strong>Headcount</strong></td>
<td><strong>Headcount</strong></td>
<td></td>
</tr>
<tr>
<td>OHSU offers no programs and/or academic credit courses at sites outside of the United States.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
UPDATE ON INSTITUTIONAL CHANGES SINCE LAST REPORT

Since the Year Three report was submitted in March 2012, the university changed in several important ways.

Leadership Changes

The university had three changes in school leadership and four in university operations since March 2012. These changes include:

- **Philip T. Marucha**, D.M.D., Ph.D., was appointed dean for the School of Dentistry in summer 2013. Dr. Marucha is a dentist and immunologist by training and served as associate dean for research and director of graduate studies at the University of Illinois Chicago College of Dentistry prior to joining OHSU. In addition to his work as a clinician and leader, Dr. Marucha is an active researcher. He has been a principal investigator on more than a dozen grants and has been an investigator or mentor on numerous other projects. Dr. Marucha’s research focuses on improving minority health as well as understanding basic mechanisms of human disease susceptibility. He replaced **Gary Chiodo**, D.M.D. who served as interim dean in 2012-13.

- **Susan Bakewell-Sachs**, Ph.D., R.N., A.P.R.N., B.C., was appointed dean for the School of Nursing and vice president for nursing affairs. Dr. Bakewell-Sachs comes to OHSU from the College of New Jersey where she most recently served as interim provost and vice president for academic affairs. Prior to joining OHSU, she served as the Carol Kuser Loser dean and professor of nursing at the College of New Jersey. She replaced **Chris Tanner**, R.N., Ph.D., F.A.A.N., who served as interim dean in 2012-13.

- **Elena Andresen**, Ph.D., F.A.C.E., was appointed interim dean to lead the establishment of the OHSU-Portland State University (PSU) School of Public Health. She is currently a professor in the Department of Public Health and Preventive Medicine and director of the Oregon Office on Disability & Health at the Institute on Development and Disability at OHSU. Prior to joining OHSU, Dr. Andresen was professor and chair of epidemiology and biostatistics in the College of Public Health at the University of Florida. Dr. Andresen serves as the academic and administrative leader during this time of critical development for the new school, the OHSU-PSU School of Public Health, which is based on a strong collaboration between the two universities and builds on the thriving Oregon Masters of Public Health (OMPH) program.

- **L. Keith Todd** was appointed president of the OHSU Foundation and OHSU senior vice president for advancement effective June 1, 2013. Todd has worked in university advancement for more than two decades at nationally prominent academic health centers and public research universities. Prior to joining OHSU, he was interim vice chancellor for university development for the University of Illinois at Chicago (UIC) and senior vice president for the University of Illinois Foundation. In these roles he directed campus-wide development activities and provided strategic counsel to the University’s leadership team. At UIC, Todd also served as chief development officer for the College of Medicine, the nation’s largest medical school, where he led the college’s fundraising
team during UIC’s system-wide $2 billion plus campaign. (The College of Medicine’s portion of the campaign totaled $309 million.)

- **Dan Forbes, M.B.A.** was named vice president of human resources in April 2014 after a nationwide search. In this new role, Forbes reports to Provost and Executive Vice President for Academic Affairs, Jeanette Mladenovic, M.D., M.B.A., M.A.C.P. and oversees institutional-wide planning and execution of key human resources programs such as employee development, retention, compensation, benefits, retirement, labor relations, recruitment, engagement and recognition. Forbes works collaboratively with the human resources leaders from each mission to achieve these goals. Forbes has worked at OHSU since 2006, serving as the director of total rewards where he focused on the areas of pension, benefits and compensation. Before joining OHSU, he worked in the technology industry where he focused on domestic and international compensation and benefits for FEI Company and Mentor Graphics. Previous to that, Forbes worked in benefits with KeyCorp as well as consulted for industry.

- **Kimberly Ovitt, A.P.R.,** was hired in February 2014 in a national recruitment for the newly created role of vice president of marketing and communications. This role integrated two departments that previously reported to different parts of the organization, aligning both under the OHSU central services structure. Ovitt leads OHSU’s brand strategy, marketing and internal and external communications efforts across all channels including advertising, media relations, social media, and the OHSU website and intranet. She also oversees the creative services team. Ovitt has more than 25 years of strategic communications experience. Prior to this role, she was senior vice president and chief communications officer for St. Jude Children’s Research Hospital. She has also served as the chief communications executive for Phoenix Children’s Hospital and for a large research institute at Arizona State University.

- **Leslie Garcia, M.P.A.** was appointed interim chief diversity officer in March 2015. Garcia, who currently serves as the assistant vice provost and director of the OHSU Center for Diversity & Inclusion, has more than 16 years of experience leading institutional diversity efforts in both the private and nonprofit sectors. She currently serves as the co-chair of the Diversity Advisory Council. Garcia earned her undergraduate degree at Eastern Washington University and her master’s in public administration at Portland State University.

In April 2013, to address the opportunities and challenges that face OHSU in an era of health care reform coupled with diminishing public budgets, President Robertson restructured his leadership team to better integrate the missions at the highest level and maximize revenue generation and its subsequent use in funding the highest strategic priorities of the institution. In this restructure, the president formed a senior resource allocation group comprised of the provost/executive vice president for academic affairs; the dean of the School of Medicine, who is also head of the Faculty Practice Plan; the executive director of OHSU Health care; and the CFO. As a result of this restructure, the senior vice president for research; and the senior vice president and legal counsel now report to the provost.

**New Academic Programs**

Since the 2012 Year Three Report, OHSU has approved several new programs and one new location. These new programs include:
Recently, Oregon underwent a significant governance reform, and as a result, former processes and procedures around the state-level approval of academic programs have been modified. As of July 1, 2014 the State Board of Higher Education no longer provides the final authority for the approval of academic programs for Oregon’s public universities. While OHSU was not required to adhere to the Board’s former process, it voluntarily complied in the spirit of collaboration. Today, OHSU continues to participate in the Statewide Provosts’ Council, which is charged with vetting academic programs, for the benefit of inter-institutional collaboration and in service to Oregonians and students.

In addition to the changes in leadership and new academic programs at OHSU, new partnerships and initiatives are noteworthy for their impact on OHSU and alignment with the strategic plan, strategic goals and core themes. The emergence of new institutes and centers enhances the university’s fulfillment of its mission and core themes of learning environment, interprofessional education, clinical and translational research, and health system and health policy leadership.

**OHSU/Oregon State University and Portland State University Collaborative Life Sciences Building** The 500,000 square foot Collaborative Life Sciences Building (CLSB) opened in summer 2014. OHSU, Oregon State University (OSU) and Portland State University (PSU) combined resources to provide education and research programs under one roof. PSU uses the space for its biology and chemistry lectures and laboratories; OHSU uses the space for first and second year medical students, first through fourth year dental students, physician assistants and radiation therapists, as well as OSU’s College of Pharmacy (third and fourth year of the joint OHSU/OSU program) to create a collaborative learning environment. A state-of-the-art simulation center provides opportunities for clinical teams (physicians, dentists, nurses, pharmacists, physician assistants, health care professions students, and other staff) to train side-by-side. Labs for research in basic and applied science and engineering for OHSU, OSU and PSU have shared instrumentation with electron microscopy, nuclear magnetic resonance (NMR), and other sophisticated instrumentation. The CLSB provides one site that directly supports the alignment of all four core themes—learning environment, interprofessional education, clinical and translational research and health system and health policy leadership.
Philanthropy
OHSU and its foundations worked together toward an ambitious goal—increasing annual private support for the university from $79 million in fiscal year 2010 to $100 million by the end of fiscal year 2014. As a result, even in this challenging economic climate, annual philanthropic contributions to the university have significantly increased, with $101 million being raised in fiscal year 2011, $99.3 million in 2012 and $197 million in 2013, in part from a $125 million pledge from Phil and Penny Knight to establish the OHSU Knight Cardiovascular Institute (see below). Most sizable contributions supported initiatives intended to transform what is possible: change the paradigm for dental education, make personalized cancer medicine a reality, create and test novel therapies for eye diseases, and support the transformational work of faculty across the institution.

Knight Cancer Institute
Philip and Penny Knight’s generous $100 million gift in 2008 renamed the OHSU Cancer Institute to the Knight Cancer Institute and enabled key investments in faculty, research and programs to accelerate progress in fighting cancer at the molecular level. In September 2013, they furthered their commitment to OHSU and the fight against cancer with a $500 million pledge to kick-start a $1 billion cancer research initiative. This pledge (the “Knight Cancer Challenge”) is contingent on OHSU’s success in raising at least $500 million by the end of February 2016. As of April 2015, over $465 million has been raised with donations and pledges from more than 7,800 individuals and organizations in all 50 states, the District of Columbia and several foreign countries.

At the Knight Cancer Institute, the vision is a world without cancer. As pioneers in personalized cancer medicine, the work of the institute changes the way the world understands and fights this disease. With over 200 clinical trials in progress, the institute is searching for new cures, standards of care, treatments and therapies for cancer. As part of Oregon’s only academic health center, the Knight Cancer Institute is uniquely positioned to lead a statewide effort to create standards for cancer screening, therapy and prevention. Together with regional clinical partners, the Knight Cancer Institute is developing initiatives to help set and implement statewide standards for care of cancer patients and working on measures to improve public health and advocate for more health-conscious public and corporate policies. The center aligns with the core themes of health system and health policy leadership as well as clinical and translational research.

BDMS-OHSU International Health Alliance
On October 29, 2014, Bangkok Dusit Medical Services (BDMS) and OHSU signed a five-year memorandum of understanding that will establish the BDMS-OHSU International Health Alliance. The focus of the new alliance is to improve health in both countries through shared knowledge and skills, and the creation of centers of excellence focused on key challenges. The effort will engage faculty, health professionals and students from OHSU’s schools of medicine, nursing, dentistry, developing school of public health and the college of pharmacy.

Center for Health Systems Effectiveness
The Center for Health Systems Effectiveness leverages the talents of health services researchers across the institution and those working at other Oregon universities and research entities, to address the challenges of Oregon's health system. Research at the Center for Health Systems Effectiveness is driven by a systems perspective that recognizes that local changes in clinical practice, care delivery and funding reverberate across the health system. Improving the U.S. health care system requires simultaneous pursuit of three aims: improving
the patient experience of care, improving the health of populations, and reducing per capita costs of health care. The center aligns with the core themes of health system and health policy leadership as well as clinical and translational research. In November 2012, the Center received a gift of $2.26 million from Phil and Barbara Silver to expand the economics capacity at OHSU to study the impact of health care transformation.

Clinical and Translational Research Center (CTRC)
The OHSU Clinical and Translational Research Center (CTRC, formerly the GCRC) has been continuously NIH-funded since 1966. It includes inpatient and outpatient physical facilities for the conduct of patient-oriented research, as well as skilled research staff, including R.N.s, study coordinators, research assistants, bionutritionists, and core laboratory staff. The CTRC provides infrastructure support for over 100 clinical research protocols from across OHSU and the region, with particular expertise in neuroscience, metabolic, endocrine, genetic, and oncology studies. A major focus of the CTRC is to provide extensive support and training for early-stage clinical investigators, including M.D.s and Ph.D.s. The CTRC provides infrastructure and expertise for over 25 federally-funded training awards annually (NIH K series and VA CDA). The institution recognized that the CTRC physical facilities had become outmoded and deteriorated, so in 2013 the clinical enterprise invested over $7 million in constructing a new, state-of-the-art inpatient and outpatient CTRC facility. This unit opened in May of 2014, and has already expanded the scope and type of patient-oriented research that can be conducted at OHSU, thereby enhancing investigators’ ability to conduct intensive phenotyping and early phase clinical trials. The investment into this center provides tangible evidence of the university’s commitment to the core theme of clinical and translational research.

Vaccine & Gene Therapy Institute
Scientists in the OHSU vaccine facility in Hillsboro, Oregon study a variety of diseases that threaten human health, including HIV, West Nile virus, malaria and monkey pox. The opportunity aligns with the core theme of Clinical and Translational Research. The researchers here are some of the most important at OHSU—they are basic scientists working in translational models such as nonhuman primates, with plentiful funding from the Gates Foundation, NIH, and other important research funders. Information about the mission and research projects can be found on the website.

Knight Cardiovascular Institute
In September 2012, Phil and Penny Knight contributed $125 million to advance OHSU’s world-class programs in cardiovascular medicine and research resulting in the establishment of the Knight Cardiovascular Institute. Led by Albert Starr, M.D., and Sanjiv Kaul, M.D., the institute provides an integrated center for translational research, clinical care, professional training and outreach in all aspects of heart and vascular disease. The institute’s mission is to accelerate new prevention, diagnostic and treatment strategies being developed in the laboratory and transition them into patient care clinics as rapidly as possible. Under the umbrella of a multidisciplinary institute, OHSU will pair researchers and clinicians together on projects while also building strategic partnerships with pharmaceutical and medical device developers who can extend OHSU’s unique expertise to more patients through the global commercial marketplace.

OHSU and Intel Joint Arrangement
OHSU and Intel Corporation have joined forces to combine Intel’s next-generation supercomputing platforms with OHSU’s unique capabilities in biomedical research to make it far faster and less costly to use an individual patient’s own genetic data to find and treat the root causes of his or her disease. In the years ahead, collaborators will develop new computer
architectures, algorithms, software, and workflows that are optimized for the unique information needs of personalized medicine. This new paradigm in supercomputing is known as exascale computing, and the goal is to build the tools for the very highest level global challenges, including energy efficiency, climate modeling, and human health.

**Emerging School of Public Health with Portland State University (PSU)**
OHSU and PSU are partnering to create a new joint School of Public Health, with a clinical focus on improving the health and well-being of Oregonians, and on urban populations. Initial efforts include publication of a comprehensive baseline survey of health status in each Oregon county, and appointment of an interim dean.

**OHSU Faculty First Initiative**
President Joe Robertson, Provost Jeanette Mladenovic, and School of Medicine Dean Mark Richardson have recently established a new initiative, “Faculty First,” which is designed to create an environment in which OHSU faculty can thrive and succeed as educators, researchers, and clinicians. This initiative includes a variety of policy, financial, and support improvements that will enhance the culture for faculty at OHSU. Some specific examples include removing financial barriers on training and career development grants, recalculating how space costs are allocated to faculty activity, adding ombudsman services, and appointing a vice provost for career development. These endeavors are unfolding across the institution—for instance, in the School of Medicine, Dean Richardson met with 45 faculty clinicians and clinician-scientists about faculty life in the School in early spring 2014, laying the foundation for a set of mutual expectations for clinical faculty and the school. The Faculty First initiative will help create a stable platform for faculty work, promoting equity and transparency across all units, and clarifying expectations about faculty engagement and performance.

These bold, capacity-building changes, along with many others, are critical to OHSU’s fulfilling its multifaceted mission. They support the core themes by enriching the learning environment, fostering interprofessional education, increasing activity in clinical and translational research, and improving clinical care and practice through faculty health system and health policy leadership.

**Last Review of Mission and Core Themes**
OHSU last reviewed its mission and vision in January 2014 at the time the Vision 2020 (v. 2013) was reviewed and approved. The President’s Council reviews the mission, vision and strategic goals at each of its meetings throughout the year.

In preparation for the Year Seven Report, key stakeholders in the OHSU community reviewed and validated the core themes identified in the Year One Report but revised indicators and metrics to address concerns of the Commission identified as a result of the Year One and Year Three Reports and site visit.

**RESPONSE TO TOPICS PREVIOUSLY REQUESTED BY THE COMMISSION**

OHSU received reaffirmation of accreditation on July 26, 2012, on the basis of the spring 2012 year three peer evaluation. That evaluation resulted in the following two recommendations (the full text of the peer evaluation is available in accreditation archives online):

1. The Evaluation Committee recommends that the institution articulate the acceptable threshold or extent of mission fulfillment for all identified indicators (Standard 1.A.2 and 1.B.2)
2. The Evaluation Committee recommends that the institution improve functionality of its website to increase user satisfaction. Furthermore, the committee recommends that barriers be removed to the timely addition and revision of its web page content (Standard 2.G.5 and 2.G.6).
As a result of these recommendations, OHSU is required to report progress made on the two aforementioned recommendations to the Commission in its Year Seven Report.

The action taken for each recommendation has been outlined below:

**Recommendation 1: The Evaluation Committee recommends that the institution articulate the acceptable threshold or extent of mission fulfillment for all identified indicators (Standard 1.A.2 and 1.B.2)**

After the year three evaluation visit, OHSU started the process of reviewing the core themes, objectives, and indicators to ensure they were: 1) stated clearly, 2) sources were available to support ongoing, systematic collection of data sources, and 3) ensure that the core theme indicators were being assessed and that thresholds for mission fulfillment were articulated and measured for achievement. As a result of this review and input from key stakeholders across the university:

- Three indicators were deleted because the existing databases were not optimized to query historical information—such as research collaborations between units, or studies by translational research type, except in a very labor-intensive and/or unreliable way.
- Twelve indicators were moderately revised to more clearly indicate the intent and to better align with the data.
- Four new indicators were added—two under the Learning Environment core theme and two under the Interprofessional Education core theme. See Appendix 1- Modification of Core Theme Indicators: Year Three Compared to Year Seven.

The Academic and Student Affairs Council, Provost’s Operation Council, Faculty Senate, Student Council, NWCCU Steering Committee, and NWCCU Accreditation Core Team were engaged in and vetted the proposed revisions for all of the indicators.

**Recommendation 2: The evaluation committee recommends that the institution improve its functionality of its website to increase user satisfaction. Furthermore, the committee recommends that barriers be removed to the timely addition and revision of its web page content (Standard 2.G.5 and 2.G.6).**

In a concerted effort to address student concerns regarding the website, a student portal was created and deployed in 2014. This portal now provides a central location for students in all programs to access program-specific and university-wide information quickly and easily. This central repository provides a student-centered intranet where students can find important information such as emergency alerts, policies, access to student services, updates about specific programs, and more. The student portal complements the employee intranet—which students may also access—that was similarly revamped in 2012. Both sites were built in content management systems, removing barriers to the timely addition and revision of web page content. In addition, a project to completely revamp OHSU’s public site is complete and launched in February 2015. The site redesign makes all 27,000 OHSU website pages mobile friendly, improves readability and usability across all platforms, includes content improvements on more than 300 gateway pages and provides new campus wayfinding tools. The redesign also includes detailed user tracking to support a continuous optimization program.

Ongoing review and improvement of the University website is now being addressed by three key groups—OHSU Web Strategies, Strategic Communications and the Web Strategies Advisory Committee. This strategic partnership has been formed to build a new intranet...
solution for the OHSU community. The focus is to work together to ensure that OHSU’s public website-- as well as its intranet (O₂)--meet the information needs of students, staff, faculty and the community at large.
CHAPTER ONE: Mission, Core Themes, and Expectations

Executive Summary of Eligibility Requirements 2 and 3

Eligibility Requirement 2: Authority
OHSU is authorized to operate and award degrees as a higher education institution by the state of Oregon giving powers to the Board of Directors or university officials acting under the authority of the board. Among the expressed powers described in statute, the board, or university officials acting under the authority of the board, is authorized to “create, develop, supervise, control, and adopt academic programs, including standards, qualifications, policies or practices relating to admissions, curriculum, academic advancement, grading policy, student conduct, credits and scholarships and the granting of academic degrees, certificates and other forms of recognition.” (ORS 353.050(11).

Chapter 353 also outlines how OHSU will interact with the Higher Education Coordinating Commission (HECC) in exercising that authority. ORS 353.440 requires OHSU and the HECC to coordinate related and integrated academic programs and to advise the other of proposed changes to their academic programs.

ORS 353.440(2) also encourages the coordination of academic programs between OHSU and public institutions of higher education within the State. Moreover, ORS 353.440(5) states “In order to further the coordination described by this section, Oregon Health and Science University officers shall maintain a role in the appropriate committees of the State Board of Higher Education, the Higher Education Coordinating Commission and the Oregon University System.”

Eligibility Requirement 3: Mission and Core Themes
OHSU’s mission was revised by the board of directors in 2005. The mission and core themes are clearly defined and consistent with the legal authorization noted supra and are appropriate for an academic health center. One of OHSU’s purposes is to serve the educational interests of its students and to ensure its principal academic programs lead to degrees in several health professions and biomedical sciences. Given the complex and multifaceted mission of an academic health center, which includes a major research focus and a teaching hospital, OHSU devotes sufficient resources to support its major missions (education, research, health care, and service) and four core themes (Learning Environment, Interprofessional Education, Clinical and Translational Research, and Health System and Health Policy Leadership).

Standard 1.A Mission

Standard 1.A.1-The institution has a widely published mission statement - approved by its governing board - that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.

OHSU Mission

The mission statement, approved by the OHSU Board of Directors states:

As part of its multifaceted public mission, OHSU strives for excellence in education, research and scholarship, clinical practice, and community service. Through its dynamic interdisciplinary
environment, OHSU stimulates the spirit of inquiry, initiative, and cooperation among students, faculty and staff. Setting the example for integrity, compassion and leadership, OHSU strives to:

*Educate tomorrow’s health professionals, scientists, engineers and managers in top-tier programs that prepare them for a lifetime of learning, leadership and contribution.*

*Explore new basic, clinical and applied research frontiers in health and biomedical sciences, environmental and biomedical engineering and information sciences, and translate these discoveries, wherever possible, into applications in the health and commercial sectors.*

*Deliver excellence in health care, emphasizing the creation and implementation of new knowledge and cutting-edge technologies.*

*Lead and advocate for programs that improve health for all Oregonians, and extend OHSU’s education, research and health care missions through community service, partnerships and outreach.*

The mission, vision, core themes and strategic goals are widely published throughout the university in its internal and external documents and articulated in OHSU Vision 2020 version 2013 adopted by the board of directors in January 2014. The vision is:

**OHSU will partner to make Oregon a national leader in health and science innovation for the purpose of improving the health and well-being of all Oregonians.**

This vision and mission are reflected in six strategic goals initially approved by the Board of Directors in December 2007 and revised slightly in January 2014 (indicated by bold typeface) which is described in detail in Standard 3.B:

1. Be a great organization, diverse in people and ideas.
2. Develop and retain a faculty that will collaborate to drive excellence and innovation across OHSU.
3. Join others in developing policy and care delivery solutions that improve access to high-quality health care for all, especially Oregonians.
4. Help meet Oregon’s **health and science** workforce needs through innovative education strategies.
5. Align OHSU enterprises to support **robust** and sustainable innovation and research.
6. Generate and deploy OHSU resources to sustain an environment where faculty and staff committed to top performance can excel.

The OHSU Vision 2020 reflects and reinforces the University’s commitment to transparency, service excellence, diversity and quality. OHSU administrative units developed unit-level mission statements to align with the institutional mission statement. When faced with challenges, OHSU’s Vision 2020 guides the University’s decision-making and focuses efforts to help meet Oregon’s health care workforce needs and improve the health and well-being of all Oregonians and beyond.

Since becoming a public corporation in 1995, OHSU has undergone tremendous growth and change. Today, OHSU serves more patients, educates more students, translates more
research discoveries into health care innovations and bioscience companies, and provides more community service and state leadership than ever before.

Core Themes

The core themes the university community selected in 2010 to align with the mission, strategic plan (OHSU Vision 2020 v.2013), and strategic goals are as follows:

1. Learning environment
2. Interprofessional education
3. Clinical and translational research
4. Health system and health policy leadership

The core themes and their objectives will be addressed in more detail in the next section.

Standard 1.A.2 The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.

Interpretation of Mission Fulfillment

OHSU's mission statement focuses on the purpose, characteristics and expectations for the university community and is aimed at specific outcomes. The expectations for the university are to address Oregon's workforce needs for health professionals, biomedical scientists and engineers, and leaders of health care organizations; increase research activity to find better ways to deliver health care more affordably to individuals and populations; improve the quality and safety of clinical care outcomes; and advance evidence-based health care in clinical settings around the state. In essence, the university is concerned about promoting health care reform and improving the health, wellness and quality of life of all Oregonians and beyond.

Mission fulfillment at OHSU is defined as individually and collectively meeting an acceptable level of performance of the four core themes—Learning Environment, Interprofessional Education, Clinical and Translational Research and Health System and Health Policy Leadership. Each core theme has one or more stated objectives supported by meaningful, assessable and verifiable indicators of achievement. Therefore, mission fulfillment is assessed at four levels—indicators, objectives, each core theme and the overall combination of all four core themes.

Articulation of an Acceptable Threshold of Mission Fulfillment

Core Theme Indicators

The University has adopted a three-color symbol assignment system to help all stakeholders visually depict progress on its core theme indicators and then use the performance of the core theme indicators to determine mission fulfillment. This color symbol system was designed intentionally to provide a graphic that conveyed the status of each indicator in a simple, transparent manner. A green dot indicates the target for the core theme indicator has been met or exceeded, the yellow yield symbol means the university is performing within an acceptable range for that core theme indicator but improvement is still needed (results are within 80-99% of the target), and a red octagon indicates the core theme indicator performance is below the acceptable threshold (less than 80% of the target) and is not considered to be
within an acceptable range. Each indicator is assessed against its set target annually. The
definition of mission fulfillment for each core theme indicator is determined by its performance
based on the following symbol definitions described in Table 1 below.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>⬤</td>
<td>Meets or exceeds target; continuous effort needed to maintain acceptable performance or improve further. Results are at 100% or above target.</td>
</tr>
<tr>
<td>▼</td>
<td>Difference between the target and the result is within 20%; continued monitoring and effort needed to reach target. Results are within 80-99% of target and are considered to be within an acceptable range.</td>
</tr>
<tr>
<td>⬤</td>
<td>Difference between the target and the result is &gt;20% and immediate action is needed. Results are &lt;80% of the target and are not considered to be within an acceptable range.</td>
</tr>
</tbody>
</table>

The indicators for each objective were selected based on whether: 1) the indicator can appropriately assess the objective; 2) it is a common measure frequently used to monitor performance in academic health universities; 3) significant historical data supporting the indicator exists and/or; 4) it is currently being reported to the Oregon State Legislature as a key performance indicator.

Targets for each core theme indicator were also established to assess the University’s performance on each indicator using state mandated targets of performance, historical trend and performance data and/or national benchmarks where applicable.

**Objectives**
To assess performance for each objective, the percentage of indicators that met or are within the acceptable threshold is calculated. The definition of mission fulfillment for each objective is determined by whether the percentage of its core theme indicators that either met the target or were within the acceptable range is >90%. For example, if an objective had a total of three indicators of which two of them met the target and one was within the acceptable threshold, then it would be determined that 100% of the indicators met the target or were within the acceptable range. Therefore, this objective would be classified as meeting the mission.

**Core Themes**
The method for determining the level of achievement on the core themes is to review the performance on the indicators for all objectives supporting the core theme and to calculate the percentage of indicators that met the target or were within an acceptable range. The definition of mission fulfillment for each core theme is determined by whether or not ≥90% of its core theme indicators met the target or were within the acceptable range. For example, in OHSU’s Learning Environment core theme, eight of the 11 indicators met the target while three indicators were within an acceptable range. Therefore, this core theme would be classified as meeting the mission fulfillment definition since 100% of the indicators met the target or were within an acceptable range. See Table 2 on the following page for an example of this overall analysis by core theme.

**Overall Mission Fulfillment for All Four Core Themes**
To determine overall mission fulfillment, the percentage of all indicators that met the target or were within an acceptable range for all core theme areas is calculated. If the overall percentage
of the core theme indicators that either met the target or were within an acceptable range is \( \geq 90\% \), the university is fulfilling its mission.

### Table 2: Example of Overall Analysis by Objective and Core Theme

<table>
<thead>
<tr>
<th><strong>Interprofessional Education</strong></th>
<th>Core Theme Indicator Results</th>
<th>Mission Fulfillment for Each Objective</th>
<th>Mission Fulfillment for Each Core Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Did &gt;90% of the Indicators for the Objective Meet the Target or Were Within an Acceptable Range?</td>
<td>Did &gt;90% of the Indicators for the Core Theme Meet the Target or Were Within an Acceptable Range?</td>
<td></td>
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<tr>
<td>CTI 2.1.1</td>
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<td>CTI 2.1.2</td>
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<td>CTI 2.1.3</td>
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<tr>
<td>CTI 2.1.4</td>
<td>▼</td>
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<td><strong>Objective 2.1</strong></td>
<td></td>
<td>Yes</td>
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<tr>
<td><strong>Mission Fulfillment for Interprofessional Education</strong></td>
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<td>Yes</td>
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### Standard 1.B Core Themes

**Standard 1.B.1 The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.**

OHSU has four core themes: learning environment, interprofessional education, clinical and translational research, and health system and health policy leadership. These core themes individually manifest essential elements of OHSU’s mission as well as collectively encompass the university’s complex mission and five of OHSU Vision 2020’s six strategic goals. The sixth strategic goal, "Generate and deploy OHSU resources to sustain an environment where faculty and staff committed to top performance can excel" runs through all core themes, mission elements, and strategic goals to emphasize the importance of fiscal planning and sustainability. Table 3 on the next page demonstrates the alignment of the core themes to the mission and strategic goals.
<table>
<thead>
<tr>
<th>Core Theme</th>
<th>OHSU Mission</th>
<th>Vision 2020 Strategic Goal</th>
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<tbody>
<tr>
<td><strong>Learning Environment</strong></td>
<td>Educate tomorrow's health professionals, scientists, engineers and managers in top-tier programs that prepare them for a lifetime of learning, leadership and contribution. (M1)</td>
<td>Be a great organization, diverse in people and ideas. (SG1)</td>
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<td></td>
<td>Explore new, basic, clinical, and applied research frontiers in health and biomedical sciences, environmental and biomedical engineering and information sciences, and translate these discoveries, whenever possible, into applications in the health and commercial sectors. (M2)</td>
<td>Help meet Oregon's health and science workforce needs through innovative education strategies. (SG4)</td>
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<td>Help meet Oregon's health and science workforce needs through innovative education strategies. (SG4)</td>
<td>Develop and retain a faculty that will collaborate to drive excellence and innovation across OHSU. (SG2)</td>
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<td></td>
<td>Generate and deploy OHSU resources to sustain an environment where faculty and staff committed to top performance can excel. (SG6)</td>
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<tr>
<td><strong>Interprofessional Education</strong></td>
<td>Educate tomorrow's health professionals, scientists, engineers and managers in top-tier programs that prepare them for a lifetime of learning, leadership and contribution. (M1)</td>
<td>Help meet Oregon's health and science workforce needs through innovative education strategies. (SG4)</td>
</tr>
<tr>
<td></td>
<td>Deliver excellence in health care, emphasizing the creation and implementation of new knowledge and cutting-edge technologies. (M3)</td>
<td>Develop and retain a faculty that will collaborate to drive excellence and innovation across OHSU. (SG2)</td>
</tr>
<tr>
<td><strong>Clinical &amp; Translational Research</strong></td>
<td>Explore new, basic, clinical and applied research frontiers in health and biomedical sciences, environmental and biomedical engineering and information sciences, and translate these discoveries, whenever possible, into applications in the health and commercial sectors. (M2)</td>
<td>Develop and retain a faculty that will collaborate to drive excellence and innovation across OHSU. (SG2)</td>
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<td></td>
<td>Join others in developing policy and care delivery solutions that improve access to high-quality health care for all, especially Oregonians. (SG3)</td>
<td>Align OHSU enterprises to support robust and sustainable innovation and research. (SG5)</td>
</tr>
<tr>
<td><strong>Health System &amp; Health Policy Leadership</strong></td>
<td>Lead and advocate for programs that improve health for all Oregonians, and extend OHSU's education, research and health care missions through community service, partnerships and outreach. (M4)</td>
<td>Join others in developing policy and care delivery solutions that improve access to high-quality health care for all, especially Oregonians. (SG3)</td>
</tr>
<tr>
<td></td>
<td>Deliver excellence in health care, emphasizing the creation and implementation of new knowledge and cutting-edge technologies. (M3)</td>
<td>Develop and retain a faculty that will collaborate to drive excellence and innovation across OHSU. (SG2)</td>
</tr>
</tbody>
</table>
Standard 1.B.2 The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.

Of the two recommendations included in the 2012 Year Three Report, one focused on defining mission fulfillment for indicators:

1. The evaluation committee recommends that the institution articulate the acceptable threshold or extent of mission fulfillment for all identified indicators (Standard 1.A.2 and 1.B.2).

The university used this recommendation to review all of the core theme objectives and indicators to: 1) ensure indicators focus on outputs, results or achievement over process, activities or inputs; 2) accelerate progress on developing baseline data, as needed; and 3) articulate acceptable thresholds to fulfill the University’s mission.

Learning Environment Core Theme

As an academic health center, OHSU functions at the intersection of health professions education, biomedical research, and patient care to improve the health and well-being of Oregonians and beyond. The health care sector is now and will continue to be a significant area of job creation in Oregon and the United States in the coming decades.

Supply and demand for health professionals and biomedical researchers include many demographic and socioeconomic forces. These include the increasing demand for health services due to the expansion of health care insurance (e.g., the Affordable Care Act) to previously underserved populations, the aging population (baby boomers) requiring additional health services, the impending retirement of baby boomers working in the health professions, and new scientific discoveries and technology advances that are changing health care access, delivery and quality.

These pressures call for changes in the delivery of health care and the education of health and science professionals. Several racial and ethnic minority groups and persons from disadvantaged backgrounds are significantly underrepresented among health professionals and scientists in Oregon and the United States. Some obstacles exist to creating the learning environment needed to increase the number of diverse, well-trained health professionals and scientists:

- Inadequate pre-college academic preparation in rigorous mathematics and science courses, especially for students from underrepresented minority populations;

- Many geographic areas and populations in Oregon need more health care professionals representing a broader scope of practice to meet the health care needs of the region or sub-population;

- The escalating cost of tuition impacts those students without significant financial support to pursue health professions.

Responding to these pressures, the university is focusing on a number of promising initiatives to transform the training of health professionals, the health care workforce, and ultimately the
quality, cost and effectiveness of health care services, which are described in more detail in Standard Three Core Theme Planning and Standard Four Effectiveness and Improvement.

After the Year Three Report and site visit were completed, various groups, including members of the original core theme teams, the Academic and Student Affairs Council, Faculty Senate, NWCCU accreditation workgroups and staff in the Provost’s Office, reviewed the core theme indicators, objectives, metrics and data sources to ensure their reliability and validity in monitoring mission fulfillment. As a result of this review, three indicators were deleted, twelve indicators were moderately revised and four new indicators were added.

As a result of this work, the university has identified eight objectives with 24 indicators to establish the framework critical to monitoring the fulfillment of its core themes. The following section, which is organized by core theme, provides an overview of the objectives, indicators and if there was a modification or change, the rationale to support it. Changes to the objective or the indicator are in bold to help the reader quickly identify modifications.

**Core Theme #1: Learning Environment**

**Objective 1.1:** Develop student pipeline to meet the health needs of an increasingly diverse Oregon and nation.

**Indicators:**

1.1.1. Percentage of underrepresented minority students in OHSU programs, of total OHSU students.

1.1.2. Following involvement, On Track participants will report increases in self-perceptions of their academic identity or motivational resilience needed to progress to postsecondary education.

1.1.3. Percentage of OHSU nursing BS graduates trained outside the Portland campus.

**Rationale:** Underrepresented minority groups (URM) in the health professions and sciences include some racial/ethnic minorities. In 2012, a change was made to OHSU’s definition of URM groups to ensure consistency of data collection and reporting efforts for underrepresented minority groups. Consistent data collection of URM groups has been in place for some time while other data on student diversity is not yet readily or reliably available. A diverse workforce is needed to address the needs of increasingly complex patients and communities.

Encouraging more students to pursue sciences in high school and college, especially underrepresented minority groups, is critical to achieving improved population health in Oregon. The On Track program is currently one of the primary programs in place to address this issue and an indicator and metric is now in place to monitor the impact of this program on the pipeline for potential health care professionals.

One of the key healthcare workforce needs in Oregon’s rural and underserved regions is in nursing. The indicator was developed to monitor the number of nurses that are educated outside the Portland campus, as research indicates that students are more likely to return to the region or a similar region to the one they grew up in. In an effort to better serve these areas, expanding educational efforts outside the Portland campus is one initiative to generate a pipeline of baccalaureate-educated nurses to help ease shortages in this healthcare profession.
**Objective 1.2:** Provide a supportive learning and work environment for diverse students, faculty and staff.

**Indicators:**

1.2.1. Percentage of students that are satisfied with OHSU’s climate for diversity and inclusion.
1.2.2. Percentage of faculty and staff members that are satisfied with OHSU’s climate for diversity and inclusion.
1.2.3. Percentage of minority faculty at OHSU.

**Rationale:** Promoting a supportive learning and working environment for students, faculty, and staff is critical to OHSU’s continued success in recruiting the most talented, qualified and diverse people into the OHSU community. Through the OHSU Diversity Climate survey, employees assess various aspects of the OHSU climate including, hiring processes, collegial relationships, communication, leadership and policy. Utilizing a similar survey format, students assess the educational program environment, availability of resources for diversity and inclusion, faculty engagement in learning, faculty advising and mentoring, as well as the availability and effectiveness of academic and student support services. One of the indicators was modified slightly to better align OHSU’s climate survey results for diversity and inclusion for both students and employees.

**Objective 1.3:** Produce graduates in health professions, scientists, engineers and managers who meet appropriate industry standards.

The objective was revised in 2013-14 to be more outcomes-focused rather than process-based.

**Indicators:**

1.3.1. Percentage of OHSU graduates that meet or exceed the national pass rate on national credentialing exams on the first attempt.
1.3.2. Percentage of programs with student learning outcomes and assessment plans.
1.3.3. Percentage of students in select clinical programs completing degrees within 100% of usual program time.
1.3.4. **Percentage of degree-seeking students that persist to second year.**
1.3.5. Percentage of courses evaluated that have an average student rating of ≥5 on a 6-point scale.

**Rationale for Indicators:** Credentialing exam pass rates are common metrics used to determine program and institutional effectiveness. When an individual passes a credentialing or licensure examination, it indicates that predetermined qualifications of knowledge and competencies established by experts in their respective fields have been met and therefore an individual is licensed to practice. Licensure and credentialing provide a form of quality assurance.

OHSU’s assessment system ensures that all programs have outcomes assessment plans that identify student learning outcomes/competencies, assessment methodologies, and evidence that students and graduates are demonstrating competency in program-specific and OHSU learning objectives. The student learning outcomes assessment plans are designed for faculty to provide evidence of assessment results and feedback on how results are being used for improvement. Several programs have already demonstrated the full process from development to utilizing results for improvement.
The creation of the OHSU Teaching & Learning Center and the increased use of simulation in the curriculum are designed to enhance learning outcomes to ensure graduates are well-prepared for clinical practice and research, continue in their program, progress to the next level of training (e.g., residency training), or successfully complete their academic program.

The use of a common course evaluation system, which was fully implemented during the 2013-14 academic year, is important to provide feedback to program faculty regarding course and instructional effectiveness.

Core Theme #2: Interprofessional Education

As future members of a learned profession, students have traditionally adopted established roles, including those of nurse, physician, physician assistant, pharmacist, dentist, nutritionist, or scientist. Over the last decade, an international movement, including representation of each health profession, has recognized the need for interprofessional practice and education to meet “Triple Aim” goals of: 1) improved health of populations, 2) improved patient experience, and 3) reduced trends in total per capita health care expenditures. The Institute of Medicine (IOM) called for focused attention on faculty preparation and reward structures, professional development, and instruction and learning of students. The IOM directed faculty, students and staff to develop additional skills related to working effectively as a member and leader of an interprofessional team, communicating effectively, developing cultural competency, and implementing systems-based quality improvements with the goal of providing collaborative, patient-centered care. The Institute of Medicine, Josiah Macy Foundation, American Association of Colleges of Nursing, PEW Charitable Trusts, Liaison Committee on Medical Education, American Dental Education Association, and others have called for the health professions to develop education that fosters interprofessional learning, based on the understanding that when these professionals understand one another's roles and responsibilities and are able to work effectively in teams, patient outcomes improve (IOM, 2003). The IOM has continued to develop this focus, publishing “Core Principles & Values of Effective Team-based Health Care” in 2012 and Interprofessional Education for Collaboration: Learning How to Improve Health from Interprofessional Models across the Continuum of Education to Practice in 2013.

In 2010, the World Health Organization (WHO) published "Framework for Action on Interprofessional Education & Collaborative Practice" (IPECP). The WHO definition of interprofessional education—“When students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes”—has been widely accepted. Perhaps the most impactful document regarding IPECP is the May 2011 report of an expert panel, the Interprofessional Education Collaborative (IPEC)—representing the American Association of Colleges of Nursing, American Association of Colleges of Osteopathic Medicine, American Association of Colleges of Pharmacy, American Dental Education Association, Association of American Medical Colleges, and the American Association of Schools of Public Health. The report, entitled “Core Competencies for Interprofessional Collaborative Practice,” was sponsored by the Interprofessional Education Collaborative. This seminal work established the IPEC core competencies for interprofessional practice, which serve as the foundation of interprofessional education.

In 2013, the National Center for Interprofessional Practice and Education was established at the University of Minnesota. The National Center is funded by the Health Resources and Services
Administration (HRSA), an agency of the U.S. Department of Health and Human Services (HRSA) and four foundations: Macy, Robert Wood Johnson, Gordon and Betty Moore, and the John A. Hartford Foundation. In 2014, OHSU aligned with this National Center by becoming a National Center Nexus Innovation Incubator site, with distinct innovation incubator projects focused on interprofessional practice and education.

The university explored a number of multiprofessional or interprofessional efforts over the years between and within schools and programs that reflect the potential spectrum of working together. Examples include the following: The Center for Ethics in Health Care; Oregon Geriatric Education; management contracts with two Department of Medical Informatics & Clinical Epidemiology faculty members to teach in the M.B.A. program in Health Care Management; Center for Global Health; and Physician Assistant, Dental and Radiation Therapy students learning together in Gross Anatomy and Principles of Clinical Medicine. OHSU is a recognized international leader in simulation, with sophisticated faculty, support staff, and technology to advance learning; some simulations are interprofessional in nature.

In May 2012, OHSU launched an aggressive Interprofessional Initiative (IPI), led by the provost. Prior to this, OHSU’s interprofessional or multi-professional education efforts were smaller in scale. Conversations among members of the Deans’ Council, Academic and Student Affairs Council and Provost's Operations Council identified the barriers to using interprofessional education to transform the education of health and science professionals. Discussions with these groups reached a consensus that the major barriers to scaling up these initiatives to achieve a more collaborative learning environment included several structural concerns:

- Many different academic calendars making it difficult to coordinate curriculum among programs;
- Lack of common grading systems among the schools;
- Tuition levels that vary greatly by program, which stifles the flow of students between programs or designing courses for students in two or more programs;
- Specialized accreditation standards and often national licensure examinations specific to each discipline/specialty practice area demand domain-specific content, leaving no shared time in the curriculum for interprofessional courses and electives;
- Curricular review to identify potential content overlap to reduce inefficiencies and redundancies is not systematic;
- OHSU faculty lack teaching and clinical experience in IPECP environments.

The objective of the Interprofessional Initiative is to eliminate these barriers and to identify and support opportunities for OHSU students to “learn with, from and about” each other to prepare a collaborative, practice-ready health care workforce. The OHSU Interprofessional Initiative engages faculty, students and staff—as well as patients and the community—to fulfill the goal of a safer and more effective patient-centered and community-orientated health system for Oregon and beyond.

In the 2012 NWCCU Year Three Report, the reviewers noted aptly that the core theme objectives were not well developed, largely because interprofessional education was a
concept. Since this report was issued, the Interprofessional Initiative Steering Committee deliberated and advanced four indicators more relevant for the development and early implementation phase and set high thresholds for mission fulfillment.

**Objective 2.1.** Promote an institutional culture and infrastructure that enhances interprofessional health education.

**Indicators:**

2.1.1. Percentage of programs that adopt four common systems: academic calendar, grading, course evaluation and protected IPE time in curriculum.

2.1.2. Student enrollment in interprofessional or multi-professional curriculum will exceed 1000.

2.1.3. Average faculty facilitator rating for the IPE Foundation Series is ≥ 5 on a six-point scale.

2.1.4. Average student rating of the IPE Foundation Series is ≥5 on a six-point scale.

**Rationale:** Interprofessional education supports a new model of patient-centered, team-based care. Programmatic accrediting bodies (e.g., Liaison Committee on Medical Education, Commission of Dental Accreditation, and American Association of Colleges of Nursing) for health professions are increasing their expectations for interprofessional education as part of profession-specific learning experiences. Indicators #2.1.3 and #2.1.4 were added to monitor the effectiveness of the interprofessional education Foundation Series.

OHSU's dynamic long-term strategic plan, OHSU Vision 2020 (version 2013), specifically includes strategies for interprofessional practice and education: 2.2. “Drive interprofessional collaboration and innovation across all missions”; 2.6. “Develop and reward faculty who lead interprofessional education and collaboration within and across missions”; and 4.2. “Educate a clinical and scientific workforce that creates new knowledge and address the health of populations in an interprofessional environment.”

**Core Theme #3: Clinical and Translational Research**

OHSU includes multiple departments, research centers and institutes that form the foundation of a diverse and vital research enterprise. A partial listing of these entities includes the four schools; Vollum Institute; Oregon Clinical and Translational Research Institute; Knight Cancer Institute; Oregon National Primate Research Center; Oregon Institute of Occupational Health Sciences; Child Development and Research Center; Center for Coastal Margin Observation and Prediction; Oregon Rural Practice-Based Research Network; Institute of Environmental Health; Hartford Center of Geriatric Nursing Excellence; and Oregon Center for Health Systems and Effectiveness Research, a new venture between OHSU and the State of Oregon to align health systems research—which is represented in a core theme.

Translational research at OHSU occurs within all of these entities and is characterized by a strong and vibrant scientific community; a vigorous research portfolio with rapid growth of funding; high value on collaboration among researchers and comparatively low barriers to intra-institutional research; recent expansion of physical facilities for research; and institutional research infrastructure, including well-established educational training programs in translational research methods. OHSU has a long and successful history of collaborating with local, state, and regional partners to advance the research agenda, including extensive outreach into the community. The research portfolio spans the translational spectrum, from basic science
investigations, through clinical research, early phase therapeutic trials, population-based studies, and finally to health systems research. All schools participate in translational research activities.

Training components include application of biotechnology to research and the dissemination of information to the next generation of scientists. In the development of the specific translational research goals that follow, the university has drawn upon two important planning processes that have been ongoing since 2010, including the successful continued funding of the university’s National Institutes of Health (NIH) Clinical and Translational Science Award. In 2010-11, the OHSU School of Medicine prepared for a shifting national research landscape by developing and adopting a Research Roadmap process guided by one vision: “By 2016, the OHSU School of Medicine will be recognized globally for excellence in scientific discovery and the rapid translation of new knowledge into practices that improve human health.”

To measure the progress toward the clinical and translational research core theme, the university identified two core theme objectives and six indicators as follows:

**Objective 3.1:** Promote research career development to provide a “career ready” biomedical science workforce.

**Indicators:**

3.1.1. Annual success rates for Career Development Awards (K Awards) applications to the National Institutes of Health.
3.1.2. Number of faculty, trainees and students that complete clinical and translational research training (degrees and certificates).
3.1.3. Percentage of OHSU Ph.D. graduates reporting post-graduation employment or postdoctoral study.

**Objective 3.2:** Maintain OHSU’s prominence as a research university.

**Indicators:**

3.2.1. Total sponsored project revenue in a given year.
3.2.2. Average annual sponsored project revenue per faculty with OHSU Principal Investigator status.
3.2.3. Number of new inventions disclosed in a given year.

**Rationale for Indicators:**
OHSU currently tracks these indicators and data is provided in the annual OHSU Fact Book. A modification to indicator # 3.1.3 was made to better align with survey data that has and is being collected. These indicators are accessible and meaningful for determining OHSU’s impact on the development of a workforce with clinical and translational research competencies.

**Core Theme #4: Health System and Health Policy Leadership**

OHSU aspires to be the innovation leader in health care reform in the state. The education mission is inextricably linked with OHSU’s clinical care operations. The clinical setting is a critical part of the learning environment at OHSU, and all clinical operations provide essential financial support for all of OHSU’s operations. At the heart of current health care reform efforts is the pursuit of 1) improved population health, 2) improved patient experience and 3) reduced
per capita health care costs, known as the "Triple Aim." Only by achieving all three of these objectives can genuine improvements be realized in the health care system.

In 2012, the U.S. health care industry represented 16.9% of the Gross Domestic Product of the national economy, and every year citizens face health care cost increases far in excess of general inflation. Discussions about how to resolve health policy issues dominate the national political discourse, and in 2010, the U.S. Congress passed the Affordable Care Act, the broadest health care reform legislation since the creation of Medicare in the 1960s. In June 2012, the Supreme Court rendered a final decision to uphold the health care law. In Oregon, health care policy and reform have long been public priorities. The creation of the Oregon Health Plan in the 1990s, marked the first effort by a state to address out-of-control Medicaid program costs by applying for a waiver to the standard federal entitlement system, and instead creating one in which prioritizing of cost-effective medical services and rationing of total available public resources were central tenets.

During the state’s legislative session in 2009, the Oregon Legislature passed House Bill 2009, which created a new state agency, the Oregon Health Authority (OHA), to coordinate and supervise health policy reforms and initiatives across the state. The OHSU Center for Health Systems Effectiveness conducts research in the pursuit of the “Triple Aim” of improving population health, improving the patient experience, and reducing per capita costs. The Center also fosters collaboration and interprofessional practice across OHSU schools and departments with a focus on data-driven analysis and the objective evaluation of health systems transformation efforts.

To measure the progress toward the health system and health policy leadership core theme, the university identified two core theme objectives and three indicators as follows:

**Objective 4.1:** Ensure OHSU students gain knowledge about population health and health policy.

**Indicators:**

4.1.1. Percentage of programs that have at least one Student Learning Outcome that addresses evolving health systems, population health, health policy, resource allocation or leadership.

**Objective 4.2:** Bridge academic research, health policy, and community practice to improve public health.

**Indicators:**

4.2.1. Annual sponsored projects revenue specifically focusing on health systems, health sciences research or evidence-based policy.

4.2.2. Perception of Oregonians regarding OHSU’s partnering with others to improve the health and well-being of the state’s citizens or leading discussions on health care issues or health reform.

**Rationale for Indicators:** With so many regulatory unknowns facing today’s health care providers and the providers of the future, it is imperative that OHSU’s graduates understand the important issues and interests in the health policy arena. In addition to the health policy environment, OHSU’s clinical settings represent opportunities for health care practitioners, scientists and students to learn from, with, and about one another and to further the university-wide value of collaboration. Improving the quality and safety of health care as well as patient
outcomes is linked to health care providers working together, standardizing routines, developing checklists, and fulfilling their unique role on the team while understanding the roles of all team members. The expectation that all graduates have an understanding of health systems and health policy requires the development of university-level learning outcomes. As a result, OHSU Graduation Core Competencies were adopted in 2014 and programs have mapped their student learning outcomes to these competencies.
CHAPTER TWO: RESOURCES AND CAPACITY

Executive Summary of Eligibility Requirements 4 through 21

Eligibility Requirement 4: Operational Focus and Independence
As a public, free-standing academic health center, the university consists of a medical school, a dental school, a nursing school, other health-related professions, biomedical engineering, health care management and biomedical sciences as well as joint degree programs with public universities in Oregon, including Oregon State University (OSU), Portland State University (PSU) and Oregon Institute of Technology (OIT). In addition, OHSU operates a teaching hospital and a faculty practice plan. ORS 353.020 provides sufficient organizational and operational independence to be held accountable and responsible for meeting the Commission's standards and eligibility requirements.

Eligibility Requirement 5: Non-Discrimination
OHSU is governed and administered with respect for the individual in a nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its mission, strategic goals and core themes.

Eligibility Requirement 6: Institutional Integrity
The Code of Conduct establishes the ethical standards in all OHSU operations and relationships.

Eligibility Requirement 7: Governing Board
OHSU has a ten-member governing board responsible for the quality and integrity of the institution to ensure that OHSU's mission, strategic goals and core themes are being achieved. Mandated positions on the board include the president of OHSU, a member of the Oregon State Board of Higher Education and an OHSU student. The other seven members serve at the discretion of the governor of Oregon and must be confirmed by the Oregon Senate. With the exception of the OHSU president, none of the governing board members has a contractual or employment relationship or personal financial interest with OHSU. The Conflict of Interest policy requires annual disclosures by OHSU board members and executives and is closely monitored by the University's general counsel and the corporate secretary of the board of directors.

Eligibility Requirement 8: Chief Executive Officer
The governing board appoints, employs and evaluates the chief executive officer, who is the president. The president’s full-time responsibility is to OHSU. The president is an ex-officio member of the governing board and cannot serve as the chair of the board of directors. The chair of the board of directors is selected from among the voting members to serve a term of two years.

Eligibility Requirement 9: Administration
In addition to a chief executive officer, the institution employs about 900 executives, senior managers and administrators who are qualified to provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the OHSU's mission and achievement of its core themes.
Eligibility Requirement 10: Faculty
Consistent with its mission and core themes, the institution employs and regularly evaluates the performance of appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs wherever offered and however delivered.

Eligibility Requirement 11: Educational Programs
The institution currently admits students into approximately 68 educational programs that include appropriate content and rigor consistent with its mission and core themes. The educational programs culminate in achievement of clearly identified student learning outcomes, and lead to collegiate-level degrees and certificates with content in recognized disciplines.

Eligibility Requirement 12: General Education and Related Instruction
OHSU's undergraduate programs require that students complete all general education requirements at another university to earn a baccalaureate from OHSU. Students complete general education prior to enrolling at OHSU or enroll simultaneously in a second institution to complete the general education requirements. The partnerships with, and program sites on, other state colleges and universities facilitate students' ability to complete general education requirements.

Eligibility Requirement 13: Library and Information Resources
Consistent with its mission and core themes, the institution maintains and provides access to library and information resources with an appropriate level of currency, depth, and breadth to support OHSU's programs and services. Students enrolled on the Portland campus, in the nursing program at off-site locations throughout the state, and in distance education and online courses have access to library and information resources.

Eligibility Requirement 14: Physical and Technological Infrastructure
OHSU provides the physical and technological infrastructure necessary to achieve its mission and core themes.

Eligibility Requirement 15: Academic Freedom
OHSU maintains an atmosphere in which intellectual freedom and independence exist. Faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general.

Eligibility Requirement 16: Admissions
OHSU publishes its student admission policies, which vary by program. On the program-level web pages, prospective students access information about the characteristics and qualifications for the programs, curriculum, faculty qualification, and admissions procedures and practices.

Eligibility Requirement 17: Public Information
OHSU publishes on the public web site accurate information regarding: its mission and core themes; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendars.
Eligibility Requirement 18: Financial Resources
OHSU has sufficient cash flow with cash on hand to be financially stable. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and long-term financial sustainability.

Eligibility Requirement 19: Financial Accountability
OHSU undergoes annually an external financial audit by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and governing board.

Eligibility Requirement 20: Disclosure
OHSU accurately discloses to the Commission all information required by the Commission to carry out its evaluation and accreditation functions.

Eligibility Requirement 21: Relationship with Accreditation Commission
OHSU accepts the standards and related policies of the Commission and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy. Further, OHSU agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or members of the public requesting such information.

STANDARD 2.A. GOVERNANCE

Standard 2.A.1 The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.

The internal governance of OHSU is composed of a board of directors, the university president (CEO) with a team of administrative vice presidents and staff, faculty senate, academic deans, department chairs and student governing body.

The OHSU structure is fully explicated on the organizational chart shown in Appendix 2. The managing structure reflects the complexity of a free standing academic health center with vice presidents for each of the mission areas of academics, research and clinical care as well as major service areas of finance, administration, human resources, and legal. With 14,617 employees, the managing structure organizes the intraorganizational, interorganizational and governmental relationships. This structure is widely understood, has defined authority, roles and responsibilities, and provides for the consideration of the views of faculty, staff, administrators and students.

The president is authorized to adopt policy and regulations consistent with bylaws and policies of the board. The board of directors appoints the president, who has broad discretion and authority to set the strategic directions of the university. Vice presidents have discretion and authority to oversee their respective units. The authority to make academic program decisions resides with the president, provost, deans and faculty. (See Appendices 3-9 for overviews of key OHSU units).
The practice of shared governance—soliciting and considering the input of faculty, staff, administrators and students—are important components of the decision-making process. OHSU’s governance structure includes a number of teams, committees and councils. See Appendix 10 for a complete listing of policy advisory committees and councils maintained at OHSU.

**Standard 2.A.2 In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.**

OHSU is not part of a multi-unit governance system. It is a free-standing university with its own board of directors and is established in Oregon Revised Statutes (ORS) as a public corporation.

Prior to 1995, OHSU was one of eight public universities and colleges governed by the Oregon State Board of Higher Education (OSBHE). Many of the administrative and management systems that OHSU operated under had been designed for large undergraduate institutions such as the University of Oregon (UO), Oregon State University (OSU) and Portland State University (PSU), and few, if any, of the OSBHE members had experience in medical education or health care delivery. Since 1995, via ORS Chapter 353, OHSU has a streamlined governance structure that allows it to make independent programmatic and business decisions. As a public corporation, the university is overseen by the OHSU Board of Directors, with the state retaining some oversight of board composition through gubernatorial appointments and the legislative confirmation process and through a requirement that OHSU coordinate with the Higher Education Coordinating Commission (HECC) and Oregon University System until its closure on July 1, 2015, regarding significant academic matters. In addition, OHSU leadership sits on the Statewide President’s Council and on the Statewide Provosts’ Council in order to further inter-institutional collaborations.

During the 2011 Legislative Session, Senate Bill 242 created the Higher Education Coordinating Commission (HECC), a 14-member, volunteer board, to coordinate postsecondary education policy in Oregon, including the public universities and community colleges. In addition, during the 2013 Legislative Session, Senate Bill 270 was signed into law, which created a new governance model of independent governing boards for UO, OSU and PSU effective July 1, 2014. On July 1, 2015, the four remaining OUS institutions (Eastern Oregon University, Oregon Tech, Southern Oregon University, and Western Oregon University), will also transition to independent governing boards.

**Standard 2.A.3 The institution monitors its compliance with the Commission’s Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.**

The executive vice provost is responsible for matters related to accreditation, learning outcomes assessment, program review and evaluation.

The impact of legislative actions and external mandates on OHSU’s compliance with the Commission’s Standards for Accreditation is monitored by the Office of Government Relations and coordinated with the executive vice provost.

Neither the faculty nor graduate students are unionized at OHSU. The impact of collective bargaining agreements with employees on OHSU’s compliance is coordinated by the Office of Human Resources. Represented employees across the university belong to one of two unions:
• American Federation of State, County and Municipal Employees (AFSCME), Local 328, represents nearly 40 percent of employees. The current contract is in place until June 30, 2015.
• Oregon Nurses Association (ONA) represents 15 percent of employees. The ONA contract is effective until March 31, 2017.

The Office of Human Resources maintains details and highlights of the collective bargaining agreements in effect.

**Standard 2.A.4** *The institution has a functioning governing board consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities, and authority of each board - as they relate to the institution - are clearly defined, widely communicated, and broadly understood.*

The [OHSU Board of Directors](https://www.ohsu.edu/about/leadership/board) has ten members. Mandated positions on the board include the president of OHSU, a member of the Oregon State Board of Higher Education and an OHSU student. The other seven members serve at the governor of Oregon's discretion and must be confirmed by the Oregon Senate. The university president serves on the board throughout his or her presidency, the student board member serves a two-year term, and each of the other members serve a four-year, appointed term. The operational framework for the Board is established in the [Board of Director's policies](https://www.ohsu.edu/about/leadership/board/policies). Policies addressing purchasing, debt management, human resources, investments and a variety of other areas guide their work and decision making.

The appointment, membership, meetings and removal of members of the OHSU Board of Directors is clearly delineated in [ORS 353.040](https://www.ors.state.or.us/page.cfm?title=ORS%20353.040). Appointments are staggered to provide for continuity as changes occur in board membership. The governor may remove any member at any time for cause, after notice and public hearing, but not more than three members may be removed within a period of four years, unless it is for corrupt conduct in office. The president of OHSU, who is appointed by the OHSU board, serves as an ex-officio voting member of the board. The board elects a chair and vice chair and committees meet regularly. The Secretary to the Board manages preparation for all board meetings, serves as an information source on board matters and is the recorder and repository of the board's official record.

Appointed members to the board have no contractual, employment or financial interests in OHSU, with the exception of the president who is an employee.

### OHSU Board of Directors

<table>
<thead>
<tr>
<th>Board Member</th>
<th>Term Expiration</th>
<th>Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ken Allen</td>
<td>09/30/2016</td>
<td>Executive Director, Oregon AFSCME</td>
</tr>
<tr>
<td>Prashant Dubey</td>
<td>09/30/2017</td>
<td>President, CEO, The Sumati Group</td>
</tr>
<tr>
<td>Suzanne Funkhouser</td>
<td>09/30/2016</td>
<td>Student, OHSU School of Medicine</td>
</tr>
<tr>
<td>Maria M. Pope, Vice Chair</td>
<td>09/30/2017</td>
<td>Senior Vice President of Power Supply and Operations and Resource Strategy, Portland General Electric</td>
</tr>
</tbody>
</table>
Standard 2.A.5 The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.

With the structure and guidance of the OHSU Board of Director’s Bylaws and board policies, the board acts as a committee of the whole. No member or subcommittee of the board acts independently except by formal delegation of authority.

The board has two standing committees which are the Human Resources and Financial and Audit Committees. The charters for each of the standing board committees define the areas of oversight of each committee. The Bylaws and Governance Principles and Guidelines (See Appendix 11) and the Code of Conduct define the duties, responsibilities, ethical conduct requirements, organizational structure and operating procedures of the board.

Standard 2.A.6 The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.

In 1995, the legislature passed OHSU’s public corporation statute, which is primarily outlined in ORS Chapter 353. Among the various powers of the OHSU Board of Directors described in statute, the OHSU Board, or university officials acting under the authority of the board, is authorized to "create, develop, supervise, control and adopt academic programs, including standards, qualifications, policies or practices related to admissions, curriculum, academic advancement, grading policy, student conduct, credits and scholarships and the granting of academic degrees, certificates and other forms of recognition." ORS 353.050(11). The OHSU Board of Directors, or university officials acting under the authority of the board, is authorized by statute to determine and approve policies for the organization, administration and development of the university, including those regarding its own organization and operation.

Chapter 353 also outlines how OHSU shall interact with the Oregon University System (OUS) in exercising that authority. ORS 353.440 requires OHSU and OUS to coordinate related and integrated academic programs and to advise the other of significant changes to their academic programs, such as a merger or closure of a school or degree program. Senate Bill 242, passed during the 2011 Legislative Session, modified ORS 353.440. Effective July 1, 2014, OHSU is now required to coordinate with the newly created Higher Education Coordinating Commission (HECC) on proposed changes to related or integrated academic programs including coordinating strategic plans, creating a statewide integrated data system, collaborating to create new programs, and notifying and providing an opportunity to comment on tuition rate changes.
Standard 2.A.7 The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.

Through the charter of the Human Resources Committee of the board (See Appendix 12), the board delegates to the chair the responsibility and authority to assess the performance of the president. Members of the Human Resources Committee of the board serve as advisors to the chair for that process. The chair performs the assessment every year and meets with the president to provide feedback regarding the board survey results.

Standard 2.A.8 The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.

The Chair of the Board is required to assess the performance of the OHSU Board and its committees on an annual basis. That assessment has been done every year since 2006, utilizing a detailed written survey instrument. (See Appendix 13). The survey instrument was revised in 2010. The results of the board survey are presented to the Chair of the Board who shares the review, analysis and identification of areas where board and/or management performance--as it impacts board performance--can be improved.

Standard 2.A.9 The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

The board of directors relies on OHSU's administrative team and the University Health System Board for advice and counsel. The Executive Committee of the board of directors evaluates major policies related primarily to education and research. The University Health System Board plans and recommends policies and strategies for OHSU's clinical activities. However, the OHSU Board of Directors is responsible for the management of the institution including clinical strategy.

OHSU has a multi-tiered system of leadership to ensure efficacy across all levels of institutional management and oversight. The top tier is comprised of executive leadership members, an information sharing and policy discussion group reflecting the broad leadership of the institution. Several members of executive leadership report directly to the president.

During the 2010, five-year interim review by NWCCU, the university was in the midst of several executive recruitments. OHSU's adaptation to its turbulent environment involved strategic reorientation and executive leadership changes in several key positions over the last three years: provost/vice president for academic affairs, chief financial officer, chief administrative officer/vice president and a new position of chief of staff. All executive leadership positions are currently filled.

The president manages the operation of the institution through six executive leadership members. This group is charged with planning, organizing and managing the institution, and assessing its achievements and effectiveness. The executive leadership comprises the following individuals and positions:
• President Joseph E. Robertson, Jr., M.D., M.B.A.
• Provost and Executive Vice President for Academic Affairs, Jeanette Mladenovic, M.D.,
  M.B.A., M.A.C.P. (reports to the President)
• Executive Vice President, President OHSU Faculty Practice Plan, Dean, School of
  Medicine, Mark Richardson, M.D., MSc.B., M.B.A. (reports to the President)
• Executive Vice President, OHSU Executive Director, OHSU Health Care, Peter F.
  Rapp (reports to the President)
• Executive Vice President, Chief Financial Officer, Lawrence J. Furnstahl (reports to the
  President)
• Senior Vice President for Public Affairs & Chief of Staff, Connie Seeley (reports to the
  President)

The executive leadership meets weekly to ensure that the institution's direction and vision
are being effectively articulated and managed through all areas of the university. These
meetings focus on the accomplishment of the strategic plan, university priorities and core
themes by addressing issues as they arise that require integration, collaboration and
coordination to be successful. See Appendix 14 for Executive Leadership Member Profiles.

**Standard 2.A.10** The institution employs an appropriately qualified chief executive officer
with full-time responsibility to the institution. The chief executive officer may serve as an
ex-officio member of the governing board, but may not serve as its chair.

OHSU is committed to attracting and retaining leadership talent. The university is proud of its
record of continuity and quality of leadership, as exemplified by the successful tenure of
President **Joe E. Robertson, Jr., M.D, M.B.A.**, since September 2006. Dr. Robertson is uniquely
qualified to serve as OHSU's president due to his involvement with the institution for more than
three decades; first as a resident, and later, as a professor and chairman of ophthalmology;
director of the Casey Eye Institute; and, just prior to being appointed president, he served
as dean of the medical school. At each of these stations, Robertson's contributions to his field,
the university and the greater community are significant and invaluable. The president serves on
the board of directors as an ex-officio member; the board chair is Jay Waldron.

**Standard 2.A.11** The institution employs a sufficient number of qualified administrators
who provide effective leadership and management for the institution's major support and
operational functions and work collaboratively across institutional functions and units to
foster fulfillment of the institution's mission and accomplishment of its core theme
objectives.

The academic programs are divided among several academic schools (dentistry, medicine,
nursing, pharmacy and a developing school of public health), plus joint programs with other
institutions in Oregon (including Oregon State University, Oregon Institute of Technology and
Portland State University). Each school has a dean responsible for all faculty, staff, students
and academic programs as well as associate deans and directors responsible for academic
affairs, student affairs, clinical affairs, business and financial operations, and human resources.
The schools are divided into departments or divisions which are administered by a department
chair or director overseeing academic programs leading to degrees or certificates.

The Presidents Council provides a high-level forum for advising the president and for the two-
way exchange of information among leaders of key units within OHSU, including the hospital,
the schools, the free-standing institutes and the various administrative departments. The exchange is critical to meeting communication needs across the institution concerning items such as policy development and implementation, programmatic developments, financial matters and government, public relations, legal and operational issues. The President’s Council ensures that the major support and operational function work collaboratively across units to fulfill the institution’s mission and accomplishment of its core theme objectives. The President's Council includes the following positions:

- President
- Chair, Department of Medicine
- Interim Dean, School of Public Health
- Dean, School of Nursing
- Director, Center for Coastal Margin Observation and Prediction
- Deputy Director, OHSU Knight Cancer Institute
- Assistant Vice Provost for Strategic Planning & Program Development
- Vice President for Research
- Director, OHSU Knight Cancer Institute
- Vice President for Human Resources
- Senior Vice President, OHSU Foundation
- Chief Financial Officer
- Student Representative
- Director, Vollum Institute
- Chief Operating Officer, Healthcare
- Director, Oregon National Primate Research Center (ONPRC)
- Senior Associate Dean for Clinical Practice
- Chair, Dept. of Surgery
- Director, OHSU Knight Cardiovascular Institute
- Chief Medical Officer
- Senior Vice President and Chief Diversity Officer
- Senior Scientist, Oregon Institute of Occupational Health Sciences
- Dean, School of Dentistry
- Executive Vice President and Provost
- Associate Dean, Research
- President, Faculty Senate
- Director, Vaccine and Gene Therapy Institute (VGTI)
- Vice President, Marketing and Communications
- Vice President and Assistant CAO
- Associate Vice President and Chief Integrity Officer
- President, OHSU Foundation
- Executive Vice President and Executive Director, Hospitals and Clinics
- Dean, School of Medicine
- Associate Director, ONPRC
- Executive Vice Provost
- Director, Child Development & Rehabilitation Center (CDRC)
- Chief of Staff
- Director, Oregon Institute of Occupational Health Sciences
- Dean, College of Pharmacy

Additional institution-wide policy boards, councils and committees include the Diversity Advisory Council, OHSU Faculty Senate, Health Care Administrative and Medical Staff Committees, Information Security and Privacy Advisory Committee, Research Strategic Advisory Committee, Policy Advisory Committee, Committee on Academic Policy, Strategic Transportation and Parking Advisory Committee, and Web Strategies Advisory Committee (WSAC). Each of these standing committees includes faculty and staff leaders from a broad range of constituencies and all mission areas. The advisory groups, which are indispensable for
OHSU's internal governance, are charged with providing information and input to the president and other senior administrators and share information with appropriate units in a timely and appropriate manner.

The Diversity Advisory Council (DAC) advises the president and executive leadership on enhancing diversity and inclusion for all aspects of the university mission. As a campus-wide group, the DAC supports diversity initiatives across the university— everything from helping units understand the business case for diversity to providing practical resources for employees, students, and community members. The DAC represents all of the university mission areas and student, staff, and faculty groups. Working together, DAC members enhance communication and collaboration across OHSU’s schools and departments.

The mission of the OHSU Faculty Senate is to represent faculty by proposing, evaluating and advising on actions or policies to create, maintain, and protect an academic environment conducive to the full and free development of scholarly learning, teaching, research, patient care, and community service. The Faculty Senate discusses, plans, advises and, where appropriate, takes action within its mission on any matter of general interest or concern to the faculty or pertaining to OHSU, including, but not limited to academic policies, educational standards, curricula, new programs, regulations, research, faculty status, strategic planning, budget, and aspects of student life that relate to the university environment. The Faculty Senate, either on its own initiative or in response to requests from the OHSU president, proposes or evaluates and advises the OHSU president on policies and activities with OHSU-wide impact and on actions of one school or unit that may impact another. On behalf of the OHSU Faculty, the Faculty Senate analyzes and evaluates decisions under consideration or made by the OHSU president and administrative officers, OHSU Board of Directors, the Oregon University System and the Higher Education Coordinating Commission. Faculty senators also serve as liaisons to other committees and councils such as the Policy Advisory Committee, Research Oversight Committee, Nursing Research Council, Information Security and Privacy Committee and Assessment Council.

The Policy Advisory Committee comprises representatives of the major units as well as additional staff who, at the discretion of the president or a vice president, should participate in the committee work. OHSU staff are invited to participate in committee discussions on an ad-hoc basis in order to bring additional information to the committee. The committee is chaired by the General Counsel, or designee, who is responsible for maintaining the official version of OHSU Policies.

Policy No. 02-50-001 established the Committee on Academic Policy which is convened at least once per term and composed of members appointed by the dean for each school to represent the major academic programs or units, one university attorney and the administrative coordinator for the Policy Advisory Committee. Other university staff are invited to participate in committee discussions on an ad-hoc basis in order to bring additional information to the committee. Academic policy development and approval procedures were approved by the Policy Advisory Committee and effective on October 22, 2010. Since being established, the Committee on Academic Policy meets regularly to review policies related to common course evaluations, technical admission standards, learning outcomes and a host of other academic areas.

The Deans’ Council, chaired by the provost and executive vice president for academic affairs, serves in an advisory capacity to the provost. The Council includes the following positions:

**Provost and Executive Vice President**

**Executive Vice President, President OHSU Faculty Practice Plan, Dean, School of Medicine**

**Dean, School of Nursing and Vice President of Nursing Affairs**
Dean, School of Dentistry
Dean, OSU College of Pharmacy
Interim Dean, School of Public Health
Executive Vice Provost
Senior Vice President for Research
Vice President, Research Operations and Student Affairs
Vice Provost, Finance and Administration

See Appendices 15-18 for college, school and dean profiles.

**Standard 2.A.12 Academic policies - including those related to teaching, service, scholarship, research, and artistic creation - are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.**

At OHSU, academic policy and academic policy infrastructure is shared between central administration and school-based structures. Centrally, academic policy related to teaching, service, scholarship and student affairs is located in Chapter 2 of the OHSU Policy Manual and academic policies. The Policy Advisory Committee has ultimate responsibility for changes to existing policies as well as for recommending new policy, which undergo a formal vetting process and are ultimately submitted to the president for approval. The Policy Advisory Committee comprises individuals from all OHSU missions, ensuring broad representation across the university. Broad institutional comment is solicited for all new policy and changes through regular communications with the OHSU community. The policy manual is communicated and available centrally to students and faculty through the OHSU intranet.

Complementary to the information in the OHSU Policy Manual, the Policy Advisory Committee established Policy 02-50-001, which formalized the process used by the university to adopt academic policies affecting more than one university unit. Policy 02-50-001, established in August 2012, also provided the authority for the creation of the Committee on Academic Policy (CAP). The purpose of this body is to focus on the development and refinement of academic and student policies, and to maintain a policy infrastructure designed to create institution-wide academic policies that set minimum institutional academic standards for compliance, academic quality and efficiency. Input for policy development is primarily solicited from faculty and staff from schools and academic programs. CAP policy is accessed through the OHSU intranet in the same way the policy manual is accessed. In addition to this university-based policy infrastructure, the schools and academic programs maintain their own policies that both emanate from central policy, and the specific needs of faculty, students and scholarship for their specific professional disciplines.

Faculty, staff and students are required to follow all OHSU policies applicable to them. In addition to the policies established by the PAC and the CAP, each school provides, develops, disseminates and updates specific policies appropriate and relevant for their students and faculty. All policies pertaining to students and academic programs are reviewed regularly to ensure continued relevance and appropriate action.

Several policies are in place to address research, professional practice, scholarship and artistic creation. These include (but are not limited to):

**Scholarship**
- Academic Freedom, Policy No. 03-30-001
- See Chapter 4 of the OHSU Policy Manual
Service
  • Employee Service Awards, Policy No. 03-25-075

Artistic Creation
  • Authorship Attribution, Policy No. 12-70-010
  • Intellectual Property and Royalty Distribution, Policy No. 04-50-001

School of Dentistry
The academic policies for the School of Dentistry (SOD) are provided to: 1) all students and residents in the School of Dentistry Student Handbook and 2) faculty and staff members in the School of Dentistry. Each year the academic policies are presented during orientation for new students/residents and reviewed for returning learners. The School of Dentistry Student Handbook provides guidance to enrolled students and residents on accreditation, codes of ethics, general policies and procedures and academic policies. The School of Dentistry Faculty Bylaws address school governance, committee structure and function, and academic rank and tenure procedures. Bylaws and pertinent academic polices are reviewed annually at the Faculty Conference for all faculty. See Appendix 19 for SOD Faculty Bylaws.

School of Medicine
OHSU School of Medicine (SOM) Academic Policies are clearly communicated to students, faculty and staff through printed documents and are also available online. The policies are available in the School of Medicine Faculty Handbook, the School of Medicine Constitution (See Appendix 20), the Graduate Studies Student Handbook, the Graduate Studies Policies and Procedures, Graduate School By-Laws and Medical School Student Handbooks. The School of Medicine Faculty web site includes policies, procedures and guidelines, including policies relating to faculty recruitment and appointment, the Graduate Studies Program, and promotion and tenure.

School of Nursing
All School of Nursing (SON) policies are posted online, and made available to students, faculty and staff. Policies include: academic policies, clinical policies, research policies, student policies and faculty policies. Additionally, student-related policies such as those pertaining to admission, progression, probation, dismissal, and conduct and grievances, are published in the School of Nursing Catalog/Student Handbook. A hard copy of the School of Nursing Student Catalog/Handbook is provided to incoming students during orientation with additional hard copies available throughout all the School of Nursing campuses as well as with digital copies available online. The School of Nursing developed Faculty Bylaws to organize essential governance functions, committee structure, and faculty rights and responsibilities.

College of Pharmacy
OHSU collaborates with Oregon State University to offer a Doctor of Pharmacy degree. Academic policies are posted online, and student policies relating to student progression, conduct and graduation requirements are included in the 2014-2015 Student Handbook. The handbook is distributed to all students upon admission and is also available online.

In addition, academic policies for faculty are available through the Faculty Handbook online.

Standard 2.A.13 Policies regarding access to and use of library and information resources - regardless of format, location, and delivery method - are documented, published, and enforced.
The university has adopted nine policies regarding access to and use of library and information resources. All policies are available to the public on the OHSU Library web site, and focus on the following areas: circulation, collection development, computer use, donations, electronic resources access, interlibrary loans, privacy, conduct and accessing library facilities.

**Standard 2.A.14** The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.

OHSU established University Policy No. 2-03-1012, which specifies the appropriate transfer and awarding of credit obtained at other institutions of higher education. The transfer of credit policy ensures that the acceptance by OHSU of credit earned at another institution will be based on: 1) the quality of the institution offering the credit; 2) the applicability of the credit towards satisfaction of OHSU academic program curricular requirements; 3) the requirement of acceptable performance in obtaining the credit by establishing minimum acceptable course grades; and 4) the relevancy of the credit by establishing timelines for outdated coursework.

The schools and academic programs are responsible for determining academic program-specific transfer credit policies and practices within the scope established by the university policy. These academic program-specific policies and practices are provided to applicants and matriculated students by the academic program through appropriate student handbooks and recruitment materials. Information on these policies and practices is also summarized on the university registrar’s webpage. Schools and academic programs periodically review their policies and practices to ensure that they accomplish the academic program's objectives and that their application is fair and equitable to students. The university registrar annually reviews the summary of these policies and practices to ensure that changes are reflected in the summary.

The Bachelor of Science in Radiation Therapy and the Bachelor of Science in Nursing programs requirements allow credit to be transferred in to meet the general education requirements. Articulation policies have been established for many institutions of higher education in Oregon to facilitate a streamlined process for the transfer of credit for students in these programs.

The registrar ensures that the university transfer of credit policy and the academic program specific policies and procedures are followed in the awarding of transfer credit and that the schools and programs are consistent in the application of the policies to all matriculated students.

**Standard 2.A.15** Policies and procedures regarding students’ rights and responsibilities - including academic honesty, appeals, grievances, and accommodations for persons with disabilities - are clearly stated, readily available, and administered in a fair and consistent manner.

The expectations for academic honesty within the university are articulated in the OHSU Code of Conduct, which guides the behavior and performance of all members of the OHSU community. University-level policy and procedure for accommodations for persons with disabilities is articulated through the Center for Diversity and Inclusion (CDI), and is available online. Policy No. 02-30-050 is a university-wide policy and procedure addressing student dismissal, grievance and appeals. In addition to the university-level policies, each school, as
articulated below, has policies that address academic honesty, appeals and grievances within their school-specific handbooks. Handbooks for each school are available online through the Student Services Resource Center in addition to department webpages.

**School of Dentistry**
The associate dean for student affairs and the associate dean for academic affairs in the School of Dentistry share the responsibility of ensuring that student and academic policies are administered in a fair and consistent manner.

The School of Dentistry produces and maintains a Student Handbook that clearly states student rights and responsibilities as they relate to academic honesty, scholastic performance and advancement, academic probation, suspension, dismissal, appeals, grievances and accommodations for persons with disabilities. The School of Dentistry provides students with an updated student handbook each academic year. As part of orientation, first-year dental students are introduced to the student handbook highlighting important academic policies and procedures. Continuing students are notified of policy and procedure changes with each new version of the student handbook, with updated copies available online.

**School of Medicine**
Within the School of Medicine, there are several mechanisms in place to ensure the timely dissemination of policies and procedures regarding students’ rights and responsibilities. These mechanisms include orientation sessions, posting of all pertinent policies and procedures on the Student Portal (including the Graduate Studies Student Handbook as well as the Student Handbook for the Undergraduate Medical Education Program), electronic and verbal dissemination whenever there are relevant updates to these documents, and outreach to student representatives from the various student government organizations. All students receive information related to the OHSU Code of Conduct; processes related to grade disputes, grievances and appeals; support related to student access and disabilities, the resources available through the Center for Diversity and Inclusion, and the academic expectations of their respective programs. Information about policies and procedures that are specific to each program are also shared with the students in a timely fashion using the Student Portal as the primary mechanism for dissemination.

Examples of information that is specific to medical students include, but are not limited to, the following: HIPAA Compliance; Professional Conduct Expectations for the M.D. Program and Procedures for Alleged Misconduct; Conduct in the Teacher/Learner Relationship/Mistreatment Policy; and Evaluation of Student Performance and Student Progress Board Disciplinary Policies and Action. All School of Medicine policies and procedures are clearly stated and readily available to students, faculty and School of Medicine staff. Great care is taken by the senior associate dean for education, the associate dean for undergraduate medical education and the associate dean for student affairs to ensure that all policies and procedures are administered in a fair and consistent manner.

The Graduate Council oversees all of the graduate programs in the School of Medicine. This Council advises the dean and senior associate dean for education on all matters related to graduate education. The associate dean for graduate studies convenes the Graduate Council, which includes faculty representatives from all graduate programs and two student representatives selected by the Graduate Student Organization. In addition to the policies and procedures established by the Graduate Council, each graduate program has specific requirements, regulations and procedures that are disseminated by faculty directors or administrative coordinators within each program.
School of Nursing
The School of Nursing ensures potential and current students are aware of the policies and procedures in these areas using four mechanisms: 1) School of Nursing web pages; 2) Printed Catalog/Student Handbook; 3) New Student Orientation; and 4) Ongoing support from School of Nursing academic programs and the School of Nursing Office of Student Affairs. These mechanisms provide redundant pathways to ensure that students are provided this information in multiple methods and various times.

The School of Nursing web site navigation system is oriented around role. Undergraduate Students and individuals can easily access topical areas ranging from Orientation which includes details regarding Getting Started and Student Support, to Graduation. Within the Orientation web pages, Getting Started details incoming compliance paperwork that must be turned in prior to matriculation and includes a signed statement that the incoming student has read the School of Nursing Student Code of Conduct and Student Grievance Policy and procedures as well as documents such as the OHSU Technical Standards. There is also a direct link to the Student Access Accommodation Request Form (if needed) from these pages to provide connections between students and the Center for Student Access. An electronic copy of the document is posted in the students’ web pages. During the orientation process, various campus service offices along with the School of Nursing present critical information to the students regarding academic honesty and policies on student progression. Finally, faculty and staff that support students in academic programs are aware of the general policies and appropriately refer students needing information regarding these policies either to the School of Nursing Office of Academic Affairs or the School of Nursing Office of Student Affairs.

College of Pharmacy
The College of Pharmacy outlines all students’ rights and responsibilities through the Student Handbook. The handbook and other associated policies are also available electronically. Matters of academic or professional concern are handled through the appropriate committees including the standing Academic and Professional Standards committee. Policies and procedures concerning access for students with disabilities are coordinated by the OHSU Student Access Center and the OSU Disability Access Services.

Standard 2.A.16 The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution’s expectations. Its policy regarding continuation in and termination from its educational programs - including its appeals process and readmission policy - are clearly defined, widely published, and administered in a fair and timely manner.

The university-level policy on Standards for Admission and Enrollment, Policy No. 02-01-001, stipulates that OHSU admissions requirements are developed and vetted by each school or college, and recommended to the provost for approval. Standards may include, but are not limited to, high school graduation, subject requirements, prior college level course work, standardized test scores, and grades; and programs may have different standards for residents and non-residents. University level Policy No. 0-04-0612 also stipulates minimum technical standards to ensure that candidates for an OHSU degree or certificate possess the essential skills and abilities necessary to complete the curriculum successfully. The technical standards policy stipulates the nonacademic criteria that individuals must be able to meet in order to be qualified for admission into OHSU academic programs.
Faculty in the schools and programs develop admission standards appropriate to the respective disciplines and use these standards to make admissions decisions. These standards and procedures are available on the school’s website, and through the student handbooks and admission materials. Several programs, including dentistry, undergraduate medical education, pharmacy, dietetic interns and physician assistants use national application services (i.e., Associated American Dental Schools Application Service, American Medical College Application Service, PharmCAS application system). Several programs also require a secondary application which facilitates communication between the prospective student and programs, and the status can be tracked by the applicant from initial application through final decision. Qualified candidates are interviewed by program faculty or a group of faculty before a final admission decision is made. Each school website provides information on admission requirements, typical class profile, selection criteria, the application process, and curriculum information.

Several programs give preference to Oregon residents for a specific number of program slots, including the M.D. and D.M.D. programs. The M.D. program also gives preference to applicants for the M.D. /Ph.D. and M.D. /M.P.H. combined degree programs, diverse applicants and non-resident applicants with exceptional academic achievements.

Details of the program specific admission standards can be accessed in the following locations:

**School of Dentistry:** 2014-15 Student [handbook](#), contains admission requirements, continuation, termination, readmission and appeals policies.

**School of Medicine, Undergraduate Medical Education:** [handbook](#), [admissions homepage](#), admissions requirements, academic and selection factors and combined degree programs.

**School of Medicine, Graduate Programs:** [handbook](#) and admission policies.

**School of Nursing:** [handbook](#), admissions homepage and the Admission, Progression, Probation and Dismissal Standards policy.

**College of Pharmacy:** [handbook](#), application information homepage and PharmD program resources.

The policy for continuation in, and termination from, the university's educational programs are clearly articulated in two policies: Conduct Relating to Students - Proscribed Conduct, No. 02-30-010 and Student Dismissal, Grievance and Appeal Procedure No. 02-30-050. Both policies require OHSU schools and programs to establish written policies and procedures for sanctions such as oral or written reprimand, dismissal, suspension, among others. Under Policy No. 02-30-050, students may grieve actions as determined by a student’s school or program. In the case of final dismissal, suspension, requirement to repeat a year of courses, or a final grievance decision by the student’s school or program, the student may appeal to the provost in writing within 30 days of the student’s notification of the decision.

*Standard 2.A.17 The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.*

The Office of Academic and Student Affairs oversees the co-curricular activities at OHSU. The
OHSU policies related to co-curricular activities and the roles and responsibilities of students and the institution are maintained centrally in the university policy manual and on individual school websites:

- School of Dentistry, Student Resources;
- School of Medicine, Student Affairs and Services;
- School of Medicine Graduate Studies Program, Student Information;
- School of Nursing, Student Affairs;
- College of Pharmacy, Student Information.

General information about co-curricular activities, support services and policy is contained on the website of the Office of Academic and Student Affairs and Student Portal.

Program-specific social media sites, such as Facebook and Twitter; student publications such as The Pulse (OHSU student newsletter); and blogs, such as OHSU Student Speak, are governed by policies within the Communications section of the university policy manual. Additionally the university published a disclaimer regarding blogs and blog content that originate at the university.

**Standard 2.A.18 The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.**

OHSU maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair and equitably applied to its employees and students. The Policy Advisory Committee is responsible for maintaining the official version of OHSU policies and Chapter Three of the OHSU policy manual contains the human resources policies.

New employees attend a New Employee Orientation where they learn the location of these policies and how to access them. If an employee feels that a policy is not applied equitably, they may bring forth the concern in one of many ways including:

1. Inform their manager or program leader
2. Contact their Human Resources Business partner
3. Contact their union representative (if applicable)
4. Contact the Office of Integrity
5. Contact the Affirmative Action and Equal Opportunity Office

The human resources (HR) business partners and leaders for each mission of the organization meet regularly to ensure that HR policy development and application of policies occurs consistently across the organization unless there is agreement that policies should differ based on specific business reasons.

**Standard 2.A.19 Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.**

Employees are apprised of their conditions of employment, work assignments and rights regarding termination. For example, all new unclassified faculty and staff receive an Initial Notice of Appointment that specifies the terms of the appointment, salary, position title
and reasons that justify potential change. They also receive an offer letter that indicates the classification, job title and other terms and conditions of employment. The university also provides position descriptions to each employee that further defines the job responsibilities. For classified staff, the terms and conditions of employment are mostly defined by the collective bargaining agreements. During the New Employee Orientation, this information is provided to them in a special segment of the orientation presented to classified staff. New classified employees also receive an AFSCME-represented offer letter that indicates the classification, job title and other terms and conditions of employment.

**Standard 2.A.20 The institution ensures the security and appropriate confidentiality of human resources records.**

OHSU has an Employee Personnel File Policy No. 03-60-005 that sets forth direction to ensure the security and confidentiality of employee personnel files. The policy specifically addresses access, medical information, retention and lists the items never to be included in the personnel file. The policy addresses records held both centrally, in the HR Department, and those held at the unit or department level. The policy can be found on the OHSU intranet and is accessible by all employees.

**Standard 2.A.21 The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.**

Institutional content representing OHSU as a whole is coordinated and approved through OHSU’s department of marketing and communications, working centrally. Content representing OHSU in part is coordinated through communications or marketing professionals embedded in the institution’s schools, units or other mission areas. Under the direction of the senior vice president of public affairs, delegating oversight to the vice president for marketing and communications, staff coordinates dissemination of public information through many communication disciplines and channels, including social media efforts, marketing, and community engagement activities.

Decisions about marketing or advertising OHSU are the responsibility of the vice president for marketing and communications and requests for such activities are approved prior to implementation. This includes paid advertising and advertising that is provided at no charge (public service announcements). All publications, digital content and public representations must be consistent with the university’s missions, advance or protect the institution’s reputation and uphold the integrity of the university.

Specific communications policies can be found on the OHSU intranet.

**Standard 2.A.22 The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.**
OHSU’s ethical standards, as they are reflected in its management and operations and in all dealings with students, the public, organizations and external agencies, are best expressed by the organizational structure, elements, and principles and standards of the institution’s Integrity Program.

**Organizational Structure**
The Integrity Program is directed by the associate vice president & chief integrity officer (CIO), who reports to the provost. To ensure independence and objectivity, the CIO is empowered to report issues and concerns directly to the president or to the chair of the board of directors. In addition, the CIO may secure outside counsel to assist in resolving issues that the CIO determines cannot be objectively resolved with the assistance of OHSU counsel. This organizational structure and the authority of the CIO are represented in Board of Directors Resolution 1999-11-12 in Appendix 21.

**Elements of OHSU’s Integrity Program**
There are seven elements in the Integrity Program. These elements are based upon federal guidelines and referenced in the Board’s Resolution 1999-11-12. The Integrity Program addresses each element and continually monitors the regulatory environment to ensure that the program is current and responsive to change. Compliance with these elements is required of all OHSU employees, students, members of the board of directors and other associates.

**Element 1: Established compliance standards and procedures to be followed by all employees**
OHSU’s Code of Conduct reflects the institution’s core values and sets expectations for behavior and compliance. The Code is updated no less frequently than bi-annually (it is currently under revision) and distributed to all employees, students, members of the Board of Directors, foundation trustees and volunteers.

In addition to the Code of Conduct, the Integrity Program has published

- OHSU Integrity Program Roles and Responsibilities
- OHSU Roles and Responsibilities in the Conduct of Research and Administration of Sponsored Projects
- OHSU Clinical Compliance Plan

Per the Board of Directors Resolution 2004-12-20 shown in Appendix 22, these four documents define the foundation of the Integrity Program and the CIO is authorized to amend them as appropriate to meet regulatory requirements and ethical standards.

Finally, there are a number of domain-specific compliance manuals for areas including health care systems, research development and administration, and the academic enterprise including student handbooks (School of Dentistry, School of Medicine Undergraduate Medical Education and Graduate Programs, School of Nursing, College of Pharmacy).

**Element 2: High-level oversight responsibility**
In fulfillment of the Board’s 1999 resolution, the CIO has responsibility and authority to direct the Integrity Program. In addition, the Integrity Program Oversight Council (IPOC) is built into the program model. The IPOC includes three members of the board of directors and executive-level representation.
Element 3: Due care in delegation of discretionary authority
OHSU implemented a system for initial and periodic screening of all employees to ensure that they are not excluded or debarred from participation in federal or state sponsored programs. OHSU policy permits employment termination for cause if an employee becomes excluded or debarred. In addition, prospective employees must undergo a national criminal background check and specific job classifications are subject to pre-employment drug screenings.

An Office of Export Controls was formed to help faculty, researchers, and staff navigate the complex environment of export regulations and laws. This Office provides training and guidance to ensure that the OHSU community is in compliance with U.S. export control laws.

Element 4: Education and training
OHSU is committed to ensuring appropriate standards of knowledge, awareness and conduct for all university associates and has instituted multiple integrity education programs. Integrity education is mandatory and continuing. To reach all employees and students, most integrity education is online, but the education content is also included in a number of printed publications and in live presentations.

Materials are typically targeted towards all populations at OHSU, but may be customized depending on the audience. The Integrity Program has designated an integrity education manager to oversee the delivery, coordination and consistency of integrity education across the university. This person has been very successful in leading specific integrity education initiatives and in overseeing general, ongoing integrity education.

All members of the OHSU community are required to take an annual Integrity Booster (online training module), which covers changes and updates to the requirements impacting OHSU. In addition, the OHSU Center for Ethics in Health Care has organized and implemented the Teaching Interprofessional Ethics (TIE) Program since 2007. This program is designed to support the strategic plan to reinvent health education through interdisciplinary and interinstitutional collaboration, new care models and use of technology.

To ensure that all internal and external complaints and grievances are addressed consistently throughout the university, several policies are in place for nearly all constituent groups. These policies include:

- Policy No. 03-05-050 Equal Opportunity Complaints
- Policy No. 03-50-001 Unclassified Employee Grievance Procedure
- Policy No. 03-70-005 Procedures for Sanctions of Pay Reduction, Suspension or Termination of Unclassified Employees
- Policy No. 02-30-050 Student Dismissal, Grievance and Appeal Procedure
- Policy Nos. 04-15-005 through 04-15-035 address Misconduct in Research (See these policies in Chapter 4 of the OHSU Policy Manual).
- Policy No. 2-02-0115 Record of Student Complaint

All employees are encouraged to maintain an open dialogue with their managers and address problems and areas of conflict as promptly and collaboratively as possible. Employees may elect to resolve disputes through a more formal grievance procedure. Grievance procedures and timelines are outlined in Article 24 of the AFSCME contract and in Article 22 of the ONA contract for classified employees.
Students in the Schools of Dentistry, Medicine, Nursing, and the College of Pharmacy are provided with and have access to the student handbooks that explain expectations regarding ethics, integrity, complaint and grievance processes. A brief overview of how ethics is handled by each of the schools is described below.

**School of Dentistry**
Education in ethics and professionalism is integrated into all four years of the D.M.D. curriculum through required lecture and seminar courses as well as participation in the campus interprofessional curriculum offerings. Ethics is addressed early in the predoctoral dental curriculum when professionalism and academic integrity are introduced and discussed during orientation activities. These elements are threaded throughout the preclinical and clinical courses and reinforced in case-based discussions and the patient care environment.

In the fourth year, each student completes Ethics in Dentistry (CDEN 702), a required course. This course presents the concepts of biomedical ethics and guides the student in discerning and managing the ethical issues of dental practice through analysis and discussion of case-based dental problems and ethical dilemmas. Content in dental ethics and the application of an ethical decision making model is also provided in each of the advanced dental specialty education programs in the School of Dentistry.

The competency self-assessment completed by the D.M.D Class of 2014 indicated that 95% of the graduates stated that they “agreed” or “strongly agreed” with the statement that “they have an understanding of the concepts of professional ethics, health care principles and a familiarity with the ADA Principles of Ethics and Code of Professional Conduct.”

**School of Medicine, Undergraduate Medical Education**
The School of Medicine, Undergraduate Medical Education (UME) requires that all students demonstrate competency in the areas of ethics and professionalism as a part of the six core competencies. The competencies related to the topic range from informed consent, confidentiality, provision or withholding of care, business practices, end-of-life issues, error reporting and disclosure, usage of technology tools, management of conflict between personal and professional responsibilities, and identification and reporting of distressed or unprofessional colleagues.

The School of Medicine, UME is undergoing a curriculum transformation. Beginning academic year 2014-15, the incoming class of 2014 has a new curriculum structure. Ethics and Professionalism are two of the 18 major threads which will be taught and spiraled throughout the four-year curriculum. Every week, during the Foundations of Medicine phase (first 18 months), two-hours are dedicated to cover topics on social sciences of medicine which includes ethics, professionalism, and communication. Students will learn ethical principles around doctor-patient relationship, truth telling, confidentiality, informed consent and refusal, involuntary treatment, end-of-life care, prenatal testing, resource allocation, and genetic testing, among others. Assessments include behavioral evaluation as well as knowledge-based assessment. During the Clinical Experiences phase, ethics and professionalism will be spiraled in both clinical rotations and intersessions, building upon materials that were introduced in the Foundations of Medicine. At this stage, students are expected to not only understand ethical and professionalism principles but also apply them in an appropriate manner in their clinical rotations.

Current second-, third- and fourth-year students will remain in the current curriculum. At least 36 hours of curricular time is devoted to ethics currently, utilizing both didactic sessions and case-
based small group discussions throughout the UME curriculum. Teaching medical ethics is a central goal of the Principles of Clinical Medicine (PCM) I and II courses, offered in years one and two of the UME program. As ethics is deemed central to the development of a physician, these concepts are liberally woven into the goals and small-group discussions of most of the sessions of the course, including sessions not specifically labeled as involving ethical issues. In addition, there are formal presentations on professionalism in medicine—including the history and interpretation of the oaths taken by physicians which specifically focus on ethical issues. PCM also includes sessions on controversies in medicine, which illustrate real-life struggles with ethics in medicine, such as the termination of pregnancy, assisted suicide and physician relationships with pharmaceutical companies. Ethics education is also integrated throughout the years three and four in clerkships. Issues ranging from individual autonomy, informed consent, confidentiality, appropriate boundaries, physician and patient rights, utilization and allocation of scarce health care resources and others are addressed both directly and indirectly. Students are expected to understand ethical principles and apply them in an appropriate manner. Ethical considerations are addressed during didactic sessions on abortion and contraception in several courses and clerkships. These issues also are addressed in the Family Medicine clerkship in the discussion of patient examination under anesthesia. Ethics as well as ethics/law cases are presented in small group sessions during the transition to medical school and transition to residency courses.

The basic science curriculum in the School of Medicine also requires that all students enrolled in the Ph.D. programs complete the Practice & Ethics of Science course.

On the American Association of Medical Colleges (AAMC) 2014 Medical School Graduation Questionnaire, 92 percent of the OHSU respondents to the survey indicated that they have fundamental understanding of the issues in social sciences of medicine which include ethics, humanism, professionalism, organization and structure of the health care system; 97 percent indicated that they understand the ethical and professional values that are expected of the profession.

Faculty, other care providers, staff members, patients or other students, who are concerned about a possible breach in a student’s professionalism, including ethics, are encouraged to submit the OHSU UME Program Professionalism Monitoring Form to the associate dean for student affairs. This evaluation tool is also provided on the OHSU Student Portal. This form requires the respondent to identify the location and observed behavior and write a description of the nature of the student’s actions. In addition to the completed form being filed in the student’s confidential record, the school’s associate dean for student affairs (or designee) will review the information submitted and then one of two actions will occur within two weeks of receipt of the form. The associate dean for student affairs (or designee) will either communicate directly with the student and/or the student will be notified that the situation will be reviewed by the Medical Student Progress Board (MSPB) at an upcoming meeting. If the associate dean for student affairs (or designee) decides to refer the incident or issue to the MSPB, the chairperson of that committee will determine whether the student must appear in person before the Progress Board. Importantly, any student with three or more of these forms submitted will automatically be discussed by the MSPB.

Individual clerkships include ethical behavior in their criteria for student evaluation. As part of their final evaluation, students are assessed on their professionalism when dealing with patients, nurses, other professionals and other learners. Moreover, notes written by the students in the medical record are reviewed and cosigned by resident and/or staff physicians. The attending staff or the clerkship director investigates any complaints alleging
breaches of ethics by medical students promptly and thoroughly. The MSPB reviews all academic and behavioral issues whether by referral through the associate dean for student affairs or as a result of the clerkship evaluation.

School of Nursing

Ethics education is integrated throughout the curriculum in both undergraduate and graduate programs. The following is one of the professional program competencies for undergraduate students:

A competent nurse’s personal and professional actions are based on a set of shared core nursing values through the understanding that:

1. Nursing is a humanitarian profession based on a set of core nursing values, including: social justice, caring, advocacy, protection from harm, respect for self and others, collegiality, and ethical behavior, and that a competent nurse embodies these values.
2. There are ethical dilemmas embedded in clinical practice; an obligation of nurses is to notice, interpret, respond, and reflect on these dilemmas using ethical principles and frameworks as a guideline.

In order for the students to achieve this competency, ethics content is woven throughout the curriculum beginning in the first term of study in both theory and clinical courses in the B.S., accelerated B.S., and R.N. completion programs. General topics include an overview of ethics, professional formation, oaths and codes, professional conduct, communication, cultural issues, care of vulnerable populations, boundary issues in caring for families and decision-making. Specific ethics issues addressed in the baccalaureate programs include organ transplantation, advance care planning and end-of life decision-making/care. Basic concepts related to distributive justice are taught primarily in the leadership course in the last year.

The School of Nursing graduate programs integrate ethics content into the master’s and doctoral curriculum in both core and elective courses. General competencies for the Masters of Nursing degree include the following:

Graduates will critically evaluate evidence to make sound and ethically-grounded clinical judgments.

Competencies specific for the Masters of Nursing in Advanced Nursing Practice include:

Graduates will implement and evaluate culturally appropriate and ethically-grounded clinical interventions, intervention modalities and health care technologies.

The Doctor of Nursing Practice (D.N.P.) program is offered at both the post-baccalaureate and post-master’s levels. Competencies for the D.N.P. program include the following:

Graduates will be able to engage in advanced nursing practice in a professional, evidence-based, skilled and ethical manner.

Ethics is a core concept that is introduced in the first advanced practice nursing course shared by post-baccalaureate and post-master’s A.P.N. and D.N.P. students, in which principles core to ethical reasoning and analysis in clinical care will be presented. Subsequent core courses focus on the economics of care and competitive pressures in the health care system, challenges
that accompany expanding technology, and demands for care that exceed available resources. Topics related to each practice specialty are integrated throughout the programs of study in didactic and clinical courses.

In the **Ph.D. program**, content related to ethically responsible conduct of research is integrated in the curriculum and covers the following issues: historical background to the issue of scientific integrity, negligence in science, environmental factors that promote quality science and the prevention of misconduct. Competencies include:

*Doctor of Philosophy program graduates engage in scholarship that includes provision of ethical and culturally appropriate safeguards for protection of research participants.*

Specific topics include conflict of interest, responsible authorship, policies for handling misconduct, policies regarding the use of human and animal subjects, and data management. Coursework addresses contemporary issues of scientific integrity and students debate what constitutes misconduct in science, and develop strategies for the prevention and management of misconduct in science within these courses.

Content related to ethically responsible conduct of research is integrated into Ph.D. core courses. Specific topics addressed in Ph.D. core courses include, but are not limited to, conflict of interest, responsible authorship, ethics and confidentiality requirements for human research, policies for handling misconduct, historical background to the issue of scientific integrity, negligence in science, the prevention of misconduct, and ethical data management. Coursework addresses contemporary issues of scientific integrity, and students debate what constitutes misconduct in science using real-life examples.

In addition to ethics content integrated throughout the curriculum, one Ph.D. course is specifically focused on ethics in research: NURS 620-Ethical Issues in the Responsible Conduct of Research. This course is required for all students in the Ph.D. program.

**Student Learning Objective (SLO) 6 for the Ph.D. program is:**

*Understand and comply with current policies on rights of research participants, copyright, ethics, data ownership, and use of animals, hazardous materials, and rDNA.*

Student learning objective six is introduced in first-year courses NURS 615-Quantitative Methods, NURS616-Qualitative Methods, and NURS 622- Influential Programs of Nursing Research. It is introduced and practiced in NURS 620-Ethical Issues in the Responsible Conduct of Research. In the second year and beyond, SLO 6 is practiced in NURS 631-Integrative Seminar in Nursing Research and practiced and reinforced in NURS 601-Research Practicum and NURS 603-Dissertation Research, which requires IRB approval and conduct of an independent research study.

**College of Pharmacy.** Ethics education is integrated into the Pharm.D. curriculum via six classroom hours of lecture and discussion. Students are also required to sign a Pledge of Professionalism.

**Element 5: Monitoring and auditing to detect violations**

OHSU engages in multiple methods of integrity monitoring and auditing. The Integrity Program has instituted an integrity hotline that provides for anonymous, confidential, or identified reporting of concerns about possible violations of regulations, policies, or the OHSU Code of Conduct. All integrity reports are followed by assignment to integrity officers or representatives...
in appropriate departments (Human Resources, Affirmative Action, Patient Advocate, Provost, etc.) and receive inquiry and investigation as appropriate to the information provided and the issue. In addition to specific reports, internal audits are performed periodically in selected areas. Finally, OHSU centers, research institutes, schools, units, divisions and departments have regular quality assessment and reviews. The results of these reviews are used for improvement within the area and are shared with integrity officers or representatives in appropriate domains. The results of these quality improvement activities may be used for process improvement and policy change.

Element 6: Enforcement and Discipline
OHSU policies delineate disciplinary actions that may be implemented when individual misconduct is identified. Enforcement and discipline are proportional to the severity of the violation, the frequency with which it has occurred, and the employee's knowledge of the regulation or policy that has been violated. Corrective actions are required to address these violations and may include re-education/training; disciplinary actions, up to and including termination or dismissal; policy development or revision; operating procedure changes; general internal reviews; and/or more formal internal or external audits.

Element 7: Response and Prevention
Responding to integrity concerns on a case-by-case basis is necessary, but not sufficient, for a comprehensive integrity program. Individual integrity concerns must be followed by assessment of the issue and result in process improvement to prevent recurrence. Through the Integrity Program, OHSU is able to monitor the integrity “atmosphere” and detect ongoing problems, recurrent issues, and trends. In addition, OHSU has implemented or is currently implementing different electronic/software programs related to information security, clinical research billing, integrity education delivery and tracking, human and animal research compliance, conflict of interest disclosure and management, and others to facilitate the process of detecting, responding, and preventing integrity issues.

Free Pursuit and Dissemination of Knowledge
All universities rely upon an atmosphere of academic freedom to support the intellectual pursuits for knowledge, understanding and discovery. At OHSU, all academic staff and students are entitled to freedom in the educational setting in discussing subjects. As an ethical matter, educators and students are advised to be careful not to introduce into the education environment controversial matter that has no relation to the subject being taught. The Academic Freedom Policy does not attempt to control or sway the personal opinion of any person on the faculty, other employees, or students, nor the public expression of that opinion. In the exercise of this freedom of expression, employees and students are expected to manifest appropriate restraint, including non-disclosure of OHSU proprietary, confidential, or classified information unless authorized; show respect for the opinions of others; and make clear the fact that they are not institutional spokespersons unless authorized to speak publically on behalf of OHSU by Strategic Communications.

In April 2015, OHSU hired its first university ombudsman who will provide confidential, informal, independent and impartial problem-solving assistance to faculty, staff and students. Assistance may include, but is not limited to reflective listening, interpretation of policy, referral and when requested, dispute resolution and problem-solving methods such as conflict coaching, mediation, facilitation, and shuttle diplomacy. This position advocates for the principles of fairness and equity.
Standard 2.A.23  The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or worldviews, it gives clear prior notice of such codes and/or policies in its publications.

OHSU has specific policies that define and provide direction on conflict of interest scenarios for the OHSU board, administration, faculty and staff. Specific policies include:

- disclosure and management of outside activities and outside compensation Policy No. 10-01-015
- conflicts of interest and clinical conflicts of interest Policy No. 10-01-020
- gifts, Policy Nos. 10-01-025 and 10-01-030
- conflicts of interest in research, Policy 10-01-035
- institutional conflicts of interest, including conflicts of interest of OHSU executives and for the institution as a whole, Policy No. 10-01-021.

See Appendix 23 for 2004 Board of Directors Resolutions 2004-03-05 and 2004-03-06.

OHSU’s Code of Conduct also reinforces the principles and standards to be used in governing conflicts of interest and commitment.

Every employee and student of OHSU has an obligation to act in the best interest of the university and without improper bias. OHSU employees and students are expected to avoid both conflicts of interest and the appearance of conflicts of interest between their responsibilities to OHSU and any outside or personal interests. OHSU recognizes the potential benefits of its employees’ and students’ participation in outside activities that may advance the welfare of the community, the university, and the employee or student. OHSU is also committed to ensuring that these outside activities are conducted properly and consistent with federal and state laws and regulations and the policies that are fundamental to the well-being of the university and the responsible management of the university’s business. The number and complexity of relationships between OHSU employees, students and other outside entities has grown substantially. National standards for conflict of interest policies, particularly at academic medical centers, continue to evolve. In line with these national standards, in 2013, OHSU’s Outside Activity/Outside Compensation Policy No. 10-01-015 was revised to specifically prohibit the participation in speaker’s bureaus or any industry sponsored talks that are promotional in nature.

Individual Conflict of Interest
Conflicts of interest such as hiring a relative or accepting a gift in violation of the gifts policy, or conflicts that may result from employee or student participation in outside activities are reviewed and managed within individual units, with advice from integrity officers, administrative officials, the legal department, and appropriate committees as necessary. Some types of conflicts require the oversight of the provost or the chief administrative officer. OHSU’s conflict of interest policies require managers, executives, faculty, clinicians, researchers, those with fiscal authority, and those who participate on standing purchasing committees or other committees involved in the selection of products and services for OHSU, to complete annual conflict of interest disclosures. These disclosures are submitted to the department level supervisor with additional review by the Integrity Office and Conflict of Interest in Research Committee for executive and research disclosures (described further below). Potential conflicts for those
involved in standing purchasing committees are managed as determined by the committee or
appropriate OHSU official. Management may include assurance that the person with the
financial interest does not have sole decision-making authority in the purchase, public disclosure
to other committee members, and/or recusing the member from the specific purchasing
decision.

In 2001, a Conflict of Interest in Research Committee (CoIRC) was established to review
situations where there is an apparent individual conflict of interest relating to an OHSU research
project. The CoIRC is comprised of faculty members from various units across the university and
staffed by the OHSU Research Integrity Office. The conflict of interest in research (CoIR) review
and management process seeks to foster collaboration between OHSU investigators and non-
OHSU entities, including industry, by providing guidelines and mechanisms for disclosing and
resolving potential or actual conflicts of interest and safeguarding the university and OHSU’s
investigators’ reputation for academic integrity. Ultimately, the work of the CoIRC safeguards the
academic integrity of OHSU research and its educational programs. In addition, the committee
ensures that students, both undergraduate and graduate, postdoctoral researchers, and other
OHSU personnel are assigned only research duties consistent with their status or position; that
any financial interest of an investigator which could affect the design, conduct, or reporting of
research or educational activities is disclosed and conflicts eliminated or managed as
appropriate; and that research sponsors’ access to and use of OHSU resources is consistent
with OHSU’s interests.

In 2012, OHSU’s CoIR policy was significantly revised in compliance with revised federal
regulations for CoIR. These changes included revisions to the definition of significant financial
interest (for example, lowering of threshold to $5000) which OHSU adopted for all Col policies in
order to keep a uniform standard for the types of financial interests requiring disclosure across
the institution. An annual disclosure process required of all investigators engaged in research at
OHSU ensures the CoIRC is informed of any potential conflicts requiring review. The CoIRC
determines whether to allow the affected research to go forward or whether the potential conflict
can be managed through such actions as public disclosure, modification of the investigator’s
participation in the project, or monitoring of the investigator and the project by a third party or
monitoring board. The committee uses various guidance documents that have been published
by organizations such as the Institute of Medicine, Association for Academic Medical Centers,
and Association of American Universities, among others, to advise the review and approval
process. Additional details about the CoIRC’s review procedures and institutional conflicts of
interest (ICol) are available online.

Institutional Conflicts of Interest
As OHSU’s research initiatives continue to grow, the potential for competing interests also
grows. OHSU, like all large health and research institutions, has a responsibility to its patients,
employees, donors and other stakeholders to conduct its research, patient care, academic and
other activities in a manner that is free from undue influence or improper bias. Sometimes
OHSU is in a position where its financial interests could appear to compromise its objectivity.

In March of 2004, the OHSU Board of Directors passed two resolutions to guide the
management of ICol. OHSU subsequently established an Institutional Conflicts of Interest;
Executive and Board Member Conflict of Interest Disclosure Policy No.10-01-021 in November
of 2004. The ICol policy establishes a process to manage these apparent institutional conflicts
through appropriate disclosures and internal controls. The OHSU Integrity Office collects
ongoing information regarding OHSU’s business relationships, licensing agreements, equity,
and gifts that are defined as institutional significant financial interests per the policy. Reviews
of institutional significant financial interest related to OHSU research are delegated to the CoIRC. Management plans for ICoI in research might involve disclosure of the conflict to all human subjects, and in presentations and publications about a technology. This system establishes an atmosphere of “transparency” about OHSU’s ownership interest in companies. In addition, the ICoI policy mandates formal disclosure by OHSU executives of significant financial interests in and relationships with non-OHSU businesses and organizations so that any potential relationship of those interests to OHSU business can be evaluated and managed as appropriate.

**Gifts and Interactions with Industry**

In 2009, OHSU’s Gifts to Individuals Policy No. 10-01-025 and Gifts to OHSU Policy No. 10-01-030 were significantly revised to comply with revised state law and in consideration of evolving national guidelines. The Gifts to Individuals policy states that no one in a position of authority relative to a potential current or future business decision with a vendor may accept any gifts from that vendor or other potential vendors. In addition, no one at OHSU may accept gifts from vendors that are promotional in nature. The Gifts to the Institution policy includes requirements for assuring that gifts are received in support of OHSU’s missions and that gifts do not influence future business with the donor. It also includes additional requirements for industry support of education including OHSU sponsored educational events and support for trainees. For example, because of the appearance of conflict of interest and the appearance of inappropriately influencing OHSU decisions in relationships with current and potential vendors, this policy requires that food provided at educational events must be paid for with funds provided to OHSU and may not be directly provided by vendors. Other requirements for industry support as defined by the appropriate specialized or continuing education accreditation body are followed.

**Standard 2.A.24 The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.**

The mission of the Office of Technology Transfer and Business Development (TTBD) at OHSU is to support the research community by facilitating and managing research collaborations and business partnerships. TTBD promotes a culture of innovation and entrepreneurship that enables the transfer of research from the laboratory to the market for the benefit of the public.

OHSU is breaking new ground in the effort to improve life for Oregonians and beyond. As part of that process, TTBD licenses OHSU’s intellectual property for commercialization; links business with OHSU technologies and expertise; negotiates sponsored research agreements with industry; and launches companies based on OHSU technology.

Other key measures of OHSU’s progress in moving discoveries toward commercialization during the 2014 fiscal year include:

- 82 industry collaboration agreements, totaling nearly $14 million in awards
- 434 material transfer agreements
- 84 commercialization agreements
- 196 non-disclosure agreements (the highest total ever completed by TTBD, and recognition of the office's efforts in linking OHSU technology to the bioscience community)
- 24 U.S. patents issued (over 100 in the past five years)
- 4 startup companies launched based on OHSU technology
Specific Research Services and Intellectual Property Policies 04-00-005, 04-50-001 and forms to ensure compliance with respect to ownership, copyright, control, compensation and revenue derived from the creation and production of intellectual property can be found on the OHSU website. Lastly, the OHSU Board of Directors also has an Intellectual Property, Technology Transfer and Gift and Grant policy.

**Standard 2.A.25** The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms "Accreditation" and "Candidacy" (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.

OHSU accurately represents its current accreditation status with the Northwest Commission on Colleges and Universities as demonstrated by the statement about accreditation on the OHSU Accreditation website as follows:

Oregon Health & Science University is accredited by the Northwest Commission on Colleges and Universities.

Accreditation of an institution of higher education by the Northwest Commission on Colleges and Universities indicates that it meets or exceeds criteria for the assessment of institutional quality evaluated through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the Northwest Commission on Colleges and Universities is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding an institution's accredited status by the Northwest Commission on Colleges and Universities should be directed to the administrative staff of the institution. Individuals may also contact:

Northwest Commission on Colleges and Universities
8060 165th Avenue N.E., Suite 100
Redmond, WA 98052
(425) 558-4224
www.nwccu.org

Prior NWCCU self-studies, evaluator reports, and reaffirmation letters are posted to the OHSU website to be used for reporting requirements and for the public's interest.

Many programs at OHSU undergo additional accreditation by several national, specialized accrediting bodies.

**Standard 2.A.26** If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services - with clearly defined roles and responsibilities - is stipulated in a written and
approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission’s Standards for Accreditation.

Per the Code of Conduct, OHSU maintains a very high degree of accountability for protecting resources, and this extends to the contractual agreements that are negotiated with outside groups. All contracts meet the requirements of federal rules related to financial reporting, expenditure of funds, and accounting. Policies and practices have been established to prevent and detect fraud, waste and abuse. The Code educates all employees and students about the Federal False Claims Act and how to report concerns. OHSU’s contracts fairly and accurately represent OHSU’s responsibilities to the public. Vendors are selected on the basis of quality, effectiveness, economy and appropriateness. Because the authority to sign contracts on behalf of OHSU is limited to a small number of individuals, fair business practices and high ethical standards are ensured in the contracting process. OHSU’s contracting and purchasing policies are included in Chapter 5 of the Policy Manual, and Policy No. 05-01-015 outlines general provisions.

The Logistics Procedural Manual, available on the university intranet, outlines what types of contracts are processed and procedures for processing.

The Logistics web page on the university intranet provides tools on how to write a Scope of Work, but does not guarantee that all contracts have adequate levels of information. General instructions, forms, procedures and policies are available online.

2.A.27 The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

Academic freedom and responsibility is addressed in the OHSU Policy No. 03-30-001 as a critical aspect of the terms and conditions of faculty employment. OHSU’s policy states that all academic staff are entitled to freedom in the educational setting in discussing subjects, but that they should be careful not to introduce into their teaching controversial matters that have no relationship to the subject area. The policy also states that OHSU does not attempt to control or sway the personal opinion of faculty or staff. In the exercise of freedom of personal expression, employees are to demonstrate respect for the opinions of others and should make clear they are not an institutional spokesperson. OHSU policy emphasizes the critical balance between protecting free expression of its faculty, and the faculty member’s responsibility to ensure that their political and public activities are appropriately separate from their role as faculty at OHSU.

Standard 2.A.28 Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.

The university defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge through teaching, research, clinical care and
community service. Faculty, staff, administrators and students share their scholarship and reasoned conclusions with others through research publications, Grand Rounds, seminars, mentoring of students and junior faculty, regular classes and other avenues for direct and indirect communications, such as OHSU Faculty News, Medicine Matters newsletter and the News and Comments section on OHSU’s intranet.

The university values and encourages diversity in people and ideas, which is reinforced in several critical documents—the Code of Conduct, Vision 20/20 and the Diversity Action Plan. In addition, the Center for Diversity and Inclusion works to integrate diversity within all areas of the university and the mission in order to advance OHSU’s goal of being a great organization, diverse in people and ideas. Given the university’s focus on health and biomedical sciences, appreciation of diversity (discipline, position, background characteristics) is a precondition for effective collaboration necessary to advance the frontiers of knowledge in clinical care, health systems, health policy and population health. Faculty, staff, administrators and students are selected based on their expertise and capacity to engage intellectually in activities that advance mission fulfillment, core themes and values. Vision 2020, adopted by the OHSU Board of Directors, is a road map toward efficiency, collaboration and excellence in fulfilling OHSU’s mission.

**Standard 2.A.29 Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.**

Academic freedom is as essential to teaching as it is to biomedical research and publications. Freedom, however, carries with it responsibilities to one’s discipline, students, institution, colleagues, and profession. Individuals with teaching responsibilities at OHSU are required to present their research fairly, accurately, and objectively.

The OHSU Code of Conduct provides a series of guiding principles and standards that address the responsibilities of all employees and students, as captured on the info graphic below.

**The Professional Principles and Standards Listed in the OHSU Code of Conduct are:**
- OHSU members are honest, ethical, and respectful. We exemplify personal integrity and ethical behavior.
- OHSU endorses the professional standards and requirements that are applicable to the clinical, research, academic, administrative and other professions comprising the OHSU community.

**The Academic Principles & Standards Listed in the OHSU Code of Conduct are:**
- OHSU provides outstanding educational opportunities for those who will be tomorrow’s health care professionals, scientists, engineers, managers, and educators.
- OHSU places a high value on intellectual curiosity, academic freedom and integrity, and outstanding professional preparation.

**The Intellectual Property Principles & Standards Listed in the OHSU Code of Conduct are:**
- OHSU seeks to create new knowledge through basic and applied research and innovation. A hallmark of health and research universities is their commitment to sharing ideas, research findings, and the products of intellectual pursuits with the broader academic community. This sharing furthers our commitment to truth, the diffusion of successful practices, and the advancement of scientific knowledge for the benefit of the community. When research results in potentially commercializable technologies, OHSU tires to ensure that the technology is developed through appropriate relationship with industry.

Program coordinators and/or directors in each school who supervise department faculty are responsible for reviewing syllabi, course outlines, handouts, lecture material and when
practical, physically observe teaching, to ensure that the tenets of scholarship, accuracy and objectivity are upheld. Material distributed either in class or through the online course management system are to be from original or derivative works with full bibliographic attribution to ensure the source of intellectual property is known. Bibliographic attribution is also strongly suggested on lecture slides when content from a source is quoted, summarized or paraphrased.

Courses with an online component can receive design support from course development specialists in OHSU’s Teaching & Learning Center (TLC). Extensive information and resources are provided on the TLC website for OHSU students, faculty and staff to reinforce proper citation of sources. In addition, part of the course support includes an audit of material to ensure that material is used within the guidelines of the fair use doctrine of copyright law and, whenever possible, full bibliographic attribution is provided. Since the TLC’s responsibility is on instructional design and not course content, its staff are not fully apprised of the tenets of scholarship, accuracy and objectivity that the program coordinator or director brings to the course development and implementation process.

*Standard 2.A.30 The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources - including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.*

OHSU has several, extensive financial policies and procedures which are contained in Chapter 6 of the OHSU Policy Manual. These policies include, but are not limited to:

- Gifts, Grants and Bequests
- Interest Bearing Funds
- Personal and Institutional Property
- General Fiscal Policies
- Interdepartmental Charges
- Cash Management
- Travel, Hosting, and Moving
- Coordination of External Financial Audits
- Use of Taxpayer Identification
- Service Centers
- Personal Amenity Items

Specific Board policies focused on debt management, debt management risk, fiscal authority and investment have also been established.

Compliance with these established policies and regulations is ensured through both annual, external audits conducted by an OHSU board-approved external auditing firm, and periodic reviews conducted by OHSU’s Internal Audit Program. Results of findings from both internal and external audits are regularly communicated to OHSU’s executive leadership, Finance and Audit Committee, and board of directors.

*Standard 2.B Human Resources*

*Standard 2.B.1 The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for*
selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.

Oregon Health & Science University is Portland's largest employer, providing jobs for more than 14,600 employees to maintain its support and operations functions. These employees are located on the Marquam Hill and South Waterfront areas of Portland and at various other locations and campuses across Oregon. The university hires hundreds of individuals a year in a wide variety of careers. Recruiting, developing and retaining the best employees is key to achieving OHSU's goals to be a great organization, diverse in people and ideas; and develop and retain a faculty that will collaborate to drive innovation and excellence across OHSU.

OHSU's Human Resources Department maintains systems, processes and policies which support the hiring, evaluation and retention of employees to support excellence in teaching, research, clinical care and community outreach. The Human Resources Department maintains an online hiring process indicating criteria, qualifications and procedures for hiring personnel, as directed in Policy 03-10-005.

Job descriptions for each employee are developed to reflect the duties, responsibilities and authority of the position. Current employees work with their supervisors to update their job descriptions to reflect changing conditions. The posting for a new position for recruitment requires an accurate job description.

Data reported in Figure 2 is provided by the OHSU Human Resources Department and was compiled on June 30, 2014. Of the more than 14,600 employees, approximately 16% of employees are faculty members and 66.3% are female.

Figure 2: Breakdown of Employee Classifications by EEO-6

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
<th>Minority</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Executive, Admin., Managerial</td>
<td>654</td>
<td>61.8%</td>
<td>404</td>
<td>38.2%</td>
</tr>
<tr>
<td>Faculty</td>
<td>1,183</td>
<td>51.4%</td>
<td>1,119</td>
<td>48.6%</td>
</tr>
<tr>
<td>Other Professional</td>
<td>4,418</td>
<td>71.2%</td>
<td>1,783</td>
<td>28.8%</td>
</tr>
<tr>
<td>Clerical and Office</td>
<td>1,772</td>
<td>81.1%</td>
<td>412</td>
<td>18.9%</td>
</tr>
<tr>
<td>Technical &amp; Paraprofessional</td>
<td>631</td>
<td>62.2%</td>
<td>391</td>
<td>38.3%</td>
</tr>
<tr>
<td>Skilled Craft</td>
<td>8</td>
<td>9.2%</td>
<td>79</td>
<td>90.8%</td>
</tr>
<tr>
<td>Service/Maintenance</td>
<td>1,029</td>
<td>58.4%</td>
<td>734</td>
<td>41.6%</td>
</tr>
<tr>
<td></td>
<td>9,695</td>
<td>66.3%</td>
<td>4,922</td>
<td>33.7%</td>
</tr>
</tbody>
</table>

Note: Based on EEO-6 Classification Codes; includes Hospitals and Clinics.


A profile for each administrative unit of the university is provided in Appendices 3-9.
The administrative unit profiles summarize services provided, major accomplishments and major changes within the last three years as well as challenges ahead. Each profile includes an organizational chart. Further, a profile for each school is provided in Appendices 15-18. The profiles for the School of Dentistry, School of Medicine, School of Nursing, and College of Pharmacy include faculty and employee headcount, student enrollment, degrees and certificates awarded, revenues and performance metrics for the last five years.

**Standard 2.B.2 Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.**

All OHSU employees are evaluated on a regular basis; by Policy No. [03-10-080](#) unclassified administrative employees receive a written evaluation annually, and classified employees receive an initial probationary evaluation followed by ongoing annual evaluations. OHSU Human Resources provides information and supporting forms for classified and unclassified evaluations on the OHSU intranet.

The Performance Appraisal System aligns individual performance with OHSU's priorities and values. The system focuses on each individual's strengths and supports the ongoing development of employees. The appraisal is a summation of ongoing performance conversations and reflects a collaborative relationship between each employee and his/her direct supervisor. It provides a formalized culmination of feedback and a future focus. The review is a joint responsibility of the supervisor and the employee and reflects specific goals and outcomes previously specified for the year. In addition, in 2014, OHSU adopted new Core Competencies, which are the knowledge, skills and behaviors that create the culture to make it possible to reach the institutional goals. Those four core competencies are: 1) Inclusion, Collaboration, and Teamwork; 2) Organizational Perspective; 3) Performance Results and 4) Personal Effectiveness.

**Standard 2.B.3 The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.**

OHSU Human Resources hosts training and development opportunities for faculty, staff and administrators to support their performance and provide opportunities for professional growth. These include both online and classroom based [training programs](#) that are designed for skills enhancement, compliance with accreditation standards, and personal growth. The [Career and Workplace Enhancement Center (CWE)](#) provides focused career development support for American Federal of State, County and Municipal Employees (AFSCME) union members and other OHSU employees. In addition to these opportunities and resources, a variety of internal training opportunities are provided by departments across campus.

Recently, the provost appointed a vice provost of academic career development and mentoring for student and academic affairs. This position was created in response to requests from OHSU faculty, schools, and external reviews to enhance the resources for the academic advancement of faculty and to develop the next generation of clinical scientists.

Centralized faculty development activities available at OHSU include three main programs: OHSU Teaching & Learning Center, Career and Mentoring Series, and Paths to Leadership.
OHSU Teaching & Learning Center (TLC). The Teaching & Learning Center supports OHSU’s teaching and learning community through a broad range of programs, services and resources to assist faculty in implementing evidence-based best practices that maximize a student’s academic potential. The services the TLC provides, or is currently developing, include test construction and item analysis, methods of course and program evaluation, case-based teaching strategies, grade balancing to reflect course priorities, just-in-time support for teaching challenges, strategies for consistency, quality and continuous teaching improvement, and best practices in online delivery. TLC launched the Quality Matters (QM) program initially and exclusively for the School for Nursing in 2013. In April 2013, TLC provided an opportunity for four course developers to attend the Northwest Regional Quality Matters Conference in April 2013; School of Nursing provided an opportunity for 15 faculty to attend the same conference as well. Beginning June 2015, OHSU will pick up the cost of the Quality Matters subscription so that all faculty will have access to the training and tools for online course design from this nationally recognized program.

Career & Mentoring Series. The Career & Mentoring Series is composed of seminars and workshops to help faculty acquire baseline academic competencies, such as teaching and assessment skills, and to gain essential understanding of how to succeed at OHSU. The sessions are taught by a group of multidisciplinary experts and are targeted to a faculty audience. In 2012-13, a total of 175 faculty members participated in the seminars and workshops. Of these participants, faculty from 11 (of 19) Clinical Departments and 4 (of 7) Graduate Studies departments attended at least one event. The Series is funded by the School of Medicine Dean’s Office and by the Oregon Clinical and Translational Research Institute (OCTRI).

Paths to Leadership. Paths to Leadership (PTL) is a School of Medicine program designed to provide emerging faculty leaders with the knowledge and skills to be effective leaders and managers. The learning is built around a project conducted by the participants themselves that will deliver real value both to the participants and to OHSU. This program is offered by the OHSU Division of Management.

The university also provides programs designed to assist faculty members in enhancing their skills in research and grant procurement. These include workshops and resources from Research Funding and Development Services, the Human Investigation Program, the OCTRI Forum and the OCTRI Scholars Program.

Human Investigation Program (HIP). HIP provides academic development for junior faculty and fellows. HIP offers a Master of Clinical Research (MCR), a two-year certificate program, or a non-degree track for those who wish to enroll in core didactic courses of interest. The program provides faculty with the skills required to submit competitive research proposals, conduct clinical investigations, write more effectively for the medical literature, and develop teaching skills. With increased knowledge of the basic science of disease, clinical and translational scientists can transform these concepts from the bench to the bedside and to the community. HIP at OHSU is supported by the Oregon Clinical and Translational Research Institute (OCTRI) funded through the National Center for Advancing Translational Sciences and is sponsored by the School of Medicine, and by divisions and departments at OHSU.

OCTRI Research Forum. The OCTRI Research Forum provides a series in which faculty can learn about various topics in clinical and translational research, complementing the Human Investigations Program. The OCTRI Research Forum is targeted and open to all faculty and fellows who are interested in a clinical and translational research career at the investigator level. Topics addressed include research budget creation, community partnerships, and research
funding. The lunch hour sessions typically draw 20 to 50 participants. Recent topics include: *Mapping Your Career with NIH*, *How to Write a Career Development Award (K award)*, *Trials and Tribulations of Multi-Center Studies*, *Designing an Effective Survey* and *Configuring Your Research Staff Team for Ultimate Efficiency and Fun*.

**OCTRI Scholars Program.** The OCTRI Scholars program unifies career-development awardees across OHSU. Beginning in 2007, OCTRI established the OCTRI Scholars Program to augment mentoring, and facilitate research independence and collaboration. The goal of the OCTRI Scholars Program is to enhance development of research and clinician scientists by: 1) promoting awareness of opportunities for mentored career development research awards, 2) assisting applicants develop career development awards, to optimize the likelihood of funding; and 3) supporting skill development and facilitating progress towards research independence through research support and mentoring. This program provides support including biostatistics, research nursing, compliance support, research skill development, peer networking, an intensive writing group, mentor training and a research development conference for scholars. OCTRI has taken broad responsibility to support career development awardees. OCTRI is funded by the National Center for Research Resources through the Clinical and Translational Science Awards.

**Research Funding and Development Services**

Created in 2004, Research Funding and Development Services is a program within the Office of the Senior Vice President for Research that provides advice, consultation, and training for OHSU researchers. They also serve as the communication hub for information related to grants, research administration, and other key tools for faculty and students applying for grants. They provide institutional resources for finding funding, including weekly funding alerts, manage internal and limited submission funding opportunities, and are responsible for the database of research expertise. They offer monthly seminars in funding-related topics, and publish the OHSU Research News, a public-facing blog. Important for faculty and student development, they also review proposals, sponsor four intensive 6-week professional development workshops on scientific writing.

**School-Based Faculty Development**

The School of Dentistry offers a faculty development program, which is supported by the school and the university, to stimulate growth of faculty members in all aspects of academic scholarship, thus supporting the mission and goals of health care education at OHSU. All dental school faculty members participate in the faculty development program via access to university and school program offerings, in-service seminars and courses. All faculty members are also expected to attend meetings of professional organizations related to their discipline and other career enrichment programs where appropriate. The Oregon Board of Dentistry mandates the completion of at least 40 hours of continuing education in a two-year period by all Oregon licensed dentists.

The School of Medicine and its entities (departments, divisions, centers and institutes) support faculty, staff, administrators and other employees with opportunities for professional growth and development. These opportunities include, but are not limited to, the following: sponsoring participation in internal, regional and national workshops, meetings and conferences; providing financial support for certain degree programs; supporting and developing informal and formal continuing education activities and programs; and encouraging self-directed learning activities across a wide array of professional domains. In 2014, a new position (i.e., the associate dean for professional development and lifelong learning) was created within the School of Medicine to lead, develop and coordinate these efforts. A successful national search was recently concluded and a talented individual has begun working with numerous other personnel working on professional development related to improving the leadership, educational, clinical and research
skills of the faculty. The School of Medicine directly supports these efforts with actual and in-kind support.

Examples of professional development include the Educational Scholars Program, Paths to Leadership, regularly scheduled continuing medical education series (Category 1 Credit) certified by the American Medical Association Physicians Recognition Award (AMA PRA), the Curriculum Transformation Retreat, Lean Leader Training and the recently launched Graduate Medical Education Train the Trainer Quality Improvement Program.

Faculty members in the School of Nursing (SON) are expected to provide service to the university and school by actively participating on committees related to practice, research, and education. Faculty participate in service-related activities both within and external to the school and university. Additionally, the SON has $60,000 available through fiscal year 2015 to support faculty attending conferences, and other professional development opportunities. See the School of Nursing Continuing Education site for additional information about available opportunities.

The College of Pharmacy is dedicated to the professional growth and advancement of all faculty, staff, and administrators. For all employees, professional development needs and wants are addressed with annual reviews, and time and funds appropriated regularly to support development. For all teaching faculty ranks, a formal mentoring team format is in place to aid in professional development as well as career advancement. Newly added in 2011, the college created a Professional Development Committee charged with identifying, encouraging, and tracking development in all areas of academia. OHSU provides a wealth of opportunities to support the professional growth and development of faculty and staff to enhance their effectiveness in fulfilling their roles, duties and responsibilities.

Standard 2.B.4 Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.

Two of the six strategic goals in OHSU Vision 2020 emphasize faculty quality attributes needed to fulfill the university's mission. These include: 1) develop and retain a faculty that will collaborate to drive excellence and innovation across OHSU and 2) be a great organization, diverse in people and ideas. The recruitment and retention of qualified faculty to achieve the objectives of the university as well as the core themes of learning environment, interprofessional education, clinical and translational research, and health system and health policy leadership necessitates academic policies that assure the integrity and continuity of the academic programs, whether offered on the Portland campus or on satellite campuses and virtual locations. Of special importance to supporting the academic programs are the policies regarding academic faculty appointments.

According to OHSU policy, faculty appointments are based on rank and are organized by series that may be used by any of the OHSU schools and the research institutes and centers, as appropriate to the unit's mission and programs. The faculty series includes academic, research, scientist, clinical, adjunct and affiliated faculty. Adjunct faculty are hired for short-term teaching assignments; whereas, affiliated faculty either supervise students in clinical settings or teach a course section for which they are not compensated. The Academic and Research Institute
Faculty Appointments Policy No. 03-15-020 provides the framework needed to ensure consistency throughout the university regarding faculty appointments.

OHSU employed a total of 2,567 faculty throughout the institution at the end of fiscal year 2014. This total excludes the president, vice presidents, deans, department chairs and directors who hold faculty rank but are primarily engaged in administration, as well as, adjunct faculty, affiliated faculty and house officers. More than 2,500 volunteer clinical faculty participate in the education of OHSU's students and residents and provide a diverse, highly talented and committed group of health professionals from whom to learn.

Gender differences vary by school and within schools by departments. Of the 172 faculty in the School of Dentistry, 23% (or 39) are women. Of the 1,853 faculty in the School of Medicine, 48% (or 890) are women. Of the 194 faculty in the School of Nursing, 90% (or 174) are women. Women faculty in the School of Medicine and School of Dentistry are more prevalent in the junior faculty ranks. The Women in Academic Medicine Committee was established as a standing committee of the School of Medicine in 1993 to address issues of concern to women faculty including career advancement, career satisfaction, women on decision-making bodies at OHSU, pay equity, discrimination, and parenting and schedule flexibility issues. It is interesting to note that in 2014, the gender distribution by faculty rank (overall) is 50% for both males and females showing an equal distribution. Figure 3 below shows the faculty gender distribution by mission area while Figure 4 on the next page shows the OHSU faculty gender by rank.

Figure 3: OHSU Faculty Gender by Mission Area (Education, Research and Healthcare)

<table>
<thead>
<tr>
<th>Mission Area</th>
<th>Gender</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Healthcare</td>
<td>Female</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>3</td>
</tr>
<tr>
<td>Provost Office</td>
<td>Female</td>
<td>59</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>43</td>
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<tr>
<td>Research</td>
<td>Female</td>
<td>61</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>92</td>
</tr>
<tr>
<td>School of Dentistry</td>
<td>Female</td>
<td>39</td>
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<td></td>
<td>Male</td>
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<tr>
<td>School of Medicine</td>
<td>Female</td>
<td>890</td>
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<tr>
<td></td>
<td>Male</td>
<td>963</td>
</tr>
<tr>
<td>School of Nursing</td>
<td>Female</td>
<td>174</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>20</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
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OHSU Faculty by Rank and Gender

<table>
<thead>
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<th>Primary Classification</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>#</td>
<td>#</td>
</tr>
<tr>
<td>Adjunct</td>
<td>87</td>
<td>113</td>
<td>200</td>
</tr>
<tr>
<td>Professor</td>
<td>4</td>
<td>22</td>
<td>26</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>7</td>
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<td>22</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>37</td>
<td>49</td>
<td>86</td>
</tr>
<tr>
<td>Instructor</td>
<td>39</td>
<td>27</td>
<td>66</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<td>1163</td>
<td>2367</td>
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<td><strong>Primary Classification</strong></td>
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<td>1163</td>
<td>2367</td>
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<tr>
<td>Professor</td>
<td>106</td>
<td>343</td>
<td>449</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>190</td>
<td>211</td>
<td>401</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>468</td>
<td>434</td>
<td>902</td>
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<tr>
<td>Instructor</td>
<td>391</td>
<td>118</td>
<td>509</td>
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<tr>
<td>Lecturer</td>
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<td>2</td>
<td>15</td>
</tr>
<tr>
<td>Research</td>
<td>36</td>
<td>55</td>
<td>91</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1291</td>
<td>1276</td>
<td>2567</td>
</tr>
</tbody>
</table>

OHSU faculty members hold highly respected credentials and possess a wealth of professional experience which is demonstrated through (but not limited to) elected membership to prestigious groups; publications in high-profile, high impact journals; impact factors in publications; grant funding; and external review of programs. Detailed below is a sample of faculty members across the university who have received recognition from prestigious groups.

**Howard Hughes Medical Institute Investigators**
Brian Druker, M.D., Director, OHSU Knight Cancer Institute; Associate Dean for Oncology, OHSU School of Medicine; JELD-WEN Chair of Leukemia Research

Eric Gouaux, Ph.D., Senior Scientist, Vollum Institute

Gail Mandel, Ph.D., Senior Scientist, Vollum Institute

**Institute of Medicine Members**
Brian Druker, M.D., Director, OHSU Knight Cancer Institute; Associate Dean for Oncology, OHSU School of Medicine; JELD-WEN Chair of Leukemia Research (2003)

Richard Goodman, M.D., Ph.D., Director and Senior Scientist, Vollum Institute (2005)

Joe W. Gray, Ph.D., Gordon Moore Endowed Chair; Chair, Department of Biomedical Engineering; Director, OHSU Center for Spatial Systems Biomedicine; Associate Director for Translational Research, OHSU Knight Cancer Institute (2011)

Gary Westbrook, M.D., Director, Neuroscience Graduate Program; Senior Scientist & Co-Director, Vollum Institute (2008)

Jen DeVoe, M.D., D.Phill., Associate Professor of Family Medicine; Chief Research Officer at Our Community Health Information Network (OCHIN). First woman from OHSU and the first woman from Oregon to be elected to the Institute of Medicine.
**National Academy of Sciences Members**
Wolfhard Almers, Ph.D., Senior Scientist, Vollum Institute (2006)

Brian Druker, M.D., Director, OHSU Knight Cancer Institute; Associate Dean for Oncology, OHSU School of Medicine; JELD-WEN Chair of Leukemia Research (2007)

Richard Goodman, M.D., Ph.D., Director and Senior Scientist, Vollum Institute (2002)

Eric Gouaux, Ph.D., Senior Scientist, Vollum Institute (2010)
Gail Mandel, Ph.D., Senior Scientist, Vollum Institute (2008)

**American Academy of Arts and Sciences**
Gail Mandel, Ph.D., Senior Scientist, Vollum Institute

Gary Westbrook, M.D., Senior Scientist and Co-Director, Vollum Institute

**American Association for the Advancement of Science (AAAS) Fellows**
Michael Chapman, Ph.D., Professor, Biochemistry & Molecular Biology; Richard T. Jones Chair, Structural Biology

Eric Gouaux, Ph.D., Senior Scientist, Vollum Institute

Joe W. Gray, Ph.D., Gordon Moore Endowed Chair; Chair, Department of Biomedical Engineering; Director, OHSU Center for Spatial Systems Biomedicine; Associate Director for Translational Research, OHSU Knight Cancer Institute

Craig Jahr, Ph.D., Senior Scientist, Vollum Institute

R. Michael Liskay, Professor, Molecular and Medical Genetics

Gail Mandel, Ph.D., Senior Scientist, Vollum Institute

**Albert & Mary Lasker Foundation Awardees - Lasker-DeBakey Clinical Medical Research Award**
Brian Druker, M.D., Director, OHSU Knight Cancer Institute; Associate Dean for Oncology, OHSU School of Medicine; JELD-WEN Chair of Leukemia Research (2009)
Albert Starr, M.D., Professor, Cardiothoracic Surgery (2007)

**American Academy of Nursing**
Judith Gedney Baggs, Ph.D., R.N., F.A.A.N.
Paule Gubrud-Howe, EdD, R.N., F.A.A.N.
Dena Hassouneh, Ph.D., R.N., A.N.P., PMHNP, APR.N.-BC, F.A.A.N.
Carol Howe, CNM, D.N.Sc., F.A.C.N.M., D.P.N.A.P., F.A.A.N.
Kim D. Jones, R.N.C, Ph.D., F.N.P., F.A.A.N.
Lillian Nail, R.N., Ph.D., F.A.A.N.
Susan Bakewell-Sachs, Ph.D., R.N., PNP-BC, F.A.A.N.
Patricia Berry, Ph.D., R.N., A.C.H.P.N., F.P.C.N., F.A.A.N.
Kathie Lasater, EdD, R.N., F.A.A.N.
Gary Laustsen, Ph.D., APR.N.-CNP, R.N., F.A.A.N.
Christopher Lee, Ph.D., R.N., F.A.H.A., F.A.A.N.
Other prestigious awards and recognitions of OHSU's faculty include:

- Brian J. Druker, M.D., Director of the Knight Cancer Institute, has been awarded the 2012 Japan Prize in Health Care and Medical Technology for his pioneering role in targeted cancer drugs. He also received the prestigious Stanley J. Korsmeyer Award from the American Society for Clinical Investigation; and American Cancer Society Medal of Honor.
- Jack Clinton, D.M.D. School of Dentistry Dean Emeritus, is president of the USA section for the International College of Dentists (ICD).
- David Covell, Ph.D., D.D.S. School of Dentistry Chair of the Department of Orthodontics, named President of Craniofacial Biology Group of the International Association of Dental Research.
- Pamela Hughes, D.D.S. School of Dentistry Chair of the Department of Oral and Maxillofacial Surgery elected to the Board of Directors of the American Dental Education Association.

Distinguished professorships in the School of Nursing include:

- Judith Gedney Baggs, Ph.D., R.N., F.A.A.N., Elizabeth N. Gray Distinguished Professor
- Carol Howe, D.N.Sc., C.N.M., F.A.C.N.M., F.A.A.N., Elnora Thompson Distinguished Professor
- Lillian Nail, R.N., Ph.D., F.A.A.N., Dr. May E. Rawlinson Distinguished Professor

School of Nursing faculty have also been the recipients of other prestigious awards:

- Gary Laustsen, Ph.D., APR.N.-CNP (Fam), R.N. received the 2011 Nurse Practitioner State (Oregon) Award for Excellence by the American Academy of Nurse Practitioners.
- Nancy Findholt, Ph.D., R.N. received the Public Health Genius Award for Exceptional Achievement from the Oregon Public Health Institute.

The quality of OHSU's faculty is also demonstrated by their high productivity in teaching, research and service. In fiscal year 2014, the total annual income from research and training grants was $359 million. The number of publications in referred journals on which at least one author was an OHSU faculty member totaled approximately 3,000.

To ensure faculty are of the highest quality, the university has rigorous review processes in place at the initial hiring, for annual performance review, and for promotion and tenure review for tenure-track faculty. The deans of the School of Dentistry, School of Medicine and School of Nursing must review and approve all academic faculty appointments within their respective schools and are forwarded to the provost/executive vice president for academic affairs for approval. The provost/executive vice president for academic affairs has approval authority for all faculty appointments in accordance with Policy No. 03-15-025. The senior vice president for research must review and approve appointments of those faculty members in the Scientist Faculty Series and the Staff Scientist Faculty Series in research centers and institutes situated outside of the schools. These appointments are also forwarded to the provost/executive vice president for academic affairs for approval. The directors of certain research institutes, as designated by the senior vice president for research and by the provost/executive vice president for academic affairs, have authority to recommend primary faculty appointments in the Scientist Faculty Series within their respective units, and will forward these recommendations to the
senior vice president for research and to the provost/executive vice president for academic affairs for their respective approvals. Joint appointments of faculty require approval by the department chair or program director and the dean or director of the unit awarding the joint appointment. Faculty are highly engaged in the process of selecting colleagues and in the promotion and tenure decisions. These policies apply to all programs, whether they are delivered on campus, through distance learning or on one of the satellite campuses for nursing programs.

The university has made progress in diversifying its faculty workforce in several ways, consistent with its strategic goal in Vision 2020 to be "a great university, diverse in people and ideas."

- Of the total 2,567 faculty, the proportion that are non-minorities ranged from 84% up to 95% in the three schools. Of the 194 faculty in the School of Nursing, 84% (or 162) faculty identified as white. Of the 172 faculty in the School of Dentistry, 78% (or 135) identified as white. Of the 1,853 faculty in the School of Medicine, 76% (or 1,420) identified as white.
- The table below identifies the faculty credentials by school.

Table 4: OHSU Faculty Credentials by Highest Award and Mission- June 30, 2014

<table>
<thead>
<tr>
<th>Area</th>
<th>Research Doctorate</th>
<th>Professional Practice Doctorate</th>
<th>Masters</th>
<th>Bachelor</th>
<th>Associates</th>
<th>Unknown</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Dentistry</td>
<td>17</td>
<td>127</td>
<td>4</td>
<td>9</td>
<td>2</td>
<td>13</td>
<td>172</td>
</tr>
<tr>
<td>School of Medicine</td>
<td>321</td>
<td>1027</td>
<td>274</td>
<td>30</td>
<td>1</td>
<td>200</td>
<td>1853</td>
</tr>
<tr>
<td>School of Nursing</td>
<td>54</td>
<td>21</td>
<td>84</td>
<td>14</td>
<td>0</td>
<td>21</td>
<td>194</td>
</tr>
<tr>
<td>Academic Affairs</td>
<td>43</td>
<td>17</td>
<td>28</td>
<td>7</td>
<td>0</td>
<td>7</td>
<td>102</td>
</tr>
<tr>
<td>Health Care</td>
<td>7</td>
<td>5</td>
<td>46</td>
<td>22</td>
<td>1</td>
<td>9</td>
<td>90</td>
</tr>
<tr>
<td>Research</td>
<td>107</td>
<td>24</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>18</td>
<td>153</td>
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<tr>
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</tr>
<tr>
<td>Total</td>
<td>549</td>
<td>1224</td>
<td>439</td>
<td>83</td>
<td>4</td>
<td>271</td>
<td>2564</td>
</tr>
</tbody>
</table>

Notes:
- The faculty completed terminal degrees at over 700 different universities.
- A large proportion of OHSU faculty completed their terminal degrees at prestigious universities throughout the United States, with the largest proportion graduating from large research universities on the west coast.
- Approximately 35% of faculty have been at the university for five years or less.
- About 10% have been at the university for more than 20 years.
Standard 2.B.5 Faculty responsibilities and workloads are commensurate with the institution’s expectations for teaching, service, scholarship, research, and/or artistic creation.

University policy provides maximum responsibility with accountability to the schools and departments to establish appropriate workloads for academic, research, clinical and scientist faculty series. Faculty position descriptions are reviewed annually and reflect workloads that are commensurate with expectations. University policies for faculty appointments and advancement at OHSU are intended as the framework for university-wide faculty policy related to broad topics. As such, they are designed to promote consistency of policy and practice at a high level in the treatment of OHSU faculty in the schools, research institutes and centers. At the same time, the university recognizes the importance of providing flexibility to the individual schools and research institutes as needed to recruit, hire, promote, and retain their faculty in accord with their mission(s). In this context, individual units may add to these policies as long as the unit policies and processes comport with OHSU's policy framework.

The School of Medicine strives to maintain balance among its missions of education, research, healing and community service. Increasing the clinical faculty has been a primary strategy to meet the educational needs of the undergraduate and graduate medical education programs, to support clinical expansion, and to better meet Oregon’s patient-care demands. The School’s commitment to medical student education remains firm and resources for teaching and the education mission have been sustained. Over the past five years, the number of full-time School of Medicine faculty increased 25% from 1,458 to 1,819 to meet the expanding clinical and research programs, as well as the educational needs of an increasing number of medical and graduate students.

The same is true for the School of Dentistry where the number of full time faculty (> .8) has increased from 61 individuals in 2012 to 71 in 2015 to support the clinical demands of the predoctoral clinics and an increase in the research program. The School is committed to its mission areas and supporting the students and residents in its academic programs. Departmental chairpersons assign faculty based on the courses, clinics and research demands in concert with the dean and associate dean for finance. A recent administrative analysis explored the efforts of faculty members and how their time is being deployed leading to more transparency for both full-time and part-time faculty members.

The School of Nursing adopted an activity-based budgeting system based on input from faculty, program directors, and campus associate dean in the late 1990s. This workload formula assigned a full-time equivalent (FTE) value to different courses based on factors such as whether the course is didactic or clinical, the number of credits assigned to the course, the number of students enrolled in the class, and whether the course is offered via distance modalities. During 2010-11, these workload principles and formulas were reviewed and updated to standardize workload credits across programs and campuses and have continued to provide transparency and equity for faculty assignments. The revised formula addressed faculty leadership involvement in governance activities, new course development, course coordination requirements and online education. Funded faculty are released from teaching commensurate with funded FTE, and the Dean’s Executive Council has developed a process for awarding dedicated reassigned time for scholarship with accountability for accomplishing goals.

Standard 2.B.6 All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes
multiple indices of effectiveness, each of which is directly related to the faculty members roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.

University Policy No. 03-15-025 stipulates that each school conducts regular, systematic, substantive and collegial faculty evaluations. This policy is also cross-linked to Policy No. 03-10-080, Performance Appraisals and Policy No. 03-20-15, Promotion and Tenure-Post-Tenure Review. Faculty appraisals are made in accordance with faculty promotion guidelines and Policy No. 03-15-025. Faculty members who have administrative roles may also be evaluated using the OHSU Performance Appraisal System but only for purposes of their administrative duties.

Annual performance reviews are conducted by the faculty's department chair or director. The process and guidelines for the annual review of faculty are included in the faculty handbooks, available in hard copy and online. Multiple indices of effectiveness are considered and are tailored to each faculty member’s role. Human resources business partners and the deans are working together to ensure faculty receive feedback about their performance against expectations and, when appropriate, the department chair works with the faculty member to develop a plan to address areas in which improvement is needed.

The School of Dentistry Faculty Bylaws set the criteria for the evaluation of faculty and for promotion and granting of tenure. Academic employees are those holding faculty rank or academic research rank and established performance criteria are used in the review process. Each full-time faculty undergoes a performance evaluation annually with his or her department chairperson and has the opportunity to meet in person with the chair for the presentation of the performance evaluation for the previous year and goal setting for the subsequent year. Department chairs and administrators are evaluated annually by the appropriate dean during their presentation of the annual report of departmental activities and accomplishments. The chairs also take this opportunity to discuss the progress of individual faculty members with the dean. The data is used to establish goals and recommendations for the subsequent years as well as to determine merit bonuses when applicable. Part-time faculty are reviewed at least once every five years depending on the department, roles and responsibilities.

School of Medicine policies ensure that faculty members receive periodic feedback on their performance and on their progress toward promotion and tenure. The majority of faculty members receive formal feedback from departmental leaders on their academic performance and on their progress toward promotion and tenure on an annual basis. A multidisciplinary task force was charged in January 2008 to create and test a faculty performance appraisal tool and to recommend unified, standard evaluation processes as appropriate for School of Medicine faculty of all ranks. The recommendations established that all faculty members, regardless of rank or central mission activity, are engaged in at least yearly performance appraisals. The faculty member's closest supervisor (e.g., division chief, vice-chair, or chair) serves as the evaluator for the performance review process. The performance evaluation is a multi-factorial process with three steps: 1) self-reflection and preparation of School of Medicine Curriculum Vitae and the performance appraisal tool; 2) peer review; and 3) one-on-one meeting between faculty member and evaluator. The School of Medicine provides a tested evaluation tool for all departments’ use. All departments have an internal Promotion and Tenure (P &T) Committee,
which is the source of peer review and informs the evaluator of the faculty member’s readiness for promotion.

The School of Nursing policies are based on the conceptualization of scholarship as put forth by Ernest Boyer, a national educational leader and author. Fulfillment of the missions of the school is dependent upon the scholarship and the diverse scholarly productivity of the faculty, and is achieved through the collective efforts of the faculty who function as a community of scholars. Individual faculty members contribute to the development of the school’s missions through a variety of patterns. The activities of individual faculty typically represent substantial involvement in several missions, with blending occurring across these missions. The recently reviewed and updated Faculty Appointment, Promotion & Tenure (APT) School of Nursing Policy No. 60-01.10 details the timelines and criteria by which faculty are assessed in a regular, systemic, substantive, and collegial manner. The School of Nursing also provides an APT Procedure Manual and an official annual timeline that is accessible online. All School of Nursing faculty are evaluated annually by their supervisor and receive an annual review via the Faculty Productivity Report.

The College of Pharmacy follows the Oregon State University policies for periodic review of faculty. Briefly, all faculty on renewable contracts (pre-tenure, instructional, and clinical track faculty) are evaluated yearly by department chairs. All tenured faculty must be reviewed a minimum of every three years after five years in promoted ranks, though annual reviews are still the usual timeline within the College. Faculty are supported in pursuing improvements identified by scheduled reviews. Promotion and tenure policies include an intensive mid-tenure review and external validations, as outlined in the guidelines in the Faculty Handbook.

Faculty appointments in other units such as Academic Affairs and Library follow the requirements for annual performance evaluation.

Standard 2.C Education Resources

Standard 2.C.1 The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.

As an academic health center, the university currently admits students into approximately 68 different degree or certificate programs. These programs are designed to educate individuals interested in one of many health professions as well as biomedical science, health care policy, and management in the health care industry.

The programs requiring specialized accreditation are listed in the Inventory of Specialized Accreditation and Reporting Timeline on the Assessment and Evaluation website. This inventory provides the specialized accreditation agency as well as the most up-to-date information about the reporting timeline for the programs requiring specialized accreditation. All academic programs are detailed in the appropriate student handbook, on the institutional web site and on program websites.

The appropriateness of program content and rigor, consistent with the institutional mission, is assessed and maintained through four key interconnecting processes: curriculum and program changes, program review, outcomes assessment, and specialized accreditation.
Curriculum and Program Changes
Curriculum and program changes are guided by Policy No. 0-02-0613. Each school has an academic committee/council that reviews and approves the programs prior to proceeding to the next level of the approval. There are three review levels for proposals of curricular changes, depending on whether the proposed change is substantive or minor. They are:

• **Category I** proposals are substantive changes to a curriculum, such as adding a new academic program (the unique combination of a specific degree/certificate as well as a specific major), that require the vote of OHSU Faculty Senate, approval by the provost/executive vice president for academic affairs, subsequent approval by the State as well as notification to and approval of the Northwest Commission on Colleges and Universities.

• **Category II** proposals may not require review and approval by either the Faculty Senate or State but notification is typically required. Notification to the Northwest Commission on Colleges and Universities is also typically required.

• **Category III** proposals are minor changes that require an administrative review by the provost, which (depending upon the change) may be operationalized through the Office of the Registrar.

Each academic unit and its faculty are charged with the review of its proposals for changes in any curriculum and the implementation of process and criteria for their review, within a university wide framework of expectations for the review and a shared timeline for various phases.

The Dean will notify the provost/executive vice president for academic affairs early in the deliberations and prior to the submission of a Category I or II proposal. Early notification enables the staff to provide information and advice regarding the procedures to be followed in seeking approval.

The provost/executive vice president for academic affairs has final decision authority on forwarding Faculty Senate approved **Category I** proposals to the State for review.

Decisions on forwarding **Category II** proposals to the provost/executive vice president for academic affairs are made by the Educational Policy Committee. The provost/executive vice president for academic affairs will report to the State System on **Category II** proposals passed by the Educational Policy Committee on a regular basis, usually annually.

The Office of the Provost will facilitate the work of the Educational Policy Committee to directly oversee the curriculum by conducting the administrative review. The Curricular Modification Handbook contains the process flowcharts, policies and guidelines for academic program proposals. Currently, work is underway to refine and clarify the review levels of proposals and the curriculum modification process.

There are also university-wide courses and interprofessional courses that are taught across all schools and programs. Those courses are reviewed and approved by the OHSU Curriculum Committee. The OHSU Curriculum Committee reviews, assesses and approves the goals and learning outcomes of interprofessional and multiprofessional courses. The OHSU University Curriculum Committee also provides leadership as well as coordination to schools, programs and other academic committees for the development, evaluation and maintenance of an
effective, balanced university curriculum. The OHSU Curriculum Committee is comprised of representatives from:

School of Medicine Graduate Council
School of Nursing Graduate Council
School of Nursing Undergraduate Council
School of Medicine Curriculum Committee
College of Pharmacy Curriculum Committee
School of Dentistry Curriculum Committee
OHSU Faculty Senate Education Policy Subcommittee
Central offices such as Office of the Provost, Registrar’s Office or OHSU Library
Student members

Program Review
OHSU has established a program review plan, guidelines, and schedule that require programs be reviewed on a rotating five-year schedule. This information is available on the Academic Programs and Assessment website. The Committee on Academic Policy has approved Policy No. 0-01-0612, which authorizes the Faculty Senate to conduct program review and encourages programs to engage in self-evaluation for the purposes of identifying specific strengths, areas for improvement, and to engage in strategic planning. In doing so, a framework has been developed to guide departmental faculty through the reporting process. Among the areas assessed in the program review are: 1) quality of student enrolled, 2) student performance and success related to program-level student outcomes; 3) quality of research, scholarship and/or clinical activities and its impact on program quality and student learning outcomes. See Appendix 24 for Five Year Academic Program Review flowchart.

Outcomes Assessment
OHSU academic policy requires that all courses have learning outcomes or objectives that are accessible to students and that student learning outcomes or competencies for each degree or certificate are consistent with recognized fields of study. As required by OHSU Policy No. 0-03-0612, the OHSU Assessment Council applies standards to review and approve program-level student learning outcomes before they are posted on the university assessment and program websites.

Nearly all academic degree programs have identifiable student learning outcomes that are reviewed and monitored by the OHSU Assessment Council. The membership of this university-wide council includes faculty and administrators from all schools and academic professionals from the OHSU Teaching & Learning Center. All degree level student learning outcomes submitted to the Assessment Council have been reviewed and meet a minimum standard per the OHSU Assessment Council expectations and are accessible on the OHSU Student Learning Outcomes and Assessment webpage. This page also provides a link to the OHSU Graduation Core Competencies, the full charter of the OHSU Assessment Council, links to the assessment reporting timelines, instructions and assessment plan templates, scoring rubrics and forms, as well as sample exemplars for programs to use as reference. The Assessment and Evaluation webpage also includes links to the meeting minutes and any formal assessment reports prepared for executive leadership.

Specialized Accreditation
Many of OHSU’s academic degree or certificate programs have specialized accreditation. Rigorous criteria established by these accrediting agencies ensure that curricular changes,
student learning outcomes, faculty credentials and other key areas that ensure a high-quality program are addressed. An inventory of all of OHSU’s specialized accreditation programs, the accrediting agencies and the reporting timeline can be found on the Assessment and Evaluation website and the 2014 Fact Book.

**Standard 2.C.2 The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.**

University policy requires that all degree and certificate programs develop expected course and end-of-program learning outcomes that reflect the generally accepted learning outcomes, competences or standards of the discipline. Given that many programs at OHSU are accredited by specialized agencies, disciplinary experts identify the standards, knowledge, and tasks that students should know and be able to perform. Faculty are encouraged to leverage the specialized process in the institution-level program review process.

Nearly all programs have developed student learning outcomes and assessment plans per the OHSU Student Learning Outcomes and Assessment policy, which have been reviewed and scored by the OHSU Assessment Council using a standardized rubric. Additionally, a feedback form for assessment plans was developed in summer 2012 and is available to programs and peer reviewers on the OHSU Assessment and Evaluation website. Other resources that programs may need are also available such as instructions, sample plans, and minutes of the OHSU Assessment Council.

The implementation of the student learning outcomes assessment program was organized in cycles. At the completion of Cycle 1, academic year 2012-13, only 20% (12 of 59) of the academic programs had assessment plans submitted with enough content and level of quality to be reviewed. The Cycle 1 (AY 12-13) Assessment Council Summary Report can be reviewed on the Assessment and Evaluation website. Given the low percentage of academic programs with sufficiently developed plans, the focus in academic year 2013-14 was on providing direct support to academic program leaders and working to develop a culture of academic assessment. The results of this focused effort is evidenced by the fact that at the close of Cycle 2 (Sept 1, 2013-Aug 31, 2014), ninety percent (90%) of all academic programs have plans or approved waivers in place (46 programs with approved plans; 11 with approved waivers). The Cycle 2 (AY13-14) Assessment Council Summary Report documents this work.

OHSU schools and departments identify and publish expected course, program and degree learning outcomes in course catalogs and/or program, school and university web pages.

**Standard 2.C.3 Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.**

Course offerings are based on the quarter system. All courses are listed in the program handbooks and course schedules on each school website. All faculty are expected to adhere to the Assignment of Course Credit Hour Policy No. Policy 0-02-0214 to “ensure that the amount and level of credit awarded for each undergraduate, graduate and professional course is compatible with sound academic practice in each discipline, meets university expectations for rigor, meets or exceeds the minimum definition of a credit hour required under 34 CFR 600.2. 
and meets or exceeds the curriculum scope and sequence of similar programs offered by OHSU’s peer institutions.

The Office of the Registrar holds university-level responsibility to grant degrees/certificates to students completing curriculum as designed by the schools/programs and uses the institutional student information system—Banner—in conjunction with Degree Audit to validate degree clearances and other student progression issues such as repeatable courses, calculating cumulative GPAs and earned credits. These expectations are comparable to other Oregon institutions and institutions across the United States.

The Degree/Certificate Standards Policy No. 0-01-0614 stipulates the criteria required for degrees and certificates awarded by the university. This policy enforces minimum requirements in areas such as total credit hour completion and the maximum timelines from matriculation to graduation. The policy provides the basis for faculty in the development of new programs and implementing changes to existing programs.

**Standard 2.C.4 Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.**

OHSU’s degree programs are reviewed on a number of levels to ensure coherent design, with appropriate breadth, depth, and sequence of coursework. Stringent processes at the school, university and state levels help assure that the appropriate breadth, depth, sequencing of courses and synthesis of learning occurs. In addition, specialized accreditation and credentialing exams are another level of appraisal for programs to ensure that the coherent design of programs facilitate student learning.

**Program Development and Review**

OHSU followed the Oregon University System—and now the Higher Education Coordinating Commission’s—new academic program proposal process. Prior to initiating the State process, proposals must successfully go through the OHSU review process at both the school and institution level. This can take approximately 18 months to complete.

**Specialized Accreditation**

Many programs at OHSU undergo a specialized accreditation process that helps ensure coherent program and curriculum design that supports the appropriate breadth, depth, sequencing of courses and synthesis of learning. As indicated in Standard 2.C.1, these accrediting agencies require—through their standards—stringent guidelines for program and curriculum design, review and improvement and reflect the national standards required in the discipline.

**National Credentialing Exam Pass Rates**

Student performance on professional credentialing examinations are monitored by the programs and are a useful indicator to gauge the relevance and coherent curricular design to determine the effectiveness of the appropriate breadth, depth, sequencing of courses, and the synthesis of student learning that is occurring. Results of selected professional credentialing exam scores are contained in the 2014 Fact Book.

Admission and graduation requirements are clearly defined and are published widely by the schools. The Faculty Bylaws in the School of Nursing, School of Dentistry and the School of
Medicine Constitution delimit the rights, responsibilities and authority of faculty with regard to curriculum. The schools delegate the management of the curriculum to a committee or committees. For example, the School of Dentistry has a Predoctoral Curriculum Committee; the School of Medicine has two committees, School of Medicine Graduate Council and Curriculum Committee (for the Undergraduate Medical Education Program); and the School of Nursing has an Undergraduate Council and Graduate Council. Each committee establishes the composition of the committee, how meetings are run, and the schedule of meetings as well as what constitutes a quorum for making decisions.

Admission and graduation requirements are published on the OHSU website, and, for individual programs, on departmental, program and program websites; and in student handbooks. Faculty members and student affairs staff in the schools also communicate this information to prospective students.

**Standard 2.C.5 Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.**

The University Curriculum Committee discussed in Standard 2.C.1 and the curriculum committees noted in Standard 2.C.4, provide the structure and processes to ensure that faculty play a major role in the design, approval, implementation and revision of the curriculum. Through these curriculum committees, processes are in place for departments, programs and faculty to submit curricular changes or propose new programs and consider the curricular process (sequencing of courses, teaching methodology and evaluation, accreditation standards, faculty qualifications, quality improvements and quality assurance). These committees also have authority to appoint an ad hoc and/or subcommittee to study issues and make recommendations to the appropriate oversight body. Substantive changes to the curriculum require approval by the school dean, the school curriculum committee, the executive vice president/provost and may also require approval of the Faculty Senate, the statewide Provosts’ Council, or the Higher Education Coordinating Commission or some combination thereof. The Proposing Curriculum Changes Policy No. 0-02-0613 defines categories of curricular changes and dictates the procedures faculty and the curriculum committees are to follow for the establishment of new programs as well as changes to existing programs.

As noted in 2.C.2, Policy No. 0-03-0612 requires all credit-bearing programs to have degree-level student learning outcomes and assessment plans. Academic programs are required to have published end-of-program level student learning outcomes on their web sites and on the institution web site. The roles and responsibilities of the faculty deans, and schools are clearly outlined in the policy. The OHSU Assessment Council comprises faculty, administrators, and academic professionals with education backgrounds. The Assessment Council reviews program student learning outcomes and related assessment plans. Their role is to provide constructive feedback (if needed) back to the programs. A Student Learning Outcome (SLO) scoring rubric and Assessment Plan Feedback Form are used by the Assessment Council to gauge and monitor development and implementation. These forms are available on the Assessment and Evaluation website.

School policies require that each course syllabus include course goals and course objectives or learning outcomes. Faculty members have the academic freedom to achieve student learning outcomes in many ways, each instructor is accountable to the same set of student learning
outcomes, regardless of location or method of course delivery. The dean’s office in each school retains approved syllabi with the course goals and student learning outcomes for each course.

Several of OHSU’s academic programs undergo rigorous systematic review by specialized accrediting agencies. These accredited programs have received renewed accreditation, which varies by agency (e.g. full accreditation, approved, approval without requirements, etc.).

OHSU has implemented an institution-wide system of program review for all degree and certificate programs. Within this system, all degree and certificate programs are scheduled for review on a five year cycle, and assessed for rigor, content, and centrality to OHSU’s mission. The academic program review process is faculty-driven, and entrusts the Faculty Senate with responsibility of formerly convening the Academic Review Committee. Support for the Academic Review Committee is provided through the Office of the Executive Vice Provost, and staff works closely with the Committee Chair to meet institutional requirements. The Academic Program Review process is designed to enhance the educational mission of OHSU by providing opportunities for programs and departments, and the university as a whole, to assess and improve its teaching, research and service. The review is an opportunity for the department and the university to take a comprehensive look at the department, to evaluate its opportunities and challenges, and to assess its future. When possible, OHSU has coordinated regular institution-level program reviews with regular extramural reviews by an external body to leverage that process to minimize the administrative burden of the OHSU process. The reaffirmation of accreditation assures that the programs are complying with the accepted norms of the professions/disciplines. The OHSU Policy No. 0-01-0612 delegates oversight for program reviews and accreditation reviews to the Office of Academic Programs, Policy and Accreditation, under the executive vice provost.

**Standard 2.C.6 Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.**

The OHSU Library provides services and collections to faculty and students in support of the education missions of the university. Through the Library Liaison Program, library faculty bring subject-specific knowledge and support to the schools by working with faculty to ensure information literacy is fully incorporated into curricula and competencies, mapping information literacy to school competencies, and establishing teaching partnerships with faculty in assigned schools. Additionally, each liaison librarian works with the faculty of each program to provide an orientation that is appropriate for each class. This can run the gamut from a 15-minute overview of library services to a fully-course-integrated session on managing information and using library resources to answer clinical questions.

The library, with locations in the Biomedical Information Communication Center (BICC), the Collaborative Life Science Building (CLSB), the Old Library, and the Oregon National Primate Research Center (ONPRC), serves as the primary biomedical information resource for the state of Oregon, and for underserved areas throughout the Northwest region. A collection of resources is maintained in required formats in support of the University’s educational, clinical, and research needs. The curricula supported by the library include the fields of medicine, nursing, dentistry, allied health sciences, pharmacy, public health and interprofessional education. The library is a comprehensive and valued resource for the university community, including all students, faculty members, and staff in departments and programs, centers and institutes, and for many others in the community and state. Over 40 faculty and staff members work to partner with faculty to meet the University's information and technology needs.
Through the library's web site, faculty and students can access electronic resources 24 hours a day by using their network ID and password. The library works with faculty to ensure resources are licensed and available to support the curricula of the university. This also includes creating web guides linking library-licensed resources together and integrating library resources into Sakai, the University's course management system, and other university resources. Faculty and students also have access to interlibrary loan and course reserve services in support of the learning process.

**Standard 2.C.7 Credit for prior experiential learning, if granted, is:**
- a) guided by approved policies and procedures;
- b) awarded only at the undergraduate level to enrolled students;
- c) limited to a maximum of 25% of the credits needed for a degree;
- d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and
- e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.

No schools or programs at OHSU provide credit for experiential learning.

**Standard 2.C.8 The final judgment in accepting transfer credit is the responsibility of the receiving institution.** Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.

The OHSU registrar's office, in partnership with the schools, has the authority and responsibility for accepting and applying transfer credit towards OHSU-granted degrees or certificates. The OHSU Transfer of Credit Policy in concert with school-specific transfer policies and a list of institutions with which articulation agreements for credit transfer exist, provide the foundation and guidelines for accepted transfer of credit. The OHSU Transfer of Credit Policy ensures that the acceptance by OHSU of credit earned at another institution will be based on: 1) the quality of the institution offering the credit; 2) the applicability of the credit towards satisfaction of OHSU academic program curricular requirements; 3) the requirement of acceptable performance in obtaining the credit by establishing minimum acceptable course grades; and 4) the relevancy of the credit by establishing timelines for outdated coursework. The policies to accept undergraduate and graduate transfer credit are specific to each program and are described on the program websites as well as on the university registrar's webpage. It is the policy of several graduate programs to not accept transfer credits, including the dentistry and physician assistant programs. Graduate credit may be transferred from other graduate programs pending review by the program director and approval of the associate dean of graduate studies.

For undergraduate transfer credit, articulation policies have been established for many institutions of higher education in Oregon to facilitate a streamlined transfer of credit process for students.
Standard 2.C.9 The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.

OHSU does not offer general education coursework. Students in undergraduate degree programs in radiation therapy and nursing complete general education coursework requirements at other institutions of higher education and then transfer those credits into OHSU for application towards the baccalaureate degree. For example, the 180 quarter credits required for the bachelor of science in nursing, 93 are nursing credits and 87 are non-nursing credits. The non-nursing courses include a minimum of biological sciences/statistics (26 credits), English (9 credits), humanities (9 credits), social sciences (9 credits) and upper division non-nursing electives (15 credits). Students enter the undergraduate Nursing program with a minimum of one year's worth of general education coursework. Any additional general education coursework a student needs can be obtained by dually-enrolling with any of the 12 institutions OHSU has consortium agreements with or by enrolling at any other regionally accredited institution of higher education.

Standard 2.C.10 The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institutions mission and learning outcomes for those programs.

As noted in 2.C.9, the university does not offer general education coursework for its baccalaureate degree programs. The majority of students transfer general education coursework from public universities and community colleges within Oregon. The expectation is that these general education courses meet the Commission’s standards for learning outcomes and the Oregon public universities and community colleges’ standards for general education requirements in relation to the mission of the transferring institution. All general education courses submitted for transfer credit go through a transfer credit process with the university registrar’s office to determine applicability to the OHSU baccalaureate degree. Transfer credit policies are more fully discussed in 2.A.14 and 2.C.8.

Standard 2.C.11 The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.

Oregon Health & Science University co-awards with Oregon Institute of Technology (OIT) an Associate of Applied Science (A.A.S.) degree in paramedic education. The program was
established in 1977 at OHSU and the collaborative program with OIT was initiated in 2001. The program is nationally accredited by the Committee on Accreditation of Educational Programs for the Emergency Medical Services Paramedic (CoAEMSP).

The purpose of the program is to educate pre-hospital providers. The program is competency-based with the educational objectives and expected learning outcomes of the program posted on the OIT program web site and OHSU web site.

All credit-granting programs are required to have meaningful, measureable, and sustainable student learning outcomes. The inclusion of student learning outcomes in OHSU’s programs provides admitted and aspiring students with information about expectations for learning to ensure they are prepared to go on to the next stage as graduate students or post-doctoral fellows, into careers or be lifelong learners in fields that are constantly changing. The learning outcomes also provide the framework for faculty to assess aggregate student learning and use evidence to guide dialogue about program improvement.

Standard 2.C.12 Graduate programs are consistent with the institution’s mission; are in keeping with the expectations of their respective disciplines and professions; and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. They differ from undergraduate programs by requiring greater depth of study and increased demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or appropriate high-level professional practice.

The university’s mission is to “educate tomorrow’s health professionals, scientists, engineers, and managers in top-tier programs that prepare them for a lifetime of learning, leadership and contribution.” The graduate programs offered meet the standards of their respective disciplines and professions. Many of the programs are accredited by specialized accrediting agencies and as such meet the expectations of these associations and the professions they represent.

The requirements and standards set by the appropriate accrediting agencies ensure that there is greater depth of study and increased demands on intellectual capacities and different expectations for degrees or graduate certificates. OHSU’s rubric for program learning outcomes includes the criteria that the SLOs for programs with more than one level of study demonstrate progression or mastery as the level of study increases. The learning outcomes for a Ph.D. reflect higher forms of learning than a B.S. in Bloom’s three-domain structure (cognitive, affective and psychomotor domain).

As the state’s lead institution for education in the health professions and research, OHSU offers numerous graduate programs. Ensuring that disciplinary expectations are met, offering research and scholarly opportunities and providing a strong curriculum is critical to attracting graduate students. Data indicates that applications continue to increase every year, and that enrollment remains strong across the university for all graduate programs. Currently, there are two graduate councils at OHSU—one for the School of Medicine and one for the School of Nursing.

School of Medicine
Graduate programs in the School of Medicine report up through the appropriate senior associate dean to the dean, who receives advice on all matters pertaining to the education of graduate students toward the Masters and Doctor of Philosophy degrees within the School of Medicine. The Graduate Council determines policies and procedures related to graduate education, approves all new programs and any program changes, and approves all curricular changes.
Additionally, the Graduate Council determines standards for admission, progress towards a degree, admission to candidacy, thesis/dissertation preparation and defense, and requirements for graduation. Policies related to graduate admission, retention and transfer of credit are in the Graduate Council Bylaws.

The Graduate Council is composed of one member from each graduate program, selected by the program director, subject to the approval of the School of Medicine. Two graduate students selected by the Graduate Student Organization of the School of Medicine are also members of the Graduate Council. Each member of the Graduate Council has one vote.

Faculty members who deliver graduate education (including those serving on oral thesis, dissertation examination committees, advancement to candidacy examination committees, mentoring graduate students in seminars and conferences, or serving on other committees concerning graduate education), must be members of the graduate faculty.

Graduate faculty are nominated by programs approved by the Graduate Council and appointed by the dean of the School of Medicine. Any OHSU faculty member or faculty level scientist, who possesses an M.S., M.P.H., Ph.D., D.Sc., M.D., D.V.M., or equivalent degree, who demonstrates evidence of scholarly activity, and who is a member of an approved academic graduate degree program within the School of Medicine is eligible for membership on the Graduate Faculty.

Faculty with affiliate appointments at OHSU are eligible for Affiliate Graduate Faculty Membership. Affiliate faculty have the same privileges and responsibilities as Graduate Faculty, but their activities are limited to the graduate program that sponsored them and their term is limited to three years (though it can be renewed by program request). When approving the Graduate Faculty, Graduate Council takes into consideration faculty publication record, grant support and teaching experience. Mentorship of junior and new faculty by senior graduate faculty is strongly encouraged.

School of Nursing
All programs in the School of Nursing report directly to the dean. The Dean’s Executive Council which includes the senior associate dean for academic affairs, senior associate dean for student affairs and diversity, and the senior associate dean for research affairs, provides advice on matters pertaining to education of undergraduate and graduate students from the five SON campuses. The senior associate deans work closely with the Faculty Governance Councils to assure administrative issues inform decisions developed through the faculty governance structure.

Academic affairs in the SON utilizes a faculty governance structure that provides administrative oversight. The SON Undergraduate Council is accountable for designing and revising curriculum, admission and progression criteria, and for establishing and monitoring graduation requirements.

The SON Graduate Council provides oversight for designing and revising curriculum, admission and progression criteria and for establishing and monitoring graduation requirements for all the graduate programs which include Master’s, Post-Master’s Certificates, Doctorate in Nursing Practice and the Doctor of Philosophy.
Academic Council includes members from the Undergraduate and Graduate Councils and is responsible for curriculum, admission and progression, and graduation requirements for programs that involve both undergraduate and graduate issues. One example is the Nurse Midwifery (NM) program. Students can be co-admitted to the Accelerated Baccalaureate program and NM. Therefore any changes in curriculum, admission and progression, or graduation requirements to the Accelerated Baccalaureate program would need to be approved by the Undergraduate and Academic Council.

The Academic Council determines and approves academic policies specific to the SON. Procedures related to policy are developed in Academic Operations which is chaired by the senior associate dean for academic affairs. Members of Academic Operations include the campus associate deans and program directors for undergraduate and graduate programs. These appointed SON leaders work closely with elected faculty governance leader to align curriculum with resources and organizational structure.

Undergraduate and Graduate Council chairs and members are elected by their peers in an annual election held every spring. Faculty must meet the criteria defined in the SON bylaws to serve as members of the councils.

School of Dentistry
The advanced dental specialty education programs in the School of Dentistry report to the associate dean for academic affairs through the Advanced Education Committee (AEC). Of the six advanced education programs, three are tuition bearing and three are graduate medical education (GME) based. Each program has a director who is responsible for all aspects of the program including administration, admissions, curriculum, faculty teaching, resident performance and evaluation in keeping with the Standards of the Commission on Dental Accreditation.

The Advanced Education Committee (AEC) is composed of one member from each program, usually the program director, and the associate dean for research and the associate dean for academic affairs who chairs the Committee. The Committee establishes policies and procedures regarding the programs including any new programs or major changes to established programs. In addition, the Committee approves all M.S. thesis topics, committee members and monitors the thesis development process for any resident who declares that they wish to earn the M.S. in their discipline. The Committee meets each term or more frequently if necessary.

Figure 5 provides undergraduate and graduate student enrollment for the last ten years (Fall 2005-Fall 2014). Figures 6, 7, 8 and 9 beginning on page 98 documents the graduate degrees and certificates conferred for the last five years.
### Headcount Enrollment by School and Level of Study

**Fall 2005 through Fall 2014**

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**Note:** School of Medicine includes enrollment in programs formerly in the School of Science and Engineering. Excludes joint programs with Oregon Institute of Technology and Oregon State University.

**Source:** OHSU Institutional Enrollment Reports, Fall 2005 through Fall 2014.
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**Total**: 169, 182, 256, 238, 260

*Note: Master’s degrees in Health Systems and Organizational Leadership began Fall 2011. Master of Business Administration began Winter 2009.*

*Source: OHSU Office of the Registrar.
## Graduate Certificates Awarded by Discipline

### 2009-10 through 2013-14

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<tr>
<th>School of Dentistry</th>
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### School of Medicine

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### School of Nursing

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<td>Nursing Education</td>
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<tr>
<td>Nursing Midwifery</td>
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### Total

<table>
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<th>Year</th>
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<tr>
<td>Total</td>
<td>97</td>
<td>108</td>
<td>142</td>
<td>152</td>
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**Note:** The Biostatistics program began Fall 2010.

**Source:** OHSU Office of the Registrar.
Graduate programs offered by OHSU are distinguished from its undergraduate programs by the increased depth of understanding, independent analysis, and/or original contributions required of graduate students. OHSU offers 500-, 600- and 700-level courses—500 level courses are designed for students enrolled at the masters level and 600/700-level courses for students enrolled in doctoral/professional programs. Learning outcomes have been developed for both the undergraduate and graduate programs. Course outcomes in the graduate programs are characterized by more difficult assignments requiring higher-level thinking and research skills than undergraduate courses.

OHSU graduate programs have significant expectations that exceed undergraduate curricula. Completion of a thesis or dissertation demonstrates both familiarity with primary sources and new independent analyses that result in an original contribution of knowledge.
**Standard 2.C.13** Graduate admission and retention policies ensure that student qualifications and expectations are compatible with the institutions mission and the program’s requirements. Transfer of credit is evaluated according to clearly defined policies by faculty with a major commitment to graduate education or by a representative body of faculty responsible for the degree program at the receiving institution.

Admission and graduation requirements are published in several forums to be accessible to applicants and enrolled students in graduate programs. The policy on transfer credit is managed at the school- and program-level and governed by the faculty. Changes in admission, retention and graduation policies are approved by the school-level faculty committee and approved by the associate dean for academic programs. Many programs admit students as cohorts who then progress through a structured curriculum, often with few electives. Transfer of credit is less prevalent than comprehensive universities. When programs allow transfer students into the program, they must meet the same admission and advancement criteria. Specifications regarding transfer policies are summarized and presented in 2.C.8. Graduate admission, retention and transfer of credit policies are available in the student handbook provided by each of the schools.

**Standard 2.C.14** Graduate credit may be granted for internships, field experiences, and clinical practices that are an integral part of the graduate degree program. Credit toward graduate degrees may not be granted for experiential learning that occurred prior to matriculation into the graduate degree program. Unless the institution structures the graduate learning experience, monitors that learning, and assesses learning achievements, graduate credit is not granted for learning experiences external to the students’ formal graduate programs.

OHSU academic programs do not grant credit in graduate programs for experiential learning that occurs prior to matriculation or for learning experiences outside of the formal graduate educational programs. Policies and procedures guiding internships, clerkships, and clinicals are provided in the respective schools’ handbooks, student portal and/or website.

**Standard 2.C.15** Graduate programs intended to prepare students for research, professional practice, scholarship, or artistic creation are characterized by a high level of expertise, originality, and critical analysis. Programs intended to prepare students for artistic creation are directed toward developing personal expressions of original concepts, interpretations, imagination, thoughts, or feelings. Graduate programs intended to prepare students for research or scholarship are directed toward advancing the frontiers of knowledge by constructing and/or revising theories and creating or applying knowledge. Graduate programs intended to prepare students for professional practice are directed toward developing high levels of knowledge and performance skills directly related to effective practice within the profession.

Graduate programs at OHSU prepare students for research or professional practice. The programs have rigorous curricula and high standards. Professional practice programs ensure graduates have the knowledge and performance skills to effectively practice the profession and are oriented to the accepted standards of their specific specialty practice. All health professions students sit for a written board certification examination as part of their specialty training. Students in graduate programs with a research emphasis focus on advancing the frontiers of knowledge in basic, clinical and translational research.
The OHSU School of Medicine is ranked third in primary care, second in Family Medicine, and fifth in Rural Medicine by US News and World Report 2014 nationwide rankings of U.S. medical schools. Specialty areas such as ophthalmology and otolaryngology are also highly rated nationally. In addition, the Annals of Internal Medicine ranks the OHSU School of Medicine eleventh nationally for its social mission and educating physicians most needed by society. The School has a large research portfolio and is ranked in the top 25 percent nationally for biomedical research. These national rankings reflect the School's success in achievement and balance in its patient care, research, education and community service missions.

Graduate Studies: There are sixteen Ph.D. graduate degree programs and seventeen master’s degree programs within the graduate programs of the School of Medicine. These students come predominantly from the western states of the United States, but they accept postdoctoral positions in programs across the United States and the world. In the last year, graduates of OHSU School of Medicine Ph.D. programs entered into postdoctoral fellowships or faculty positions in Harvard, UCSF, Stanford; Howard Hughes at Janelia Farm; and in universities and companies in Japan, Jordan, and Taiwan.

Physician Assistant Program: The M.P.A.S. program, a free-standing division within the School of Medicine, was established in 1995 with the mission of preparing physician assistants to provide primary care services to rural and urban medically underserved communities. The program is a 26-month, full-time course of study leading to a Master’s of Physician Assistant Studies degree. The curriculum includes a 12-month didactic phase emphasizing basic sciences, clinical medicine and behavioral medicine coursework to prepare students for the clinical aspect of their education. The 14-month clinical phase of the program includes a minimum of 1,800 hours of supervised clinical practice in required and elective rotations. The program is fully accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) and is recognized by the US News and World Report 2014 and ranked sixth nationwide among the 190 currently accredited Physician Assistant programs.

Graduate Programs in Human Nutrition: Graduates of the Dietetic Internship and Master’s in Clinical Nutrition/Dietetics Programs use innovative, evidenced-based, nutrition care and dietetics services to promote and enhance health and wellness for all people. These food and nutrition professionals serve as resources for local, regional, national and international policy makers. The graduates consistently exceed the benchmark established by ACEND, the national accrediting commission, for passing the registration examination to become a registered dietitian. For the past five years, 100 percent of the graduates of the nutrition master’s programs and, on average, 94 percent of the graduates of the dietetic internship have passed the registration examination on their first attempt.

Nursing Graduate Programs: The master’s degree programs prepare nurses for roles in advanced practice, organizational leadership, nursing education and public health, consistent with the AACN Essentials of Master’s Education for Advanced Practice Nursing (1996/2010) and competencies identified by other national professional organizations relevant to nurse midwives, clinical nurse specialists, and nurse practitioners. The D.N.P. program meets the national professional standards outlined in the AACN Essentials of Doctoral Education for Advanced Nursing Practice.

Students in the Ph.D. program are prepared for research and academic roles based on The Research Focused Doctoral Program in Nursing: Pathways to Excellence (2010), which is the new AACN position paper on Ph.D. education in nursing.
**Pharmacy:** The College of Pharmacy does not provide undergraduate degrees. The Doctor of Pharmacy degree co-awarded by Oregon State University and OHSU is consistent with the missions of both institutions. This specifically accredited Pharm.D. program meets all of the professional criteria for licensure in the field of pharmacy in the United States.

**Standard 2.C.16 Credit and non-credit continuing education programs and other special programs are compatible with the institution’s mission and goals.**

OHSU offers continuing education programs throughout the state to more than 17,000 practicing professionals who participate each year in hundreds of courses and seminars. Many of the programs are broadcasted throughout the state enabling OHSU to serve thousands of individuals. These continuing education programs are consistent with the University’s mission to prepare health professionals for a lifetime of learning and contributions.

The **School of Dentistry** has one of the most active continuing dental education programs in the U.S. It offers 78 one- and two-day courses; four 50-hour oral radiology certification courses, 39 regularly scheduled study clubs throughout the year and nine events co-sponsored with other dental organizations throughout the state. The continuing dental education programs are accredited under the American Dental Association (ADA) Continuing Education Recognition Program (CERP).

The **School of Medicine** sponsors or serves as a co-sponsor providing more than 80 continuing medical education program offerings each year; a physician re-entry program that trains physicians to return to patient care after a period of absence from clinical activity; serving over 20,000 attendees annually through a variety of course offerings and offering departmental grand rounds and longer courses running from a half day to a full week. OHSU School of Medicine is accredited by the Accreditation Council for Continuing Medical Education (ACCME) to provide continuing medical education for physicians.

The **College of Pharmacy** is committed to providing exceptional, quality, state-of-the-art continuing education to pharmacists through online courses. These courses address such areas as management and human resource skills for pharmacists, stress management, patient safety and medication error prevention.

The **School of Nursing** provides offers hands-on seminars and workshops focused on multiple nursing programs and are provided throughout the year. In addition to traditional classes, self-paced, online courses are available. The school sponsors the annual Northwest Nursing Education Institute, an annual event providing the opportunity for nurses from the region to meet together to develop, renew and refine the knowledge and skills needed for the teaching of nursing in educational and clinical settings.

Further, the Child Development and Rehabilitation Center provides continuing education to community healthcare professionals throughout the region. Its programs address the care, education and support services required by children with special needs and their families, including technical assistance and specialized training.

**Standard 2.C.17 The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses**
offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution’s continuing education and special learning activities.

The university maintains direct and sole responsibility for the academic quality of all aspects of its continuing education programs and courses for practitioners in dentistry, medicine, nursing, pharmacy and other health fields. Clinicians participate in these lifelong learning efforts in order to maintain and/or renew their license to practice; refresh or broaden knowledge and skills; keep current with new information; and address professional practice gaps. OHSU-sponsored programs are accredited as providers of continuing education throughout Oregon and the Northwest practice communities, as follows:

- Academy of General Dentistry, Program Approval for Continuing Education (PACE) and the Continuing Education Registered Provider (CERP) of the American Dental Association (ADA) are the two organizations that accredit continuing education for dentists, dental hygienists and dental auxiliaries;
- California Board of Registered Nursing accredits continuing education for nurses;
- Accreditation Council for Continuing Medical Education (ACCME) accredits organizations that offer continuing education for physicians;
- Accreditation Council for Pharmacy Education (ACPE) accredits organizations that offer continuing pharmacy education;
- American Academy of Physician Assistants (AAPA) approves a CME/Certification/Recertification Review course which is sponsored by the Physician Assistant program.
- The Graduate Programs in Human Nutrition offers continuing education credits through the Commission on Dietetics Registration (CDR).

The School of Dentistry continuing education department is approved through 2015 by both organizations that accredit continuing education in dentistry. The OHSU continuing education department has a collaboration agreement with the Oregon Academy of General Dentistry (OAGD) to operate optimal and cost-effective continuing dental education programs for Oregon dentists, dental hygienists and other dental health professionals. As of July 1, 2012, OHSU transferred management of its continuing dental education enterprise to OAGD. OAGD is responsible for administration of the program and OHSU provides office space, clinical and classroom facilities for this enterprise. The department of continuing education is a resource for dental professionals with the mission to serve as the premier provider of professional development for Oregon dentists and dental health care professionals. The goal is to bring the best and brightest mentors and opportunities in continuing dental education. The OHSU/OAGD enterprise specializes in providing peer-to-peer learning and hands-on training through study clubs, lectures and conferences and is a vital link to the field of dental health, enabling dental health professionals to achieve excellence through lifelong learning opportunities.

The School of Medicine’s Continuing Medical Education division has the distinction of Accreditation with Commendation from the Accreditation Council for Continuing Medical Education (ACCME). The division offers over 150 activities per year, including 43 Regularly Scheduled Series. For the 2013-14 fiscal year, over 39,000 physicians and other health professionals participated in continuing medical education sponsored by the university. These activities cover a wide array of topics across the full spectrum of medical specialties.
Educational formats include computer-based activities, live conferences and workshops, team-based learning related to quality improvement, and simulation.

The **College of Pharmacy** is the only organization in the State of Oregon that is accredited by the Accreditation Council for Pharmacy Education (ACPE). Thus, every ACPE continuing pharmacy education program in the state is overseen by the continuing education department in the College of Pharmacy which participates in the design, presentation, and evaluation of these high quality educational activities.

The **School of Nursing** is a provider agent of the California Board of Registered Nursing (CBRN) that authorizes other agencies’ programs and seminars in Oregon seeking to offer continuing education contact hours to their attendees by reviewing and approving submitted applications that adhere to the CBRN’s guidelines for appropriate continuing education content.

The OHSU graduate programs in **Human Nutrition** grants continuing education hours through numerous activities, including graduate student seminars, graduate readings and conferences, graduate case study presentations, joint meetings with the Portland Academy of Nutrition and Dietetics, preceptor training workshop, and program sponsored seminars and/or lectures in conjunction with local and state nutrition and dietetic organizations.

*Standard 2.C.18* The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.

Credit for continuing education programs and classes offered by the university aligns with the mission of training health professionals, the advancement of health care, and the discovery of new treatments and evidence-based care. All continuing education programs are directed toward practicing professionals in dentistry, medicine, nursing and pharmacy. Continuing education programs for practicing professionals must follow the standards set by the respective accrediting bodies, such as the Accreditation Council for Continuing Medical Education (ACCME). High-level evaluation of activity effectiveness, measured change in learner performance or patient outcomes is encouraged. These standards hold regardless of delivery location or delivery method. Student achievement is based on course objectives and assessments using a variety of methods appropriate to the learning experience.

*Standard 2.C.19* The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.

OHSU does not provide non-credit instruction.

**Standard 2.D Student Support Resources**

*Standard 2.D.1* Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.

OHSU’s educational programs and learning environments are managed and supported centrally under the provost/executive vice president for academic affairs and managed by the executive
vice provost, vice president for research operations and student affairs, and vice provost for enrollment management and academic programs through school-based programs and services that are specifically relevant to each professional school and academic program. The university’s approach to creating an effective learning environment is to continue to centrally manage those programs and services that require highly technical knowledge or institutional standardization necessary for efficiency, effectiveness, or regulatory compliance.

The Office of Academic & Student Affairs (see Office of the Provost profile in Appendix 4 for a complete organizational list of these central programs and services) manages central services in support of student health (Student Health Services Clinic, Health Insurance), student life (Student Center, Student Activities, Student Government), enrollment services (Registrar, Student Financial Aid) and international programs (International Services, Global Health Center). Diversity services were reorganized in fall 2011 with the assistant vice provost for diversity (and assistant chief diversity officer) reporting directly to the chief diversity officer and with a dotted line relationship to the provost. This structure is intended to provide more seamless, and less siloed, services across the mission areas.

Enrollment Management Services

- **The Office of Student Financial Aid** provides students with the ability to access educational programs at OHSU by administering over $80 million annually in various student financial aid funding sources that are used to meet the costs of attending OHSU. Students also have access to a financial planner for one-on-one counseling sessions. In 2012, the university established its commitment to addressing students’ needs regarding debt management and financial planning in Policy No. 2-01-1012, placing responsibility for these services centrally in the Office of Financial Aid, under the Provost's Office.

- **The Office of the Registrar** maintains the official academic record for all OHSU students and provides academic and student services in the areas of registration, grading, transcript processing, enrollment verification and degree audits.

Diversity Services

- The **Center for Diversity and Inclusion (CDI)** supports and works in collaboration with the schools and other OHSU departments in promoting a learning environment that values and nurtures inclusion and diversity. CDI provides social events, intercultural activities, and cultural competency learning opportunities that emphasize cultural humility and a focus on health equity. Working closely with OHSU schools and academic programs, CDI provides one-on-one supplemental advising and consultation with students regarding specific diversity-related issues. The CDI director facilitates ongoing mentorship opportunities for diverse students. In addition, CDI provides funding and support for diverse student interest groups. CDI also works in partnership with other OHSU departments that are committed to furthering diversity and inclusion, including the Global Health Center, Office of International Affairs, the OHSU Student Center, and the Affirmative Action and Equal Opportunity Department. All students are welcomed and encouraged to participate in CDI programming and events.

- The mission of the **Office for Student Access** is to facilitate and support equal access to programs and services for students who experience a disability. The Office for Student Access establishes procedures and guidelines consistent with the relevant law, provides
notice to current and prospective students about disability services and standards for
documentation of a qualified disability, determines reasonable accommodations based
upon appropriate disability documentation, coordinates the implementation of
reasonable accommodations by program faculty, and maintains confidential information
related to the student’s disability.

Student Health Services

- Students can access counseling services and support through the Joseph B. Trainer
  Health and Wellness Center (JBT). Counseling services include: individual or couples
  therapy; support groups; medication management and assessment; and treatment and
  referral as appropriate for alcohol and other substance abuse-related problems.

- Support and wellness services provided include (but are not limited to) sleep and
  insomnia workshops; yoga for stress management; light and mood disorder resources;
  and wellness DVD’s and book resources.

- A wide array of primary care services is provided by the Joseph B. Trainer Health &
  Wellness Center. Services include (but are not limited to): women’s health, skin
  problems, headaches or other neurologic conditions and gastrointestinal problems.

- OHSU recognizes the need for student support regarding adjustment to the rigors of the
  education programs. Programs for physical and mental health counseling include direct
  accessibility to the associate dean for student affairs in each school, immediate access
to counseling at the Joseph B. Trainer Health & Wellness Center, and 24-hour access
to ombudspersons.

- To support students’ physical health and well-being, most are members of the March
  Wellness Fitness Center.

Student Life Services

- Student support groups are coordinated for students. Support groups include families,
  partners, and various groups formed in response to student need and input.

- In 2013, OHSU implemented university-wide new student orientations that are presented
  three times per year to coincide with the beginning of new academic terms. Information
  about centrally provided services such as public safety, library, student information
  systems (e.g., Sakai, Student Portal), student access assistance, transportation options,
  and more are provided in a large group setting. Following these presentations, students
  then break into small groups and learn about additional services such as diversity
  programs, student health and wellness programs, and student interest groups and
  intramural activities. This New Student Orientation (NSO) helps students navigate the
  institution and find programs that will ease the transition to OHSU.

Office of International Services

- The Office of International Services offers a wide variety of services and support for
  students, faculty, staff and the community at large including: visa and immigration
  counseling, housing options, and local resources.
• One-on-one coaching on settling into American culture and the Portland community is provided.
• A variety of resources such as a welcome package including information on exploring Portland, USA classroom culture, and OHSU resources is available.
• Students and employees may also participate in the International Employee Resource Group (IERG). General troubleshooting and resource direction/mapping for both OHSU and the community is provided.

Technology Resources
Technology resources and support are important aspects in creating an effective student learning environment. The OHSU website, as well as the student portal, provides students information about school/program policies and procedures; programs, degrees, certificates and academic units; student handbook, academic calendars and catalogs. The OHSU student portal is becoming an important resource for students. Since its implementation in 2014, it provides access to, and information about support services, course evaluations, housing and numerous other university and academic resources.

Sakai is OHSU’s learning management system. It is used to supplement classroom instruction as well as serves as the platform for online course delivery. The Teaching & Learning Center (TLC) supports Sakai, Adobe Connect (web conferencing), and iClickers (audience response system). The TLC offers regular workshops and Technology Roundtables for faculty in the use of technology, learning and course design and other technology tools throughout the academic year. Further, the TLC helps students locate academic support services offered by the university or in the schools.

Along with numerous computer labs and instructional science labs equipped with state-of the art equipment, OHSU has a number of simulation labs used to provide students with a wide-variety of real-life medical scenarios and conditions. The following sections describe technology used in the schools to help support student learning.

School of Dentistry
The School of Dentistry occupies the Skourtes Tower in the CLSB and as such has access to the many areas of the collaborative building that support student learning.

Shared Spaces
The large lecture halls are equipped with HD video projectors, videoconferencing systems, lecture capture recording systems, sound reinforcement, large format projection screens, document cameras, Crestron central control systems, Windows PCs and VGA/HDMI ports for connecting Windows or Mac laptops. The classrooms and small group rooms are set up with video projectors, videoconferencing systems, projection screens, Windows PCs, and VGA/HDMI ports for connecting Windows or Mac laptops. The lecture hall has wireless network access and each student station has an Ethernet network port and power outlet.

Dental Space
The dental simulation laboratory is equipped with 76 student stations with a faculty master station operated by a Crestron central control system. This master station has full demonstration and recording abilities utilizing a Windows PC, VGA/HDMI ports for connecting Windows or Mac laptops, and two document cameras. Each dental simulation unit has a Windows PC workstation providing student access to axiUm, MiPACS, the university learning management system, CEREC software, ExamSoft and internet/network file share capacity for
any other education materials the student may wish to view. Master station material may be projected on each student workstation monitor. Adjacent to the instructor station is a clinical demonstration dental chair and unit complete with an overhead fully adjustable camera for recording and display to student monitors. In addition, on the clinical care floors there are computer workstations available to students for accessing axiUm, MiPACs, additional clinic software and other electronic resources.

Recently, the School of Dentistry acquired four state-of-the-art Omnicams, 29 blue cameras, onlab-grade and ten chair-side CEREC milling units from Sirona Dental to efficiently teach digital imaging, restoration design on software, and milling of ceramic restorations to dental students.

Starting with the 2014-15 academic year, each student is required to purchase a personal Windows or Mac laptop or tablet for use in the classroom to take electronic examinations on ExamSoft, use digital textbooks on Vital Source Bookshelf and access virtual microscopy slides during Histology courses.

School of Medicine

Shared Spaces

There are two learning studios that seat a total of 360 students and are equipped with Echo360 lecture capture recording systems, six projectors, and screens with HDMI and VGA inputs. The desktop computer in each room is equipped with Windows 7, internet connection, Adobe, media player, MS office, and iClicker audience response system. Each room has an iPad and document camera with 1080p resolution. A total of 21 handheld microphones are available for asking questions and facilitating discussions in a large group setting. There are two lapel microphones and a podium microphone for instructors. High-speed and high-density wireless connections are available for all students. There are a total of sixteen small rooms; each room is equipped with a desktop computer and multimedia flat panel display. High-speed and high-density wireless connections are available for all students.

Instruction/Assessment

Starting with the incoming class of 2014, students are required to have laptop computers for use in the classroom. All instructional materials such as PowerPoint, iRAT and gRAT questions for team-based learning; pre-recorded videos; and reading materials are posted online via the Sakai learning management system. The open-source, web-based curriculum mapping system, Ilios, houses all learning objectives and session information; these are integrated with the Sakai system for students to view their schedule and learning goals. Weekly exams are held using ExamSoft which allows students to attain detailed statistical analysis on their performance and enables them to identify their knowledge gaps. Each course has now implemented the web-based examination system called the "National Board of Medical Examiners Customized Assessment Services." Progress is currently tracked via an in-house, secure online system for both students and their coaches.

Each student has access to the iClicker audience response system which promotes instructors and learners to interact in a large group setting. iClicker displays results in real-time and also has the capacity to record responses for later use.

Many textbooks are now available online via the OHSU library. A software program called Digital Slide Box is used for instruction and assessment for histology and pathology. A web-based MedU system is used to introduce students in clinical rotations to patient cases. MedU provides efficient and realistic case-based learning using a linear case structure.
Simulation
Objective structured clinical examination (OSCE) is used to both test and practice clinical skills throughout the four-year curriculum. Encounters with standardized "patients" are recorded via B-Line, and they are available for learners to review online. Simulation task trainers give learners opportunities to practice clinical skills in a safe environment. Students practice a variety of skills such as suturing, lumbar puncture, IV insertion, airway management, code, and ultrasound using simulation task trainers.

In the graduate programs in the School of Medicine, some examples of the types of technology that are being used to enhance student learning include:

- The use of the Digital Slidebox in the Tissue Biology course. This web-enabled learning management system is used to enhance learning through digital pathology.

- Online lectures, group meetings held via online chat, and online discussions support learning in the biostatistics course series. In addition, statistical software (Stata and SPSS), and computer labs are also used to support development of statistical programming skills.

School of Nursing
The School of Nursing (SON) includes five campuses distributed throughout Oregon. Additionally, several programs use a distant friendly model of delivery. The School of Nursing, building on the Portland campus, is used primarily by SON faculty and students, although office space is provided to the regional organization Western Institute for Nursing and the Oregon Consortium for Nursing Education. There is some shared research space for housing research equipment used by SON investigators and those from other parts of the university. Conference rooms and classrooms are occasionally used by other university groups.

Space for the regional campuses is provided by a memorandum of understanding between OHSU and the hosting universities for the SON’s programs at Eastern Oregon University (La Grande), Oregon Institute of Technology (Klamath Falls), Southern Oregon University (Ashland), and Western Oregon University (Monmouth). The agreements specify the office space, classrooms, simulation laboratories, and other facilities that are provided to the OHSU nursing program. Interagency agreements between OHSU and host universities provide OHSU students with the same rights and privileges as other students on that campus, including access instructional technology, and facilities supported by each campus’s incidental and other fees. Financial arrangements vary, and MOUs are available for review. All faculty, staff and students from all campuses have access to the OHSU library. The library staff provides annual face-to-face orientation for new students on all campuses to assure they are able to connect and retrieve resources electronically.

The SON relies on several sources of technology for administrative and instructional purposes:

- **Sakai** is OHSU’s online course management system. Sakai is a suite of useful web-based tools supporting communication and collaboration. It is used by more than 200 OHSU courses every term to distribute course materials, provide course announcements, submit assignments online and provide collaborative workspace. It can be accessed from any computer that has an Internet connection and a recent web browser, enabling students and educators to connect from across the globe. The Sakai
Help Desk and a team of instructional designers support OHSU’s Sakai software and they offer technical and user support seven days a week. Sakai is available at no cost to all official OHSU SON courses. Sakai is open source software created and developed by the Sakai Project. The Sakai Project is a community of universities, schools, and other education organizations who cooperate to jointly develop the Sakai Collaborative Learning Environment. In collaboration with the Teaching & Learning Center, the SON recently created a faculty development course to assure faculty have the skills and are aware of the tools offered through the Sakai learning management system. This introductory course is taught by the director of the Teaching & Learning Center and a SON faculty member with expertise in on-line education. A comprehensive credit-based graduate course was developed to further enhance the skills and available tools for graduate students and faculty.

- Adobe Connect is used extensively for meetings between campuses and to deliver educational programs. The school delivers many courses to a distance over the internet. To participate, learners use Adobe Connect on an internet-connected computer for the video/presentations and connect by phone for audio. There is also an iPad app for Adobe Connect. Features include streaming audio and video, whiteboarding, online annotation tools, application and desktop sharing, web conferencing capability, Macintosh compatibility and attendee management. This platform allows for statewide learning through collaboration of ideas, innovations and best practices.

- The audience response system iClickers® is used by faculty in their classrooms. This technology allows students to instantly provide feedback and answer questions posed by their instructors. The instructor can evaluate in real time whether students understand the material. iClickers are available for use on all OHSU SON campuses.

- The Portland SON campus is implementing the use of ExamSoft which allows learners to attain detailed statistical analysis on their performance, enabling them to identify their knowledge gaps.

- Simulation. The undergraduate curriculum has integrated simulation into every course and uses mid and high fidelity manikins and actors to provide case-based simulation learning. Graduate programs use simulation in some of the clinical courses. Regional campuses each have a simulation apartment to include simulation theatre, control room and conference room for post-scenario debriefing. Each campus owns several high-fidelity manikins. The SON Portland campus shares simulation facilities with the other schools at the Collaborative Life Sciences Building (CLSB) simulation center.

College of Pharmacy
The College of Pharmacy is co-located at the main Pharmacy Building on the Oregon State University campus in Corvallis, Oregon and at the Collaborative Life Sciences Building on the OHSU campus in Portland, Oregon. As such, the availability of student technology is diverse across the two campuses. Students have access to both the OSU and OHSU computer systems through their dual enrollment status, which includes electronic access to library and software holdings at both institutions. Computer access is available across both campuses in a variety of public and student-only access areas. The OSU campus has a fiber optics backbone, maintains a web server and encourages development of course material for the web. Course materials are housed primarily on OSU’s new learning management system Canvas, a shift from previous use of Blackboard across campuses.

Lecture halls and small-group classrooms on both campuses allow for the use of technology, including data projection and wireless computer access. Two-way video and audio-conferencing equipment at both campuses allows for limited classroom use of distance learning for several lecture-based courses offered on the Portland campus.
The equipment is also available for student use with two on site, two-way systems at both campuses; students can use this equipment for student government and interest groups to conduct business across campuses.

Students have access to the OHSU Simulation Center in Portland and additional clinical laboratory spaces on the Corvallis campus. These environments allow for electronic access to mock patient charts and high-fidelity manikins for clinical examinations practice and assessment.

**Student Support Services – Schools**

**School of Medicine**

The OHSU School of Medicine has a wide variety of programs and services to support medical student learning needs, including the following:

- Peer-to-Peer Advising (P2P – formerly MedNet) and Career Advising Sessions offer academic support and advising to the students. Career planning for medical students is coordinated by the Student Affairs director for student development who assists students with career advice, matching student interest with advisors, and organizing the Medical Specialty Exploration Course for Year 1 and a similar elective for Year 2 medical students.
- Preparation sessions for Transition to Clerkship and USMLE Step 1 are held for second year students. Content covered includes mock examination questions, and studying and test-taking skills. A mock USMLE Step 1 examination is given to students during the second year of medical school, followed by a discussion of results and advice for preparation and knowledge acquisition resources.
- Interventional Tutoring Program (ITP) enhances students' performance level in the basic science curriculum and helps them to prepare for USMLE Step 1. The intent of the ITP is to assure the academic success of all medical students. Tutors are trained and reimbursed by the School of Medicine to ensure the quality of instruction.
- Academic and career counseling for medical students includes a four-year integrated program for career and residency counseling. Faculty members are involved in all aspects of the advising program for medical students. The program is integrated into the College Learning Communities Curriculum and includes a longitudinal eighteen-month course that includes didactic sessions, panel discussions that feature a wide array of specialists, group and personal faculty advising, luncheons, peer-to-peer meetings, and regular electronic updates. The student affairs team provides individualized mentoring to all fourth year medical students.

**School of Nursing**

The School of Nursing provides support for student learning in a number of ways. A doctorally-prepared learning support specialist (LSS) provides writing and learning support across programs and campuses. In addition, two graduate assistants, one with experience and training in English as a Second Language (ESL) support, serve as writing coaches under the supervision of the LSS. At the graduate and undergraduate levels across campuses, the school provides tutors for students seeking assistance with pathophysiology and pharmacology courses, which are the most frequent barriers to student progression. Tutors receive training from the OHSU Teaching & Learning Center. Students struggling in these courses are more likely to successfully complete the course—and the nursing program—with tutoring support. Students at regional campuses have additional learning support services available through their host campuses, including access to writing centers, tutoring, and learning skills.
development. A peer mentorship program for students in the accelerated baccalaureate program was developed by students and is facilitated by the student services coordinator.

All students are assigned academic advisors who are faculty members in the appropriate program of study. These advisors work with each individual student on educational and professional role development, assist with educational planning, troubleshoot progression issues, and provide support and mentorship as needed. The HealthE STEPS program, funded by the Health Administration and Services Administration, provides support services for disadvantaged and underrepresented nursing students on the Ashland and Monmouth campuses, and in the RNBS Completion program. Activities include case management by a bilingual diversity coordinator, mentorship, scholarships and stipends. International students have access to English language assessment and services at nearby Portland State University.

*Standard 2.D.2 The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations*

The Department of Public Safety (DPS) works in conjunction with a number of different law enforcement agencies to promote safe and secure environments by providing protection of persons, property and facilities at our Marquam Hill, South Waterfront, and West Campus communities. DPS is dedicated to protecting the safety of the OHSU community and to supporting the university's mission of teaching, healing and discovery.

In 2012, DPS transitioned from a security department staffed by unsworn guards into a bifurcated police department staffed by both sworn, state-certified police officers and unsworn security guards. The sworn officers were commissioned under the authority granted to OHSU via ORS 353.050(16), and were granted all the legal authorities given to police officers in Oregon, save for arming.

In 2013, OHSU sought legislative authority to arm its already state-certified police officers. OHSU then re-commissioned its police officers under ORS 353.125. In September of 2014, DPS armed its state-certified police officers after an additional 130 hours training above and beyond the state standards.

DPS provides both emergency and preventive services 24 hours a day, seven days a week for various locations and relies on local law enforcement agencies to respond to various off-campus locations. With a staff of uniformed police officers and security guards, dispatchers and administrative support staff, DPS provides a variety of services such as emergency incident response to crimes, hazardous conditions, medical emergencies and other life-safety incidents. The officers also actively patrol to prevent and investigate crimes, provide a uniformed response to workplace violence incidents, provide campus safety escorts, assist motorists with some car problems, respond to office lockouts and support the campus community by offering safety assessments. DPS also distributes information concerning on-going threats, crime statistics, prevention and safety information using a wide variety of methods. DPS also plays a crucial role in prevention of workplace violence and leads the University's threat assessment team. The need for strict security of information and the protection of sensitive and valuable research and clinical resources led DPS to develop a number of systems, policies and procedures to better ensure the security of the OHSU community and its resources.
While the Marquam Hill, South Waterfront and West Campus communities are considered safe, none of OHSU’s property is immune to the realities of the world and it is important to remember the community members play a vital role and must take responsibility in recognizing their own vulnerability to crime and reduce risks through preventive actions. DPS maintains crime statistics and reports these statistics annually to the U.S. Department of Education, under the direction of the Clery Act. These same statistics are published annually in the security report that is also required by the Clery Act. A website maintained by public safety is the primary means of communication for students, faculty and staff.

**Standard 2.D.3 Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.**

Standards for admission into academic programs are developed by the schools and departments, which take into account high school and college performance, standardized test scores, grades and other qualitative or quantitative admission standards. University-level policy 0-04-0612 also stipulates minimum technical standards to ensure that candidates for an OHSU degree or certificate possess the essential skills and abilities necessary to complete the curriculum successfully. The schools and departments orient students to the academic requirements of the programs of study and ensure that students receive timely and accurate information and advising, including graduation and transfer policies. Transfer policies are more fully discussed in 2.A.14 and 2.C.8. The similarities and variation in recruitment and admission policies and processes are highlighted in the descriptions below.

To augment the school-specific orientations, OHSU now offers a university-wide orientation, New Student Orientation (NSO), which is presented several times per year to coincide with the beginning of academic programs. In a large group setting with all programs together, program staff and management present information about centrally provided services such as public safety, library, student information systems (e.g., Sakai, Student Portal), student access assistance, and transportation options. During the NSO, students also learn about additional services such as diversity programs, student health and wellness programs, and student interest groups and intramural activities. The NSO helps students navigate the institution and find centrally operated programs.

For the 2014-15 academic year, the School of Dentistry received 1,328 applications from which 76 were selected to fill the class. The average overall GPA for the entering class was a 3.61. The Advanced Specialty Education programs are much smaller, matriculating classes anywhere from two to four residents. These programs are equally competitive. OHSU's recruitment efforts in Oregon include campus visits to Oregon State University, Portland State University, the University of Oregon and many smaller liberal art colleges. In addition, the School of Dentistry hosts predental groups from various undergraduate institutions for information sessions and tours.

The School of Dentistry also participates in several OHSU-sponsored programs through the Center for Diversity and Inclusion and the Office of Science Education Opportunities. Diversity recruitment efforts have taken representatives from the OHSU School of Dentistry to New York City, Chapel Hill, North Carolina and Los Angeles, California to recruit at Robert Wood Johnson Foundation sponsored Summer Dental Medical Education Programs (SMDEO) where there is an opportunity to recruit underrepresented university freshman and sophomore students to the
program. Additional diversity recruitment occurs at the UC Davis Premedical and Prehealth Professions National Conference and the National Dental Association and every three to five years at the combined National Dental Association, Hispanic Dental Association and the Society of American Indian Dentists Annual Meeting. The School of Dentistry also participates in the American Dental Education Association’s (ADEA) GoDental Workshops and Recruitment Fair during ADEA’s Annual Session every March, ADEA’s annual Virtual Recruitment Fair and the American Dental Association Annual Meeting.

Students who successfully matriculate complete a comprehensive orientation program. Topics covered include a complete review of rules, regulations and academic policies of the School of Dentistry; introduction to the Student Handbook; and an introduction to the code of ethics and professionalism. Speakers from different administrative areas of the university speak to new students about their respective administrative and student support areas. External speakers are brought in to the School of Dentistry to discuss stress management, handling criticism and the importance of financial wellness. Students may request an academic advisor at any point in the program, and upon completion of the second year curriculum, students may request a clinical advisor. The advising program is designed to support student success, provide academic advice and facilitate rapport between students and faculty.

The Undergraduate Medical Education (UME) Admissions Office and Admissions Committee seek students who have demonstrated academic excellence and readiness for the medical profession, and who will contribute to the diversity necessary to enhance medical education for all students. The Admissions Office hosts a comprehensive web site that provides detailed information on admission requirements, typical class profile, selection criteria, the application process and pertinent curriculum information. The office also publishes a brochure summarizing admissions information that is sent to prospective students, colleges and universities, and premedical advisors. This information is also available through the AAMC and the Medical School Admissions Requirement (MSAR) report, which is available in various formats (print, book and online). Additionally, detailed admissions information is available to premedical advisors through the Premedical Advisor's Reference Manual and to medical school applicants through the secondary application packet and admissions portal. The program manager for UME advising, colleges and outreach works in collaboration with the director for UME administration and admissions, to host open houses and an annual “A Day in the Life” (ADITL) program. This program was created in partnership with the Oregon Area Health Education Centers. Admissions and outreach personnel participate in programs and career conferences throughout the year to provide detailed information to prospective applicants and premedical advisors.

The 2014-15 process for admission to the UME program is representative of efforts in prior years, and resulted in 139 highly qualified and diverse students selected from among 5,755 applicants. In a two-week orientation program, “Transition to Medical School,” new medical students receive information and learn about the matriculation process as well as an introduction to classmates, faculty, coursework and general expectations. Students have the opportunity to meet members of the second-year medical student class and their college learning community, as well as participate in an interprofessional education activity with students in the Schools of Nursing, Dentistry, Pharmacy, and other School of Medicine students in the Physician’s Assistant Program, among others. The School of Medicine White Coat Ceremony concludes the first week’s activities where new medical students are honored in a ceremony and provided with their first white coat. They obtain certification in basic life support, as well as gain access to the university’s electronic health record. They learn about student services, the UME core competencies and program objectives, and comprehensive information about the
requirements of the academic program, including graduation. This information is also included in the OHSU Medical Student Handbook; it is updated yearly and available electronically on the School of Medicine web site. The School of Medicine offers a variety of support mechanisms to students throughout their medical school tenure, including curriculum and career advising, personal and debt management counseling, and academic tutoring.

The Graduate Programs in the School of Medicine, such as doctoral programs in the biomedical sciences, engineering, epidemiology, and informatics, master's level programs in clinical nutrition, clinical research, public health, biostatistics, health care management, and physician assistant, cover basic admissions, curriculum progression and degree requirements in their respective handbooks and orientations. Students in the Ph.D. programs are assigned a faculty advisor for the first year or until a faculty mentor is assigned based on the student's research interest. All Ph.D. students must form a dissertation advisory committee by the end of their second year and are required to meet with this committee at a minimum of every six months. Masters students with a thesis requirement similarly form a thesis advisory committee and also meet every six months. The School of Medicine offers a variety of support mechanisms to graduate students throughout their tenure, including career advising, personal and debt management counseling. Policies on admitting and advising graduates in the School of Medicine can be found in the Graduate Studies Bylaws.

The School of Nursing has highly selective undergraduate programs and competitive, highly ranked masters and doctoral programs. The School of Nursing Office of Recruitment and Admission works diligently to market all academic programs by attending appropriate conferences and conventions and producing publications and advertisements to increase visibility to students considering undergraduate and graduate nursing degrees. The Office of Admissions also offers pre-nursing advising, information sessions, and skill building workshops to assist applicants with understanding and preparing to apply. The office also engages in specific recruitment and support services to connect with underrepresented and disadvantaged students that are interested in nursing.

Students are provided with presentations and written materials about the program of study, degree requirements, student services, and university resources in their admission letters, at orientation and throughout their program of study. Students are also assigned faculty advisors upon admission into their respective programs, and regular meetings with advisors are encouraged to ensure student support and success. Details regarding graduation, Latin honors, and other awards can be located in the 2014-2015 School of Nursing Catalog/Student Handbook.

The admissions and advising of pharmacy students is handled within the College of Pharmacy in conjunction with OSU. Admissions policies and procedures are designed to recruit high-quality students who will be able to handle the rigorous coursework and be competent practitioners. Retention of students through the program is very high. The expectations and requirements for the program are well articulated publically on the program web site, as well as disseminated through advising and orientation processes. During orientation, students are assigned a faculty mentor and have access to a professional advisor throughout the program. Both provide support and act as a resource for information about coursework, curriculum, career exploration, academic success, guidance for specific College of Pharmacy policies and procedures, and any areas related to the successful completion of the PharmD degree.

**Standard 2.D.4 In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the**
program have an opportunity to complete their program in a timely manner with a minimum of disruption.

Three policies—Closure of Academic Programs (Policy No. 0-01-0214), Program Reduction, Elimination and Reorganization of Academic Programs (Policy No.01-15-001) and Suspension of Academic Programs (Policy No. 0-04-0613)—provide clear direction and specific procedures to follow in the event an academic program is suspended or closed. In each instance, the Provost’s Office works closely with the affected schools and programs to oversee and approve all plans for student support and degree completion. Additionally, OHSU academic programs affiliated with specialized accrediting agencies coordinate with those entities to assure that the program termination did not impact the quality of instruction for currently enrolled students to meet the standards of NWCCU’s Teach-Out Plans and Teach-Out Agreements Policy.

Standard 2.D.5 The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes:

- a. Institutional mission and core themes;
- b. Entrance requirements and procedures;
- c. Grading policy;
- d. Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings;
- e. Names, titles, degrees held, and conferring institutions for administrators and full-time faculty;
- f. Rules, regulations for conduct, rights, and responsibilities;
- g. Tuition, fees, and other program costs;
- h. Refund policies and procedures for students who withdraw from enrollment;
- i. Opportunities and requirements for financial aid; and
- j. Academic calendar.

OHSU provides catalog information to all prospective and current students primarily in a web-based format that is organized by university-level information that applies to all students and by school and academic program links that are specific to professional disciplines and program curriculum.

University-level links contain general information about the university mission, core themes, central support services, OHSU code of conduct, registration related information such as tuition and fees or refund policies, financial aid, academic calendar and accreditation.

Currently the university is working to improve how it communicates certain academic information to students, including standardizing the way all programs report student learning outcomes. Beginning in spring 2012, student learning outcomes for university programs were available on the website of the Office of Academic & Student Affairs.

A central OHSU Student Portal was created and deployed in 2014; it provides a central location for students in all programs to access program-specific and university-wide information quickly and easily. This central repository provides a student-centered intranet where students can find important information such as emergency alerts, policies, access to student services, updates about specific programs, and more. A student portal users group with representation from students has been established to ensure that the portal is meeting the needs of the students.
Across the university, the schools provide program specific information on their school web site, within the program-level web site, and/or in a hardcopy format such as a handbook or catalog, syllabus or program flyer.

**Standard 2.D.6 Publications describing educational programs include accurate information on:**

- **a. National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered;**
- **b. Descriptions of unique requirements for employment and advancement in the occupation or profession.**

Entry into the various health professions is highly regulated by the specific profession. All programs detail national legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered and describe the unique requirements for employment, salaries and continuing education opportunities.

**School of Dentistry**
Information on national and state requirements for licensure into the profession of dentistry is provided to enrolled dental students during the orientation process, written in the Student Handbook, and discussed as they progress through the D.M.D. curriculum. To gain licensure in all jurisdictions in the U.S., a candidate must present passing scores on the National Dental Board Exam Part I and Part II and successfully pass a clinical regional examination accepted by the state in which they wish to practice. In cases where students are admitted with unfavorable criminal background histories, they are counseled on the challenges they may face gaining licensure. Admissions documentation emphasizes the challenges of licensure for an applicant with a criminal history.

Most advanced specialty education individuals who matriculate into the School of Dentistry specialty programs already are licensed to practice dentistry in one or more states.

**School of Medicine**
**Undergraduate Medical Education (UME)**
Publications describing medical education and legal eligibility requirements for licensure and entry into the medical profession include national online and published materials from the American Association of Medical Colleges (AAMC), OHSU School of Medicine Admissions, and online School of Medicine resources. In regard to licensure requirements, OHSU fourth year medical students receive information from the executive director of the Oregon Medical Board in their “Transition to Residency” course, which is available to OHSU medical students via the University’s online course management system (Sakai).

Entry into the medical profession is highly regulated and includes many requirements. OHSU medical students must pass the United States Medical Licensing Examinations (USMLE) before graduation as well as internally administered assessments, and are aware of requirements for licensure at matriculation to the M.D. program and before practicing medicine. Students are also made aware of residency requirements and specialty board requirements.

**Physician Assistant (MPAS)**
Common eligibility requirements for licensure to practice as a physician assistant (PA) nationwide includes graduation from a program accredited by the Accreditation Review
Commission on Education for the Physician Assistant (ARC-PA) and passage of the Physician Assistant National Certification Exam (PANCE) administered by the National Commission on the Certification of Physician Assistants (NCCPA). The OHSU Physician Assistant Program’s ARC-PA accredited status is reflected on its website. Requirements for entry into the physician assistant profession are described through links from the website to the American Academy of Physician Assistants (AAPA), the NCCPA and the Oregon Medical Board (OMB). In addition, the program provides an annual curriculum to students nearing graduation to prepare them for applying for national certification, applying for licensure (including resources to learn requirements in states other than Oregon) and other relevant information to prepare them for their job search including developing a professional curriculum vitae (CV) as well as interviewing for positions and negotiating a contract. The OHSU PA Program annually offers a 3.5 day course designed to prepare graduates to sit for the required PANCE exam.

**Graduate Programs in Human Nutrition (GPHN)**

The Graduate Programs in Human Nutrition, including the Dietetic Internship Program and the combined Master of Science in Clinical Nutrition/ Dietetic Internship Program, informs students that successful completion of either program, as evidenced by a Verification Statement signed by the director of the Dietetic Internship Program, enables students, upon graduation, to apply for eligibility to sit for the national registration exam administered by the Commission on Dietetic Registration (CDR). This information, as well as the contact information for the CDR, is provided in the “Eligibility for RD Exam” and “Accreditation” sections (respectively) of the [Graduate Programs in Human Nutrition Student Handbook](#) (provided to students in PDF format via email and on the program’s website). In addition, students are exposed to discussions about career options, professional development, and career advancement in a variety of ways: throughout the didactic components of the programs, less formally during supervised practice rotations, and through the partnership with the Professional Development Center housed under the School of Medicine Graduate Studies office.

**Radiation Technology**

Students enrolled in the Radiation Therapy Program receive notification of national and state requirements for certification and licensure in the Radiation Therapy Student Handbook. This information is presented to each student at the beginning of the academic year and advises each student that upon successful completion of all degree requirements they are eligible to apply to sit for the national certification examination offered by the American Registry of Radiologic Technologists, (ARRT). They are also advised in the handbook that if they intend to seek employment in Oregon, they are required to be licensed by the Oregon Board of Medical Imaging, (OBMI). The information regarding Oregon state licensure is also available on the website and is posted in the Radiation Therapy classroom.

**School of Nursing**

The School of Nursing provides reference to Oregon State Board of Nursing in the 2014-2015 School of Nursing Catalog/Student Handbook for students planning for the Registered Nurse licensure, Certified Nursing Assistant, or Advanced Practice Nursing Certification. Some of the Master of Nursing and Doctor of Nursing Practice specialties include reference to career options and national certification exams that graduates would be eligible to sit for. References to the Advanced Practice specialty certification exams are included on the program page for each specialty in the School of Nursing Catalog/Student Handbook. During this self-evaluation, the faculty determined the usability of this information for students would be strengthened by providing specialty certification information using one format so students can find it easily in each program description. This deficiency will be addressed in the subsequent printing of the School of Nursing Catalog/Student Handbook.
College of Pharmacy
The College of Pharmacy requires students to obtain a Pharmacy Intern license from the State of Oregon before their second professional year. Information on this requirement and process are included in the Student Handbook and associated experiential courses provided to all students and available online. Information on pharmacist licensure, a requirement from all states to practice pharmacy, is also included in the Student Handbook with relevant links and guidance. Though not required for entry into the profession, information on optional postgraduate training in residencies, fellowships, and additional degree programs is also available online and through co-curricular opportunities.

Standard 2.D.7 The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.

The purpose of the Registrar’s Office is to ensure the accuracy, integrity, and security of the academic records of OHSU. OHSU has procedures in place to ensure the secure retention of student records. Student academic records are maintained in a centralized Student Information System (Banner) which is maintained and backed up by the OHSU Information Technology Group (ITG). Access to student record data within Banner is managed by Security Classes and individual staff assignment to those Security Classes must be approved by both the Registrar’s Office and the Bursar’s Office prior to ITG granting the access.

OHSU follows all laws and regulations relating to the confidentiality and release of student records. OHSU also complies with all of the requirements mandated under the Family Educational Rights and Privacy Act (FERPA) (34 CFR Part 99) as well as OHSU Student Records Policies 02-20-005 through 02-20-040 located in Chapter 2- Student Affairs of the OHSU Policy Manual.

Each year all OHSU students are emailed a notification that outlines their rights under FERPA.

The University’s Office of the Registrar emails all students a Request to Restrict Directory Information Form which is used by students to indicate that they do not want their Directory Information (as defined under OHSU policy 02-20-020) to be released without their prior written consent.

Standard 2.D.8 The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

The mission of the Office of Student Financial Aid is to provide students access to educational programs by administering varied student financial aid funding programs that can be used to meet the costs of attending a degree or certificate program. The Office of Student Financial Aid centrally processes the financial aid applications for all OHSU eligible students and administers federal, state, institutional and outside sources of funding. The Office of Student Financial Aid administers more than $80 million in annual funding to OHSU students, primarily in the form of loans.
Information on the types of financial assistance available, the steps required for receipt of aid and information on financial aid policies is provided to all students via the **Student Financial Aid Explained** publication and additional information is available online. The Office of Student Financial Aid maintains compliance with all state and federal laws and regulations. The office is subject to annual A-133 Compliance Audits.

In 2013, a survey was conducted to determine the debt counseling and financial management needs of the students and the results were then used to improve the Student Debt Counseling and Financial Management Program. The survey was also conducted to gauge student satisfaction with the services of the Office of Student Financial Aid. The results indicated that the students were highly satisfied with the: timeliness of response; accuracy of information; accessibility of services; and the overall quality of service. Satisfaction ratings ranged from 89% to 95% satisfied.

**Standard 2.D.9 Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution’s loan default rate.**

The OHSU Financial Aid Office informs all student loan recipients of their repayment obligations. Information on the various types of student loans and information on loan repayment is provided to all students with their offer of financial assistance via the **Student Financial Aid Explained** publication.

Students who have not previously borrowed a student loan are required to complete Loan Entrance Counseling prior to receipt of a loan. Student loan borrowers are also required to complete Loan Exit Counseling when they either graduate or stop attending. Students also have access to a financial planner for one-on-one debt counseling sessions. In 2012, the university established its commitment to addressing students’ needs regarding debt management and financial planning by hiring a Certified Financial Planner to assist students with debt counseling and repayment options. OHSU students are successfully repaying their student loans as evidenced by a history of a very low cohort default rate. The Fiscal Year 2011 Official 3-Year Cohort Default Rate for the William D. Ford Federal Direct Loan Program (the loan program from which OHSU students borrow the most money) was 1.1 percent.

During the last few years, the university has instituted the following initiatives to help address rising student debt. These initiatives include the following: 1) The OHSU Tuition Promise, which locks in the tuition rate for students enrolled in eligible clinical degree programs. Students in eligible clinical degree programs will incur no tuition rate increase for the duration of their studies as long as they complete the degree within the timeframe specified by the degree program. This initiative started in 2013-14, continued for 2014-15, and was recently approved to be in place for the 2015-16 academic year; 2) The President’s Fund is a grant program available to students in select clinical programs. The focus of this fund is to increase student diversity and reduce student debt. This program has been in place since 2013-14 and has also been approved for the 2015-16 academic year; and 3) The School of Medicine M.D. scholarship program has provided increased scholarship support over the last several years for eligible students in this program.

**Standard 2.D.10 The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to**
successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.

Academic advising is integral to the quality of OHSU's educational programs. Advising services are provided by program faculty to reflect the norms of the disciplines and unique student populations through various stages in the lifespan of prospective, current and continuing students to support their engagement and success.

All students have access to their automated degree audit through the online Degree Audit system. Staff in academic support roles related to student advising also use the DegreeWorks system as well as the Banner Student Information System to advise students about the program and degree requirements.

School of Dentistry
Academic advisement is available to candidates and enrolled dental students through the Office of Admissions and Student Affairs. Information about the D.M.D. curriculum, program and graduation requirements are listed in the student handbook. Required clinical competencies are listed in the School of Dentistry Clinical Manual and reviewed each term for the predoctoral students in the third and fourth years when they are treating dental patients.

The Office of Admissions and Student Affairs 'block registers’ each academic class or cohort into the appropriate curriculum and monitors success/failure of individual courses. Academic advising is available for students who might be struggling in the DMD program or dental specialty curricula. These services are provided by the Office of Admissions and Student Affairs located in the School of Dentistry.

School of Medicine
Undergraduate Medical Education (UME)
Support for medical student development and success is provided by course directors and faculty, small group sessions, academic counseling, and an enhanced tutoring program. Students experiencing academic difficulty (6-8%) are generally identified early in the undergraduate medical education (UME) program, and the overall graduation rate is 96% (5-year rate). Early identification and support for students having academic difficulty are able to use support services that are readily available.

The academic advisory system for medical students includes Peer-to-Peer (Formerly MedNet) and Career Advising; small group student meetings at medical school orientation; active learning workshops focused on improving study and organizational skills, time management, memory and retention; and the United States Medical Licensing Examination (USMLE) Step 1 preparation sessions. In 2011, the School of Medicine Curriculum Committee adopted a tutoring program encompassing a greater number of students, the “Interventional Tutoring Program” (ITP). The ITP was created, in part, in response to an internal survey required by the Liaison Committee on Medical Education in 2011. The ITP enhances students’ performance in the basic science curriculum and helps them to better prepare for USMLE Step 1. The goal of the ITP is to enhance the academic success of all medical students. Tutoring continues to be a point of emphasis and is being further addressed by hiring an additional learning support specialist during the 2014-15 academic year.

The OHSU School of Medicine has a four-year integrated program for career and residency counseling. Faculty are involved in all aspects of the advising program, which includes a longitudinal eighteen month specialty exploration course, lecture modules, faculty advising,
luncheons, small group and individual meetings, and electronic updates. Beginning with medical school orientation, career advising lectures are offered throughout the UME program. The 2014 AAMC Graduation Questionnaire indicates that 73 percent of new OHSU medical graduates found that mentoring and advising was either moderately useful or very useful while they were students. The School of Medicine associate dean for student affairs has oversight of academic and career counseling. All personnel involved with counseling and advising medical students are highly qualified. Information about academic counseling services is available in the Medical Student Handbook.

Students also receive advising through the UME Colleges program, a set of seven vertical learning communities with faculty leadership. The College program is led by the director for student affairs and colleges; the 42 faculty leaders undergo weekly faculty development that help build skills related to curricular coaching. Students receive support in academic, career, financial, physical, and mental wellness through College activities.

Graduate Studies
All mentoring activities for the graduate programs reside within each graduate program. Individual graduate programs also provide advice on selecting a mentor, and graduate program directors are responsible for assigning mentors and monitoring the student-mentor relationship.

School of Nursing
Based on Education Benchmarking Inc. (EBI) exit survey data, the SON faculty approved a comprehensive advising program in February 2011 that was implemented in August 2011. Every undergraduate and graduate student at the SON has a faculty advisor assigned by the academic program, and advising guidelines specify the roles and responsibilities of faculty advisors and program staff. The advising guidelines are readily available on the advising website on Sakai, which includes a toolkit comprised of presentations and resources for new and continuing advisors. New faculty members receive an orientation to advising at their orientation. An evaluation was built into the advising website, and feedback reviewed to make revisions, updates, and additions for the current academic year. Overall, EBI annual surveys since 2011 demonstrate student satisfaction with advising has improved and meets the EBI benchmark.

College of Pharmacy
The College of Pharmacy has a robust and systematic internal advising group for incoming and current professional students. All personnel are well trained in the curricula and student needs. College-only full-time student advisors are available on both campuses. The advising team works with faculty advisors assigned to all students, with a clearly defined and articulated plan.

Standard 2.D.11 Co-curricular activities are consistent with the institution's mission, core themes, programs, and services and are governed appropriately.

Co-curricular activities, programs and services consistent with the University's mission, core themes, and strategic goals are provided at OHSU. The Student Organization Recognition Policy No. 02-90-001, provides the guidance and the governance needed for student organizations. The activities and related offices, centers and departments referenced below are governed by the Provost's Office and the university administration.
Various units provide activities to **assist students** in gaining access to OHSU. These include: Office of the Registrar, Offices of Admissions, Financial Aid and Scholarships, Center for Diversity and Inclusion, Office of Student Access and International Services.

Other units **foster the development of communities** through their activities: assistant vice provost of student life, New Student Orientation, Campus Services Orientation, Convocation, Community and Student Interest Groups and Global Health Center.

**Student leadership and engagement programs** provide opportunities for students to develop and refine leadership skills, work effectively in collaborative settings, and expand their civic awareness. These activities include: All-Hill Student Council, Faculty & Student Spring Social, Mug O’Joe Coffee Talk with the President, Stress Relief Day, Recreational Sports/Intramural Leagues.

The overall **health and wellness of students** is a primary concern and is promoted by several units: Student Health Services, Behavioral Health Services, Support and Wellness Services, March Wellness & Fitness Center.

Information about services and activities are now available via the OHSU Student Portal.

**Standard 2.D.12 If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution’s mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.**

OHSU operates dining and vending services and an online bookstore in support of students, faculty and staff. The university does not directly offer student housing. Due to the dynamic nature of the university's many regional campuses across the state of Oregon, many services and resources for students are available online.

**Housing**

Since the demolition of the only residence hall on OHSU’s Marquam Hill Campus in 2001, the university has not offered on-site housing for students. The institution has continued to look at the need for housing for students on campus and in Portland, including the development of a partnership with Portland State University to provide OHSU students access to PSU student housing located within a mile of Marquam Hill and South Waterfront campuses. To forecast the potential demand for student and workforce housing in the South Waterfront area, where the Collaborative Life Science Building is located, OHSU entered into an agreement to cooperate with the Zidell Companies, a Portland real-estate firm, to engage the Scion Group (a Chicago-based consulting firm) to study the demand. The results of surveys led to the development of an affiliation agreement with Bridge District Holdings, LLC., DBA, The Emery Building, to provide a local, convenient and affordable housing opportunity for students as the Schnitzer Campus develops on the South Waterfront.

Continued development of public transportation, including the OHSU Tram, has allowed students to broaden their housing choices to neighborhoods throughout the Portland metropolitan area. These neighborhoods are now more accessible via public transportation and bike/auto commute, thereby providing more housing opportunities for single, group and family living at what has been an affordable cost. Additionally, the Office of Academic & Student Affairs manages and provides housing locator assistance for the OHSU student community though the
creation and maintenance of a public, online housing classified service. The Off-Campus Housing List serves as a structured bulletin board for landlords and tenants to post available rentals, rooms and shares wanted or available, and real estate for sale. This service was created with input from staff and students, and continues to be revised and refined in order to provide improved housing assistance for students. Students attending regional campuses can also access housing information on the online classified system; however, less metropolitan campuses do not face the same housing challenges as the Portland metro area.

Food Service
OHSU Food & Nutrition Services operates many food service venues across the Marquam Hill Campus, open to all staff, students and visitors. Options include made from scratch menu selections featuring fresh, local, organic, and sustainable foods in the Mac Hall Cafe. Outdoor cooking and live music events and the OHSU Farmers Market (Tuesdays, from mid-May through early October) build community and foster communication among the employees and mission groups. The market offers fresh fruit, produce and some prepared food from over 40 local farmers. OHSU Food and Nutrition works closely with the OHSU Office of Academic & Student Affairs to understand and serve student needs across the Marquam Hill Campus.

The Student Activities Center is undergoing strategic planning to explore and potentially implement new food and social gathering options in the Student Activity Center beginning in academic year 2016. To collect meaningful data and feedback, the assistant vice provost for student life conducted focus groups with students, faculty and staff during summer 2014 to understand the needs and demands of students, particularly since the opening of the Collaborative Life Sciences Building. Data and feedback will be utilized to implement new programs and activities in the Student Activity Center.

OHSU Virtual and Campus Stores
Beginning fall 2012, OHSU streamlined its bookstore operations by partnering with Follett Virtual Bookstores. The move to create a virtual campus store was an initiative to keep books, supplies and equipment costs down for students and faculty and reduce the overhead costs for the university. This change helped to provide students with the best book pricing available for new books while offering a book rental option as well. Course and reference materials are available to students at regional campuses through the OHSU Virtual Store.

The physical OHSU Campus Store continues to be open on the Marquam Hill Campus and is located on the first floor of the OHSU Student Center. The physical campus store carries OHSU-branded merchandise, medical equipment, health science related merchandise, and other educational materials that support continuing education for health care professionals. Services are available to students and faculty to special order materials that are not readily available in the store. OHSU apparel, gifts, and medical equipment can also be purchased online at the OHSU Virtual Store.

Standard 2.D.13 Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution’s mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.

Oregon Health & Science University does not sponsor intercollegiate athletic programs.
Standard 2.D.14 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

OHSU ensures student identity in online courses in accordance with Policy 0-03-0513, Verification of Student Identity, which follows the same systems and mechanisms for other courses. A student gains access to OHSU systems by filling out appropriate authorization forms which ensures identify verification. The student is securely given a unique, secure login and password to access the student systems using a university-issued user name and password. Online courses are administered through the Sakai enterprise-wide course management system. For students to gain access to Sakai-based courses, they must register for and use their university-issued credentials for authentication into the online system. Sakai-based instruction, as well as any administrative processes involving student information or communications, abides by the same FERPA regulations and protections enforced at OHSU.

In addition, should an online test require proctoring, the student is required to secure a proctor that meets the requirements set forth in Policy 0-02-0513, Online Exam Proctoring. As listed in Policy 0-02-0513, the students’ choice of a proctor must be pre-approved by the director, or designee of the OHSU Teaching & Learning Center. Face-to-face proctoring may be used or the student may also use ProctorU, a for-fee proctoring service. The costs associated with proctoring are either paid for by the department or by the student, whichever is deemed most appropriate by the program's director based on the fee structure of the program/department. More rigorous measures to ensure student identity for online courses will be implemented at such time as federal rules regarding this are specified.

Standard 2.E Library and Information Resources

Standard 2.E.1 Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution’s mission, core themes, programs, and services, wherever offered and however delivered.

OHSU has the largest health sciences library in Oregon, which serves faculty, staff and students of the university; health professionals and residents of the state of Oregon. In addition, the library supports the Schools of Dentistry, Medicine, and Nursing, the OHSU / Oregon State University (OSU) College of Pharmacy, the evolving OHSU / Portland State University (PSU) School of Public Health, and related programs.

Mission

As an intellectual steward of information, the library advances knowledge and improvement of health in partnership with our community.

Core Themes

The functions, numerous activities and initiatives of the library clearly support the University’s core themes. Examples within each core theme include:
• **Learning Environment** – Working with Academic Affairs and the Teaching and Learning Center to ensure a quality learning environment for students.
• **Interprofessional Education** – Librarians teach evidence-based information searching and analysis in interprofessional education programs.
• **Clinical and Translational Research** – Collaborate closely with the Oregon Clinical and Translational Science Institute to offer services for researchers and the community.
• **Health System and Health Policy Leadership** - Serve on the staff of the Center for Evidence-Based Policy and the Oregon Evidence-Based Practice Center.

**Vision**

The library anticipates and meets the information needs of our diverse communities when and where needed, by:

• Teaching skills to navigate, interpret and analyze the information landscape.
• Preparing students for success as health providers and researchers in pursuit of knowledge.
• Fostering the intellectual innovations, continuing contributions, and lifelong learning of our faculty and staff.
• Serving the local, regional and global society by providing high-quality biomedical information that leads to optimal outcomes, patient satisfaction and the elimination of health disparities.

**Resources**

Library staff members integrate knowledge at the point of use in support of teaching, research and patient care. Nearly 16 full-time faculty, 17 staff and over six full-time student workers provide support to the OHSU and the community at large. With an annual operational budget of over $6.8 million (2014-15), demonstrates the University's commitment to providing critical informational resources for students, faculty and staff. Providing appropriate access to students, faculty, staff and community members is at the heart of the mission of the OHSU library. Specific policies have been established to ensure access, conduct and computer and workstation use.

**Library services** for the university community are offered through the web and at libraries in the Biomedical Information Communication Center (BICC), the Historical Collections & Archives (HC&A) in the Old Library, the Learning Resource Center (LRC) in the Collaborative Life Sciences Building (CLSB) and the Isabel McDonald Library at the Oregon National Primate Research Center (ONPRC). Group study rooms for collaboration, quiet reading areas, and wireless Internet access are available. Students, faculty, and staff can use the After Hours Study Space in the library and the entire LRC 24 hours a day, year-round. Services and resources to the campus and off-campus locations are made available via the web, telephone and e-mail.

Basic and health sciences are the focus of the library’s collections, which are also strong in environmental science and engineering. The print collections include over 260,000 physical volumes of which approximately 177,578 are journal volumes and 82,759 are print monographs. Thousands of documents, photographs and videos have been described, organized and digitized to make them more widely accessible for researchers, students, and the general public.
These are available in the OHSU Digital Commons. Print collections are housed in the BICC, CLSB, Old Library, and the Isabel McDonald Library.

Approximately 1,400 monographs are added annually to the library along with subscriptions to approximately 2,000 current serials. This does not include thousands of journal titles integrated in a variety of resources such as the EBSCOhost, Springer, and Cambridge full-text products. Further, the number of items available electronically, including journals, books, databases, and other resources continue to increase. As of October 2014, the library provides access to 156 subscribed databases and 22,383 unique electronic journal titles. In addition to databases and journals, electronic books continue to be added to the collection. In 2005, the number of e-books was 2,986--by October 2014 the number had grown to 31,012 and trends support continued increases. With its membership in the Orbis Cascade Alliance, an additional 17,434 e-books are now available. The library also supports open access publishing by including thousands of such titles in the catalog.

Usage data shows that in 2013, 1,472,874 articles were downloaded and 1,802,562 searches were made on subscribed databases. (Note that the database login figures do not include usage of free databases such as PubMed.)

**Budget and Expenses**

Continued financial support is evidenced by the budget allocation for the library. In fiscal year, 2014, the allocation was $6,822,140. An additional $2,210,835 was received from a variety of sources, including sales and fees, endowment income, grants, and targeted program funding. In fiscal year 2014, $2,990,899 was allocated for operations, of which personnel accounted for 92%; $3,831,241 was allocated for collections, of which journals accounted for 75%.

**Collaboration**

The library is a member of the Orbis Cascade Alliance (the Alliance), which includes 37 university, college, and community college libraries in Idaho, Oregon and Washington, with total holdings of 9.2 million titles serving over 250,000 faculty, staff, and students. Membership in the Alliance not only expands access to a much broader collection but also provides the opportunity for collaborative book selection and consortia licensing of journals, thereby increasing the collection budget. Faculty, staff, and students can access shared e-book collections and request books and materials through the Summit catalog for fast and free delivery. Through the Alliance, the library participates in the Western Regional Storage Trust (WEST), a distributed retrospective print repository program that ensures access to the scholarly print record and allows member institutions to optimize campus library space.

As a member of the Portland Academic Health Libraries (PAHL) Consortium, the library shares its collections with three other health sciences libraries in the Portland area: the National College of Natural Medicine (NCNM), the Oregon College of Oriental Medicine (OCOM) and the University of Western States (UWS). Faculty, staff, and students can visit the PAHL libraries or request books and copies of articles for delivery.

The OHSU library is a resource library in the National Network of Libraries of Medicine (NN/LM) and works closely with the NN/LM Pacific Northwest Region (PNR) office at the University of Washington. This affiliation provides funding for health information outreach to all of Oregon and projects targeting specific populations and topics. Funding from the NN/LM has enabled the library to reach out to groups such as physician assistants, parish nurses, and health organizations that are implementing electronic health records. These programs improve the health of Oregonians and strengthen partnerships with urban and rural student rotation sites.
Through the NN/LM, the library participates in the National Library of Medicine (NLM) MedPrint distributed retrospective print repository program.

OHSU is a member and active contributor to the Northwest Digital Archives (NWDA), a consortium of 29 archives and special collections in Alaska, Idaho, Montana, Oregon, and Washington. NWDA provides enhanced access to archival and manuscript collections across the northwest through a union database of encoded archival description (EAD) finding aids. Members create EAD finding aids and add those finding aids to the NWDA database so researchers can gain access to descriptions of primary sources in the Northwest, including correspondence diaries, or photographs. Increasingly, digital reproductions of primary sources are available in some cases.

Participation in the Oregon Statewide Database Licensing Program provides access to a suite of databases, journals, and e-books from Gale Cengage Learning.

OHSU’s participation in these collaborative programs broadens access to a wide variety of research materials and resources available to users and enhances the reputation of the library regionally and nationally.

Several methods are utilized to ensure the library's holdings retain an appropriate level of currency, depth, and breadth. Collection analysis and assessment is conducted on an ongoing basis using quantitative and qualitative methods. Methods include peer and aspirational comparisons, analysis of university publication and citation trends, evaluation of the University’s curricular and research portfolio, and engagement with campus stakeholders. The provost’s office receives an annual report comparing the library’s holding against peer and aspirational institutions using the Association of Academic Health Science Library (AAHSL) benchmarking statistics. See Appendix 25.

**Standard 2.E.2 Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators.**

Planning for library and information resources is primarily based on feedback from several sources including:

- The Library Liaison Program in which library faculty act as liaisons to various departments throughout the university and is designed to allow program faculty, staff, and students to voice concerns about available resources and services. Monitoring faculty purchase requests for journals, books, videos and other materials.
- Results from database, clinical tool and e-book collection trial feedback surveys.
- Feedback submitted through the physical and e-mail suggestion boxes.
- One-on-one and focus group discussions between library liaison faculty members and faculty in their assigned departments.

OHSU library faculty members are also actively involved in several university-wide committees, councils and workgroups with the intention to hear concerns from faculty, students and staff regarding services and collections. Their involvement includes membership on the Faculty Senate, Provost’s Operational Council, Academic and Student Affairs Council and participating in the All-Hill Student Council meetings and initiatives.
The five-year program review process includes a review of its library and information resources. This process informs library staff of proposed changes in course and program offerings so they may comment on the immediate and future impact on existing and new resources. Similarly, the library administration is included in the planning for new academic programs as part of the proposal process which requires a disclosure of the library and information resources that will be needed.

When degree programs are initiated, changed or discontinued, a financial analysis is included in the program proposal that examines the financial impact on library resources. If deficiencies are found in library resources related to a particular program proposal, then additional resources are added or the scope of the proposal is altered in such a way to ensure adequate library resources and/or funding is made available.

**Standard 2.E.3 Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.**

The library provides a flexible learning environment that supports community and engaged learning. Through the Library Liaison Program, library faculty support the programs and services at the university by working with faculty to ensure information literacy is fully incorporated into curricula and competencies, mapping information literacy to school competencies, and establishing teaching partnerships with faculty in assigned schools and units. Additionally, each liaison librarian works with the faculty of each program to provide an orientation that is appropriate for each class. The extent of the support provided can range from a 15-minute overview of library services available to a fully integrated course session on managing information and using resources to answer clinical questions. Library faculty teach courses in the History of Medicine, and also serve as facilitators in the interprofessional education curriculum. They also serve on three curriculum committees: School of Medicine, School of Nursing, and the evolving School of Public Health.

Support is provided to program faculty to ensure students know how to search for and use evidence-based resources when appropriate for their coursework and in attainment of the institution’s competencies. One-on-one sessions are provided or presentations are made at departmental meetings on how to use library resources and to make them aware of the breadth of offerings that can be provided in their classes. Library faculty are available for consultation on subjects such as copyright, data management, searching for and evaluating evidence-based resources, and conducting systematic reviews as well.

Through the library’s web site, faculty and students can access electronic resources using their network ID and password. In collaboration with program faculty, the library works to ensure resources are licensed and available to support the curricula of the university. This includes creating web guides linking library-licensed resources and integrating library resources into Sakai, the university's course management system, and other university resources. Faculty and students also have access to interlibrary loan and course reserve services in support of the learning process.

The library has locations in the Biomedical Information Communication Center (BICC), the Collaborative Life Science Building (CLSB), the Old Library, and the Oregon National Primate Research Center (ONPRC) to serve the curricula of the schools. A collection of resources is
maintained in required formats to support the university's educational, clinical, and research needs. The curricula supported by the library include the fields of allied health sciences, dentistry, medicine, nursing, public health, pharmacy, and interprofessional education. The Historical Collections & Archives department of the library provides services and collections to support faculty and students in their research on the history of medicine. At each location, faculty and students can receive support from a library staff member in several ways: in-person during open hours, by appointment or during office hours, and by email or telephone.

**Standard 2.E.4 The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.**

The library regularly conducts assessments of library collections and services. Examples include:

- **LibQUAL+,** a suite of services offered by the Association of Research Libraries used to solicit, track, understand, and act upon users' opinions of service quality. Resulting data identified major issues (awareness issues, helping users be self-sufficient, ensuring library staff are available to users more effectively, connection to library staff, and facility/welcoming atmosphere) that the Library's User Experience Team uses as the core of its group charge and for decision-making in how to focus its efforts.
- Observational studies of library space usage. These have led to changes in configuration of study spaces, allocation of computer workstations, and 24/7 access.
- Regular studies of particular aspects of the library. For example:
  - Periodic, informal short questionnaires given to patrons as they are entering or leaving the library.
  - One-on-one interview conversations and liaison discussions with students, faculty, and staff on an ongoing basis.
  - Straw polls of students through All-Hill Student Council, Graduate Student Organization and other student groups.
  - Straw polls of faculty through the Faculty Senate and other university faculty groups.
  - Occasional ad-hoc surveys.
  - The annual collection development process, which incorporates data analysis regarding authorship and citations, interlibrary loan usage, usage of electronic and print collections; and purchase requests and other data points.
  - Tracking electronic resources access problem reports in order to proactively respond to technical and vendor issues.
  - Surveys of patrons of the Historical Collections & Archives.
  - Feedback on new resources trials.
  - Analysis of web site usage metrics.
  - Questions regarding library collections and services are included in student surveys conducted by the schools and/or the Office of Academic Affairs.

The careful monitoring of print and electronic resource usage directly impacts the funding level in support of teaching and learning. Resource adjustments take place on an annual basis after careful review of usage data.

OHSU is an active participant in the assessment of consortium-wide projects including membership on the Orbis Cascade Alliance Assessment Task Force. The Collection
Development Committee also analyzes usage statistics for any resources purchased through consortium-wide projects.

**Standard 2.F Financial Resources**

**Standard 2.F.1** The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.

To manage its operations and monitor its financial position, OHSU focuses on two key indicators: the total university operations component of operating income, and the total change in consolidated net position which includes the foundations, investment income and other non-operating items. Fiscal year 2014 showed continued strong operating results and a further strengthening of the university’s financial position, capping three years during which consolidated net position increased by $514 million. Total university operations contributed $276 million, and gifts and investments returned almost all of the remainder of the gain. University operations continued to show substantial strength with operating net income at $94.7 million in 2014, slightly below 2013 earnings. This reflects a 6.8% or $145 million growth in revenues, driven by continued strength in payment rates across managed care, Medicaid, and Medicare. This was supported by a 7.3% or $149 million growth in expenses, representing investment for program growth, as well as higher defined benefit pension expenses.

The nearly $16 million improvement in 2013 over 2012 reflects a 4.7% or $96.4 million growth in revenues, driven by increased complexity of patient care and application of gift funds in the Knight Cancer Institute and other programs, supported by a smaller 4.1% or $80.7 million growth in expenses. The smaller expense increase reflects savings in supply chain, administrative and support costs, plus a $6 million reduction in interest expense from a lower interest rate environment, restructuring debt and principal payments.

These core improvements reflect implementation of strategy and redesign efforts, including focus on tertiary and quaternary care, improvements in revenue cycle and competitive pricing, supply chain and workforce productivity, better self-insurance experience, and restructuring OHSU’s debt to secure a lower cost of capital. The hospital operations segment exceeded its 5% operating margin target in each of the past three years, while the other university operations segment (which includes the clinical faculty practice, education, research and outreach missions) met or exceeded its target of balancing revenues and expenses as well.

The net impact of three key factors – investments in strategy, productivity and process redesign with subsequent improved operations; the timing and recording of gifts; and the volatility in investment returns – has been a 28% or $514 million increase in consolidated OHSU net position over three years-- from $1,862 million on June 30, 2011 to $2,376 million on June 30, 2014.

**Standard 2.F.2** Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.

The fiscal year 2015 budget for OHSU incorporates several major structural changes. First, it shifts from an organizational basis (hospital vs. other university operations) to a mission basis.
(patient care vs. research and education), setting the stage for strategic partnerships that seek to integrate OHSU’s patient care economy within a larger and more robust system, and to manage the health of populations within global budgets rising at sustainable rates. This change is much more intentional and explicit in setting dollar transfers from patience care revenues for physician practice support, central administrative and support costs, and support for research and education. Consistent with the recently-approved update to Vision 2020, the fiscal year 2015 budget implements an explicit funding model to support the uncovered cost of competitive scientific research and highly productive scientists.

Additionally, this new budget approach acknowledges that the differentiating feature of every great university is its faculty. In order to support scholarship and science—the creation and dissemination of new knowledge that defines what a faculty does and that is inherently speculative—each university must cultivate a means of “monetizing” the value of its faculty into ongoing revenue streams. Most American universities now do this either through teaching large numbers of tuition-paying undergraduates, through securing major gifts and endowments, or through generating clinical revenues. Since OHSU has fewer than 3,000 students, it relies largely on a balanced mix of the second and third methods.

Two issues common to all American academic health centers underlie the challenges with OHSU’s current budget approach. First, sponsored grants—such NIH research grants or Gates Foundation grants—cover only 75 to 80 percent of the full cost of science, including capital. OHSU’s approximate $350 million grant portfolio requires about $100 million from non-grant sources—about half from philanthropy and half from clinical earnings. Most of the clinical earnings are secured from extra Medicaid reimbursement that the State provides using a mechanism called Intergovernmental Transfers (IGT) to bring a federal Medicaid match into Oregon. This helps offset the relatively low level of state appropriations from general funds that OHSU receives, compared to other public universities across the country. OHSU received $51 million of Medicaid IGT (above rates paid to other Oregon hospitals) in fiscal year 2015 and it has been critical to funding science.

The second issue is that professional fee reimbursement no longer covers the full cost of physician services, measured by benchmarked compensation paid for benchmarked productivity. Unlike the science issue, this physician issue is common to all health systems, and helps explain why more and more physicians are becoming employees of hospitals, or else wanting to own imaging centers, clinical labs, ambulatory surgery centers, etc.

In 2011, a new budget approach was implemented across the university that included margin targets for each major area and a clearer method to allocate central administrative and support costs. To provide forward visibility, it was determined that this approach would be used for three budget cycles: fiscal years 2012-2014. While producing strong financial results, this prior approach did not clearly differentiate between these two issues—funding science and funding clinical practice—although in the end both science and clinical practice are funded since OHSU as a whole operates at or above its targeted earnings. OHSU’s overhead methodology made the full costs of clinical and academic activities clear without addressing how to cover these costs. In addition, the academic capital budget is funded through a complicated mix of hospital earnings, space depreciation charges and differing margin targets on academic units. The new approach that is being implemented is for a multi-year period beginning in fiscal year 2015 and is intended to be much more straight-forward and transparent about how the faculty’s scientific and clinical efforts are funded, as well as the capital budget for research and education.
Between actual fiscal year 2014 performance, reserve capacity provided by increased levels of fundraising and grant awards, and continued clinical growth, OHSU has earnings capacity approximately $35 million above what is required to support the annual capital budget and debt repayment. As long planned, half of this excess will cover the new operating costs of the Collaborative Life Sciences Building (CLSB). The remaining half will be invested in the faculty, to bring salaries of highly productive faculty up to market where they now lag, as well as to better support bridge funding when researchers are applying for grants, core facilities, training grants, and other academic programs. The new fiscal year 2015 budgeting approach does not create this $35 million—instead strong performance and tight expense control across OHSU does. This approach will now allow for the allocation of resources in a more efficient way, giving faculty and leaders more transparency and a clearer path to success.

**Standard 2.F.3 The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.**

OHSU also utilizes a 10-year planning model to aid in long-term resource planning and budget development. This planning model is based on the existing $70 million fiscal year 2015 operating income target and is carried forward 10 years. Developed and maintained by OHSU’s executive vice president and chief financial officer, the model also incorporates the following key components of the fiscal year 2015 budget:

- 6% revenue growth to $2,386 million, led by 4% patient activity growth
- $70 million operating income for a 3% operating margin and 10% earnings before interest, taxes, depreciation and amortization (EBITDA) margin
- $17.5 million in new depreciation, interest and operations cost for CLSB
- $17.5 million investment in benchmarked faculty compensation and academic support
- Holding growth in central administrative and support costs to 2%, well below revenue
- $120 million or 5% increase in net worth to $2,465 million
- $163 million annual capital budget (60% infrastructure/replacement and 40% new capacities) plus $11 million for CHH-2 design and $17 million completion of CLSB
- OHSU Tuition Promise program continuing into a third year (2015-16).
- Major science initiative under consideration in Radiochemistry Research Center, proposed from the Knight Cardiovascular Institute and building on national strength in MRI research imaging ($2 million in fiscal year 2015 and $32.5 million over 10 years)
- $25 million positive cash flow in fiscal year 2015.

Other key assumptions within the 10-year planning model include examples of OHSU’s Partnership Strategy. The University’s Vision 2020 strategic plan calls for OHSU to partner to make Oregon a leader in innovation to improve the health and well-being of Oregonians. Examples of these partnerships include a proposed affiliation with Salem Health, working with Moda Health, a joint arrangement with Intel, a mutual cooperative agreement with Mid-Columbia Medical Center, an evolving School of Public Health with Portland State University, and the construction of the Collaborative Life Sciences Building.

- **Proposed Affiliation with Salem Health**

Changes in health care are challenging hospitals to improve quality and access and, at the same time, control and reduce costs. As a result of a very focused review and analysis of health care trends to determine the most effective ways to continue advancing its community mission, the Salem Health Board of Trustees
invited seven organizations to submit proposals to form an affiliation. OHSU was selected as the best choice for a partner and one that would best preserve their independence. As part of the affiliation now under consideration, OHSU would offer advanced clinical services, and be a source of training for health care professionals. Salem Health could accept a number of patients from OHSU who do not need some of the more specialized care offered at its Portland hospital. The goal is for the proposed affiliation to be substantially defined by the end of the fiscal year 2015.

- **Collaboration with Moda Health**
  OHSU is partnering with Moda Health, one of the four largest health plans in Oregon, to advance population health management within global budgets that rise at sustainable growth rates. Initial efforts include health plan offerings to Public Employees’ Benefit Board (PEBB), Oregon Educators Benefit Board (OEBB), and OHSU employees, and working with other Oregon health systems to develop population health management tools, analytics and care protocols.

- **OHSU and Intel Joint Arrangement**
  OHSU and Intel Corp. have joined forces to combine Intel’s next-generation supercomputing platforms with OHSU’s unique capabilities in biomedical research to make it faster and less costly to use an individual patient’s own genetic data to find and treat the root causes of his or her disease. In the years ahead, collaborators will develop new computer architectures, algorithms, software, and workflows that are optimized for the unique information needs of personalized medicine. This new paradigm in supercomputing is known as **exascale computing**, and the goal is to build the tools for the very highest level global challenges, including energy efficiency, climate modeling, and human health.

- **OHSU and Mid-Columbia Medical Center**
  Mid-Columbia Medical Center (MCMC) and OHSU signed a 10-year contract described as a mutual cooperation agreement. The hospitals have been collaborating for a number of years on projects in cardiology and other specialties. Work on this new, more integrated relationship began two years ago. Rather than an acquisition or merger, this new relationship is a collaboration between the two entities. MCMC will continue to remain independent, locally controlled and overseen by a volunteer board. The collaboration will be beneficial to both institutions through recruitment of medical professionals, who in the future would become employees of OHSU and their services leased to MCMC.

- **Emerging School of Public Health with Portland State University (PSU)**
  OHSU and PSU are partnering to create a new joint School of Public Health, with a clinical focus on improving the health and well-being of Oregonians, and on urban populations. Initial efforts included the development of a publication outlining the results of a comprehensive baseline survey of health status in each Oregon county, and appointment of an interim dean.

- **OHSU/OUS Collaborative Life Sciences Building (CLSB) and Skourtes Tower**
  In fiscal year 2012, OHSU began construction of the CLSB and Skourtes Tower. The facility opened July 2014. This new $295 million facility places programs of OHSU, Portland State University, and Oregon State University under one roof at
the Schnitzer campus on the South Waterfront in Portland. In doing so, the facility
strengthens partnerships between OHSU and other institutions, expanding their
teaching facilities, student enrollment, and research activities, while creating new
employment opportunities. Thousands of students across undergraduate,
graduate, and interprofessional education programs from multiple institutions are
educated at the CLSB. The approximately 500,000 square foot facility, plus
parking, includes lecture halls, classrooms, laboratories, specialty research
centers, office space, and a complete replacement of the OHSU School of
Dentistry.

This robust and detailed model is routinely updated based on a variety of environmental and
industry factors. Additionally, the model is reviewed and approved by OHSU executive
leadership, the senior financial officers in each mission area and the OHSU Board of Directors.
Key assumptions in the model, as a group, are considered to be aggressive but feasible. They
are consistent with each other across growth in activity, space, faculty and staff, revenues and
spending. The assumptions are set to yield a financeable outcome, measured by profitability,
liquidity and leverage.

The annual budget process at OHSU generally begins during the month of January for the
upcoming fiscal year. Operating and capital budgets are presented to the OHSU Board of
Directors in May for their review and approval. Once approved, the budget is loaded into the
accounting system. In the event that minor budgetary revisions are necessary, adjustments are
made promptly and communicated to all impacted parties.

Standard 2.F.4 The institution ensures timely and accurate financial information through
its use of an appropriate accounting system that follows generally accepted accounting
principles and through its reliance on an effective system of internal controls.

OHSU uses the Oracle accounting system, which is a suite of integrated financial and supply
chain applications designed to allow the financial statements to be presented in accordance with
generally accepted accounting principles. OHSU’s financial statements and footnote disclosures
are based on all applicable Government Accounting Standards Board (GASB) Statements,
Interpretations, Technical Bulletins, and Implementation Guides, American Institute of CPAs
(AICPA) Practice Bulletins made applicable by GASB, as well as other accounting literature
provided by the Financial Accounting Standards Boards (FASB), the Federal Accounting
Standards Advisory Board (FASAB), the AICPA, and others.

OHSU also utilizes an IBM/Cognos-based budgeting and variance reporting tool called
Rubix. The implementation and use of this system has resulted in significantly improved
functionality in budgeting and reporting, financial analysis, and increased dashboard and
summary reporting. Additionally, as part of a larger Cognos implementation initiative, a business
intelligence steering committee exists to prioritize additional reporting needs in each mission
area such as the hospital, central services, research, and academic areas.

In addition to OHSU’s external audits, the institution’s internal audit program is responsible for
assessing risks; recommending systems and procedures to manage, reduce, or eliminate those
risks; identifying gaps in policies and procedures that are critical to OHSU’s missions; facilitating
the economical, efficient, and responsible use of resources entrusted to OHSU; and developing
means for correcting or ameliorating problems or issues of non-compliance that are discovered
in the audit process.
Standard 2.F.5 Capital budgets reflect the institution's mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution's mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.

The OHSU capital budget is developed using a number of resources. The institution’s strategic plan, Vision 20/20, the 20-year Facilities Master Plan, consultant recommendations, and the organization’s 10-year financial model are all considered when developing the capital budget. The tight budget guidelines currently in place across OHSU, including absorbing inflation in support areas, and the key initiatives noted in the 10-year financial model, all converge to create the necessary earnings to support an annual $163 million capital budget in fiscal year 2015.

Capital spending is sized to maintain a targeted number of "days cash on hand," taking into account earnings before depreciation, debt repayment, working capital, investment returns, and the current cash position. OHSU’s current capital plan covers assumptions around the current economic environment, OHSU’s finances and debt structure, the organization’s debt structure guidelines, debt goals for the next three years, both substantive and procedural, considerations for the institution’s banking partners, and opportunities within OHSU-held cash and investments. The overall plan objective is to provide OHSU leadership, the Finance and Audit Committee, and the OHSU Board of Directors with a written outline of major debt and investment plans that can be refined, updated, and tracked over time and considered within the context of the OHSU 10-year financial model. The OHSU Board of Directors Debt Management Policy guides decision and planning for capital budgeting, planning and debt management.

Currently, one of OHSU’s largest capital projects is a major science initiative – the Radiochemistry Research Center – a major extension of OHSU’s national expertise in advanced research imaging that brings new molecular imaging/positron emission tomography (PET) capacities to Marquam Hill using very short-lived radioisotopes produced in a cyclotron. Components include:

- Recruiting two world leaders in radiochemistry and creating a radiochemistry research center.
- Construction of a new facility to house radiochemistry labs and the cyclotron.
- Imaging technology for pre-clinical and clinical research: PET MRI, micro PET/SPECT/CT, high frequency ultrasound system.

The center would transform OHSU to among the top institutions nationally in an area where research funding has increased 150% over the last nine years, while building directly onto existing core competency in MRI research imaging. Nationally, among mature programs, usage is approximately 35% cancer, 35% neuroscience, 20% cardiovascular, and 10% other programs. This proposal arose from the Knight Cardiovascular Institute (KCVI), which will fund $11 million of capital (cyclotron, PET MRI camera, lab equipment) plus $8 million of startup support for radiochemistry faculty, lab staff, and operating expenses, providing sufficient runway to achieve lab breakeven over 10 years.
Financial modeling suggests approximately 70% probability of the center reaching a breakeven status, with a 90% probability of coming within roughly $250,000 per year of breakeven. The university capital budget will fund $13.5 million for the facility housing the center, with $2 million (largely for design) in fiscal year 2015, $7 million in fiscal year 2016 and $4.5 million in fiscal year 2017. Start-up and ongoing funding for this research center, directly supports the Learning Environment and Clinical and Translational Research core themes of the university and Strategic Goals #2, 5, and 6.

Other current capital priorities for OHSU include increased capacity for the hospital through improvements to the current Center for Health and Healing (CHH I) and the construction of an additional clinical building (CHH II) (Strategic Goal #3, 6), the completion of a multi-year telephone system replacement with a “Voice-Over Internet Protocol” (VOIP) system, building network wiring upgrades and other network/IT infrastructure improvements, and funds for roof replacement and critical deferred maintenance (Strategic goal #1, 6).

Standard 2.F.6 The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.

OHSU clearly delineates its general operations from its auxiliaries. The auxiliaries are financially separated from the general operations and are not supported by general operations funds except in special circumstances that are atypical and infrequent. OHSU’s general operations do not rely on income from the auxiliaries to balance the budget.

Standard 2.F.7 For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and the governing board.

External auditors annually conduct an audit of OHSU finances in accordance with auditing standards generally accepted in the United States and Government Auditing Standards, issued by the Comptroller General of the United States. The external auditors are selected through a competitive request for proposal with the final approval resting with the OHSU Board of Directors. The product of the audit is an independent auditor’s report. This report, along with a management letter, if issued, is presented to the OHSU Finance and Audit Committee prior to the presentation to the board of directors. In the event that the external auditor identifies issues that need to be brought to the attention of management, they will do so in the management letter. The intent of the document is to provide comments and recommendations that may improve internal controls or result in operating efficiencies. All recommendations are considered, and corrective action is implemented as quickly as possible.

OHSU also undergoes an annual OMB Circular A-133 audit. This audit verifies the controls around all federal grant awards as well as all federal student aid funds. Additional annual financial information is provided to the State of Oregon for its Comprehensive Annual Financial Report.
Standard 2.F.8 All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.

OHSU has named two affiliated institutional foundations: the Oregon Health & Science University Foundation and the Doernbecher Children’s Hospital Foundation. Each foundation is a private non-profit public benefit corporation existing under the Oregon Non-profit Corporation Act, and to which the Internal Revenue Service has granted 501(c)(3) tax exemption status. The mission of these foundations is to secure philanthropic gifts for OHSU in the form of gifts, grants, bequests and other forms of financial support, and to oversee funds under management in a responsible manner to honor donor wishes.

The OHSU Foundation and Doernbecher Foundation are overseen by separate boards of directors comprised of civic and philanthropic leaders accountable for financial governance as well as for advancing fundraising activities. OHSU, the OHSU Foundation and the Doernbecher Foundation have entered into binding service agreements that define the manner in which each entity is to provide support to the other, and the degree of independence related to key activities and governance. These documents identify specific OHSU policies to which the OHSU Foundation and Doernbecher Foundation must comply. They also prescribe that the foundations submit to an annual independent audit of finances and operations both to ensure compliance with relevant governmental requirements and to promote industry best practices. No such audit has ever returned any material findings pursuant to the foundations’ fiduciary responsibilities.

In addition, the OHSU Foundation and Doernbecher Foundation act in accordance with articles of incorporation that clearly define their scope and mission, articulate the purpose and limitations of their boards, and provide for additional oversight by OHSU. Key oversight activities include approval of the majority of board members for both foundations by the OHSU president as well as the OHSU president’s service as an ex-officio voting member of each foundation board. The articles of incorporation further stipulate that upon dissolution, all assets of the foundations shall be, within the limits imposed by legal and fiduciary rights and responsibilities, distributed to OHSU.

Standard 2.G Physical and Technological Infrastructure

Standard 2.G.1 Consistent with its mission, core themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments.

The growth and development of OHSU’s physical resources and assets across its diverse portfolio of buildings on three campuses and many off-site leased facilities is a reflection of the organization’s enduring dedication to the betterment of health care and higher education. It’s the responsibility of the Facilities and Logistics and Campus Development Departments to create and maintain the highest quality environment for the three core missions of OHSU—health care, research and academic—to succeed and thrive. OHSU facilities are expected to operate in a highly efficient and effective manner in providing safe and secure building and system
infrastructures to ensure the success of the core missions. OHSU operates and manages 45 buildings and structures on the University’s main 140-acre Marquam Hill Campus in Portland, with over 5,000,000 square feet of building space occupied health care and clinic space, research laboratories, animal care facilities, academic and simulation space, and administrative areas.

A Facilities Condition Assessment was conducted in 2009 with an outside firm in conjunction with the Operations & Maintenance division to identify and prioritize building deferred maintenance and capital renewal needs through 2030. The comprehensive analysis provided has been the framework for OHSU’s strategic capital plan in maintaining and improving the complete asset portfolio. The resulting Facilities Condition Assessment identified $220 million worth of deferred maintenance and capital renewal needs across the Marquam Hill Campus. The Operations & Maintenance teams have developed a strategic plan to overcome the complete deferred maintenance and capital renewal needs over the next 15 years through ongoing capital funding and the allocation of resources and operational budgets to repair, replace and or retrofit existing equipment and building infrastructure. Through the implementation of the strategic plan in the last two years alone, building infrastructure reliability and energy efficiency has improved significantly.

The Facilities and Logistics and Campus Development departments strive to align with OHSU’s Vision 20/20 plan in their strategic and operational goals in creating and maintaining a sustainable future for the organization. As a service organization that supports the missions of OHSU, the Facilities and Campus Development departments plan, construct, operate and preserve the campus infrastructure and provide a safe environment for the university maintaining an atmosphere where a learning community may flourish. The Campus Development department includes the two divisions of Campus Planning and Real Estate and Design and Construction. The Facilities and Logistics department includes Facilities and Transportation, Public Safety and Logistics.

Standard 2.G.2 The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.

OHSU adheres to all local, state and federal requirements for the management of hazardous and toxic materials. Environmental Health & Radiation Safety (EHRS) oversees the management of these materials, including the safe use, storage and disposal of radioisotopes, radioactive waste, hazardous chemicals, chemical waste, infectious materials and agents and infectious waste. EHRS develops, updates as required and implements program policies and procedures to manage all hazardous materials through the minimization of human, environmental and institutional risk.

Hazardous material programs and procedures include the following:

- Radiation Safety Regulations
- Radiation Detailed Operating Methods
- Radiation Safety Operating Procedures
Each of these programs and procedures is supported by web-based intranet and live training in a concerted effort to fully socialize their implementation. Support committees include the OHSU and West Campus Safety Committees, Clinical and Research Radiation Safety Committees and the Institutional Biosafety Committee. EHRS and RSP derive authority from OHSU Safety Services Policy No. 07-40-001.

*Standard 2.G.3 The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.*

The master planning process for the physical development of the university is inextricably linked with the mission, OHSU Vision 2020, and long-range educational and financial plans. OHSU is comprised of three campuses—Marquam Hill Campus, West Campus, and South Waterfront Campus/Schnitzer Campus. In addition, OHSU leases office space in the downtown area for many back office functions including human resources, centralized financial services, and logistics. Marquam Hill Campus is the oldest campus and the South Waterfront/Schnitzer Campus is the newest with two major facilities built and opened since 2006.

**Marquam Hill Planning**

OHSU’s Marquam Hill Campus has by far the most complex planning context, not only is it the oldest and most densely developed campus, it is surrounded by sensitive residential neighborhoods and protected natural resources, and its road access is limited. A Framework Master Plan was developed in 1982 to address these issues in the context of the City of Portland’s Code. That document established a protocol for review and approval of development and other facility changes proposed by OHSU that took into account the concerns of the city and the neighbors.

By the 1990s, limits to growth on the Marquam Hill Campus were becoming acute, and OHSU relied more heavily on leased space downtown, conscious that the benefits of collegiality were largely lost in the process. The Marquam Hill Plan was adopted in 2003 by the City of Portland as a ‘Special District Plan,’ providing a regulatory framework and clear entitlements for institutional expansion on the campus. Though more specific in its provisions than the 1982 Plan, the 2003 Plan also sought to protect nearby residential communities and natural areas. The plan introduced the idea of four functional zones: three on the campus and a village center immediately west of it. The intention was to: 1) concentrate patient care in central campus with access off of Campus Drive; 2) create two research concentrations at the north and south ends of campus; 3) develop an education crescent on the west side of campus; and 4) cultivate a Village Center above and west of the campus on Gibbs Street.
West Campus Planning
The 217 acre West Campus is located in suburban Hillsboro, OR. It originally resulted from the merging of several adjacent properties including the Oregon National Primate Research Center (ONPRC) and the former Oregon Graduate Institute (OGI). The campus is bounded to the south by the Westside light rail line, with housing beyond. There is also housing to the west along NW 206th Ave. To the northwest is the 220 acre Amberglen Business Park. Bronson Creek divides the campus diagonally from northeast to southwest, separating the western 47 acres of undeveloped land identified as the Quatama property, with the Quatama light rail station at its southwest corner. OHSU sold the former OGI Campus to a real estate investment group under a leaseback arrangement that expired at the end of 2013. The 217-acre campus now consists solely of the ONPRC, the undeveloped Quatama property to the west and some natural resource land to the north that was donated to the university in 1995.

A Concept Development Plan (i.e. conditional use master plan) covers the grounds of the ONPRC and was completed in 1998 and later extended to 2018. The CDP provides a framework for facility expansion that maintains a forested buffer around the site while detailing the location of service roads, parking, animal facilities and future research buildings. OHSU’s Campus Planning Department is in the process of scoping a major update to the Concept Development Plan, as mandated by the City of Hillsboro. The planning effort will begin in mid-2015 and conclude at the end of 2016 before going through the public hearings and approval process with the Hillsboro Planning Commission and City Council.

South Waterfront/Schnitzer Campus
The master planning efforts between 1998 and 2002 clearly demonstrated that the conditional use status of all OHSU buildings and facilities represented a regulatory hurdle to the Marquam Hill Campus. The idea of direct connection by aerial tram emerged from a study of transit options, and led to the acquisition of 10.5 acres near the waterfront at the foot of Gibbs Street, above which the tram would ride its cables. The emerging South Waterfront District south of downtown Portland was selected by OHSU as its preferred location for expansion, in part because of its proximity to Marquam Hill. These studies led to the University’s expansion in the South Waterfront District.

A landmark building was conceived at the foot of the landmark aerial tram. The Center for Health and Healing was completed in 2006 giving OHSU a strong presence in the South Waterfront District adjacent to Interstate 5. Programs in pharmacy moved into CHH. Functionally, this building intercepts large numbers of ambulant patients who would otherwise drive to the Marquam Hill Campus, using up scarce road capacity and parking resources. An unanticipated benefit of the tram was that many employees who had previously driven or taken transit to Marquam Hill now access the South Waterfront campus, often via bicycle or streetcar, and then take the tram to their hilltop campus destinations, further relieving pressure on road capacity and campus parking.

In 2004, approximately 19.5 acres of additional land in South Waterfront were donated by the Schnitzer family to the university for academic and research program expansion. OHSU generated a compelling vision and development framework for the Schnitzer Campus in 2007. As envisioned, the campus will include all three of the University’s schools and the pharmacy program, and will provide a unique interdisciplinary environment for the education and training of health care professionals. The framework plan contemplates that development of the campus will be phased over the next two to three decades and will ultimately include over two million square feet of new education and research facilities.
In 2007 the university created the Campus Planning, Development and Real Estate (CPDRE) department to bring all spatial planning and real estate activities together to provide a coordinated approach to support the growth and development of the university. CPDRE staff guide long-range facility and campus master planning efforts and provide operational support for space planning, real estate leasing and lease administration.

In 2011, OHSU donated approximately one and a half acres of the Schnitzer Campus to TriMet, the regional public transit agency, in order to attract a major transit center and new light rail bridge to the campus which will better connect the site to both downtown Portland and the eastside. The Schnitzer Campus is now approximately 18 acres. The new bridge and transit center will open in September 2015.

OHSU dedicated and opened the first academic building on the Schnitzer Campus in July 2014. The Collaborative Life Sciences Building (CLSB) and Skourtes Tower is approximately 500,000 SF (650,000 if parking is included) and includes academic, medical simulation, research and dental clinic space. Academic programs that have moved to the new state-of-the-art facility include the first two years of the School of Medicine’s M.D. program, Physician Assistant program and Radiation Therapy program, the entire School of Dentistry, the College of Pharmacy, and the medical simulation and clinical skills facilities. The CLSB also includes student lounges, lockers, a satellite library and plentiful student and group study spaces.

20-Year Facilities Master Plan

OHSU has completed several master planning exercises over the past 15 years that continue to guide the growth and development of the university. Most recently the university completed work on a comprehensive 20-Year Facilities Master Plan. The plan intended to provide a flexible framework to manage the growth and development of the University's multiple campuses and facilities over the next two decades. This 2011 Master Plan is intended to provide that phased, long-term view of the Marquam Hill Campus in the context of the other campuses (West Campus and South Waterfront/Schnitzer Campus).

The 2011 Facilities Master Plan proposes a change to the functional areas concept by moving most academic uses to the South Waterfront/Schnitzer Campus with some ambulatory care and research functions. This relocation and redevelopment process is expected to be phased over two decades, and will be paced by the logistics involved in vacating and remodeling or replacing a series of structures on the Marquam Hill Campus without seriously disrupting operations of OHSU. Also part of the mix are departments that currently occupy leased premises, but need to be reintroduced to one of the campuses to benefit from functional proximities.

OHSU envisions the land it now controls in South Waterfront and on Marquam Hill functioning as an integrated central campus connected by an aerial tramway to maintain the existing synergy between missions. The university is now in the design phase for another million square feet of new facilities to be constructed in South Waterfront between 2016 and 2018. The facilities include a new 330,000 square foot research building for OHSU's Knight Cancer Institute and a 700,000 square foot ambulatory care complex that includes a high-acuity outpatient tower, a conference center, a new parking garage and an 80-bed guest house.

Standard 2.G.4 Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution's mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.
The regular upgrade and replacement of technology infrastructure equipment (servers, network hardware, desktops, laptops, etc.) is addressed in 2.G.8. The processes described in that response ensure that the OHSU technology infrastructure is sufficient in quantity and quality and managed appropriately to support institutional functions, core theme objectives, and goals or outcomes of programs and services. Sections 2.G.5 - 2.G.7 focus on research, academic and physical plant equipment.

**Standard 2.G.5** Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.

The governance process described in 2.G.7 ensures that appropriate and adequate technology systems and infrastructure are in place to support OHSU’s mission and core themes. The process allows mission leaders and OHSU executive leadership to prioritize information technology spending to enforce alignment with organizational strategic objectives. Major applications supporting management and operational functions, academic programs and support services include the following:

- Management and operational functions are supported by an enterprise wide implementation of the Oracle financials, supply chain, and human resources suite of applications and by the Cognos business intelligence reporting application. Oracle provides the operational backbone for functions such as purchasing, accounts payable, accounts receivable, grants accounting, HR, payroll, and timekeeping. Cognos provides management information for more effective and efficient strategic thinking and decision-making.

- Many academic programs are delivered through Sakai, OHSU’s online course management system. Sakai is a suite of web-based tools supporting communication and collaboration. It is used by more than 200 OHSU courses every quarter to distribute course materials, provide course announcements, submit assignments online and provide collaborative workspace. Secure online testing is conducted by most programs using the ExamSoft online testing suite.

- Academic support services are provided through the Ellucian Banner and Degree Works applications. Banner manages course catalogs and schedules, curricula, tuition and fee billing, student accounts receivable, registration, and transcripts for the Schools of Medicine, Dentistry, Nursing and other academic programs. Degree Works is a degree audit system that ensures that students have met all degree requirements prior to graduation.

**Standard 2.G.6** The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

OHSU has a distributed training and support model that identifies, trains, and supports individuals in each department (IT contacts) to ensure that appropriate instruction in the use of computer and telecommunications equipment is provided to administrators, faculty and staff. Large, complex rollouts of new systems or software products are supported by classroom training offered by the Information Technology Group (ITG) using the “train the trainer”
approach. Additionally, computer based training modules and web enabled courses have been
developed and deployed using a learning management system for institutional requirements
such as HIPAA training, conflict of interest, emergency management, professional conduct
(“Respect at the University”) and other targeted training sessions for defined audiences.

The Teaching & Learning Center offers workshops designed to build faculty expertise in
educational technology applications that the university has chosen to support broadly. These
applications include the Sakai course management system, the Turnitin originality checker
(plagiarism checker), student response systems, Web conferencing (distance course delivery),
and telephone conferencing (office hours). Just-in-time training is provided to any faculty
member who requests a support session. Typical support sessions include online course
design, in-class coaching, online test construction and data analysis of test results. Additionally,
drop-in clinics are offered 32 times a year for one-on-one, hands-on training.

A toll-free telephone number and email-based trouble ticket system give faculty and students
access to a team of seven educators who are on call Monday through Friday, 8 AM to 9 PM and
weekends from noon to 5 PM. Support ranges from basic technical support to educational
planning.

**Standard 2.G.7 Technological infrastructure planning provides opportunities for input
from its technology support staff and constituencies who rely on technology for
institutional operations, programs, and services.**

OHSU has a formal IT governance strategy that allows for input from key stakeholders,
provides forums to increase understanding of multi-mission solutions, and ultimately provides
recommendations to OHSU’s executive leadership. This collaboration-driven priority setting
model increases opportunities for knowledge sharing at all levels of the organization. The
committees that have been formed to respond to this mandate for multi-dimensional decision-
making are:

- Administrative Information Systems Steering Committee (AISSC)
- Business Intelligence Steering Committee (BISC)
- Health Information Technology Steering Committee (HITS)
- Informatics Executive Committee (IEC)
- Information Security & Privacy Advisory Committee (ISPAC)
- Electronic Research Administration Committee
- Web Strategies Advisory Committee (WSAC)

These committees are charged with setting direction by linking business and technology
strategy, establishing policies, resolving open issues related to information technology, sharing
information technology objectives within their areas of influence, and recommending priorities
for major information technology projects and services to executive leadership.

**Standard 2.G.8 The institution develops, implements, and reviews regularly a technology
update and replacement plan to ensure its technological infrastructure is adequate to
support its operations, programs, and services.**

Technology update and replacement plans are reviewed regularly as part of the annual budget
cycle. IT leadership works closely with each IT steering committee (see 2.G.7 above) to identify
investments that might be required to ensure that the OHSU technological infrastructure is
capable of supporting operations, programs and services. These investments are then reviewed
and prioritized by the executive leadership. High priority items are funded and implemented as infrastructure projects. Multi-year projects are reviewed annually to ensure continued alignment with organizational priorities.

In addition to infrastructure projects that are initiated as part of the annual budget cycle, ITG also maintains a fund to refresh existing technologies in order to maintain desired levels of reliability and availability. These dollars are used for standard infrastructure maintenance activities related to hardware replacement, capacity expansion, and infrastructure improvements, such as network and wiring upgrades.
CHAPTER THREE: INSTITUTIONAL PLANNING

Chapter three provides an overview of how institutional planning occurs at OHSU and addresses NWCCU accreditation Standards 3.A. 1-5.

Standard 3.A Institutional Planning

STANDARD 3.A.1 The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.

As Oregon’s only academic health center, OHSU is a unique resource for Oregonians and the place where healing, teaching and discovery come together to serve the entire state. OHSU educates the health care professionals to meet Oregon communities' evolving needs and provides care to those with the most difficult health challenges. OHSU faculty research leads to discoveries that help save lives and improve health. In meeting its public mission, OHSU is guided by its strategic plan, Vision 2020, which was developed in 2007 following the appointment of Joseph E. Robertson, Jr., M.D., M.B.A., as its President. The vision, mission, goals and strategies were developed through a broad-based and participatory process that occurred across the institution and the state. Input was sought from hundreds of individuals and organizations in the belief that transparency and collaboration were crucial to the planning process and OHSU’s success as an organization.

Central to Vision 2020 is the vision statement: “OHSU will partner to make Oregon a national leader in health and science innovation for the purpose of improving the health and well-being of all Oregonians and beyond.” Building on this foundational statement were six goals, each with a number of strategies that would help shape OHSU’s decisions over the ensuing five years (2007-2011). Vision 2020 is made available on OHSU’s public website so the community as well as the institution’s faculty, staff and students can review its content.

As a dynamic document, the strategic plan was systematically revised and updated as tactics were implemented and changes in the external environment occurred, with a revision in 2009 and again in 2013. Beginning in 2010, OHSU initiated a process to update Vision 2020 by conducting focus group sessions and an online survey to assess the accomplishments to date, identify lessons learned from the implementation, make recommendations for strengthening the plan, and seek suggestions to improve future implementation processes. The findings from the survey and focus group sessions were presented to the OHSU Leadership Team (a group of about 300 senior faculty, managers, department heads and deans) in June 2010. Feedback from the campus clearly called for an update to the strategies and tactics within Vision 2020, improved effectiveness of implementation, and improved communication. These recommendations were and continue to be implemented.

The 2012-13 revision of OHSU Vision 2020 sought to simplify the plan to ensure that each strategy can be implemented within all OHSU mission areas and units. All strategies in the revised plan are measureable and outcome metrics can be applied, build on identified institutional strengths, and meet all stakeholders and the community’s needs. Unlike earlier versions of Vision 2020, the revised plan includes only the six goals and three to six strategies to fulfill each of the goals. Tactics are purposely not included in the revision to allow each unit to develop its own area-specific tactics to implement the plan’s goals and strategies. The six 2007
Vision 2020 goals remain essentially the same, with some revising for greater clarity and inclusion. Following are the six goals of OHSU Vision 2020 v. 2013:

1. Be a great organization, diverse in people and ideas.
2. Develop and retain a faculty that will collaborate to drive excellence and innovation across OHSU.
3. Join others in developing policy and care delivery solutions that improve access to high-quality health care for all, especially Oregonians.
4. Help meet Oregon’s health and science workforce needs through innovative education strategies.
5. Align OHSU enterprises to support robust and sustainable innovation and research.
6. Generate and deploy OHSU resources to sustain an environment where faculty and staff committed to top performance can excel.

The spirit of these goals, which coincide with the institutional vision and mission, is fundamentally unchanged. The planning environment has also changed dramatically. National and statewide health care reform alters the way care is delivered. Interprofessional education supports a new model of patient-centered, team-based care. An increasing global landscape provides opportunities and incentives for OHSU to collaborate and develop new partnerships that enhance research, knowledge, value and resources. Biomedical research is driven by increasing expertise and advanced technology.

Many of the strategies and tactics of OHSU Vision 2020, version 2009 have been successfully implemented. The Vision 2020 v. 2103 addresses current and anticipates future opportunities, including the changing health care environment, new and disruptive technologies, globalization, changing workforce dynamics and needs, expansion and partnerships, economic uncertainty, educational transformation, and new models of care delivery—just to name a few.

Vision 2020, version 2013 provides a planning framework to align mission areas at the highest level, to support focused planning, and to drive OHSU’s institutional commitment to continuous quality improvement across the health care, research, education and service missions.

Vision 2020 continued to serve as the “umbrella” plan under which other plans, including OHSU’s operational and business plans, align. With the advent of health care reform and the ever deepening budget shortfalls at the state and federal level, in May 2010, OHSU began a review of its operational and business model to complement its update of Vision 2020. OHSU felt that the best time to review its operational and business model was in a financially strong position rather than wait for a weakening of its financial status that might result in making hurried and less strategic decisions. As a first step, the institution retained a leading national business planning and consulting firm, to assist with the review process. The consultants conducted an extensive analysis of overall trends, historical performance, benchmarking against institutional peers, and financial performance of various university departments and divisions. They also conducted a large number of interviews with faculty and staff as well as key community stakeholders.

Based on the detailed analysis conducted by the consultants, OHSU executive leadership adopted a set of principles to inform the institution’s business strategy over the next ten years. These principles will allow OHSU to build on and leverage existing strengths, invest resources in those activities that demonstrate the best potential for advancing the mission and developing significant return on investment, and enhance and create new sources of revenue by adopting a
more entrepreneurial mindset. In October, 2010 executive leadership began the process of applying these principles and retained PricewaterhouseCoopers (PWC) to help identify enterprise-wide operational efficiencies that could be sustained within OHSU’s cost structure starting in fiscal year 2012. PWC worked with OHSU faculty and staff in six workgroups spanning OHSU’s health care, academic and research missions to examine the following: Research; Education and Overhead; Throughput; Information Technology; Labor and Productivity; Supply Chain; and Revenue Cycle Assessment.

Through this effort over 60 initiatives were identified that would result in savings of about $100 million annually following a four-year implementation period. The savings associated with initiatives to be rolled out in fiscal year 2012 were incorporated into the budget targets of affected departments and units. A number of the initiatives required investment in new technologies and these were also included in the fiscal year 2012 budget so that the infrastructure was in place for initiative implementation in fiscal year 2013 and beyond. President Robertson established a steering committee comprising executive leadership members to monitor and to ensure that the sustainable changes continued to be incorporated into OHSU’s operational and business models.

Subsequent to the formulation of Vision 2020, the Schools of Dentistry and Nursing conducted their own comprehensive strategic planning processes to ensure that their goals and priorities were aligned with those of the institution. Both schools used a strategic mapping process that resulted in goals and strategies being depicted on a single page. In the School of Dentistry year-long process, Strengths, Weaknesses, Opportunities and Threats (SWOT) and Social, Technological, Economic, Ecological and Political factors within the sector (STEEP) analyses provided a picture of the current situation. Stakeholder analysis included a review of four years of student exit interviews, survey of recent graduates, alumni surveys, student focus groups, surveys of patient care clinical experiences, general patient surveys, and 24 one-hour interviews of School of Dentistry leaders. Market research included a review of national data from the American Dental Association of pre-doctoral programs and advanced education programs. Oregon state demographics, workforce and health care access data were analyzed. Each of the associate deans completed an analysis of the current landscape to assess current strengths, weaknesses and areas of opportunity. Benchmarks were evaluated by studying strategic plans from other private and public schools of dentistry that were considered to be similar in size and budget. Mind maps were created to summarize the data that were collected and analyzed.

Additionally, the School of Dentistry created a Kaplan-Norton balanced scorecard to assess the alignment of the four perspectives (financial, internal operations, student and patient customers, and learning and growth to the vision) and to assess the strategic goals for each perspective with actions and measures. Strategic elements were identified as Preclinical and Clinical Education, Clinic Operations, Institutional Structure, and Human Capital. For each primary element, measureable outcomes were listed to begin the process of describing goals and objectives. A strategy map was created to show the integration of the four elements of the balanced scorecard and to illustrate the interdependencies and relationships between key elements. The strategy map was used to test strategies and tactics from the four perspectives.

In the School of Nursing (SON), the strategic planning process started in early 2009 with focus group sessions to identify key strengths, weaknesses and areas of needed improvement; critical issues facing the school over the next three to five years; and key priorities to be included in its strategic plan. SON faculty and staff from all sites participated in the focus groups and key themes were compiled and presented for input and validation to faculty and staff in a Town Hall
setting that was simultaneously broadcast to the regional campuses. A strategic planning group comprised of faculty, staff and key external stakeholders then used this data to create a draft strategic plan which was then condensed into a single page strategic map.

In the summer of 2012, interim dean Dr. Chris Tanner created the SON Leadership Council, which was approved by the Faculty Council in fall of 2012. Members of the council include all appointed administrators and SON leaders elected through the faculty governance structure. The council updated and reorganized the SON strategic plan with the assistance of a consultant. The strategic plan was reviewed and updated in the summer of 2014 during a Leadership Council retreat and subsequent Leadership Council meetings. Various groups were assigned accountability for each strategic goal described in the plan and updates on implementation are reviewed during the monthly Leadership Council reports. See Appendix 26 for Updated SON Strategic Plan, June 2013.

When Vision 2020 was originally developed in 2007, the School of Medicine adopted it also as their strategic plan. In 2011 the School of Medicine developed its Research Roadmap in response to a charge by Executive Vice President and Dean Mark Richardson to the faculty to, “… tap their insights, knowledge and innovation to develop a balanced and long-term strategy to continue to advance science and research at OHSU in the context of the evolving environment.” The School of Medicine Research Roadmap is the result of a collaborative planning process that included all departments, centers and institutes in the School of Medicine and represented the input of its faculty. Six task force committees, led by twelve co-chairs, were charged with identifying consensus objectives and outcomes to support the realization of the six strategic initiatives that form the basis of the Research Roadmap. These strategic initiatives were initially identified during a retreat with more than 60 participants representing a broad range of research areas and viewpoints.

With the completion and adoption of the Research Roadmap in October 2011, the planning process has moved into an implementation phase, referred to as the “blueprint.” This phase will involve an annual process to develop implementation plans, funding strategies and an accountability framework for each strategic initiative. Faculty members and research staff will continue to inform the blueprint phase, using the Research Roadmap as a guide as to achieve specific goals for the next five years. In order to inform not only OHSU faculty, staff and students but also the community at large the School of Medicine Research Roadmap is posted on the OHSU website.

Similarly, hundreds of faculty members have been involved with the curriculum transformation associated with the OHSU Undergraduate Medical Education Program. The process for this transformation included a kickoff retreat that attracted over 100 participants; site visits to two other medical schools; external visits by prominent medical educators; review of approximately 140 different medical school curricula from across the country; ongoing dialogue with various regulatory and accreditation bodies; the input of nine separate faculty workgroups; and innumerable meetings with faculty, alumni, students and other stakeholders. In addition, OHSU is one of only ten medical schools selected to participate in the Association of American Medical School’s national pilot program that will study the Core Entrustable Professional Activities (EPAs) for Entering Residency.
In addition to the university and school-wide strategic planning efforts described above, a number of departments and units have developed their own strategic plans to ensure their priorities are aligned with the institutional priorities and goals. For example, the first strategic goal of Vision 2020 calls for OHSU to “be a great organization, diverse in people and ideas,” which lead to the development of the Diversity Strategic Plan by the OHSU Diversity Advisory Council (DAC). The DAC advises the President and the executive leadership on diversity, multiculturalism and equal opportunity for all aspects of the University’s mission. Planning took place from April to September 2008. The DAC began by identifying existing opportunities for enhancing diversity within OHSU’s existing programs, policies, procedures and institutional norms. The identified opportunities were ranked according to urgency, feasibility of improvement and congruency with OHSU’s overall strategic plan, Vision 2020. From the ranking process, the DAC identified six objectives as the highest priority to address during the next five years and these formed the basis for the Diversity Strategic Plan adopted by OHSU executive leadership. OHSU’s Diversity Strategic Plan is available on its public website.

Diversity and Inclusion (CDI) staff updated the 2008 Diversity Strategic Plan in 2010. The DAC membership was reconstituted in fall 2011 to include community leaders as well as senior managers and executives from all missions. A revised Diversity Action Plan, which includes minor changes to the strategies, as well as new accountability and measurement structures that will enable the university to measure progress and continuous improvement, was issued in 2013.

In June 2010 and again in the fall of 2014, a Diversity Climate Survey was conducted to monitor the institution’s progress on goals in the Diversity Strategic Plan and to track the effectiveness of initiatives implemented. The online survey was initiated through an email to all OHSU employees, and had several agree/disagree items eliciting opinions about personal, supervisorial and organization diversity effectiveness, and the feel of respect and value at OHSU. A student climate assessment was also conducted during the same time frames. Specific recommendations were drawn from the data collected for both survey years and will be used to help enhance and improve the OHSU investment in its diversity program over the next few years. The survey will continue to be conducted periodically to determine the effectiveness of the implemented programs and enhancements.

Although several planning studies of OHSU campuses and facilities have been undertaken in the past decade, none resulted in an official long-range facilities master plan to guide future growth and development. In recognition of this, OHSU embarked on a year-long planning process to produce a clear integrated vision for future facilities needs over the next 20 years as envisioned by Vision 2020 and the recommendations related to the operational and business model re-evaluation. The process engaged OHSU faculty, staff and leadership and resulted in specific scenarios, which could be characterized as firm yet flexible, for sequential improvement of facilities at OHSU. The term “scenario” was used rather than the term “plan” in recognition that specific elements and the timing of implementation will inevitably change over time. Nonetheless, the intent of the 20-year facilities scenario is to identify a logical path forward for programmatic and capacity expansions and resulting impacts on campus development and support infrastructure. The intent is to conduct incremental updates to the scenario every two years and to undertake a major update once every decade. The 20-Year Facilities Master Plan is available on the OHSU website.

Vision 2020 emphasizes the importance of partnership to the successful attainment of its public mission. An emerging critical partner is Portland State University (PSU) and the presidents of
each institution formed the Strategic Partnership Task Force to make recommendations on the best way for the two institutions to leverage limited state resources to meet educational needs in the Portland region and Oregon as a whole. The 24-member Task Force included representatives of the faculty, staff, students, board members and administrators of both universities, plus four community members.

After nearly a year of deep study, frank discussions and consultation with experts, the Task Force recommended that OHSU and PSU develop a strategic alliance to formally link the two universities and encourage future collaborations. The Task Force asserted that a strong and deep alliance between OHSU and PSU would advance the educational and public service goals of the two institutions in the most efficient and productive way possible. The result could be transformational, leading to higher quality education, more research, greater community engagement, enhanced economic development, growing endowments, cost savings, increased revenue, and an edge in the increasingly competitive higher education marketplace.

In addition to the formation of a strategic alliance, the Task Force made a number of recommendations regarding academic, research and administrative initiatives that should be explored further for implementation as well as the creation of a steering committee to oversee and guide the alliance. The recommendations were formerly adopted by the Presidents and implementation of many of the recommendations is well underway. The original report can be downloaded by the public from the Portland State University website.

**Standard 3.A.2 The institution’s comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.**

OHSU strives to be as inclusive as possible in the development of its strategic priorities and uses a variety of mechanisms to capture data and gather input from OHSU’s faculty, students and staff as well as its community partners. Although the number of avenues for the dissemination and gathering of information with the OHSU community are too many to detail in this document, a number of key ones are described below.

The OHSU President’s Council includes executive leadership members, deans, directors of the research institutes, the chair of the Research Council, president of Faculty Senate, president of the All- Hill Student Council and leadership of the OHSU Health System and meets bi-monthly. This meeting provides a forum in which the President and executive leadership can share and gather high-level input into strategic priorities.

OHSU Vision 2020, v. 2013 reflects a new emphasis on strategic planning across missions. OHSU Vision 2020, v. 2013 is a new “lean” type of planning document. The President’s Council now serves as an important institutional strategic planning entity. Ongoing planning is facilitated by the OHSU provost and by the assistant vice provost for strategic planning and program development.

The most recent revision of OHSU Vision 2020 was accomplished through work groups of President’s Council members. As appropriate, input from other members of the OHSU community was sought. The draft of the revised Vision 2020 was then widely distributed for input and comments throughout the units and mission areas represented on President’s Council. OHSU Vision 2020 v. 2013 was ratified by the OHSU Board of Directors in January 2014.
The President’s Council has oversight responsibility for implementation of OHSU Vision 2020 v. 2013 goals and strategies on the institutional level and for reviewing and approving the unit-level tactics. PC members are responsible for leading/coordinating the strategic planning process in their specific areas. Because all OHSU stakeholders are represented directly or indirectly on President Council, and because members are charged with communicating widely within their various areas, planning is dynamic and encompassing.

Vision 2020 v. 2013 was presented to and adopted by the OHSU Faculty Senate, whose President is a standing member of the President’s Council. Faculty had a direct role in creating Vision 2020 v. 2013 strategies. For example, OHSU research faculty were deeply involved in the rewording of Goal 5—“Align OHSU enterprises to support robust and sustainable innovation and research”—and in developing its strategies.

The assistant vice provost for strategic planning and program development meets regularly with leaders of unit-level strategic planning and helps align unit-level strategies and tactics within the six goals of Vision 2020. In this way, plans are synchronistic and outliers identified. This allows opportunities for collaboration among units and for redundancies and duplication of efforts to be identified, thus ensuring institutional resources are wisely allocated and leveraged among stakeholders.

In 2014, the Research Strategic Advisory Council was formed in response to a growing acknowledgement that faculty are key to OHSU’s success and the institution needed greater input from research leaders in particular. The RSAC meets monthly and includes the president, the provost, the dean of the School of Medicine, the senior vice president for research, and the associate vice president for research, as well as key center and institute directors—and, importantly, three elected faculty representatives. The RSAC is charged with advising on the strategic direction for research, potential investments, and other high-priority research issues.

To ensure that the student voice is heard in the comprehensive planning process, the provost, working with the vice president for research operations and student affairs, maintains a close relationship with the All-Hill Student Council, which is the governing body of all OHSU students. Students are invited to participate on appropriate planning committees, and the All-Hill Student Council President sits on the President’s Council and is encouraged to raise issues within that forum and share information learned with their peers. The president also meets quarterly with students to hear their concerns and provide a forum to exchange information about items of interest to the students.

To keep its broader community informed of the institution’s comprehensive planning activities, OHSU uses regular enterprise-wide email communications from the president (Directline) and the weekly e-newsletter OHSU Faculty News, as well as blogs such as OHSU Research News, the Leadership Forum and Staff News. The strategic planning website is regularly updated. In all cases feedback is encouraged either by email or by posting comments on the blogs. Schools, units and other special interest groups also use these mechanisms as well as newsletters to engage interested constituents in the OHSU community.

OHSU leadership also use surveys as an effective tool to gather broad input on particular subjects. Although used judiciously to avoid “survey fatigue” this tool has been used effectively in gathering information for most of the planning initiatives described above in 3.A.1. For smaller, but still important initiatives, an assessment of faculty support and student housing needs; and faculty, student and staff perceptions and needs of the OHSU Library, are used to determine the effectiveness of existing programs and initiatives.
OHSU is a very consensus-driven organization and some would argue that the inclusive processes slow decision-making, and as a result the institution is not as agile as it should be. However, when circumstances dictate the need for a rapid decision by OHSU leadership, the information gathered through previous extensive interactions with the community ensures that the chosen response is reflective of campus sentiment.

**Standard 3.A.3 The institution’s comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.**

OHSU is committed to using data to drive its decision-making process and to evaluate progress in fulfilling its strategies and goals. The data are gathered through a number of different tools and accuracy carefully accessed. As an academic health center, OHSU’s culture is entrenched in data-driven decision-making.

The President’s executive leadership reviews the financial performance of the institution on a monthly basis and compares the data to budget for significant variances. During this monthly review the executive leadership also reviews overall patient activity, admissions, hospital revenue/expense per case mix index (CMI) adjusted discharge, Faculty Practice Plan Relative Value Units (RVU) and collections, OHSU Foundation performance and research expenditures. Positive and negative variances are analyzed to determine the underlying causes so that corrections can be made and lessons can be learned. The financial performance is also reviewed at each quarterly meeting of the OHSU Board of Directors and audited at the close of each fiscal year.

The Oregon State Legislature evaluates OHSU’s mission fulfillment every two years when it reviews the institution’s **key performance measures (KPMs)** as part of its appropriations process. OHSU had 23 KPM’s that have been monitored since 2002. In the 2013-15 report to the Legislature, the number of KPM’s was reduced to 19. The current key performance measures provide an emphasis on the education component because that is primarily what is funded by the state general fund appropriation. Within the broad category of education are measures related to access to the professional programs for in-state residents, degrees and certificates produced in critical areas (health professions and nursing faculty) and student learning outcomes as measured by student pass-rates on professional licensure exams. Under research, competitiveness is addressed in the current shrinking environment for federal funds to support scientific inquiry, investigation, examination and innovation. Within the broad category of community service and public outreach, the effectiveness of the Oregon Poison Center and participation of M.D. students in clinical rotations in underserved communities in Oregon is addressed. OHSU’s dedication to improving the distribution of health care providers and services in rural and urban underserved areas in Oregon and to the development of an adequate K-16 science and health career pipeline is addressed in two KPMs. In addition to these measures, OHSU tracks its financial health and resource stewardship by following its annual net income against a rolling five-year financial plan. Several KPMs are used as core theme indicators.

OHSU health care uses an array of internal and external data sources to establish and monitor priorities related to its mission, and to align with the wide variety of national priorities established by various national bodies such as the Centers of Medicare and Medicaid Services (CMS), The Joint Commission, and the National Patient Safety Foundation. The clinical staff is represented by the multidisciplinary Professional Board, which works with OHSU’s Quality and Safety Management Department, administrative team, and clinical departments to set yearly performance targets and to monitor progress. The Professional Board is made up of many constituent multidisciplinary councils and committees, among which are the Quality Executive
Quality Executive Council (QEC) and Safety Executive Council (SEC). The Professional Board reports to the University Health System Board, which in turn reports to the OHSU Board. The Professional Board and clinical departments make use of external data partners to assess OHSU performance and to provide comparative data with other health systems. These data partners include, for example, the University Health System Consortium, the Vermont Oxford Neonatal Network, the Society for Thoracic Surgery, and many others. OHSU has a complete, integrated inpatient and outpatient electronic health record from which a substantial amount of data is accessed for performance monitoring and improvement. In aggregate, OHSU’s Professional Board, administrative team, and clinical departments use these data to review existing priorities and establish new priorities in the service of the OHSU mission.

In order to have a strong foundation on which to review OHSU’s operations and business models, a vast amount of data was provided to partner consultants for analysis and benchmarking against national standards and peers across the country. For example, PWC requested 526 data sets from areas such as central financial services, supply chain in the hospital and university, ITG, facilities and operations, revenue cycle management, hospital operations and research and academic administration. In an earlier engagement, McKinsey made a similar-sized data request to create a base from which to make their recommendations and also conducted over 170 interviews with faculty, students, staff and key external stakeholders.

OHSU has invested in Cognos Business Intelligence and Performance Management as the platform for delivery of information to support research, academic, and administrative activity across the enterprise. With this tool the organization has the ability to leverage departmental level and enterprise wide data to drive more efficient and effective decision-making. Cognos has been in use at OHSU since 2008 and its use is widespread as OHSU departments are establishing business intelligence teams to facilitate management decision-making and to improve the quality and transparency of data. As a result of this growth OHSU has established an enterprise wide Business Intelligence Advisory Committee to: 1) ensure alignment of business intelligence activities with the wider business strategy defined by executive leadership, 2) reduce redundancy by defining common tools, processes, methodologies, and standards, and 3) optimize organization wide spending on business intelligence initiatives by evaluating, prioritizing, and communicating project related activities.

The intent is to include both operational and financial information in this common management reporting platform. Key performance indicators (KPIs) will be determined, considering input from stakeholders across the business. These KPIs would be developed through a holistic process with a focus on the factors that drive OHSU’s business. OHSU expects to realize numerous benefits from fully implementing Cognos across the entire organization including enhanced, consistent management reporting and improved data integrity provided by a single, universal source of data. It is expected that the combination of operational and financial KPIs would enable process improvement across the various administrative functions.

In 2009 OHSU began publishing an annual Fact Book that contains a wide variety of data on the institution’s students, faculty, staff, hospital volumes, budget and finances, research productivity and developmental activities. The goal of the document is to provide the OHSU community and the citizens of Oregon information about OHSU’s performance in an easy-to-use format. The data source, date and explanatory notes are included for each table and this extensive document (over 100 pages) is used, when appropriate, throughout the University as the authoritative source of information for the purposes of evaluation and planning.

As described above in Standard 3.A.1, OHSU utilizes surveys to gather both quantitative and qualitative data on which to base its decisions. An additional example of the use of surveys to
gather data is the administration of the bi-annual image survey. Every three to four years since 1998, OHSU has retained a consultant to conduct a statewide image survey to evaluate public attitudes, awareness, and perceptions about OHSU, and track changes over time. The survey is also used to assist OHSU leadership in the development of communications and engagement efforts with the public and key stakeholders. This survey is scientifically rigorous and is weighted to provide an appropriate sample for age, gender and geographic location.

**Standard 3.A.4 The institution’s comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.**

The allocation of financial resources is driven by the priorities articulated in Vision 2020 and other key strategic planning documents adopted by executive leadership. Based on the recommendations arising out of the institution’s operations and business model review, a financial model has been constructed to help resource allocation decisions. This model is based on conservative assumptions vetted with the OHSU community and sets targets for financial performance through fiscal year 2020.

Capital expenditures in the university are determined by the Capital Allocation Committee comprised of the provost and executive vice president for academic affairs, senior vice president for research, School of Medicine dean and executive vice president, and the executive vice president and chief financial officer. All decisions regarding the allocation of capital expenditure authority is guided by Vision 2020, the facilities master plan, and strategic priorities identified by executive leadership for investment in the upcoming fiscal year. In fiscal year 2013 the Capital Allocation Committee allocated about $30 million to facilities (deferred maintenance), ITG, Academic & Research Missions, the School of Medicine, and the Space Committee (renovations/relocations). The hospital allocated about $80 million through its own capital allocation process which is also driven by Vision 2020 and strategic priorities identified by the recent review of OHSU’s business model.

The assignment of space at OHSU is governed by the OHSU Space Committee comprising members appointed by the president of the university. The Space Committee includes executive leadership, or their senior designees, from all mission areas of the institution.

In making its allocation decisions the Space Committee reviews the alignment of the request with Vision 2020 as well as the strategic and long-range facility master plan, and whether the request is driven by a need to ensure public safety or achieve legal compliance. Priority is given to requests that support the programmatic mission of the university and that encourage inter-disciplinary interactions and maximize space utilization to encourage integration of programs. To better aid its decision making process, the Space Committee implemented OSIS, a space management application that provides web-based access to the institution’s facility floor plans with dynamic highlighting and labeling based on real time information such as department assignment, individual occupant, mission code and grant revenues. The same application is used in the annual space inventory and is the authoritative database for space related information.

**Standard 3.A.5 The institution’s planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.**
As an academic health center with clinical operations, OHSU has significant experience and devotes significant resources to emergency preparedness and contingency planning. OHSU also collaborates with a broad and diverse group of emergency management partners including the City of Portland, Multnomah County, Washington County, Public Health, surrounding hospitals and universities, and local law enforcement.

OHSU’s emergency response plans and resources are described in detail on the OHSU intranet. Comprehensive planning for OHSU is coordinated by the Emergency Management Preparedness Group which has representatives from all OHSU missions. In conjunction with this mission-wide planning, OHSU hospital and clinics conduct their own emergency response planning which is very well developed, and responsive to all requirements for Joint Commission accreditation. Along with hospital and clinic preparedness, during the past three years, OHSU’s educational and research missions have initiated a comprehensive process for planning and implementation of emergency response and operations continuity. This has resulted in the initiation and development of emergency plans for all educational and research operations and buildings (ongoing) and the creation of the Academic and Research Emergency Management group. This group is composed of individuals who are responsible for emergency planning for all educational and research activities, including animal care. Members of this group have all become certified in basic National Incident Management System (NIMS) training, and rotate 24/7 on-call responsibility for responding to emergencies that occur in academic and research space at OHSU. One of the most recent outcomes of the Academic and Research Emergency Management group is the development of the OHSU alert system.

Responding to recent changes in the Higher Education Act, “OHSU Alert” is a mass notification system that allows OHSU to notify Portland and/or west campus students, faculty and staff and the surrounding community, in the event of an emergency by sending a broadcast message via text message, pager, or both. While the university has not had to utilize the system officially for any reason to date, the system is routinely tested, and tests indicate that the system is working well and prepared for use.
CHAPTER FOUR: CORE THEME PLANNING, ASSESSMENT, AND IMPROVEMENT

This chapter presents information related to the accreditation standards: Core Theme Planning (Standard 3.B), Assessment (Standard 4.A.) and Improvement (Standard 4.B.) This chapter begins with statements ensuring OHSU’s compliance with Northwest Commission on Colleges and Universities (NWCCU) eligibility requirements 22 and 23. The following section provides a general overview of the aforementioned standards and describes how OHSU is progressing as well as identifying areas of improvement still needed for each accreditation requirement.

SUMMARY OF ELIGIBILITY REQUIREMENTS 22 AND 23

Eligibility Requirement 22: Student Achievement

OHSU identifies and publishes the expected learning outcomes for its degrees and certificate programs. This information can be found on the OHSU website. In addition, the university has integrated Program Assessment Plans into the Academic Program Review Process as a component of the overall review to ensure that faculty are not only engaging in a regular and ongoing assessment to validate student achievement and learning outcomes, but also to understand how these outcomes inform broader program planning.

Eligibility Requirement 23: Institutional Effectiveness

The university has demonstrated in its response to Standards 3, 4 and 5 that it applies clearly defined planning and evaluation processes, assesses the extent to which it achieves its mission and core themes, and how it uses the assessment results to effect student and university performance and improvement. These activities reside at the program, school and university level and results are communicated to OHSU constituents primarily through the website, reports, briefings from the Office of Student and Academic Affairs, Research, and Central Financial Services. Through a number of processes, the university regularly monitors its internal and external environments to determine how and to what extent changing circumstances may impact the university and its ability to sustain its operations to meet its mission and vision.

GENERAL OVERVIEW

This section provides a brief overview highlighting how OHSU’s processes align with Standards 3.B. – Core Theme Planning, 4.A.- Assessment and 4.B. – Improvement. At the end of each of these sections, an analysis of the progress and enhancements that are still needed is provided.

Standard 3.B. Core Theme Planning

Standard 3.B.1 Planning for each core theme is consistent with the institution’s comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.

OHSU’s comprehensive plan, OHSU Vision 2020, first adopted by the Board of Directors in December 2007, articulated six goals and a plan to support quality and improvement across
OHSU. In short, goals and strategies included a focus on diversity, faculty collaboration, policy and healthcare delivery solutions, health and science workforce needs, and sustainable innovation and research. These key goal areas formed the foundation for identifying and eventually defining the University’s four core themes.

The campus initiated the core theme planning process in 2010. The interim provost and vice president for academic affairs appointed the NWCCU Core Theme Steering Committee to lead this effort. The charge of the committee was to develop the core themes, generate broad institutional support and help guide the process of identifying objectives and indicators. Core theme teams were then organized and included more than 50 representatives of OHSU’s community—faculty, administrative and student leaders from across the campus, representatives from the OHSU Faculty Senate, schools and programs.

Further, goal strategies outlined in Vision 2020 guide ongoing planning and continuous quality improvement throughout all of OHSU’s units and school planning efforts. Alignment between the University’s strategic goals and the four core theme objectives is depicted in Table 3 on page 31.

Comprehensive planning to support achievement of OHSU’s strategic goals and strategies occurs primarily at two levels—executive leadership and within the schools. Vision 2020, OHSU’s strategic plan, was developed to provide a dynamic, adaptable roadmap for all mission areas and serves as the foundation for all other organizational plans. Further, most of the schools have implemented their own strategic plans that support OHSU’s strategic goals and core themes.

*Standard 3.B.2 Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.*

Continuing the work initiated in 2010, the core theme teams developed the narrative description, objectives and indicators for each core theme that was submitted in the Standard One report in 2011. As ongoing planning continued, the approach turned out to be unwieldy as the plans for improving programs, services and results related to the accomplishment of the core theme objectives necessitated a more integrated approach. The provost then tasked the regular standing committees—Deans’ Council, Academic and Student Affairs Council (ASAC), Assessment Council, Diversity Advisory Council and Faculty Senate to identify and prioritize components of programs and services developed to further the accomplishment of the objectives. As a result, the centralized synthesis happened at the Provost’s Operations meetings. These meetings are chaired by the provost or executive vice provost. These meetings provided a forum to discuss progress in conceptualizing and implementing programs and services for each core theme and their integration with other initiatives and OHSU Vision 2020. When an issue required more in-depth discussion and analysis to develop consensus on the components of a new program or improving existing program or services, the provost or executive vice provost would appoint a working group to develop options and report back to the appropriate standing committee and approving authority. Examples of how this planning approach has impacted programs and services include the development of a consistent and improved academic calendar for all schools, scholarship distribution in an effort to promote diversity among students, and employee and student child care options.
The ASAC has also been actively involved in planning core theme programs and services to help ensure they are aligned and contribute to achieving the intended outcomes or goals. Most recently, they have been very active in helping to support, plan and implement a number of initiatives that support the Interprofessional Education core theme.

**Standard 3.B.3 Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.**

OHSU’s core theme planning and continuous review is based on defined data sets used to evaluate the attainment of the core theme indicators. Faculty members utilize the data from applicable indicators to determine what changes in curriculum and instructional practices need improvement or enhancement. Examples include: the review of course evaluation ratings, program completion time, student persistence and implementation of outcomes assessment within programs (Objective #1.3, Indicators 1.3.5, 1.3.3., 1.3.4, 1.3.2 respectively). Other specific examples of data-driven planning and application to programs and services are discussed further in subsequent sections of this chapter.

**Progress and Strategies for Improvement**

- Core themes, objectives, indicators and data sources are now fully established and have been analyzed to determine mission fulfillment as a result of this self-study process.

To improve systematic, comprehensive planning to enhance the alignment and contributions to accomplish the core theme objectives, plans include:

1. Communicate more frequently and work closely with executive leadership to ensure that core theme assessment results better align with university strategic planning initiatives.
2. Establish a workgroup, or subcommittee of a standing committee, to better coordinate efforts to ensure a more consistent, ongoing process to regularly monitor the core theme objectives, indicators and data results. Provide recommendations to the Provost’s Operations members for further discussion and action. This will enhance the ongoing process for monitoring the accomplishment of core theme objectives while providing a mechanism to strategize enhancements.

**STANDARD 4.A. ASSESSMENT**

**Standard 4.A.1 The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.**

**OVERVIEW**

The implementation of the new accreditation standards in 2010 and the mandate to report data on key performance measures to the Oregon Legislature, provided the opportunity for OHSU to
examine its strengths and challenges related to assessment. OHSU has access and uses numerous data sources to determine whether the university is accomplishing its core themes. These sources include, but are not limited to an OHSU image survey that monitors Oregonians' perceptions of OHSU; program enrollment and retention data; course evaluation ratings; number of degrees awarded; student performance on national credentialing exams; and research productivity. The data provides a rich foundation for executive leadership, faculty and staff to make meaningful decisions that help the university achieve its core theme objectives.

However, even with the wealth of data available, constructing key performance indicators to determine effectiveness has been a challenge in this process. The number of data sources is a definite strength, yet ongoing planning and work continues to implement data collection processes to ensure the validity and reliability of the data. One example is that the implementation of the Interprofessional Education Core Theme, making great strides in the past year, continues to develop and evolve. As a result, some of the indicators have been modified—and probably will continue to be refined in the future, once the program has reached a point where an established set of measures can reliably provide meaningful feedback on the effectiveness of this new program.

**Progress and Strategies of Improvement**

Several key processes and programs—student outcomes assessment, course evaluation, program review and Interprofessional Education—are continuing to evolve. While sufficient data are available to be evaluated and used for improvement, more data are still needed. Further, while the core theme objectives and indicators underwent an extensive review and update for the Year Seven self-study, additional work is needed to continue to monitor the results and ensure they provide the necessary feedback for institutional improvement.

While OHSU has solid data sources available and processes in place to systematically collect and analyze data, the following actions will strengthen this process:

1. **Continue to monitor, review and discuss with key stakeholders the core theme objectives, indicators and data results to ensure they provide meaningful feedback that can be used to improve programs and services.**
2. **Report more broadly and transparently to stakeholders, no less than annually, the performance on core theme indicators and resultant actions.**
3. **Improve data collection processes and tools to make the process more systematic, consistent and efficient.**

*Standard 4.A.2 The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.*

**OVERVIEW**

Extensive work over the past couple of years has resulted in effective systems of evaluation of some of the educational programs and services. Two primary processes, which have been a focus for the last couple of years, are described below. Faculty have been highly engaged in the development and implementation of both processes and systems described. In addition to the processes described below, schools and programs across the university have collected and
evaluated their own processes and systems to improve their programs and services. Further, initiatives in Student and Academic Affairs, as well as other areas, have also been implemented to monitor the effectiveness of programs and services that directly support students. Examples include:

- A student survey administered in fall 2014 to gauge the use and effectiveness of the student portal. Results are being used to improve the student portal and to increase its usage.
- Annual JBT survey which measures satisfaction with the student health insurance plan, primary care and behavioral health services including access, support and provider effectiveness.
- The College of Pharmacy, Schools of Nursing, Dentistry, and Medicine utilize the results of their Student Exit Surveys and Association of American Medical Colleges (AAMC) Graduation Questionnaire (respectively) to gauge students’ experiences within their respective academic programs.
- The Teaching & Learning Center administers a student satisfaction survey regularly to gauge the Center’s effectiveness in providing students with writing and scholarly research support and its ability to identify services at OHSU that will help students achieve their educational and personal goals.
- Employee and Student Diversity Climate Survey (administered every four years).
- The Pre-Award Office in Research conducts a survey of faculty and researchers who received grant funding to gauge the effectiveness of the support provided by OHSU to help them attain the funding.

**Academic Program Review**

All of OHSU's degree and certificate programs adhere to periodic reviews of academic quality. These reviews are conducted and based on OHSU's Academic Program Review policy, which was developed during summer and fall 2010. Since the policy and supporting procedures were implemented, 16 programs have undergone the five-year review process.

Programs currently conduct an annual review of program data resulting in an annual State of the Program report, which is reviewed by the Provost. However, every five years, programs undergo a more extensive review process that builds on their annual reviews. The five-year program review reports are presented to the Academic Program Review Committee (APR) and Faculty Senate, which determines if the program is meeting the institution's standards of academic quality and integrity.

To facilitate the program review process, the Provost's Office created a series of documents to educate stakeholders about the purpose for the reviews and provide time-saving resources for those actively engaged in them. Information about the academic program review process along with completed program review reports can be found on the [website](#).

Currently, efforts are underway to collapse the student learning assessment results with key program effectiveness data into the annual reporting process. The goal is to enhance ongoing work to monitor student learning and program effectiveness that will provide more useful, meaning information to program faculty. Further, streamlining the work that is done on an annual basis will result in a more in-depth and useful structure to gauge student learning and academic quality.

**Course Evaluation System**

In October 2012, the provost convened a task force to identify a university-wide course evaluation system and develop shared sets of items to be used by all academic programs. The vision was to replace all other end of term classroom experience (not clinical or site evaluations) evaluation systems. Academic administrators and faculty from all areas of the university were convened and reviewed their
charge, timelines, and overall intention to launch the new system in fall 2013. This was accomplished with the adoption of the Blue Course Evaluation system in 2013-14. The adoption of this system allowed for the first time in OHSU history, the ability for central offices to review course evaluation outcomes in an effective and efficient manner.

In addition to the selection of a vendor, the task force developed a standard set of course evaluation and teaching effectiveness evaluation items that all courses are required to use. Schools and programs can select to add additional items; however, there is a self-imposed cap on the number of items allowed to be added to ensure that students are not overly burdened by this process. See list below.

**Course Evaluation**

<table>
<thead>
<tr>
<th>Item</th>
<th>Domain Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>The stated objectives were understandable.</td>
<td>Learning Objectives</td>
</tr>
<tr>
<td>The course as a whole was well organized.</td>
<td>Organization</td>
</tr>
<tr>
<td>The educational materials and resources enhanced my learning.</td>
<td>Course Content</td>
</tr>
<tr>
<td>Evaluation of my performance was based on stated objectives.</td>
<td>Assessment/Eval</td>
</tr>
<tr>
<td>Overall, I rate this course highly.</td>
<td>Overall Quality</td>
</tr>
<tr>
<td>What are the strengths of the course?</td>
<td>Overall Quality – open ended</td>
</tr>
<tr>
<td>What recommendations do you suggest for improving this course?</td>
<td>Overall Quality – open ended</td>
</tr>
</tbody>
</table>

**Teaching Effectiveness**

<table>
<thead>
<tr>
<th>Item</th>
<th>Domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructor was knowledgeable about the subject.</td>
<td>Knowledge</td>
</tr>
<tr>
<td>The instructor was well prepared</td>
<td>Organization</td>
</tr>
<tr>
<td>The instructor’s strategies stimulated my thinking and inquiry.</td>
<td>Engagement</td>
</tr>
<tr>
<td>I received meaningful and timely feedback on my performance.</td>
<td>Assessment/Eval</td>
</tr>
<tr>
<td>Overall, I rate this instructor highly</td>
<td>Overall</td>
</tr>
<tr>
<td>What are the strengths of this instructor?</td>
<td>Overall-open ended</td>
</tr>
<tr>
<td>What recommendations do you suggest for this instructor?</td>
<td>Overall-open ended</td>
</tr>
</tbody>
</table>

At the end of a term, each course instructor has access to an electronic, on-demand teaching and effectiveness report which provides descriptive data, analysis and comments from the learners. The same information can be viewed by the department chairperson and the specific program administrators. University administrators receive a quarterly report highlighting trends by school and program. Each program is provided with summative data at the end of the term for review and sharing with appropriate agencies.

**Progress and Strategies for Improvement**

- Program review process is now established and faculty and administrative oversight has been established.
- The course evaluation system is now established with reports being generated for the schools and the provost.
To increase university effectiveness related to this standard, the following areas for improvements have been identified:

1. Continue to establish rigorous metrics to gauge the quality and effectiveness of support services for students. Implement a coordinated, centralized assessment process that will yield results across all student service areas.

2. Improve process to more accurately identify programs and supervisors in the course evaluations which will result in a more efficient, automated distribution of quarterly evaluation results to all stakeholders.

3. Engage in a collective, ongoing review of all specialized accreditation evaluation reports and identify common areas of needed improvements or enhancements across all programs.

4. Assure the current Academic Program Review process results are used to improve or enhance programs while systematizing the use of results to inform budgeting and planning processes.

**Standard 4.A.3** The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

**OVERVIEW**

OHSU through its academic programs has established indicators of achievement; analyzed data collected through evaluations and applied identified improvements to its courses and programs, especially for professional health education programs that are accredited by specialized accrediting agencies.

The OHSU Assessment Council was established in 2011 with the charge of “advising the provost/vice president for academic affairs on matters concerning institution-wide assessment of educational programs, student outcomes, and the resources needed to support such assessments.” The Assessment Council ensures that academic assessment and accountability are institutional priorities and supports OHSU’s mission to educate health care professionals, scientists, and leaders in top-tier positions.

Since that time the Assessment Council has evolved from a focus on the development of student learning outcomes for programs without them, infrastructure and criteria development, to a point where all academic programs have engaged in a systematic process of assessment of student learning outcomes. All academic programs have student learning outcomes (SLO’s) that are approved by the OHSU Assessment Council based on a scoring rubric. The SLO scoring rubric indicates three levels (Approved, Minor Improvements Needed, or Major Improvements Needed), as well as the additional elements that are scored to encourage improvements. Additionally, the rubric reflects whether SLOs are written from the student perspective, cover multiple domains, are measurable, and are of sufficient number given the academic degree/certificate. Academic program directors receive feedback after group scoring and these results are included in the Xitracs software program for monitoring.

In addition, the Assessment Council has worked with all programs to move from the declaration of student learning outcomes to ensuring that programs have comprehensive methods and processes in place to document student learning. To date, 90 percent of academic programs have approved Assessment Plans. Linked to the reporting of SLO findings, all academic programs are provided with an Annual Statistical Report by the Provost’s Office that programs review and reflect on, in
combination with their SLO findings, in order to submit an annual State of the Program Report. The reporting timelines for academic years 2012-2015 and the program reporting requirements are posted on the website and are available to all faculty and programs.

Similar to the scoring of SLOs, the OHSU Assessment Council developed an Assessment Plan Feedback Form that is the mechanism for formally reviewing assessment plans and proposed targets of achievement. In all cases, student learning outcomes and degree requirements within an academic program/major are identical whether offered online, in-person, or in a hybrid context. In order to support academic programs success, significant training documentation and examples were created. Additionally, the then chair of Assessment Council worked with individual departments, with the support of the OHSU Teaching & Learning Center, to develop meaningful, authentic, and achievable plans. This support ranged from open lab style workshops to one-on-one sessions, to large groups session meetings with program directors.

Although academic program faculty have the first line of authority in evaluating individual student achievement and ensuring students meet the expectations of the course, program/degree, it is also the responsibility of the OHSU Assessment Council to review the aggregate programmatic results. In order to ensure increased faculty participation in this process, beginning spring 2014 six additional faculty members were added to the Assessment Council, including one faculty member that is the OHSU Faculty Senate representative. The addition of these faculty members provides a well-rounded perspective and also broadens the faculty membership to this Council. The members of the Assessment Council are:

- Susan Adams, M.Ed. (Teaching & Learning Center)
- Tanya Ostrogorsky, Ed.D. (College of Pharmacy)
- Phyllis Beemsterboer, M.S., Ed.D. (School of Dentistry)
- Thomas Boudrot, Ed.D. (Teaching & Learning Center)
- Tracy Bumsted, M.D., M.P.H. (School of Medicine - Undergraduate Medical Education)
- Allison Fryer Ph.D. (School of Medicine – Graduate Studies)
- Paula Gubrud-Howe, R.N., Ed.D. (School of Nursing)
- Claire Hull, M.H.S., PA-C (Physician Assistant Program)
- Kristin Lutz, R.N., Ph.D. (School of Nursing - Faculty Senator)
- Lisa Marriott, Ph.D. (School of Medicine - Graduate Programs)
- Glenise McKenzie, R.N., M.N., Ph.D. (School of Nursing - Undergraduate Programs)
- Rose McPharlin, D.D.S. (School of Dentistry - Predoctoral Programs)
- Sarah Melton M.Ed. (Teaching & Learning Center)
- Diane Stadler, Ph.D., R.D. (School of Medicine - Health Professions)
- Teresa Turnbull, D.N.P., F.N.P-C, D.C.C. (School of Nursing - Graduate Programs)

Progress and Strategies for Improvement

The OHSU Assessment Council has expended significant focus and effort in the development and implementation of outcomes assessment plans across all programs. This focused effort over the past three years is helping to assure that OHSU’s assessment processes are authentic and lead to improvements in student learning and teaching.

Although great progress has been made to develop and implement the student outcomes assessment plans across the university, the momentum needs to continue to ensure its integration into processes, procedures and the culture.
1. Ensure and monitor that all programs have developed a student outcomes assessment plan and track progress in the Xitracs system.

2. The Assessment Council will review results of program mapping efforts to ensure that programs are meeting OHSU requirements either through program-specific courses or through the OHSU Interprofessional Initiative activities that focus on four of the OHSU Graduation Core Competencies.

3. Determine a way to monitor student achievement overall on OHSU Graduation Core Competencies.

*Standard 4.A.4 The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.*

**OVERVIEW**

The president and executive leadership is ultimately responsible for institution-wide alignment of programs and services with the core themes. Indicators described later in this chapter are used to assess whether objectives are being met and what institution-wide corrective action is needed—if any. A number of governance structures provide broader review of university practices, policies, and procedures by faculty, staff and students. These structures also provide a platform for assessing program effectiveness and achievement of core theme objectives.

Schools, faculty and staff are able to identify how their work contributes to achievement of both the strategic plan and the core theme objectives. For example, the developing School of Public Health, a collaborative initiative with Portland State University, is being built upon a 21-year track record of collaboration in public health programming and takes OHSU’s missions of teaching, research and service to the next level. This highly successful initiative—and now the expansion to develop a School of Public Health—is a direct outcome of the university’s priority to fulfill its mission by addressing all four core themes—Learning Environment (new school, new educational programs), Clinical and Translational Research (create environment for additional educational and research opportunities for students and faculty), Interprofessional Education (participation by applicable emerging School of Public Health programs), and Health System and Health Policy Leadership (prepare public health workforce, provide leadership in the implementation of new approaches and polices to improve the health of populations, and address social determinants).

**Progress and Strategies for Improvement**

- A structure for reviewing core theme progress and evaluating mission fulfillment is now in place.
- Efforts to expand university transparency regarding progress on mission fulfillment will continue. Publishing the Mission Fulfillment Table in the 2014 OHSU Fact Book, is the first step in more formally communicating and informing all stakeholders of the status and progress of achieving the core theme indicators. Having this data available prior to the university strategic planning session will help ensure that results are integrated into planning efforts.
To enhance the holistic alignment, correlation, and integration of programs and services toward the accomplishment of core theme objectives, additional steps will be needed to ensure the alignment of work to achieve the core theme objectives:

1. Develop a plan to more broadly review the progress on core themes and evaluation of mission fulfillment.

2. To ensure that data is meaningful, accessible, and verifiable, examine ways to streamline data collection efforts and more centrally locate data resources.

_Standard 4.A.5 The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered._

**OVERVIEW**

In May 2010, OHSU began the review of its operational and business model to complement its update of Vision 2020. The institution retained a leading national business planning and consulting firm to assist with the review process. The consultants conducted an extensive analysis of overall trends, historical performance, benchmarking against institutional peers, and financial performance of various university departments and divisions. As a result of this work, the OHSU executive leadership adopted a set of principles to inform the institution’s business strategy over the next ten years. These principles have allowed OHSU to build on and leverage existing strengths, invest resources in those activities that demonstrate the best potential for advancing the university mission, develop a significant return on investment and enhance and create new sources of revenue by adopting a more entrepreneurial mindset. In October 2010, the OHSU executive leadership began the process of applying these principles and retained Pricewaterhouse Coopers (PWC) to help identify enterprise-wide operational efficiencies that could be incorporated into OHSU’s cost structure starting in fiscal year 2012. PWC worked with OHSU faculty and staff in six workgroups spanning OHSU’s healthcare, academic and research missions to examine such areas related to the core themes of research and education and other critical areas of operations.

**Progress and Strategies for Improvement**

Evidence of this work and the impact on achieving the core theme objectives includes (but is not limited to):

- OHSU’s efforts with PWC identifying over 60 initiatives that will result in a savings of about $100 million annually following a four-year implementation period.
- Investment in the Collaborative Life Science Building and Skourtes Tower (Supports core themes #1, 2, & 4).
- Continuing OHSU Tuition Promise program into a second year (2014-2015) with approval for a third year (2015-16) (Directly supports core themes objectives #1.1 and 1.3)
- Financial support of the developing, new joint School of Public Health (directly supports core themes #1, 2, 3, 4)
- Funding the Radiochemistry Research Center—a major extension of OHSU’s national expertise in advanced research imaging. (Directly supports core themes #1, 2, 3, 4).

Efforts to better align Vision 2020, mission, vision and core themes needs to continue to be at the forefront of planning efforts. Further, improving current communication channels to ensure the
university community is well apprised of the achievement of program and services outcomes or goals needs to be reviewed.

**Standard 4.A.6** The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

**OVERVIEW**

The president, provost and vice presidents articulate strategic goals and strategies and communicate them to the university. The provost meets regularly with the deans and vice provosts to review the plans and assessments of the schools.

The assessments contained in the following section are based on the work of a team of administrators, faculty, and staff who reviewed the core themes and indicators and were engaged in the collection of the appropriate data. The Provost’s Office provided the final review of these data and identified areas for ongoing improvement. The data for the core themes are reviewed annually unless otherwise indicated. The core theme assessments and the associated recommendations will inform the ongoing data collection initiatives and the improvement and development of various programs and services.

**Progress and Strategies for Improvement**

OHSU periodically reviews many of its assessment processes to ensure the provision of meaningful results that lead to improvement. Documented processes and procedures such as outcomes assessment, program review, proposing new programs and changing existing programs and academic policy are reviewed by the oversight body as outlined by the appropriate academic policy. The chief financial officer oversees the assessment of the financial review processes to ensure they meet university, state, and federal expectations; the chief diversity officers conducts assessments such as the diversity climate survey to gauge the perceptions of students and employees and effectiveness of diversity initiatives; provost/senior vice president for academic affairs not only oversees the assessment of academic initiatives but for student affairs as well.

Continuing to systematize the use of assessment results for improving student learning, program effectiveness, etc. continues to be an area that the university needs to continue to monitor and support. As these processes continue to evolve and change, the effectiveness and usefulness of the process and results needs to continue to be reviewed to ensure they are useful in making needed changes and improvements. Better documentation and enhancement of communication to key stakeholders on improvements to assessment processes and/or use of results will be critical to stakeholder buy-in and acceptance.

**Standard 4.B. Improvement**

**Standard 4.B.1** Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.

The response for this standard will be addressed in the Planning, Assessment and Improvement by Core Themes section in this report.
Standard 4.B.2 The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

Schools and program faculty regularly use assessment results provided through exams, course evaluations, licensure passage rates, etc. to identify areas where adjustments need to be made in instructional and clinical practices. Examples of improvements that have occurred as a result of assessing student learning outcomes are provided below as well as in the core themes section of this chapter.

- The coordination of the School of Nursing’s shared core set of assessments across five campuses. The Bachelor of Science with a major in nursing program is offered at five campuses and several of those campuses have multiple degree options, resulting in a total of nine separate assessment plans that are contextualized for the student demographic. In order to facilitate the development of assessment plans that capitalized on the shared curriculum but allowed for and respected the differences based on regional location and program characteristics, several meetings with program directors resulted in the development of an assessment ‘menu.’ This menu included a set of required elements that all programs and locations would track and monitor and then a set of assessments that programs/locations selected from.

- The School of Medicine Graduate Studies division has 16 different Ph.D. programs, all of which lacked assessment plans and targeted outcomes. After nine months of collaboration, a set of nine SLOs (also mapped to the OHSU Core Competencies) were approved by the School of Medicine Graduate Council. The intention was to maximize what these programs had in common and create the framework in which programmatic review could occur. The next step was to focus on the major milestones already in place and identify activities that supported student learning that needed to be added to a systematic plan. The process sparked lively and constructive discourse between program directors about the philosophy of student progression and retention and minimum passing criteria.

To better inform the university community about student learning assessment results, the following steps for improvement have been identified:

- The annual Assessment Council Summary Report prepared by the chair of the Assessment Council is published on the OHSU website. This report will be expanded to include the work on mapping program SLO’s to the OHSU Graduation Core Competencies and an overview of the assessment findings and resultant actions that lead to improvement in student learning. The report will be provided to the Faculty Senate, emailed to university faculty and key staff, and posted on the assessment website.

- Look for ways to combine the Annual Program Statistical Report and the Annual State of the Program (Assessment) report to streamline faculty reporting and to better integrate these processes for improvement of programs.

- Develop an annual publication that provides a brief overview of assessment findings and actions that have improved student learning and make it available to all stakeholders.

- Ensure alignment of curriculum, course syllabi and learning outcomes.

- Strengthen and utilize the assessment feedback loop process.

- Examine and use the results of the Interprofessional Education Program student readiness tool to help enhance the program.
PLANNING, ASSESSMENT AND IMPROVEMENT BY CORE THEMES

The following section addresses OHSU’s four core themes—Learning Environment, Interprofessional Education, Clinical and Translational Research and Health System and Health Policy Leadership—using accreditation standards 3.B-Core Theme Planning., 4.A-Assessment and 4.B.-- Improvement as the framework.

Core Theme #1 – Learning Environment

Standard 3.B. Planning for the Learning Environment

The Learning Environment core theme is vital for OHSU and guides university planning and selection of programs and services. Three objectives that undergird the Learning Environment core theme and provide direction for planning programs and services are as follows:

1. Develop student pipeline to meet the health needs of an increasingly diverse Oregon and nation.
2. Provide a supportive learning and work environment for diverse students, faculty and staff.
3. Produce graduates in health professions, scientists, engineers and managers who meet appropriate industry standards.

The learning environment planning aligns with three of the University’s strategic goals which are identified below:

- Goal 1: Be a great organization, diverse in people and ideas.
- Goal 2: Develop and retain a faculty that collaborates to drive excellence and innovation across OHSU.
- Goal 4: Help meet Oregon’s health and science workforce needs through innovative education strategies.

Planning for and enhancing the learning environment is a continuous process requiring expertise and input from faculty, staff, students, administration and local and regional business and educational partners. This section highlights some of the planning activities that are currently occurring in an effort to ensure that OHSU’s learning environment supports potential student pipelines into existing OHSU programs, enhances and sustains a diverse climate, and produces graduates to fill scientific, business and healthcare workforce shortages.

Core Theme One: Objective 1.1- Develop student pipeline to meet the health needs of an increasingly diverse Oregon and nation.

Student Pipeline

OHSU has had extensive pipeline programs in place for many years that reach out to elementary, high school, undergraduate and graduate college students throughout the state.

A new program, On Track OHSU!, partners OHSU with two Oregon high schools (and their feeder middle schools) with a large number of underrepresented minority and low-income students. OHSU’s Office of Science Education Opportunities implemented this new pipeline program to increase the number of underrepresented minority students in the biomedical sciences and in OHSU’s schools and programs. This program was launched in 2013 and will provide a set of multi-
year experiences for 6th – 12th grade students from underrepresented populations. Successful pilots targeting 11th and 12th graders were implemented January 2013.

Other efforts, coordinated and funded through OHSU are provided through the Oregon Area Health Education Centers (AHEC). Highlights of some of the initiatives are outlined below:

- **MedStars** is a 4 1/2 day residential summer experience at OHSU. This program is designed to help rural Oregon high school and college students learn about and experience the many career options in health care.

- **Club Med** is an exciting health careers program that meets twice a month with students at high schools in all four AHEC regions in Oregon. The program provides students with interactive activities and information about health careers, college preparation, study skills, job shadowing, and internships.

- **Youth Health Service Corps** is a program that targets high school students in rural parts of Oregon. Students participating in this volunteer program have the opportunity to learn about health career topics. Each AHEC region offers this at one or more high school locations.

- **Community partners** sponsor a variety of Health Career Day activities in the fall and spring. The goals are to educate students about health careers, let the student hear from practicing health professionals, and provide them with an opportunity to visit with college representatives and talk to health care employers.

- **MedQuest Health Careers Camp**: Each June, nearly thirty high school age students attend a five-day residential camp at Eastern Oregon University. Grande Ronde Hospital staff and eighty independent practitioners join with AHEC staff members to provide career education and shadowing experiences for youth.

Growing the pipeline of diverse professionals in the health, science and research fields require intentional, sustained and strategic effort. The Center for Diversity and Inclusion (CDI) offers programs and activities to create awareness among diverse students about academic and career opportunities in health, science and engineering. CDI offers summer internship programs that provide hands-on research and clinical experiences in medicine, nursing, dentistry and other healthcare professions. The program has grown from eight students in its inception in 2008 to 26 during the 2013-14 academic year.

**Core Theme Objective 1.2 – Provide a supportive learning and work environment for diverse students, faculty and staff.**

The Diversity Action Plan builds upon the foundation created by the Diversity Advisory Council, which was formed in 2005. Recognizing the value diversity brings to the campus, President Joe Robertson initiated creation of OHSU's Diversity Advisory Council, empowering it to develop a plan to support and enhance diversity and inclusion at OHSU. The Council includes representatives from each of the university's mission areas and OHSU students, staff and faculty. It advises the president and executive leadership to enhance diversity, inclusion and equal opportunity for all aspects of the university's mission and supports diversity initiatives across the university.
From November 2011 to September 2012, a Diversity Advisory Council subcommittee developed the Diversity Action Plan under the direction of former Senior Vice President, Chief Administrative Officer and Chief Diversity Officer Norwood Knight-Richardson, M.D., M.A. The Diversity Advisory Council includes members representing all missions—education, research, health care and community service. The goal of the resulting plan is to improve access, advancement, retention, professional opportunities and the campus climate for all OHSU community members while aligning with business objectives.

Beginning with the 2010 Diversity Strategic Plan, opportunities to enhance diversity within OHSU’s existing programs, policies, procedures and institutional norms were identified. The opportunities were then ranked according to urgency, feasibility of improvement and alignment with OHSU’s Vision 2020 Strategic Plan. Based on the rankings and the climate survey results, the Diversity Advisory Council identified five goals as the highest priority to the stakeholders to address diversity among students, residents, fellows, faculty and the workforce throughout OHSU during the next five years:

1. Increase Recruitment
2. Strengthen Retention
3. Improve the Climate of Inclusion
4. Build Community Partnerships
5. Benchmark for Excellence

For each of the first four goals, the plan outlines specific strategies, identifying those responsible and what metrics will be used to measure progress.

Goal 5 measures OHSU's diversity and inclusion progress against three separate benchmarks: OHSU change over time; performance of similar academic health centers; and global diversity and inclusion benchmarks.

The Diversity Action Plan is intended as a roadmap to guide the efforts of all OHSU community members and campus units. Individual units and departments are invited to enhance the goals, strategies and metrics to achieve the objectives within their groups. The plan calls on all community members to contribute toward reaching the Diversity Action Plan goals and building an institution that leads in diversity and inclusion.

Diversity and inclusion are central to OHSU’s core values. The following principles and values align with OHSU’s strategic vision and serve as a call to action for every member of the OHSU community.

- Diversity encompasses acceptance and respect. Every individual is unique, and we recognize individual differences complement our workforce and student enrollment in a positive way.
- Giving and receiving respect is the foundation of healthy work and learning environments.
- Inappropriate or negative comments and actions about the ability, skills or attributes of others violate OHSU’s Code of Conduct.
- OHSU aspires to provide a healthy environment that cultivates unity, productivity, understanding and collaboration. All staff, students, faculty, volunteers, community partners and patients must be treated with respect.
- OHSU community members should strive for the highest degree of excellence, serve as good role models, be accountable, empower and develop others and set a standard of being fair, transparent and consistent with OHSU policies and practices.
Leadership and management are expected to embrace diversity and create an environment of inclusion and equal access and opportunity.

Creating a climate of inclusion is critical in maintaining an engaged student body, aware, involved and willing to advocate on behalf of Oregon’s rapidly diversifying, underserved communities. The Center for Diversity and Inclusion develops programs and events designed to bring diverse students, faculty and staff together, through gatherings such as Diversity Scholars Dinner, the Fall Diversity Welcome, Diversity and Inclusion Awards, and a host of social gatherings for OHSU’s diverse student body. In August 2013, OHSU hosted “Say Hey!,” the largest gathering of professionals of color in the Portland-metro region. The event, held in collaboration with Partners in Diversity, brought together over 600 community members, faculty, staff and students. The purpose of Say Hey! is to introduce new professionals of color to Portland’s multicultural communities. In May 2013, the first annual Diversity and Inclusion Awards brought together over 300 people to celebrate outstanding contributions to health equity among students, faculty, staff, researchers and community partners. The annual Fall Diversity Welcome is the premier networking event for new and returning students, faculty and staff. CDI continues to build upon activities and programs for current and prospective students, staff, and faculty.

Core Theme Objective 1.3 - Produce graduates in health professions, scientists, engineers and managers who meet appropriate industry standards.

In response to regional and national shortages in all STEM areas, OHSU has demonstrated its commitment through its Strategic Goal #4 “Help meet Oregon’s health and science workforce needs through innovative education strategies.” Specific strategies to address innovative education and learning environments, promoting learning and continuous quality improvements in teaching create the planning basis for this core theme objective.

Standard 4.A. Assessment-Core Theme One: Learning Environment

Table 5 below summarizes the objectives and indicators for the learning environment core theme.

<table>
<thead>
<tr>
<th>Core Theme One: Learning Environment</th>
<th>Objective</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1. Develop student pipeline to meet the health needs of an increasingly diverse Oregon and nation.</td>
<td>1.1.1 Percentage of underrepresented minority students in OHSU programs, of total OHSU students.</td>
<td>1.1.2 Following involvement, On Track participants will report increases in self-perceptions of academic identity or motivational resilience needed to progress to post-secondary education.</td>
</tr>
</tbody>
</table>
### 1.2.2 Percentage of faculty and staff members that are satisfied with OHSU’s climate for diversity and inclusion.

### 1.2.3 Percentage of minority faculty at OHSU.

### 1.3. Produce graduates in health professions, scientists, engineers and managers who meet appropriate industry standards.

<table>
<thead>
<tr>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3.1 Percentage of OHSU graduates that meet or exceed the national pass rate on national credentialing exams on the first attempt.</td>
</tr>
<tr>
<td>1.3.2 Percentage of programs with student learning outcomes and assessment plans.</td>
</tr>
<tr>
<td>1.3.3 Percentage of students in select clinical programs completing degrees within 100% of usual program time.</td>
</tr>
<tr>
<td>1.3.4 Percentage of degree-seeking students that persist to second year.</td>
</tr>
<tr>
<td>1.3.5 Percentage of courses evaluated that have an average student rating of ≥5 on a 6-point scale.</td>
</tr>
</tbody>
</table>

OHSU strives to create a learning environment that is innovative, diverse and productive—both in student learning and in preparation of graduates. To assess the university’s effectiveness to fulfill the learning environment core theme, three objectives and eleven indicators of achievement were reviewed.

For this section and for the other three core themes to be addressed, progress for each indicator is assessed using a three-color symbol designation. Indicators with results that meet or exceed the target are coded with a green dot; indicators within an acceptable threshold—results within 80-99% of the target—are coded with a yellow yield symbol; and indicators that have results that are below 80% of the target are coded with a red octagon.

Table 6 on the next page provides a summary of the results identified for each core theme indicator for the Learning Environment as well as a color-coded symbol identification to gauge progress. With the exception of three indicators—which are within an acceptable threshold—the table shows that OHSU has met or exceeds the established targets. These results demonstrate that progress is being made to increase the underrepresented minority students in OHSU programs; training of nursing graduates outside of the Portland campus is on track; faculty and students are satisfied with the climate for diversity and inclusion; graduates are meeting or exceeding the passage rates on national credentialing exams; substantial progress has been made on the development of outcomes assessment plans for all OHSU programs; students in select clinical programs are completing within 100% of usual program time; and retention and persistence rates from first to second year are very strong.
### Core Theme #1 – Learning Environment

**Objective 1.1 – Develop student pipeline to meet the health needs of an increasingly diverse Oregon and nation.**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Target</th>
<th>Time Period</th>
<th>Results</th>
<th>Fulfilling Mission</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.1</td>
<td>&gt;10%</td>
<td>Fall 2013</td>
<td>12%</td>
<td></td>
</tr>
</tbody>
</table>

Percentage of underrepresented minority students in OHSU programs, of total OHSU students.

| 1.1.2     | >50%   | AY 2013-14 | Identity 43% Resilience 41% | |

Following involvement, OnTrack participants will report increases in self-perceptions of their academic identity or motivational resilience needed to progress to post-secondary education.

| 1.1.3     | ≥50%   | AY 2013-14 | 60%     |                   |

Percentage of OHSU nursing BS graduates trained outside the Portland campus.

**Objective 1.2 – Provide a supportive learning and work environment for diverse students, faculty and staff.**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Target</th>
<th>Time Period</th>
<th>Results</th>
<th>Fulfilling Mission</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2.1</td>
<td>≥70%</td>
<td>2014</td>
<td>82%</td>
<td></td>
</tr>
</tbody>
</table>

Percentage of students that are satisfied with OHSU climate for diversity and inclusion.

| 1.2.2     | ≥70%   | 2014        | 81%     |                   |

Percentage of faculty and staff members that are satisfied with OHSU's climate for diversity and inclusion.

| 1.2.3     | ≥15%   | Fall 2013   | 15%     |                   |

Percentage of minority faculty at OHSU.
Table 6: OHSU Mission Fulfillment-Learning Core Theme - Continued

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Target</th>
<th>Time Period</th>
<th>Results</th>
<th>Fulfilling Mission</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3.1</td>
<td>&gt;90%</td>
<td>2013</td>
<td>DMD 93% MD 99% BS Nursing 91% Pharmacy 98%</td>
<td>✅</td>
</tr>
<tr>
<td>1.3.2</td>
<td>100%</td>
<td>Assessment Cycle 2 AY2013-14</td>
<td>90%</td>
<td>🔴</td>
</tr>
<tr>
<td>1.3.3</td>
<td>≥80%</td>
<td>AY 2013-14</td>
<td>DMD 93% MD 88% BS Nursing 93% PA 92%</td>
<td>✅</td>
</tr>
<tr>
<td>1.3.4</td>
<td>≥80%</td>
<td>AY 2013-14</td>
<td>94%</td>
<td>✅</td>
</tr>
<tr>
<td>1.3.5</td>
<td>≥80%</td>
<td>AY 2013-14</td>
<td>72%</td>
<td>🔴</td>
</tr>
</tbody>
</table>

An explanation of the assessments along with a data snapshot for each of the indicators in the Learning Environment core theme is highlighted in the next section.

Core Theme One: Objective 1.1- Develop student pipeline to meet the health needs of an increasingly diverse Oregon and nation.

Indicator 1.1.1 Percentage of underrepresented minority students in OHSU programs, of total OHSU students.

Since the 2012 report, OHSU established a university-wide definition for underrepresented minority (URM) students in the health professions. URM students are now defined as those who self-identify as African American or Black; American Indian or Alaska Native; Hispanic or Latino; Native Hawaiian or Other Pacific Islander; Underrepresented Asian (Korean or Vietnamese); or Two or More Races with at least one race classified as URM. With the establishment of the underrepresented minority definition, the university wanted to focus on this particular group and monitor their representation compared to the total OHSU student body.

The original target established for meeting the mission expectation was set at 20% to 30% in the 2012 report. At that time, data for both minority and underrepresented minority (URM) groups was being tracked and officially reported. Continued focus on increasing the percentage of both groups—particularly the URM students enrolled in OHSU programs—remains a priority for OHSU. As a result of this change in definition and focus on increasing the URM student population in OHSU programs, the target was changed to > 10% of the total OHSU student
body consisting of URM students. Table 7 below shows the historical data tracking for URM students from Fall 2010 to Fall 2013.

Table 7: Underrepresented Minorities Among All Students

| Indicator 1.1.2 Following involvement, On Track participants will report increases in self-perceptions of academic identity or motivational resilience needed to progress to post-secondary education. |

Created in 2013, the On Track OHSU! (On Track) program works with Oregon middle and high school students to increase the number of underrepresented students in the health sciences and in OHSU's schools and programs. Building on the success of the 2013 efforts, the On Track pilot project engaged only 11th and 12th grade students. On Track expanded its programming to include students in grades six through twelve in the 2013-2014 academic years. To support the implementation of On Track, the program worked with over 70 OHSU student volunteers from all schools across OHSU, acting as role models and inspiration for the 6-12th grade students. On Track students were from Woodburn High School's Wellness Business and Sports
School (WeBSS), Jefferson High School Middle College for Advanced Studies, and the respective feeder middle schools.

On Track is designed to impact 6-12th grade students by increasing and fostering students’ academic identity as STEM learners and strengthening their motivational resilience as these concepts are considered central to student success. Through a combination of mentored in-school visits facilitated by OHSU student volunteers and day-long educational experiences at OHSU, On Track students learned about the science, complexity, and variety of health science careers available to them to consider. These interactive visits were designed to educate, inspire, and motivate students to pursue health and science careers. In the 2013-14 academic year, using a survey instrument developed by the Portland Metro STEM Partnership, the program collected pre and post survey data from students to measure their growth in the two target areas (academic identity and motivational resilience). The survey asked students to rate their agreement with different statements regarding identity and resiliency on a scale of 1 – 5 (Likert Scale). The survey was completed anonymously, so the data were analyzed by cohorts. The data showed an increase in the students’ academic identities, especially for students in grade 12, the only group who had participated in the On Track program the previous year.

Of the 174 students surveyed, 43% indicated an improvement in academic identity as a STEM learner and 41% showed improvement in their motivational resilience of learning STEM-related concepts. The program is relatively new and is still developing. Efforts are underway to gather a more complete data set in 2014-15 and the program is planning to establish targets for performance in summer 2015. Until further data is collected, a baseline target of ≥50% of participants will report increases in self-perceptions of their academic identity or motivational resilience has been established.

Indicator 1.1.3 Percentage of OHSU nursing BS graduates trained outside the Portland campus.

The U.S. is projected to experience a shortage of registered nurses (RNs) that is expected to intensify as baby boomers age and the need for healthcare grows. This problem is compounded by the fact that nursing schools across the country are struggling to expand capacity to meet the rising demand for care in light of the national move toward healthcare reform.

In an effort to address the nursing shortage in the state of Oregon, particularly in rural and underserved areas, the university is monitoring the number of OHSU nursing baccalaureate graduates who receive their education and training outside of the Portland campus; this number is one indicator to determine OHSU’s contribution to easing this shortage. Research indicates that students are more likely to return to the region or one similar to the one they grew up in. Expanding efforts to provide education and training outside of the Portland campus is an intentional effort to direct nursing graduates back into rural and underserved areas of the state and region.

The original target to meet mission expectations established in the Year Three Report was 50%-65% for the percentage of OHSU nursing BS graduates trained outside the Portland area. To monitor this indicator more concisely, the lowest percentage of the range (50%) was used as the target for this review.

In comparing two years of data, the percentage of baccalaureate degrees awarded outside the Portland campus declined slightly between 2012-13 and 2013-14. However, it still exceeds the
university target of 50% or higher. This target will continue to be monitored and adjusted, if needed, to better reflect longer-term data trends.

Table 8: Number and percentage of OHSU Nursing BS graduates trained outside the Portland campus.

<table>
<thead>
<tr>
<th>Campus</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portland</td>
<td>154</td>
<td>149</td>
</tr>
<tr>
<td>Regional campuses</td>
<td>128</td>
<td>120</td>
</tr>
<tr>
<td>Online</td>
<td>113</td>
<td>102</td>
</tr>
<tr>
<td>Total BS Nursing degrees awarded</td>
<td>395</td>
<td>371</td>
</tr>
<tr>
<td>Total BS Nursing degrees awarded outside the Portland campus</td>
<td>241</td>
<td>222</td>
</tr>
<tr>
<td>% awarded outside the Portland campus.</td>
<td>61%</td>
<td>60%</td>
</tr>
</tbody>
</table>

Core Theme One: Objective 1.2- Provide a supportive learning and work environment for diverse students, faculty and staff.

Indicator 1.2.1 Percentage of students that are satisfied with OHSU climate for diversity and inclusion.

Indicator 1.2.2 Percentage of faculty and staff members that are satisfied with OHSU’s climate for diversity and inclusion.

Evidence of OHSU’s commitment to supporting a learning environment that is diverse and inclusive for students, faculty and staff continues to be measured, in part, through the Diversity Climate Survey. This survey, administered to students and employees, provides insight into the experiences and perceptions of employees and students regarding diversity and inclusion. Because long-term data are not yet available for this indicator, the university opted to use the target of >70% of students satisfied with the diversity climate at OHSU as an initial baseline. In the Year Three Report, the target was established as a range of 70%-80% in order to meet mission expectations. However, in order to better analyze changes, the base target of 70% is used.

A set of similar questions for both employees and students were selected to monitor the overall satisfaction with the OHSU climate for diversity and inclusion. Results that were reported as Strongly Agree/Agree (SAA) and Disagree/Strongly Disagree (DSD) were reviewed. The results were as follows:

Student Survey:
Question 2a
Overall, I am comfortable with the organizational climate of inclusion in my program.

<table>
<thead>
<tr>
<th>% SAA</th>
<th>% DSD</th>
<th>% Neutral</th>
</tr>
</thead>
<tbody>
<tr>
<td>76%</td>
<td>11%</td>
<td>13%</td>
</tr>
</tbody>
</table>

Question 7a
I am treated with respect by staff in student services (e.g., Health Center, March Wellness, Student Center).
<table>
<thead>
<tr>
<th>Question</th>
<th>%SAA</th>
<th>%DSD</th>
<th>%Neutral</th>
</tr>
</thead>
<tbody>
<tr>
<td>7b</td>
<td>89%</td>
<td>1%</td>
<td>10%</td>
</tr>
<tr>
<td>7c</td>
<td>86%</td>
<td>1%</td>
<td>13%</td>
</tr>
<tr>
<td>7d</td>
<td>76%</td>
<td>6%</td>
<td>18%</td>
</tr>
<tr>
<td></td>
<td>89%</td>
<td>4%</td>
<td>7%</td>
</tr>
</tbody>
</table>

**Employee Responses:**

<table>
<thead>
<tr>
<th>Question</th>
<th>%SAA</th>
<th>%DSD</th>
<th>%Neutral</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a</td>
<td>78%</td>
<td>9%</td>
<td>13%</td>
</tr>
<tr>
<td>7a</td>
<td>72%</td>
<td>14%</td>
<td>14%</td>
</tr>
<tr>
<td>7e</td>
<td>88%</td>
<td>3%</td>
<td>9%</td>
</tr>
</tbody>
</table>

**Overall student survey results across questions 2a-7d: %SAA – 81.52%**
Indicator 1.2.3 Percentage of minority faculty at OHSU.

In the 2013 OHSU Diversity Action Plan, several initiatives were outlined to recruit and retain a more diverse employee and student population. Even though faculty are a small portion of the total OHSU employee population, strategies were developed to address barriers, improve recruitment and retention to strengthen minority representation in the faculty ranks. Increasing diversity within employee and student groups continues to be an ongoing focus for the university. In the Year Three Report, the initial target was established to examine the percentage and distribution of diverse faculty at OHSU. However, as part of the self-study process, it was determined that the overall percentage of minority faculty should be monitored. The target to monitor the percentage of minority faculty at OHSU was modified to align with current Integrated Postsecondary Education Data System (IPEDS) data and to establish a clearer baseline—rather than a range—to monitor changes. In the future, efforts to recruit and retain minority faculty will be a focus as well. For this report, the target used for the percentage of minority faculty at OHSU will be $\geq 15\%$. See Table 9 below for the Faculty by Rank and Race/Ethnicity for Fall 2013.

Table 9: Faculty by Rank and Race/Ethnicity

<table>
<thead>
<tr>
<th>Rank</th>
<th>Adjunct Faculty</th>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Instructor</th>
<th>Professor</th>
<th>Staff Scientist</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Alaska Native</td>
<td># 0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>% 0.0%</td>
<td>0.3%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.2%</td>
<td>0.0%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>251</td>
</tr>
<tr>
<td></td>
<td># 14</td>
<td>121</td>
<td>41</td>
<td>32</td>
<td>26</td>
<td>17</td>
<td>281</td>
</tr>
<tr>
<td></td>
<td>% 9.9%</td>
<td>15.6%</td>
<td>10.2%</td>
<td>6.9%</td>
<td>5.9%</td>
<td>23.6%</td>
<td>10.9%</td>
</tr>
<tr>
<td>Black/ African</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>21</td>
</tr>
<tr>
<td>American</td>
<td># 0</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>% 0.0%</td>
<td>1.4%</td>
<td>0.5%</td>
<td>1.1%</td>
<td>0.5%</td>
<td>1.4%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Native Hawaiian/</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td># 0</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>% 0.0%</td>
<td>0.1%</td>
<td>0.2%</td>
<td>1.1%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Hispanic/ Latino</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>55</td>
</tr>
<tr>
<td>any race</td>
<td># 1</td>
<td>21</td>
<td>13</td>
<td>13</td>
<td>6</td>
<td>1</td>
<td>24.4%</td>
</tr>
<tr>
<td></td>
<td>% 0.7%</td>
<td>2.7%</td>
<td>3.2%</td>
<td>2.8%</td>
<td>1.4%</td>
<td>1.4%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td># 0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>% 0.0%</td>
<td>0.1%</td>
<td>0.0%</td>
<td>0.2%</td>
<td>0.2%</td>
<td>0.0%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Total Minority</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>338</td>
</tr>
<tr>
<td></td>
<td># 15</td>
<td>157</td>
<td>57</td>
<td>54</td>
<td>36</td>
<td>19</td>
<td>16%</td>
</tr>
<tr>
<td></td>
<td>% 10.6%</td>
<td>20.2%</td>
<td>14.2%</td>
<td>11.6%</td>
<td>8.2%</td>
<td>26.4%</td>
<td>16%</td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1,956</td>
</tr>
<tr>
<td></td>
<td># 127</td>
<td>619</td>
<td>344</td>
<td>411</td>
<td>401</td>
<td>53</td>
<td>85.3%</td>
</tr>
<tr>
<td></td>
<td>% 89.4%</td>
<td>79.8%</td>
<td>85.8%</td>
<td>88.4%</td>
<td>91.8%</td>
<td>73.6%</td>
<td>16%</td>
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<tr>
<td>Non-resident Alien</td>
<td># 2</td>
<td>19</td>
<td>1</td>
<td>7</td>
<td>0</td>
<td>8</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>% 1.3%</td>
<td>2.2%</td>
<td>0.2%</td>
<td>1.3%</td>
<td>0.0%</td>
<td>9.5%</td>
<td>1.5%</td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>165</td>
</tr>
<tr>
<td></td>
<td># 13</td>
<td>74</td>
<td>17</td>
<td>49</td>
<td>8</td>
<td>4</td>
<td>4.8%</td>
</tr>
<tr>
<td></td>
<td>% 8.3%</td>
<td>8.5%</td>
<td>4.1%</td>
<td>9.4%</td>
<td>1.8%</td>
<td>4.8%</td>
<td>6.6%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2,495</td>
</tr>
<tr>
<td></td>
<td># 157</td>
<td>869</td>
<td>419</td>
<td>521</td>
<td>445</td>
<td>84</td>
<td>181</td>
</tr>
<tr>
<td></td>
<td>% 100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Notes: Effective November 1, 2013. Minority percentages calculated excluding non-resident alien and unknown faculty. Based on primary assignments. Includes regular employees only.
Source: OHSU Human Resources.
Core Theme One: Objective 1.3- Produce graduates in health professions, scientists, engineers and managers who meet appropriate industry standards.

Indicator 1.3.1 Percentage of OHSU graduates that meet or exceed the national pass rate on national credentialing exams on the first attempt.

The passage rates on senior level national credentialing exams are reviewed and monitored annually for several clinical programs at OHSU. These passage rates are also one of the Key Performance Measures (KPMs) that OHSU is required to report to the Oregon Legislature. The passage rates are a key indicator that measures the quality of the education and training students receive and their ability to demonstrate these bodies of knowledge and skills. Since 2006, the passage rates for these clinical programs have been centrally tracked and reported. A high percentage of OHSU graduates in these programs consistently meet or exceed the national pass rate on national credentialing exams on the first attempt. The target established in the Year Three Report was 90%-95% of OHSU graduates would meet or exceed the national pass rate on national credentialing exams on their first attempt. For this report, the target was set at >90% to establish a set target, rather than a range for performance, and to gauge holistic rather than individual performance.

Table 10: 2013 National Credentialing Exam Passage Rates

<table>
<thead>
<tr>
<th>Program</th>
<th>2013 Passage Rates on National Credentialing Exams</th>
<th>% of students that met or exceeded the national pass rate on credentialing exams on the first attempt</th>
</tr>
</thead>
<tbody>
<tr>
<td>DMD</td>
<td>93%</td>
<td></td>
</tr>
<tr>
<td>MD</td>
<td>99%</td>
<td></td>
</tr>
<tr>
<td>BS in Nursing</td>
<td>91%</td>
<td></td>
</tr>
<tr>
<td>Pharmacy</td>
<td>98%</td>
<td></td>
</tr>
</tbody>
</table>

Indicator 1.3.2 Percentage of programs with student learning outcomes and assessment plans.

At the end of the 2012-13 academic year, only 20% (12 of 59) of the academic programs had assessment plans submitted with enough content and level of quality to be reviewed. Given the low percentage of academic programs with sufficiently developed plans, much of the 2013-14 academic year was focused on providing direct support to program leaders and working to develop a culture of academic assessment across the university. As a result of this focused effort, 57 programs had completed or had an approved waiver for their student outcomes assessment plans. Waivers were granted if programs had to develop their assessment programs/plans to meet their specialized accreditation standards rather than adhering to the university-wide template. Currently, 90% of all academic programs have student learning outcomes and assessment plans (or approved waivers) in place. The goal and target is to have student learning outcomes and assessment plans in place for 100% of programs. This indicator was modified since the Year Three Report to focus first on ensuring that all programs have established student learning outcomes and assessment plans in place before monitoring data collection, analysis and use of results. The university anticipates that further revision to this indicator will take place in the future to look at the full implementation of the assessment plans and using data results for improvement.
Outcomes assessment plans are being uploaded into the Xitracs program so that progress on plan development, data results and ultimately subsequent actions can be tracked and monitored. See Figure 10 below for a graphical representation of the progress in developing student outcomes assessment plans for the past two years.

Figure 10: Outcomes Assessment Plan Development Graphic

Indicator 1.3.3 Percentage of students in select clinical programs completing degrees within 100% of usual program time.

Monitoring completion rates in select clinical programs is important for a couple of reasons: 1) Students are able to complete on time and enter the workforce which helps to ease the shortage of health care professionals in the state and beyond; and 2) Student debt for education is contained since they are able to complete on time. This revised indicator was designed to focus on monitoring student completion in select clinical programs with a target of ≥80% of students completing within 100% of the usual time. Academic year 2013-14 data reveals that the percentage of students completing the D.M.D., M.D., B.S. in Nursing and P.A. within 100% of usual program time exceeded the target. See Table 11 on the following page for the data used to evaluate this core theme indicator.
OHSU consistently demonstrates a high retention and persistence rate among all of its students. Data gathered for the past two years is discussed in this section to demonstrate the ongoing achievement of this new indicator. Although the number and percentage of students returning for the second year dropped slightly when looking at the cohort for 2012-13 to 2013-14, this percentage still exceeds the target of 80% or higher. In order to gauge how OHSU’s persistence and retention rates compare from first to second year, it is interesting to look at national data for comparison. Current national retention trends as published by American College Testing (ACT) in their 2014 Retention/Completion Summary Tables document, published the following retention rates for first to second year: B.A./B.S. public 64.2%; M.A./M.S., public 68.4%; and Ph.D. public, 77.9%. This is one example of how OHSU’s retention rates are higher than the national average for similar programs. Table 12 on the following page shows the retention rates for the most recent two academic years.
Table 12: OHSU retention rates for 2011-12 to 2012-13 and 2012-13 to 2013-14

<table>
<thead>
<tr>
<th>Years Reviewed</th>
<th># Admitted</th>
<th># Graduated</th>
<th># Remaining that could continue to second year</th>
<th>% Returned for second year</th>
<th>% That did not return for second year</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-12 to 12-13</td>
<td>846</td>
<td>14</td>
<td>832</td>
<td>96% (799)</td>
<td>4% (33)</td>
</tr>
<tr>
<td>12-13 to 13-14</td>
<td>832</td>
<td>19</td>
<td>813</td>
<td>94% (766)</td>
<td>6% (47)</td>
</tr>
</tbody>
</table>

**Indicator 1.3.5. Percentage of courses evaluated that have an average student rating of \( \geq 5 \) on a 6-point scale.**

The Blue course evaluation system was initially implemented in fall 2013. Course evaluation ratings measure both course (objectives, materials, organization, etc.) and the effectiveness of the instructor in teaching the course. Data for fall 2013, winter 2014, and spring 2014 were analyzed to determine if the benchmark was achieved. For this new indicator, a target of \( \geq 80\% \) of courses evaluated have an average student rating of \( \geq 5 \) on a 6-point scale.

For the 2013-14 academic year, seven hundred fifty-two courses (752) were reviewed and 739 had response data. Of the 739 courses reviewed, 533 or 72\% had an average rating of 5 or higher. The overall average rating is still within the acceptable threshold range. Data continues to be collected and analyzed so that a more longitudinal review can be conducted. However, schools review the course evaluation data upon completion of each term and make adjustments to course content or teaching effectiveness, if necessary, as needed.

**STANDARD 4.B. IMPROVEMENT OF THE LEARNING ENVIRONMENT**

**OVERVIEW**

Data supporting the identified indicators were reviewed and have been used to lead improvements in the OHSU learning environment. This section outlines the progress that has occurred in the learning environment as a result of assessment.

**PROGRESS**

**Objective #1.1 - Develop student pipeline to meet the health needs of an increasingly diverse Oregon and nation.**

Initiatives to ensure that the student pipeline into health care and scientific professions continue. This effort is an important component in meeting the health needs of an increasingly diverse Oregon and nation. Examples of some of these initiatives are highlighted below:

- Provided $20,000 in scholarships to college-bound Oregon students through partnerships with community organizations.
• Conducted the annual Health and Science Fair with over 370 diverse high school and students in attendance.
• Modifications to the On Track program are being implemented in the 2014-15 academic year to enhance participation and improve students’ self-perceptions of academic identity and motivational resilience needed to progress to post-secondary education.
• Matched 22 student summer interns with faculty mentors.
• Hosted student scholars for seminars on college success.
• Budgeted for OHSU Tuition Promise program for 2015-16.

Objective # 1.2- Provide a supportive learning and work environment for diverse students, faculty and staff.

Creating a climate of inclusion is critical in maintaining an engaged student body, aware, involved and willing to advocate on behalf of Oregon’s rapidly diversifying, underserved communities. The Center for Diversity and Inclusion develops programs and events designed to bring diverse students, faculty and staff together, through gatherings such as Diversity Scholars Dinner, the Fall Diversity Welcome, Diversity and Inclusion Awards, and a host of social gatherings for OHSU’s diverse student body.

An important and necessary strategy to increase the number of diverse students who matriculate into the OHSU undergraduate medical education program was to revise the process for awarding grants-in-aid and to increase the amount of support available for students belonging to the "value add" diversity categories identified by the school. In addition, a significant increase in funds available for grants-in-aid and a new awarding process now allow the assistant deans for admissions (SOM, SON, and SOD) to offer underrepresented minority and other qualified diversity applicants more substantive financial support with notice of acceptance. This was a significant change that was supported through the OHSU Provost’s Office.

To ensure that OHSU recruits highly qualified and diverse students, faculty and staff, recruitment efforts must be intentional and focused. To that end, OHSU hired a Diversity Manager for Faculty Recruitment and Retention. This position provides support for the School of Medicine to increase the diversity of the faculty by serving as a resource for search committees and by provision of training and sharing of strategies that lead to successful recruitment of diverse individuals, including:

• The development of a Recruitment Manual that provides guidelines to help develop and post position descriptions along with tips and best practices for a well-executed faculty search.
• The development of a database of diverse prospective faculty candidates, including diverse and inclusive venues for advertising faculty positions.
• Serve on department faculty search committees as well as provides coaching and training to search committees.
• Serves as a liaison with faculty candidates, communicating procedural information, conducting quality reviews of submitted information, and coordinating the preparation of faculty hires and onboarding.
- Actively seeks out opportunities for faculty recruitment by traveling to conferences, visiting other academic institutions, serving as an ambassador of OHSU, demonstrating and articulating OHSU's values, culture, work environment, business strategies, benefits, and other areas of interest to candidates.

- Connects candidates, new hires and search committees with diverse internal and external diverse resources.

- Meet and offer support for new diverse faculty.

A major project that was recently completed is the development of a new recruitment manual to help enhance faculty and staff recruitment efforts. This manual can be used university wide for all positions, including residents. Some of components of the manual include: creating a diverse and inclusive job announcement and position description, tips for enriching the applicant pool, responsibilities of the search committee (which includes having a diverse committee), research studies on assumptions and biases in the search and evaluation process. The manual also includes a review of affirmative action placement goals and tips on how to meet them, best practices for a well-executed faculty search, and the legal requirements for conducting a search and strategies to ensure an equitable process. The manual includes a variety of templates, including a faculty recruitment plan, resume screening tools, interviewing do’s and don’ts, criteria development matrix, telephone reference questionnaire, tips on interviewing multicultural candidates, cultural pitfalls in interviewing, sample interview questions to gauge cultural and linguistic competency, evaluating candidates, checking references, presenting finalist, making the offer and resources provided with the offer.

Currently, the Office of Diversity and Inclusion is reviewing recruitment and retention policies to support efforts that lead to an increased number of minority faculty.

**Objective #1.3- Produce graduates in health professions, scientists, engineers and managers who meet appropriate industry standards**

This objective was revised during the 2013-14 academic year to reflect the University’s desired outcome as a result of a high-quality, rigorous learning environment—graduates meet the health care workforce demands. The indicators supporting this objective focus on gathering and monitoring data that tracks passage rates on national credentialing exams, student outcomes, degree completion time, persistence and feedback on courses.

**STRATEGIES FOR ONGOING MISSION FULFILLMENT**

As an outcome of the review of the Learning Environment core theme assessment process, several strategies were identified for ongoing mission fulfillment for the Learning Environment core theme:

1. With the implementation of the new data collection process for the OnTrack program, utilize longitudinal data results to review and create strategies for ongoing improvement of the program.

2. Address recommendations arising from the 2014 Diversity Climate Survey to enhance the working and learning environment for employees and students.

3. Continue to implement student outcomes assessment plans, reporting processes and the utilization of results for the improvement of programs and the documentation of attainment of OHSU Graduation Core Competencies.
4. Continue to analyze courses that fall below a five rating on the course evaluation and determine why. Implement strategies to improve teaching and/or course effectiveness as needed to improve course ratings.

5. Support schools to implement increased communications to students regarding the importance to completing the course evaluation.

CORE THEME #2 – INTERPROFESSIONAL EDUCATION

Standard 3.B. Planning for Interprofessional Education

Objective #2.1 – Promote an institutional culture and infrastructure that enhances interprofessional health education.

The core theme of Interprofessional Education is grounded in the OHSU Interprofessional Initiative (IPI), launched institution-wide in May 2012 to bring together the Schools of Dentistry, Medicine, Nursing and the College of Pharmacy to educate dentists, pharmacists, nurses, advanced practice nurses, physicians, physician assistants, research scientists, and others to work at the highest level of their training and who are well-prepared to deliver collaborative, patient-centered care. The innovative and important initiative has and continues to not only enhance the learning environment for students and faculty, but more importantly to ensure that healthcare professionals are being prepared for a collaborative workforce to meet the Triple Aim goals of lower costs, better patient experience and better healthcare outcomes now and in the future. The IPI and emerging interprofessional curriculum planning efforts related to interprofessional education contribute to the attainment of the core theme objective, “promote an institutional culture and infrastructure that enhances interprofessional health education.”

The interprofessional education planning efforts directly align with two OHSU Vision 2020 strategic goals:

- Goal #2 - Develop and retain a faculty that will collaborate to drive excellence and innovation across OHSU.
- Goal #4 – Help meet Oregon’s health and science workforce needs through innovative education strategies.

This section highlights the planning and program development activities that have and are occurring to ensure that the interprofessional education core theme continues to evolve and expand, and are changing the learning environment at OHSU to prepare health professions students for team-based, collaborative practice.

OHSU’s Interprofessional Initiative planning efforts have transformed the culture of OHSU and are helping prepare a workforce to meet the needs of Oregon’s rapidly evolving health care environment. Working collaboratively across OHSU’s schools and programs, the faculty are building a model for interprofessional education that prepares health professions students to participate fully in team-based, patient-centered care. OHSU’s Vision 2020 version 2013 strategic plan requires that interprofessional education and interprofessional collaborative practice are integrated throughout OHSU’s healing, education, research and community service missions.

The goal of the Interprofessional Initiative launched in May 2012 and led by the provost, is to prepare all OHSU students for deliberatively and intelligently working together with a common goal of building a safer and more effective patient-centered and community-oriented
health care system within Oregon and across the United States, ultimately improving the health and well-being of populations worldwide.

To fulfill the institution’s goal, the Interprofessional Initiative actively engages administrators, faculty, students, community partners and patients in creating a culture of collaboration. Effective collaboration among health professionals has the potential to profoundly improve the quality of patient care. In the same way, effective collaboration between biomedical researchers and health care providers—key to the translation of basic science research to improve patient care and community health—has a foundation in interprofessional education. The Interprofessional Initiative integrates and coordinates education and practice to produce positive impact on the “Triple Aim” of lower cost, better experiences, and better outcomes.

Interprofessional education is the means to an end: OHSU graduates—including dentists, nurses, pharmacists, physicians, physician assistants, research scientists, and other important members of the health care team—work to the full extent of their education and training and are well-prepared to deliver collaborative, patient-centered care. At OHSU, we all need to learn about, from and with each other to enable effective collaboration and improve health outcomes.

The university-wide Interprofessional Initiative includes the Interprofessional Initiative Steering Committee, which meets for four hours each week; the Interprofessional Initiative Advisory Committee, which includes the academic and curriculum leadership from the OHSU Schools of Dentistry, Medicine, Nursing and the OHSU–OSU College of Pharmacy, and faculty curriculum committee chairs from all these schools; and Interprofessional Initiative formal working groups and task forces. Hundreds of students and faculty participated in interprofessional education in the 2013-14 academic year, and the number will increase each year. In addition, interprofessional education clinical training sites where health professions students can participate in team-based, interprofessional collaborative care continue to be identified and developed, along with “best practices” and assessment tools.

OHSU Interprofessional Education has three major curricular components: “Foundations of Interprofessional Practice,” the “Intermediate” curriculum, which includes simulation, interprofessional electives and multiprofessional courses; and the “Advanced” curriculum, which focuses on coordinated care teams and collaborative practice. The learning objectives for the OHSU Interprofessional Education “Foundations” curriculum implemented throughout the 2013-14 academic year are communication, collaboration, professionalism, ethics and values, teamwork, and patient safety and quality improvement.

OHSU’s Interprofessional Initiative has taken a giant step forward with completion of the landmark new interprofessional Collaborative Life Sciences Building (CLSB) on OHSU’s South Waterfront campus, which opened July 2014. This approximately 500,000-square-foot facility brings together students from OHSU, Portland State University, and Oregon State University under one roof, fostering collaboration in undergraduate and graduate education among students and instructors from multiple institutions and academic programs. The CLSB is an educational venue for OHSU dental, medical, nursing, and pharmacy students. The CLSB includes lecture halls, and a 20,000-square-foot state-of-the-art interprofessional simulation facility. The interprofessional initiative is enhancing existing and creating new opportunities for interprofessional education and Interprofessional Collaborative Practice throughout the university and throughout Oregon, which is a national leader in health care reform and coordinated, patient-centered care.
The HRSA-funded Interprofessional Care Access Network (I-CAN) brings nursing, medical, dental, and pharmacy students together in interprofessional teams within identified clinical sites to collaboratively coordinate care for uninsured and often homeless persons. For programs outside of the Marquam Hill/South Waterfront campuses, experiences are different given the available resources. For example, the OHSU Klamath Falls School of Nursing campus developed interprofessional education simulation exercises with health science students from Oregon Institute of Technology, Cascades East Family Practice M.D. Residents, and local first-responders such as firefighters and emergency medical technicians. Additionally, OHSU is a recognized international leader in simulation, with sophisticated faculty, support staff, and technology to advance learning. Some simulations are interprofessional, and the enhanced simulation capacity that will be realized with the CLSB will increase interprofessional simulation for students and health care professionals alike.

In spring 2014, OHSU was asked by the National Center for Interprofessional Practice and Education (Nexus) to become a Nexus “innovation incubator site.” The National Center is located at the University of Minnesota and supported in part by a grant from the federal agency Health Resources and Service Administration. As a Nexus incubator site, OHSU will use metrics and data-driven design and feedback to document the value-added and business case for interprofessional education and interprofessional collaborative practice. In addition, OHSU contributes to and has access to emerging comparative data regarding interprofessional education and interprofessional collaborative practice for benchmarking.

**Standard 4.A. Assessment-Core Theme Two: Interprofessional Education**

Table 13 below summarizes the objective and indicators for the interprofessional education core theme.

Table 13: Core Theme Two: Interprofessional Education Objectives and Indicators

<table>
<thead>
<tr>
<th>Objective</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1. Promote an institutional culture and infrastructure that enhances interprofessional health education.</td>
<td>2.1.1 Percentage of programs that adopt four common systems: academic calendar, grading, course evaluation and protected IPE time in curriculum.</td>
</tr>
<tr>
<td></td>
<td>2.1.2 Student enrollment in interprofessional or multiprofessional curriculum will exceed 1000.</td>
</tr>
<tr>
<td></td>
<td>2.1.3 Average faculty facilitator rating for the IPE Foundation Series &gt;5 on a six-point scale.</td>
</tr>
<tr>
<td></td>
<td>2.1.4 Average student rating for the IPE Foundation Series is &gt;5 on a six-point scale.</td>
</tr>
</tbody>
</table>

Table 14 on the following page provides a summary of the results and the status in fulfilling the mission for each core theme indicator for the Interprofessional Education core theme.
An explanation of the assessment used and a snapshot of the data supporting each of the indicators in the Interprofessional Education core theme are outlined in the next section.

**Objective #2.1 – Promote an institutional culture and infrastructure that enhances interprofessional health education.**

**Indicator 2.1.1. Percentage of programs that adopt four common systems: academic calendar, grading, course evaluation and protected IPE time in curriculum.**

Part of the 2011 report “Core Competencies for Interprofessional Collaborative Practice,” sponsored by the Interprofessional Education Collaborative, is a section entitled “Key Challenges to the Uptake and Implementation of Core Interprofessional Competencies.” The challenges listed are: 1) institutional level challenges, such as lack of support from top administrative leadership; 2) lack of institutional collaborators; 3) practical issues, such as scheduling; 4) faculty development issues, stemming from the content and process of interprofessional learning differing from other academic content traditionally taught by faculty; assessment issues, such as a lack of assessment instruments to evaluate interprofessional competencies; and 6) a lack of regulatory expectation, a challenge that has been addressed since the IPEC report by many programmatic accrediting bodies (e.g., LCME, CCNE) through establishing accreditation standards for interprofessionalism.

OHSU has successfully met each of these challenges and is creating an interprofessional culture to prepare a collaborative healthcare workforce. In order to ensure that the common systems are in place to support interprofessional education, this indicator was revised in 2013-14 to include three additional systems: grading, course evaluation and protected interprofessional education time in the curriculum.
OHSU recognizes that this metric is more process-oriented rather than outcomes-focused but determined that it was important that these, and possibly other systems and processes necessary to the full integration of interprofessional education, continue to be at the forefront of planning, assessment and improvement efforts.

Through the efforts of the Interprofessional Initiative leadership, OHSU now has one academic calendar (a substantial effort was involved in integrating many different academic calendars into one), a consistent grading system for all programs and a course evaluation process that is used across the university. Further, all participating schools have protected time built into their curriculum to focus on interprofessional education activities. Therefore, 100% of participating programs have adopted these four systems outlined in the indicator.

**Indicator 2.1.2 Student enrollment in interprofessional or multiprofessional curriculum will exceed 1000.**

As the Interprofessional Education program continued to develop and expand, a more meaningful measure to gauge the number of students who were enrolled in interprofessional education or multiprofessional curriculum was developed. By monitoring the enrollment, the intention is to observe the increase in the number of students enrolled in this curriculum and identify areas of enrollment growth as well as areas that need additional attention. Enrollment data gathered for fall 2013 is as follows:

**Table 15: 2013 Fall Enrollment in Interprofessional Events and Courses**

<table>
<thead>
<tr>
<th>Event/Course</th>
<th># Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 2013 interprofessional education event</td>
<td>598</td>
</tr>
<tr>
<td>Global Health courses</td>
<td>50</td>
</tr>
<tr>
<td>MS2 &amp; Senior Nursing simulations</td>
<td>205</td>
</tr>
<tr>
<td>I-CAN</td>
<td>45</td>
</tr>
<tr>
<td>Anatomy</td>
<td>183</td>
</tr>
<tr>
<td><strong>TOTAL ENROLLMENT – IPE or Multiprofessional Curriculum</strong></td>
<td><strong>1,081</strong></td>
</tr>
</tbody>
</table>

For fall 2013, a total of 1,081 students were enrolled in interprofessional education or multiprofessional curriculum. This was the first complete quarter that data was available. The enrollment figure exceeded the target of 1,000.

**Indicator 2.1.3 Average faculty facilitator rating for the IPE Foundation Series is >5 on a 6-point scale.**

Four interprofessional education Foundation sessions were conducted in 2013-14 for faculty participating as facilitators. These sessions focused on topics such as professionalism, values and ethics, patient safety and quality improvement. After each session, all participating faculty facilitators were invited to provide feedback on the event. Questions focused on the level of preparedness for the facilitator role, quality of facilitator materials, and degree to which the event met the session objectives were asked. Faculty were asked to identify their level of agreement with each statement using a scale of 1 (Strongly disagree) to 6 (Strongly agree). Results from each of the four sessions were compiled and an overall mean of 5.29 was calculated for all four sessions and all survey items. The data clearly show that the target was achieved.

**Indicator 2.1.4 Average student rating for the IPE Foundation Series is >5 on a six-point scale.**

During 2013-14 academic year, over 1,900 students participated in four Foundations of Interprofessional Education & Research events. After each event, students voluntarily completed a confidential survey to provide feedback for each session. A total of one thousand, one hundred forty-seven (1,147) students completed the survey. Students were asked questions related to content, faculty facilitator skills, access to educational materials, timeline for information about sessions, session structure and relevance. Results from each of the four sessions were compiled and an overall mean of 4.78 was calculated for all four sessions and all survey items. The overall response rate did not meet the >5. However, it is still within the acceptable threshold range, which is 80-99% of the target. The mean of 4.78 is 95% of the target.
See Figures 11 and 12 for indicators 2.1.3. and 2.1.4 depicting data for both indicators.

Figure 11. Summary of Faculty Facilitator Feedback

Summary of Faculty Facilitator Feedback by Sessions and Four Session Overall Mean

- I understood the event expectations related to attendance and the reflective writing activity/assignment.
- The stated objectives were understandable.
- I was able to access the reading materials and resources prior to the event.
- The training session prepared me for facilitating my small group.
- I would recommend being a faculty facilitator to colleagues.
- I found the Facilitators Quick Reference Guide helpful.
- There was sufficient time to achieve the goals of the small group sessions.
- I was successful in managing group interactions.
- The event was a good use of my time.
- I was prepared with strategies to stimulate student thinking and inquiry.
- I received sufficient and timely information about this event.
- I was successful in encouraging active participation by all group members.
- The event structure supported the students’ learning about, from, and with students from other professions.
- I found the Facilitators Guide (long version) helpful.
- I was able to successfully upload and play the videos.

Level of Agreement with Statement

- April
- January
- October
- August

Overall Mean: 5.52
STANDARD 4.B IMPROVEMENT OF THE INTERPROFESSIONAL EDUCATION

OVERVIEW

Data supporting the identified indicators were reviewed and used to lead to improvements and continued development and implementation of the Interprofessional Education program.

PROGRESS

An initial step and ongoing consideration in implementing the interprofessional education curriculum is ensuring that eligible students are able to participate without facing schedule conflicts with required courses in individual programs. Ensuring that interprofessional and multiprofessional courses are not relegated to the dregs of the standard academic schedule (e.g., late Friday afternoons or evenings after 5:00) helps send the message that these courses are not second-tier, add-ons or less content-rich. Efforts to establish a dedicated time so that every student would have at least one term of an academic year to participate has been accomplished. Because schedules are built at least a year ahead, a phase-in process is in place to designate Monday afternoons from 3:00 – 6:00 p.m. and Wednesdays from 1:00 to 10:00 p.m. as dedicated time for interprofessional and multiprofessional courses. In academic years 2013-14 and 2014-15, the “Foundations of Patient Safety and Interprofessional Practice” course were offered on Friday
afternoons. In academic year 2015-16, the course is planned to be offered on Wednesday afternoons. As the number of interprofessional education and multiprofessional university course offerings increases, the number of program-specific courses scheduled in the designated times wanes.

STRATEGIES FOR ONGOING MISSION FULFILLMENT

The OHSU Interprofessional Initiative and development of a robust interprofessional education curriculum continues to evolve and improve. Aligning units within OHSU’s education mission—let alone across the clinical, research, community service and education missions—is no small task. The interprofessional education challenge lies in restructuring the model of programmatic silos that has been entrenched for decades in academic health centers: nursing, medical, dental, pharmacy and other health professions students traditionally follow similar, but rarely intersecting, paths to graduation. Within an academic health center, meeting the many challenges to implementing interprofessional professional education collaborative practice and to create a collaborative environment requires intentionally and significantly changing the culture.

The Interprofessional Initiative leadership has identified the following strategies to assure the ongoing mission fulfillment of the Interprofessional Education core theme:

1. Establish meaningful metrics to assess students meeting the OHSU Graduation Core Competencies.

2. Enhance the interprofessional and multiprofessional curriculum to eliminate redundancies among programs and provide optimal interprofessional learning of shared content.

3. Further increase interprofessional education competent faculty and address faculty development issues—particularly those stemming from the curriculum and process of interprofessional learning—which differs from other academic content taught in traditional modes.

4. Expand the scope of interprofessional education to include more OHSU students, and develop interprofessional education offerings that are appropriate and meaningful to their academic program.

5. Continue to monitor student feedback of the interprofessional education program and identify additional areas of improvement.
Core Theme #3 – Clinical and Translational Research

Standard 3.B. Planning for Clinical and Translational Research

The Clinical and Translational Research core theme is an increasingly important and vital component of OHSU’s mission. Planning related to clinical and translational research focused on two objectives:

1. Promote research career development to provide a “career ready” biomedical science workforce.
2. Maintain OHSU’s prominence as a research university.

The clinical and translational research planning aligns with three university strategic goals and supporting strategies identified in the Vision 2020 v. 2013 strategic plan. These goals are:

- Goal 1: Be a great organization, diverse in people and ideas.
- Goal 2: Develop and retain a faculty that will collaborate to drive excellence and innovation across OHSU.
- Goal 5: Align OHSU enterprises to support robust and sustainable innovation and research.

Objective #3.1 - Promote research career development to provide a “career ready” biomedical science workforce.

Objective #3.2 - Maintain OHSU’s prominence as a research university.

Over the past two decades, OHSU has experienced tremendous growth in research. In 1990, total grant awards to OHSU were $42 million. In 2014, this figure has grown to $355 million. In parallel, OHSU experienced a rapid growth in research programs, initiatives and discoveries, along with an increase in faculty, staff and graduate studies programs. Much of this growth occurred in the School of Medicine. Today the School of Medicine departments, centers and institutes collectively receive nearly two-thirds of all grants awarded to OHSU.

The national research landscape is shifting in a number of ways. Federal funding is moving towards team-based grants and projects. This is reflected in OHSU's strategic goals in the Vision 2020 with the emphasis on "faculty that will collaborate to drive excellence and innovation" and "align OHSU enterprises to support robust and sustainable innovation and research." The university recognizes that complex biomedical questions require a collaborative effort to solve. In October 2011, the OHSU School of Medicine prepared for these shifts by developing and adopting a Research Roadmap.

The School of Medicine Research Roadmap is intended to guide the future scientific focus and strategic direction of the research mission in the School of Medicine. The Research Roadmap identifies and takes into consideration internal opportunities as well as external factors that influence research activities and funding in the United States, now and likely for the foreseeable future.

There is a compelling need to translate the rapid explosion of basic science discoveries into therapeutic treatments and cures for a wide range of diseases. Growing efforts to improve health care quality and reduce costs provide critical emphasis on comparative effectiveness.
research, population studies and related topics. Further, future scientific and funding challenges, as well as opportunities, require new models for collaboration and investment to ensure strong technological, intellectual and educational foundations essential to continue to nurture innovation and discovery.

The Research Roadmap captures faculty perspectives on the university’s collective future, and includes ways to foster discovery and organize and administer research strategically within the School of Medicine. The Research Roadmap is comprised of six Strategic Initiatives and related recommendations that, taken together, will enhance and sustain a vibrant, collegial and collaborative professional research environment dedicated to excellence.

The Roadmap is the result of a collective effort by more than 100 faculty members and is guided by one vision:

**By 2016, the OHSU School of Medicine will be recognized globally for excellence in scientific discovery, collaboration and rapid translation of new knowledge into practices that improve human health.**

The School of Medicine Research Roadmap is the result of a collaborative planning process that included all departments, centers and institutes in the School of Medicine and represented the input of faculty. The Research Roadmap Task Force Chairs and initiatives for 2014-15 are as follows:

**Task Force 1:** Robert J. Hitzemann, Ph.D., Professor and Chair, Department of Behavioral Neuroscience and Mary M. Heinricher, Ph.D. Professor, Behavioral Neuroscience, Depts. of Neurological Surgery, and Physiology and Pharmacology and Vice-chair of Research, Neurological Surgery

**Task Force 2:** David H. Ellison, M.D., FASN, FAHA, Professor, Department of Medicine and Physiology & Pharmacology and Charlie T. Roberts, Ph.D. Associate Director for Research and Senior Scientist in the Divisions of Neuroscience and Reproductive Sciences at the Center, and Professor of Medicine, Pediatrics, and Cell and Developmental Biology

**Task Force 3:** Susan J. Hayflick, M.D., Professor and Chair, Department of Molecular & Medical genetics, Professor, Departments of Pediatrics & Neurology and Elaine Rowzee, MBA, Director, Research Strategy, Finance & Operations

**Task Force 4:** Cynthia Morris, Ph.D., M.P.H., Assistant Dean for Admissions, OHSU School of Medicine and Allison Fryer, Ph.D., Associate Dean of the School of Medicine and Professor of Pulmonary and Critical Care Medicine.

**Task Force 5:** Traci Rieckmann, Ph.D. Research Assistant Professor and Jim Huntzicker, Ph.D. Head of the Division of Management in the OHSU School of Medicine.

**Task Force 6:** David J. Wilson, M.D., Thiele Petti Professor and Chair, Department of Ophthalmology, Director, Casey Eye Institute and Nancy L. Haigwood, Director, Oregon National Primate Research Center, Senior Scientist, Division of Pathobiology and Immunology, Vaccine & Gene Therapy Institute, Adjunct Professor, Department of Molecular Microbiology & Immunology
<table>
<thead>
<tr>
<th>Task Force</th>
<th>Strategic Initiative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Research Strengths &amp; Opportunities</td>
<td>Identify and invest in areas of research strength that make best use of OHSU School of Medicine resources to advance human health and well-being.</td>
</tr>
<tr>
<td>2: Translational Research Capacity</td>
<td>Advance School of Medicine capacity in translational research.</td>
</tr>
<tr>
<td>3: Research Infrastructure</td>
<td>Promote research excellence through effective organizational systems and infrastructure.</td>
</tr>
<tr>
<td>4: Education &amp; Career Development</td>
<td>Enhance training, career development and mentoring opportunities for the next generation of biomedical researchers.</td>
</tr>
<tr>
<td>5: Research Community &amp; Culture</td>
<td>Promote, nurture and support a professionally rewarding culture for researchers at OHSU.</td>
</tr>
<tr>
<td>6: Research Awareness &amp; Communication</td>
<td>Increase awareness, appreciation and understanding of the value of research at OHSU to both internal and external stakeholders and the public.</td>
</tr>
</tbody>
</table>

The Research Roadmap Journey highlights the strategies and timeline for implementation of this multi-year process.

**Standard 4.A. Assessment-Core Theme Three: Clinical and Translational Research**

Table 16 below summarizes the objectives and indicators for the clinical and translational research core theme.

**Table 16: Core Theme Three: Clinical and Translational Research Objective and Indicators**

<table>
<thead>
<tr>
<th>Objective</th>
<th>Indicators</th>
</tr>
</thead>
</table>
| 3.1. Promote research career development to provide a "career ready" workforce in biomedical science. | 3.1.1 Annual success rate for Career Development Awards (K Awards) applications to the National Institutes of Health.  
3.1.2 Number of faculty, trainees, and students that complete clinical and translational research training (certificates and degrees).  
3.1.3 Percentage of OHSU Ph.D. graduates reporting post-graduation employment or postdoctoral study. |
Table 17 below provides a summary of the assessment results and its status in fulfilling the mission for each core theme indicator for the Clinical and Translational Research core theme.

### Table 17: OHSU Mission Fulfillment – Clinical and Translational Research Core Theme

<table>
<thead>
<tr>
<th>Objective</th>
<th>Indicator</th>
<th>Target</th>
<th>Time Period</th>
<th>Results</th>
<th>Fulfilling Mission</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2</td>
<td>3.2.1 Total sponsored project revenue in a given year.</td>
<td>≥$350M</td>
<td>FY 2014</td>
<td>$355.9M</td>
<td>✔️</td>
</tr>
<tr>
<td>3.2.2 Average annual sponsored project revenue per faculty with OHSU Principal Investigator status.</td>
<td>≥$180K</td>
<td>FY 2014</td>
<td>$179K</td>
<td>▼</td>
<td></td>
</tr>
<tr>
<td>3.2.3 Number of new inventions disclosed in a given year.</td>
<td>≥115</td>
<td>FY 2014</td>
<td>128</td>
<td>✔️</td>
<td></td>
</tr>
</tbody>
</table>

An explanation of the assessment along with a data snapshot for each of the indicators in the Clinical and Translational Research core theme is highlighted in the next section.
Objective #3.1 – Promote research career development to provide a “career ready” biomedical science workforce.

Indicator 3.1.1 Annual success rate for Career Development Award (K Awards) applications to the National Institutes of Health.

A critical research revenue stream for OHSU is the awards from the National Institutes of Health (NIH). Since 1993 revenue generated from sponsored projects and awards has increased by 423% (2013) and in 2013, a total of $340.3 million dollars was realized in sponsored projects and awards. Approximately 65% ($220.9 million) was awarded by the NIH. Monitoring the ongoing success of awarded projects is critical to support ongoing research and innovation. The target of ≥33% is the national success rate benchmark.

For academic year 2014, the total number of Career Development Award (K Awards) applications was 14. The annual success rate for the K Award applications is 79% and exceeds the national success rate of 33%.

Indicator 3.1.2 Number of faculty, trainees, and students that complete clinical and translational research training (degrees and certificates).

To help gauge the fulfillment of promoting research career development to ensure that students and trainees are ready to enter the biomedical science workforce, the decision to monitor the number of Masters in Clinical Research (MCR) and Human Investigations Program (HIP) graduate certificates was made. MCR degrees and HIP certificates awarded in 2013-14 were 26 and exceeded the target of 20. The metric was revised for the Year Seven Report to ensure that the target is based on actual degrees and certificates awarded. Table 18 below shows the historical data of these awards.

Table 18: Number of Clinical and Translational Research degrees and HIP certificates awarded since 2008-09.

<table>
<thead>
<tr>
<th>Number of clinical and translational research degrees (MCR) and HIP certificates awarded is ≥20 per year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>---------</td>
</tr>
<tr>
<td>22</td>
</tr>
</tbody>
</table>

Indicator 3.1.3 Percentage of OHSU Ph.D. graduates reporting post-graduation employment or postdoctoral study.

OHSU uses the Survey of Earned Doctorates (SED) as an assessment to examine statistics on the demographic characteristics, debt status, and postdoctoral plans of Ph.D. graduates. Six Federal agencies sponsor the survey. In order to support objective 3.1 “Promote research career development to provide a “career ready” biomedical science workforce”, it was determined that this indicator would be essential to not only monitoring post-graduation plans of OHSU Ph.D. graduates but to also compare to graduates from other doctoral/research universities to determine if indeed they engage in post-graduation study or employment.

The results from the 2011-12 academic year (the most recent available) are shown in Table 19.
Table 19: 2011-12 Survey of Earned Doctorates Results

<table>
<thead>
<tr>
<th>Post-Graduation Plans</th>
<th>OHSU</th>
<th>All Doctoral/Research Universities</th>
<th>All Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definite post-</td>
<td>55.6%</td>
<td>41.5%</td>
<td>25.5%</td>
</tr>
<tr>
<td>graduation study</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Definite employment</td>
<td>9.3%</td>
<td>21.4%</td>
<td>38.6%</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>22.2%</td>
<td>28.5%</td>
<td>32.1%</td>
</tr>
<tr>
<td>or study</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>13.0%</td>
<td>8.5%</td>
<td>3.9%</td>
</tr>
</tbody>
</table>

OHSU Ph.D. graduates reporting post-graduation employment or postdoctoral study exceeded its target of ≥60%. When compared to all doctoral/research universities and all institutions, a higher percentage of OHSU graduates continue on with post-doctoral study while a smaller percentage report definite employment. It should be noted that the number of Ph.D. graduates reporting is relatively small and that the number is not large enough to be statistically reliable. Results will continue to be collected and monitored so that over time enough data will be in place to make solid conclusions.

Objective #3.2- Maintain OHSU’s prominence as a research university.

Indicator 3.2.1 Total sponsored project revenue in a given year.

This indicator is an important output measure that is commonly used to rank academic health center universities. It provides information critical to ensuring that clinical and translational research initiatives are well funded. In the Year Three Report, it was stated in order to demonstrate that this indicator was fulfilling the mission, a target range of $300-$350M in sponsored project revenue in a given year was established. As a result of the Year Seven self-study process, it was determined to utilize the high end of this target range, $350M, as the target. This target now better reflects what OHSU hopes to continue to attain in total sponsored project revenue in a given year. For fiscal year 2014, OHSU had $355.9 million in sponsored project revenue. This figure exceeded the target.

The table below illustrates OHSU’s growth in sponsored projects and awards since 1995.

Table 20: OHSU Sponsored Projects and Awards (FY 1995 through FY 2014)
Indicator 3.2.2 Average annual sponsored project revenue per faculty with OHSU Principal Investigator status.

This indicator is one measure of faculty/researcher productivity and is currently reported to the State of Oregon as a key performance measure (KPM). To better align with the target set for the KPM for the next few years, the target of $180,000 is used. In fiscal year 2014, the average annual sponsored project revenue per faculty with OHSU principal investigator status was $179,375. Although the university did not meet the target for 2014, it is still within the acceptable range for mission fulfillment.

Table 21: Invention Disclosures 2009-2014

<table>
<thead>
<tr>
<th>Year</th>
<th>Invention Disclosures</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>131</td>
</tr>
<tr>
<td>2010</td>
<td>116</td>
</tr>
<tr>
<td>2011</td>
<td>128</td>
</tr>
<tr>
<td>2012</td>
<td>117</td>
</tr>
<tr>
<td>2013</td>
<td>103</td>
</tr>
<tr>
<td>2014</td>
<td>128</td>
</tr>
</tbody>
</table>

Note: All figures rounded to the nearest dollar.

Indicator 3.2.3 Number of new inventions disclosed in a given year.

One of the critical aspects of conducting research at OHSU is to identify how discoveries can be translated into inventions or new technology that can improve diagnoses, treatment, patient care or a myriad of other applications. In the Year Three Report, a range of 115 to 130 invention disclosures was determined to fulfill the mission for this indicator. In order to be consistent with other targets, it was determined to use a set number—rather than a range—to gauge mission fulfillment. It was determined that the lowest number of the target range described in the Year Three Report—115—should be used as meeting the mission for this indicator. The disclosure of 128 inventions in 2014, exceeds the target of 115.
STANDARD 4.B – IMPROVEMENT IN CLINICAL AND TRANSLATIONAL RESEARCH

Data supporting the identified indicators was reviewed and used to lead improvements in the OHSU clinical and translational research core theme.

PROGRESS

Many initiatives have been or currently are underway to improve clinical and translational research at OHSU. To date, these initiatives have led to the following:

- **OHSU is committed to supporting faculty success in research.** With the changing external funding environment and the ongoing evolution of academic medicine, it is critical to provide an environment at OHSU that minimizes barriers and increases opportunities for excellent research. To that end, OHSU leadership developed internal mechanisms to provide salary support and bridge funding for outstanding research faculty. This new, increased level of support provides stability and a platform on which faculty can build their research programs.

- **Improved research infrastructure** by implementing comprehensive, standardized policies and procedures; improving Institutional Review Board (IRB) office, board workflow and efficiency, redesigning approach for collecting study information from investigators and reducing investigator requirements.

- **Advancement in computational biology** which uses mathematical equations and numeric computation to answer fundamental biological questions and touches every discipline of biology. In January 2014, Dr. Adam Margolin was hired as the director of the computational biology program.

- **Reduction in barriers to research** by collaborating with OHSU Foundation leaders and key staff to begin the process of developing a neuroscience portfolio that will clearly define areas of research strength and distinction. The goal of this initiative is to enhance faculty capacity to convey a compelling research vision to OHSU leadership, the public, potential funders and future partners. This past fall, the neuroscience program completed a comprehensive review to identify barriers, strengths, and future initiatives.

- **Greater promotion of research** by envisioning, coordinating and creating presentations for VIP visits. The overviews are designed to raise awareness of OHSU's research strengths among key influential. The goal is increase awareness, appreciation and understanding of the value of research at OHSU to both internal and external stakeholders and the public.

- **Support for research collaboration and capacity** has expanded due to the Collaboration Advancement Awards (CAA) program funded by the School of Medicine Research Roadmap.

- The **Oregon Institute for Patient-Centered Comparative Effectiveness (ICE)** provides training and career development opportunities for investigators interested in conducting comparative effectiveness research and patient-centered outcomes research (CER/PCOR).

- The appointment of Dr. Charles Blanke as the leader of the **Southwest Oncology Group (SWOG)** in 2012 enhanced the OHSU Knight Cancer Institute's ability to serve as a clearinghouse for multi-site clinical trials. As a result of this effort, patients throughout the Pacific Northwest who are served by OHSU now have greater access to SWOG clinical trials. Since the OHSU Knight Cancer Center serves as the headquarters for SWOG, multi-year NCI grants worth about $20 million to $25 million annually are
expected to move to the Knight Cancer Center and provide increased support for cancer research and clinical trials.

- Currently OHSU is implementing a clinical research system, eCRIS to help streamline clinical trials, increase efficiencies and provide a more consistent billing process.

- Clinical Research Improvement & Integration (CRII) is a project launched in 2012 to explore and improve the clinical research infrastructure at OHSU. Over a period of six months, experts at OHSU in healthcare and research worked to map current processes, identify process improvement opportunities, and implement new approaches to speed the launch, execution and tracking of clinical trials. Four initiatives have launched or are being launched and a steering committee is exploring the next phase to determine the best allocation of resources for future projects. CRII is sponsored and supported by the senior vice president for research and the director of the Oregon Clinical & Translational Institute at OHSU.

- Through the OHSU Foundation and the OHSU Doernbecher Foundation, leadership is also committed to raising funds from private philanthropic organizations to advance OHSU’s research mission. Through a broad range of efforts, including participation in the Medical Research Foundation (which supports promising biomedical exploration and development of research careers), and specific efforts such as the OHSU Knight Cancer Challenge, as well as endowed faculty positions and student scholarships, OHSU places a high priority on securing funding for research to complement and supplement funds from federal and other sources.

STRATEGIES FOR ONGOING MISSION FULFILLMENT

Clinical and translational research continues to expand in scope and complexity globally, regionally, and locally at OHSU. This is driven by many factors, including advances in genetics and genomics, new imaging modalities, and drug discovery. These activities hold great promise in applying basic science discoveries to improve human health. However, they also require extensive infrastructure and operational support, with overlap between clinical and research enterprises at OHSU. Clinical operations must be able to encompass research activities that involve human volunteers and patients, with sufficient expertise and resources to allow efficient and successful completion of research protocols.

Inadequate recruitment of human subjects has recently been identified by the NIH as a major and pervasive obstacle to successful completion of clinical research protocols. This continues to be a challenge for OHSU as well. The NIH has encouraged academic medical centers and other sites to create comprehensive, nimble, and skilled recruitment units able to rapidly respond to recruitment needs. OHSU has a number of discrete units and resources for this activity, but is now tasked with creating a more integrated and functional recruitment core. Efforts are underway to recruit more diversified trial participants for clinical trials. Both rural and diverse populations are being tapped to help increase patient participants.

A second NIH priority is the creation of infrastructure to support multicenter clinical trials, which are increasing necessary to conduct early-phase therapeutic research and speed the delivery of new drugs to market. OHSU participates in numerous multicenter clinical trials, primarily sponsored by industry, but is now tasked with creating a centralized core that can rapidly respond to investigator-initiated protocols that require multi-center participation. This includes centralized IRB review, robust informatics infrastructure for secure data transfer, and skilled personnel for on-site study conduct as well as collaboration with multiple other sites.
CORE THEME #4 – HEALTH SYSTEM AND HEALTH POLICY LEADERSHIP

Standard 3.B. Planning for Health System and Health Policy Leadership

The Health System and Health Policy Leadership core theme continues to be a critical component of the university mission as the landscape is changing constantly on the fronts of health system and health reform. Planning related to health system and health policy leadership is focused on two objectives:

1. Ensure OHSU students gain knowledge about population health and health policy.
2. Bridge academic research, health policy, and community practice to improve public health.

The health system and health policy leadership planning aligns with two strategic goals and supporting strategies identified in the Vision 2020 v. 2013 strategic plan. These goals are:

- Goal 3: Join others in developing policy and care delivery solutions that improve access to high-quality health care for all, especially Oregonians.
- Goal 4: Help meet Oregon’s health and science workforce needs through innovative education strategies.

The identification of the Health System and Health Policy Leadership core theme reflects the changing healthcare environment and is represented in the university’s educational programs, research programs, community partnerships, and healthcare. Planning around the evolving OHSU-Portland State University (PSU) School of Public Health and the Center for Health System Effectiveness is a direct outcome of focused planning around this core theme.

An overview of the core theme objectives and the planning initiatives supporting them are discussed below.

**Objective #4.1 - Ensure OHSU students gain knowledge about population health and health policy.**

**School of Public Health Initiative**

The Oregon Masters of Public Health program (OMPH) was approved in 1989 by the Board of Education as a collaboration among Oregon Health & Science University, Oregon State University, and Portland State University. In 2010 planning began to develop a collaborative School of Public Health that would bring together OHSU’s and PSU’s considerable resources and build on a twenty-one year track record of collaboration in public health programming. The commitment to establish a collaborative School of Public Health was shared publically in the OHSU/PSU Strategic Partnership Task Force Report and documents the planning initiatives necessary to create this venture.

The essential foundation for establishing the School of Public Health was the planning by faculty to establish a mission statement. A series of three faculty forums resulted in the School of Public Health mission statement, which is:
The mission of the School of Public Health is to prepare a public health workforce, create new knowledge, address social determinants, and lead in the implementation of new approaches and policies to improve the health of populations.

Led by the provosts from OHSU and Portland State University, a School of Public Health Steering Committee including faculty and administrative representatives from both campuses has been meeting regularly to develop the collaborative model and infrastructure for the School of Public Health, and to address the extensive requirements for the Council on Education in Public Health (CEPH) school-level accreditation.

- Activities in the first two years have included institutional and cultural scans, developing project and business plans, implementing new MPH tracks and three PhD programs, and supporting the reaccreditation of the OMPH Program. This past year seven faculty Affinity Groups, each focused on a specific content area, have been addressing issues related to competencies, curriculum, faculty expectations, and research interests. An interim School of Public Health dean was selected in spring 2014 to articulate a plan for the ongoing engagement of faculty, staff, students, and community partners.

- The School of Public Health timeline calls for a 2015 CEPH accreditation application and self-study, with a full-scale site visit within two years. A permanent founding school dean will be secured once accredited school status has been achieved.

OHSU and PSU are continuing to work together to collaboratively establish this School. The interim stage of this collaboration—while CEPH “school” accreditation is pursued—is the OHSU-PSU Joint Programs in Public Health. Several proposals for new academic programs in public health have successfully progressed through the school-, institutional- and state-level review processes. These include newly authorized programs in Biostatistics, and Environmental Systems and Human Health leading to the professional degree of MPH along with existing OHSU MPH programs in Epidemiology and Primary Healthcare and Health Disparities and a new program in epidemiology leading to a Ph.D. These will complement the existing and new programs offered by Portland State University.

OHSU and PSU collaborated to develop a monograph, The State of Our Health 2013, a compilation of statistics available through the State of Oregon and national agencies, to provide a broad overview of the state of health and well-being in Oregon. It includes indicators and influences that contribute to the determinants of health in Oregon overall and county-by-county. The purpose of this publication was to draw attention to the variability in health outcomes across the diverse communities in Oregon and to put a stake in the ground for public health expertise to consider interventions that have high impact on health.

As OHSU and PSU embark on a collaborative effort to establish a new school of public health, this monograph sets the stage for the mission: to innovatively prepare a public health workforce that better understands the social determinants of health over the lifespan, and that is competent to address these by intervening in communities to improve health. The monograph may serve as a benchmark for faculty and students to advance knowledge of what types of interventions are effective in promoting health and eradicating disparities as well as serve as a
resource for legislators, local leaders, and community health providers to improve health in Oregon.

As discussed previously in this report, the goal of the Interprofessional Education initiative is to prepare all OHSU students to deliberately and intentionally work together with a common goal of building a safer and more effective patient-centered and community-oriented health care system within Oregon and across the United States. The ultimate goal is to improve the health and well-being of populations worldwide. Specific learning outcomes in OHSU programs focusing on population health, health disparities, health policy and health care leadership as well as one OHSU Graduation Core Competency which focuses on the student’s ability—upon graduation—to “demonstrate an appropriate understanding of evolving health care systems, health and science policy, and resource allocation in order to optimize human health and scientific discovery” help to ensure that students are provided ample opportunities to learn and apply concepts and knowledge about health system and health policy.

**Objective #4.2- Bridge academic research, health policy, and community practice to improve public health.**

OHSU’s investigators are intimately involved in research that draws on and feeds back into local communities and health systems. Selected examples include:

- **Richard Deyo, M.D., M.P.H.** recently co-chaired an NIH-sponsored task force developing research standards on a challenging health and research problem: chronic back pain. Dr. Deyo and the task force were charged with resolving issues such as inconsistent terminology and outcome measures.

- The Center for Health Systems Effectiveness hosted a conference on Payment Reform policy in 2013, attended by more than 200 researchers, health care providers, and health system stakeholders. Investigators from the Center also provided early evidence on Oregon’s Medicaid transformation in several forums, including the State of Oregon’s 2015 Coordinated Care Summit, which was attended by more than 1,300 individuals. Researchers from the Center also provide evidence and analyses for the State on matters of health care spending (the Center is currently tasked with developing a model of Sustainable Health Expenditures) and estimates of changes in insurance that occur with the Affordable Care Act.

- **David Dorr, M.D.** has broadly evaluated and tested the “Care Management Plus” model, an innovative primary care model that uses advanced technology and informatics coupled with team reorganization around care management to change outcomes for patients with complex illness. David and his Care Management Plus team provide technical assistance for the Comprehensive Primary Care initiative, a four-year multi-payer program funded by the Centers for Medicare and Medicaid Services designed to strengthen primary care.

- **OHSU** was recently named the U.S. West Coast branch for the international Cochrane Collaboration, the world’s leading organization for conducting systematic reviews on evidence in health care. The branch will be led by Mark Helfand, M.D., M.S., M.P.H., a professor of medicine, and medical informatics and clinical epidemiology in the OHSU School of Medicine.

- **Dennis McCarty, Ph.D.** leads the Western States Node of the National Drug Abuse Treatment Clinical Trials Network. In this position, Dr. McCarty conducts research but also creates a bridge which collaborates with community based programs to conduct...
studies that examine the organization, financing, and delivery of publicly funded substance abuse treatment services.

- Honora Englander, M.D., developed the Care Transitions Innovation, or C-Train program, at OHSU. The C-Train model includes nurses, pharmacists and physicians across the hospital and clinic settings that provide enhanced care coordination for vulnerable patients upon entry into the hospital. The model has been rigorously evaluated in randomized trials and has been disseminated to other hospitals in the community.

**Standard 4.A. Assessment-Core Theme Four: Health System and Health Policy Leadership**

Table 22 below summarizes the objectives and indicators for the health system and health policy leadership core theme.

<table>
<thead>
<tr>
<th>Core Theme Four: Health System and Health Policy Leadership</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td></td>
</tr>
<tr>
<td>4.1. Ensure OHSU students gain knowledge about population health and health policy.</td>
<td>4.1.1 Percentage of programs that have at least one Student Learning Outcome that addresses evolving health systems, population health, health policy, resource allocation or leadership.</td>
</tr>
<tr>
<td>4.2. Bridge academic research, health policy, and community practice to improve public health.</td>
<td>4.2.1 Annual sponsored projects revenue specifically focusing on health systems, health science research or evidence-based policy.</td>
</tr>
<tr>
<td></td>
<td>4.2.2 Perception of Oregonians regarding OHSU’s partnering with others to improve the health and well-being of the state’s citizens or leading discussions on health care issues or health reform is &gt; 7.0 on a ten-point scale.</td>
</tr>
</tbody>
</table>

Table 23 on the following page provides the target, time period data was collected, assessment results and the status of the indicator in fulfilling the mission for each core theme indicator for the Health System and Health Policy Leadership.
Table 23: OHSU Mission Fulfillment – Health System and Health Policy Leadership

Core Theme #4 - Health System and Health Policy Leadership

Objective 4.1 – Ensure OHSU students gain knowledge about population health and health policy.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Target</th>
<th>Time Period</th>
<th>Results</th>
<th>Fulfilling Mission</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1.1</td>
<td>≥60%</td>
<td>2014</td>
<td>49%</td>
<td>▼</td>
</tr>
</tbody>
</table>

Objective 4.2 – Bridge academic research, health policy and community practice to improve public health.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Target</th>
<th>Time Period</th>
<th>Results</th>
<th>Fulfilling Mission</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2.1</td>
<td>$30M</td>
<td>FY 2014</td>
<td>$28.4M</td>
<td>▼</td>
</tr>
<tr>
<td>4.2.2</td>
<td>≥7.0 on a ten-point scale</td>
<td>2013</td>
<td>Partnering 7.5 Leading Discussions 7.2</td>
<td>□</td>
</tr>
</tbody>
</table>

An explanation of the assessments along with a data snapshot for each of the indicators in the Health System and Health Policy Leadership core theme is highlighted in the next section.

**Indicator 4.1.1 Percentage of programs that have at least one student learning outcome that addresses evolving health systems, population health, health policy, resource allocation or leadership.**

This indicator was revised as a result of the self-study process to move it away from “participation in formal activities” to focusing more on what students learn in health system and health policy. With the evolving implementation of student learning assessment plans by the academic programs at OHSU, it was determined to examine and monitor the number of programs that have at least one student learning outcome that directly addresses students' knowledge in health systems, health policy, public health, population health, resource allocation or leadership. To measure this indicator, the program directors provided information about the number of student learning outcomes that address the identified areas listed in the indicator. Because the assessment program is evolving, along with other initiatives that focus on health system and health policy leadership, it was determined to establish a target indicating that at least 60% of programs will have one student learning outcome addressing this area. This is a reasonable target as not all programs offered at OHSU focus or even teach these areas.
As the assessment program continues to evolve at OHSU, an emphasis on including at least one student learning outcome in these areas, as well as monitoring performance results on respective assessments, will be a better gauge of how well students are gaining knowledge about population health, health systems and health policy.

For the 2013-14 academic year, 49% of programs have at least one student learning outcome that addresses evolving health systems, population health, health policy, resource allocation or leadership. Even though the target was not met, it was still within the acceptable range for mission fulfillment.

**Indicator 4.2.1 Annual sponsored projects revenue specifically focusing on health systems, health science research or evidence-based policy.**

As discussed in the Indicator 3.2.1 section, annual sponsored project revenue is an important output measure common to academic health care universities. Revenue generated through annual sponsored projects specific to health systems, health science research and evidence-based policy, provides important information to the university critical to ensuring its efforts to bridge research, health policy and community practice to improve community health are effective.

In the Year Three Report, this indicator was developing and as a result, no target was established. Since 2012, a more extensive review of the annual sponsored projects revenue specific to health systems, health science research and evidence-based policy was conducted. It was determined, based on prior years’ data, that a target of $30 million dollars per year should be established. For fiscal year 2014, the total annual sponsored projects revenue specifically focused on health systems, health sciences research or evidence-based policy was $28.4 million. Although the target was not achieved, it is still within the acceptable range and therefore fulfills the mission.

**Indicator 4.2.2 Perception of Oregonians regarding OHSU’s partnering with others to improve the health and well-being of the state’s citizens or leading discussions on health care issues or health reform is >7.0 on a ten-point scale.**

Approximately every three years, a statewide image study is conducted by an outside consultant in an effort to monitor the public’s attitudes, awareness, and perceptions about OHSU. Results of these studies are evaluated and tracked over time. The responses are used to help frame OHSU communications and enhance engagement efforts with the public and key stakeholders.

The last study conducted in 2013 was administered to 600 Oregon residents plus 200 participants in Astoria, The Dalles, Salem, Eugene (all cities in Oregon), Longview, WA and Clark County (WA). A scientific, random telephone survey was used to conduct the study. Quotas for age, gender, and state were established to ensure a representative sample.

Responses that had a rating of 5 or above indicate that people think that OHSU is doing well as opposed to doing poorly.

Two questions from this survey are used to gauge the attainment of this indicator. The responses to survey items “Partnering with others to improve the health and well-being of
“Oregonians” and “Leading discussions on health care issues in the state of Oregon” are used. Data from the 2013 survey supporting this indicator is shown in Figure 13 below.

**Figure 13: OHSU Statewide Image Study Results - 2013**

Responses to both questions reviewed for the indicator exceed the target of >7.0 on a ten-point scale.

**STANDARD 4.B – IMPROVEMENT IN HEALTH SYSTEM AND HEALTH POLICY LEADERSHIP**

Data supporting the identified indicators was reviewed and used to lead to improvements in health system and health policy leadership.

**PROGRESS**

OHSU has made substantial progress in leadership in Health System and Health Policy Leadership. OHSU launched the Center for Health Systems Effectiveness (CHSE) in 2011. Today, the Center includes three Ph.D. Health Economists, six masters-level statisticians, a program coordinator, and several project staff. Center faculty serve as principal investigators for more than $6 million in grants. The Center infrastructure incorporates multiple datasets and analytical approaches that are used by investigators across OHSU and Oregon. The Center oversees data from Oregon’s All Payer All Claims database as well as Medicaid data from a growing number of states (Oregon, Colorado, Washington, and Oklahoma) – approximately three terabytes of data.

The CHSE infrastructure has been successfully leveraged for funding by multiple principal investigators. CHSE is providing the support for NIH grants from Ben Sun (Emergency Medicine), Dennis McCarty (Public Health and Preventive Medicine), David Dorr (DMICE)
and Dan Hartung (School of Pharmacy), a PCORI grant led by researchers at Providence, and support for Career Development (K Award Applications).

In April, 2014, several OHSU centers and programs were co-located to create a focus on community-focused research and services. These programs include the Center for Health Systems Effectiveness, Care Management Plus, the Oregon Rural Practice-Based Network, Community Dentistry, and the Center for Evidence-based Policy. In 2014, Jackie Shannon, Ph.D., was named Director, Integrated Program in Community Research.

Finally, as OHSU and PSU collaborate on final planning and approvals to establish a new School of Public Health, this venture will be key to innovatively prepare a public health workforce that better understands the social determinants of health over the lifespan, serves communities to improve population health and influences health system reform and health policy.

STRATEGIES FOR ONGOING MISSION FULFILLMENT

Three key areas for improvement that will be an ongoing focus for OHSU in the area of health system and health policy leadership include:

1. Oversee the final stages of planning and approvals necessary to launch the joint School of Public Health in partnership with Portland State University.

2. Develop a more concise definition of what knowledge about health system and health policy leadership is needed by students.

3. Continue efforts to integrate health system and health policy content into the curriculum to ensure that OHSU students possess the knowledge and gain a full understanding of key aspects related to these areas.
CHAPTER FIVE: MISSION FULFILLMENT, ADAPTATION, SUSTAINABILITY

This final chapter provides an overview of how OHSU continually demonstrates it is fulfilling its mission. A summary of key factors that illustrate the university’s ability to continue to fulfill its mission are analyzed. This chapter shows that OHSU is within the acceptable threshold for its core themes, objectives and mission fulfillment.

ELIGIBILITY REQUIREMENT 24: Scale and Sustainability
OHSU demonstrates that its operational scale is sufficient to fulfill its mission and achieve its core themes presently and will be able to continue to do so in the future. OHSU has and will continue to ensure that resources are available and sufficient to fulfill its mission and achieve the initiatives outlined in the core themes and Vision 2020 strategic plan.

STANDARD 5.A. – MISSION FULFILLMENT

The structure that OHSU utilizes to assess mission fulfillment was introduced in Chapter One and then further articulated in Chapter Four. This section of the report combines the information provided in earlier chapters and provides a collective summary of OHSU’s assessment of mission fulfillment.

Standard 5.A.1 The institution engages in regular, systematic, participative, self-reflective, and evidence-based assessment of its accomplishments.

OHSU has defined clear measures that demonstrate success in its four core themes: Learning Environment, Interprofessional Education, Clinical and Translational Research and Health System and Health Policy Leadership. These core themes are described throughout the accreditation report and are communicated in detail in Chapter Four. The results of measuring these indicators provide feedback to the university’s faculty, students, and staff at various levels and through a number of diverse channels. At a university-wide level, assessment is linked to a continual process of strategic planning and analysis about future directions and initiatives as described in Standard 4.A. and 4.B. OHSU monitors and reports progress and performance to the Board of Directors at each board meeting.

In addition to the indicators outlined in Chapter Four, a number of large-scale and university-wide assessments both external and internal provide feedback to the university leadership and all stakeholders that is used to gauge its performance. Examples of current external and internal feedback processes and mechanisms are highlighted below:

External Feedback:

- Forty-one of OHSU’s programs have specialized accreditation. As a result, these programs undergo an external, rigorous assessment and review process required by specialized program accreditation, licensure or certification entities.
- The Accreditation Council for Graduate Medical Education (ACGME) process for 71 OHSU residency training programs in the Division of Graduate Medical Education ensures programs meet educational standards in each specialty and subspecialty. Further, through this process, there is opportunity to compare OHSU’s performance against other programs on a national level.
• External review of all new graduate-level professional and degree programs to ensure quality, access, employability, etc. in addition to criteria established by the Statewide Provost Council.

• OHSU’s institutional accreditation through the NWCCU regional accrediting body is a campus-wide comprehensive assessment that reviews institutional performance on a scheduled, continuous cycle. Information provided in this self-study accreditation report represents the University’s first full implementation of assessment measures related to the core themes. The resulting data in this report will serve as a baseline for all future assessment work.

• Passage rates on national credentialing exams provide programs important information on the effectiveness of the program and student’s preparation for their profession in a healthcare or scientific profession.

• The OHSU statewide image study provides critical feedback to leadership and key stakeholders on how well OHSU is partnering with others to improve the health and well-being of the state’s citizens and its leadership in healthcare issues and reform.

• Annual report to the Oregon legislature on key performance indicators (KPI’s). Results are used to measure performance of OHSU along with other Oregon public institutions of higher education. Data and information is used at the state level to help inform policy discussions and development.

• Independent external reviews of OHSU research centers and institutes are conducted periodically to provide important feedback used for improvement and enhancement of the research enterprise.

Internal Feedback:

• The five-year academic program review cycle is a comprehensive self-assessment based on key program data elements and student learning outcomes. Completed program reviews are reviewed by the Academic Program Review Committee, which is composed of faculty from across the university. The results of the Academic Program Review are shared with the Faculty Senate on a semi-annual basis, with specific program and university-wide improvement recommendations advancing to the provost for consideration.

• In 2012, the Provost’s Office began an extensive renovation of its academic policy structure to address university-wide academic policies. This change resulted in the formation of the Committee on Academic Policy (CAP) which reviews and vets academic policies. The process is now widely utilized to not only review existing academic policies but approve new ones as well. Information about the CAP and a listing of approved policies is now available on the website.

• In order to document and monitor program and curricular changes, a university-wide process for Curricular Modification been established to help facilitate school-level review of new program proposals or changes to existing programs. After successfully navigating the school-level review, new programs or degrees undergo an administrative review by the Provost's Office, and are presented to and approved by the OHSU Faculty Senate.

• The OHSU Climate and Diversity survey provides key feedback and input from employees and students and results are used to enhance diversity and inclusion initiatives and improve the learning and working environment at OHSU.

• Quarterly course evaluation summaries provide programs feedback on quality and effectiveness of courses.
• Annual student satisfaction survey of Joseph B. Trainer Health & Wellness programs, services and support provides important feedback used to enhance programs and services.
• Assessment Council process of reviewing student learning outcomes, assessment methodologies, and proposed use of results. Feedback is provided to the programs to help strengthen their student learning assessment plans and processes.
• OHSU institutional data and Oregon Key Performance Indicators are made available for internal and public disclosure in its annual Fact Book publication. This data is used extensively for reporting to other outside entities, specialized accreditors and for grant applications.
• Mission-area reports on strategic plan performance and progress are presented to the Board six times a year. Reports are used to measure university performance and make adjustments—as needed—to ensure strategic goals are achieved.

Standard 5.A.2 Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.

In order to assess OHSU’s mission fulfillment and ensure compliance with NWCCU’s accreditation standards, the OHSU administration, faculty and staff have identified four core themes: Learning Environment, Interprofessional Education, Clinical and Translational Research, and Health System and Health Policy Leadership. Objectives and measurable indicators of effectiveness have been identified for each of these core themes. A scoring system has been developed to evaluate the achievement of the university’s mission at four levels—core theme indicator, objective, core theme and overall mission fulfillment.

Reporting Performance on Core Theme Indicators

To demonstrate OHSU’s progression on its core theme indicators, the university has implemented a three-color symbol assignment system. Each indicator has been assigned a color symbol based on the results of the associated assessment. Indicators with a green dot indicate that results are at 100% or above the target; a yellow yield symbol indicates the results are within 80-99% of the target and are considered within an acceptable range; and a red octagon symbol shows that results less than 80% of the target, suggesting that immediate action is required to improve performance.

Table 24: Symbol Assignments for Indicators

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>🟢</td>
<td>Meets or exceeds target; continuous effort needed to maintain acceptable performance or improve further. Results are at 100% or above target.</td>
</tr>
<tr>
<td>🔴</td>
<td>Difference between the target and the result is &gt;20% and immediate action is needed. Results are &lt;80% of the target and are not considered to be within an acceptable range.</td>
</tr>
<tr>
<td>🟠</td>
<td>Difference between the target and the result is within 20%; continued monitoring and effort needed to reach target. Results are within 80-99% of the target and are considered to be within an acceptable range.</td>
</tr>
</tbody>
</table>
Reporting Performance on Core Theme Objectives

The University’s performance on its core theme objectives is also reviewed and analyzed. In order to successfully achieve the core theme objective, 90% or more of the supporting indicators must meet target or score within the acceptable range. As a result of this self-study, OHSU demonstrates that it has fulfilled all of its core theme objectives.

The core theme objectives for the Learning Environment were successfully achieved, as 100% of the indicators either met the target or were within the acceptable range. Three indicators—1.1.2 (On Track participant perceptions), 1.3.2 (student learning outcomes and assessment plan development) and 1.3.5 (overall student rating on course evaluations) did not meet the target but were within the acceptable range. Strategies have been outlined to improve the performance of these indicators, and they will continue to be monitored.

The objectives supporting the Interprofessional Education core theme have fared well since this program has only been in place recently. One hundred percent of the core theme objectives either met the target or were within the acceptable range. Additional initiatives are currently underway to continue to enhance and expand the interprofessional education program.

Gauging the performance of the two objectives supporting the Clinical and Translational Research core theme, it is evident that OHSU performs very strongly in promoting research career development to help ensure a well-qualified biomedical science workforce and continues its reputation of being a prominent research university. Even though 100% of the objectives have either been met or were within the acceptable range, efforts are still underway to continually improve research career development and funding streams so that OHSU can continue to excel as a research university.

Measuring the university’s effectiveness of being a leader in health system and health policy continues to be a challenge. Although performance for the objective to "ensure OHSU students gain knowledge about population health and health policy" has been met (as the results of the indicator are within the acceptable range), efforts need to continue to ensure that there is exposure or emphasis in curricula and outcomes. Further, at least one or more indicators should be added to measure the attainment of this objective to provide a more well-rounded assessment on its performance.

OHSU demonstrates that it continues to be a key leader and partner within the state of Oregon and beyond to help bridge academic research, health policy and community practice to improve public health. Although this objective was met (since 100% of the indicators either met the target or were within the acceptable range), efforts continue to be underway to ensure that OHSU continues to be a key leader and partner in increasingly important public health care initiatives.

Reporting Performance on Core Theme Fulfillment

In order to demonstrate performance on each of the core themes, the university has established the standard that 90% or more of all the indicators for the core theme either meet the target or are within the acceptable range. OHSU has demonstrated that it has met each of its core themes.
Reporting Performance on Overall Mission Fulfillment

In order to gauge overall mission fulfillment, the university has established the standard that 90% or more of all the indicators meet the target or are within an acceptable range. **OHSU has demonstrated that it has fulfilled its mission as 100% of the indicators met the target or are within the acceptable range.**

See Appendix 27 for the Assessment of Mission Fulfillment.

Although the university performed very well, progress and areas of improvement were identified for each core theme in Chapter Four and are summarized in the Conclusion.

The self-study process has been valuable to further refine the indicators and associated metrics that have helped OHSU more clearly recognize areas that can be strengthened and those that need to be supported in the way of process improvements, future resource allocation or other means. The strategies outlined in this report will be implemented and monitored, and the results will be documented for the next accreditation cycle.

The process of continuous improvement is already embedded in numerous university practices, processes and procedures. The documentation of this work along with intentional planning and oversight will be a tremendous step in the ongoing effort to “be a great organization…”.

**Standard 5.B – Adaptation and Sustainability**

*Standard 5.B.1 Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.*

OHSU regularly assesses and evaluates its resources, capacity, and effectiveness of operations in a number of different ways and on various, ongoing cycles, depending upon the process. For example, Student and Academic Affairs employ several program evaluations and other outside programmatic accreditation processes; the Office of Diversity and Inclusion conducts a climate survey every three years; and Central Finance Services prepares regular budget reports and conducts periodic compliance audits for internal and external purposes.

The following list identifies some of the structures that more specifically evaluate the adequacy of university resources, capacity, and effectiveness of operations:

- Monthly, quarterly and annual university budget reports prepared for executive leadership, OHSU Board of Directors and Finance and Audit Committee.
- OHSU Climate and Diversity Survey conducted every three years
- Annual Assessment Council Summary Report
- Five- year Academic Program Review Report and Analysis
- External review of all proposed new graduate level professional and degree programs for quality, access, cost effectiveness, employability, etc. as well as meeting criteria established by the Statewide Provost Council.
- Quarterly Blue student course evaluation results at the institutional and school level
- Specialized accreditation self-studies and formal follow-up (as per accreditation cycle)
- Annual Oregon Key Performance Measures Report and Analysis
- Academic Program/Curricular Modification Process and Follow-up
- **Strategic Plan (Vision 2020)** regular monitoring by Board of Directors and executive leadership to gauge progress toward strategic goals.
- Faculty and staff performance evaluations
- OHSU Statewide Image Study conducted on average every three years
- Emergency Preparedness Planning
- Annual library collection development process used to inform book, journal and database renewal and purchase decisions.
- [OHSU Fact Book](#)
- [OHSU 20-Year Facilities Master Plan](#)

Information and data provided through these sources contributes to OHSU’s assessment of program effectiveness and informs the university’s ability to fulfill its mission and vision and accomplish the core theme objectives and strategic goals.

**Standard 5.B.2. The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluation to make changes, as necessary, for improvement.**

OHSU has maintained an ongoing strategic planning process for many years. The current strategic plan format and planning process was developed in 2007 to provide a more dynamic, inclusive, and adaptable roadmap for all mission areas. The history and timeline of this work is detailed in Chapter Three of this report.

Strategic planning on both the institutional and unit level is vertically and horizontally integrated, and change is data-driven based on outcomes analysis. The university regularly and systematically collects data related to clearly defined indicators of achievement, analyzes those data and develops evidence-based evaluations of progress toward meeting core theme objectives and fulfilling strategic goals. The analyses of these data sets are closely linked to ongoing strategic planning review and assessment. At the institutional level, progress in implementing the goals and strategies of OHSU Vision 2020 is assessed formally every two months through the OHSU President’s Council, which includes senior leaders from all mission areas. Progress in implementing the strategic plan and key developments within the planning process is reported to the OHSU Board at its quarterly meetings, with a formal Vision 2020 status report occurring bi-annually. On the unit level (e.g., school, program, system, or department) planning is continuous and measured using specific unit-appropriate metrics. These metrics align with, but are not limited to, those required by regulatory and/or accrediting agencies.

As outlined in Standard 3.A., OHSU demonstrates a defined process for evaluating the integration and significance of institutional planning. Allocation of resources is aligned with strategic goals, strategies, and tactics at both the institutional and unit level. The institution’s capacity to achieve desired and required outcomes of its programs and services, core theme objectives, and strategic goals is tracked and continues to support mission fulfillment.

The new budget model, implemented in 2011 and used for three budget cycles (2012-2014), includes margin targets for each major budgetary area. This new model established a clearer method to allocate central administrative and support costs as well as limit redundancy and help stabilize fluctuations in funds flows (e.g., NIH grant funding). While this method produced strong financial results, this approach did not differentiate between two key issues—funding to support basic science research and funding related to clinical practice—although in the end both areas are funded through the university’s ability to operate at or above its targeted earnings, ensuring
an adequate profit margin to support the health care, education, research and community service missions. An updated approach that has been implemented for the 2015 fiscal year is intended to be much more straightforward and transparent regarding how faculty’s scientific and clinical efforts are funded as well as the capital budget for research and education.

OHSU has adequate facilities to maintain current programs. The new Collaborative Life Sciences Building (CLSB) and Skourtes Tower provides an additional 500,000 square feet to house interprofessional and multiprofessional academic, research and dental clinic space. In addition, the CLSB includes a 20,000-square-foot, state-of-the-art, interprofessional simulation center that affords innovative experiences for training and assessing students, faculty, and OHSU and community healthcare providers. The university is now in the design phase for another one million square feet of new research, training, and patient care facilities to be constructed on the South Waterfront campus between 2016 and 2018. The facilities will include a new 330,000 square-foot research building for OHSU’s Knight Cancer Institute and a 700,000 square-foot ambulatory care complex with a high-acuity outpatient tower, a conference center, a new parking garage and an 80-bed guesthouse.

**Standard 5.B.3. The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement.**

OHSU recognizes the importance of ongoing, continuous feedback both internally and externally to ensure it is fulfilling its mission, vision and strategic goals for the long term. A number of internal and external data is gathered in order to identify emerging trends, both locally and nationally, that may impact operations and the strategic direction of the university.

Some examples of recent external data and information sources and how they are used for planning and improvement include:

- OHSU Statewide Image Study conducted by DHM Research. Outcomes of this study are used to evaluate public attitudes, awareness, and perceptions about OHSU and track changes over time. Results assist OHSU leadership in forming communications and developing engagement efforts with the public and key stakeholders.

- A monograph, The State of Our Health 2013 which was a compilation of statistics available through the State of Oregon and National agencies provided a broad overview of health in Oregon. The results were used to help: innovatively prepare a public health workforce; establish a new school of public health in collaboration with Portland State University; and establish benchmarks for faculty and students to enhance their knowledge of the types of interventions that are effective in promoting health and eradicating disparities. The State of Our Health 2015 is currently being finalized.

- Specialized accreditation agencies reports. As stated previously in this report, many programs at OHSU maintain specialized accreditation. The Office of Program Review, Academic Policy and Accreditation maintains the most up-to-date list of OHSU programs with specialized accreditation. The current inventory of programs with specialized accreditation can be found in Appendix 28. Tracking of recommendations and follow-up by the programs is also maintained by the Office of Program Review, Academic Policy and Accreditation.
▪ External financial auditors report. Information provided to the Finance and Audit Committee and then to the OHSU Board of Directors. Information is used to ensure the university is fully in compliance with the state and federal accounting standards. All recommendations are considered and corrective action is implemented as quickly as possible to ensure compliance and financial efficiencies.

▪ Annual OMB Circular A-133 audit that verifies the controls around all federal grant awards and federal student aid funds. All recommendations or corrective actions are implemented as quickly as possible.

▪ Utilizing the university Health System Consortium database to track key quality, patient safety, utilization, and cost metrics. Using this database provides important feedback on OHSU’s performance overtime and to benchmark to other academic medical centers.

▪ Participation in clinical registries enables OHSU to analyze its own operations and compare to aggregate national performance data in such clinical areas as adult surgery, trauma, stroke, transplant and heart failure.

▪ OHSU’s executive vice president and chief financial officer meets with analysts from Standard & Poor’s, Moody’s and Fitch on a quarterly basis to solicit feedback on OHSU’s performance on a national level and to identify variables that may impact OHSU’s financial performance or position.

Examples of internal information sources and how they are used to assess strategic direction, define future direction and if needed, revise the mission, vision, core themes and core theme objectives are listed below.

▪ 2014 Employee and Student Diversity Climate Survey. Results are used to enhance recruitment and retention strategies for students and employees, enhance education to better integrate diversity, inclusion and cultural competence into OHSU healthcare curriculum and delivery systems, and identify university-wide training and development opportunities. The current survey results are still under review by the board of directors and executive leadership and specific strategies to address survey results are being considered.

▪ Annual Fact Book which provides a significant amount of data used for several core theme indicators, the Oregon Key Performance Measures and other key data for academic programs and the university. Data are used to identify trends in a number of different areas and trigger discussions on strategies to improve performance.

▪ Internal operations are monitored through regular operational budget reporting to President’s Council and then to the Board of Directors.
CONCLUSION

Oregon Health & Science University is a nationally prominent research university and Oregon's only public academic health center. Several OHSU programs are included in the latest 2015 *U.S. News & World Report*’s Best Graduate School Rankings. Its hospitals and clinics serve more than a quarter of a million patients every year with innovative care and treatment models based on the latest knowledge available.

From humble beginnings in 1887, OHSU has grown into a world-class teaching hospital and research center that draws in students, scientists and patients from across the country and around the globe. At the same time, OHSU demonstrates a strong commitment to serving the local community and treating each patient as a unique individual with personalized care.

The new accreditation process has provided an excellent opportunity for the university to examine and refine key mission areas and identify ways to more clearly define what excellence is for OHSU. This process has focused the university’s attention on intentionally gathering data to show continuous improvement in all mission areas while providing a platform to empirically validate strengths and areas for improvement.

AREAS OF FOCUS FOR ONGOING MISSION FULFILLMENT

While the data indicate that OHSU is fulfilling its mission, the review process has identified several opportunities for strengthening mission performance and continuing to build on areas of progress. Several strategies to enhance performance on core theme indicators, as well as other supporting processes and programs, have been highlighted throughout the report and will be addressed by the university.

The areas of focus identified for ongoing mission fulfillment for OHSU are:

1. With the implementation of the new data collection process for the OnTrack program, utilize longitudinal data results to review and create strategies for ongoing improvement of the program.

2. Continue to implement student outcomes assessment plans, reporting processes and the utilization of results for the improvement of academic programs and assessment of the attainment of OHSU Graduation Core Competencies.

3. Continue to analyze courses that fall below a five rating on the student course evaluation and determine why. Implement strategies for these courses as needed to improve teaching and/or course effectiveness.

4. Continue efforts to integrate content into the curriculum that enables students to gain knowledge about health systems and health policy leadership.

5. Continue efforts to recruit and retain the highest quality of faculty and researchers with proven track records of attaining sponsored project research funding for emerging areas of research.
6. Continue to implement interprofessional education program initiatives that will: 1) enhance interprofessional and multiprofessional curriculum among programs; 2) further increase student satisfaction with curriculum that is delivered through an interprofessional and multiprofessional mechanism; and 3) further increase interprofessional education competent faculty and address faculty development issues.

7. Establish a workgroup, or subcommittee of a standing committee, to continue coordinating efforts to ensure a more consistent, ongoing process to regularly monitor the core theme objectives, indicators and data results. Provide recommendations to the provost and Deans’ Council for further discussion and action. This will enhance the ongoing process to monitor the accomplishment of core theme objectives while providing a mechanism to strategize enhancements.

**STRENGTHS**

Through the NWCCU accreditation process, OHSU has affirmed the following strengths:

- **Ongoing history and strong mission.** Since 1887, OHSU has grown into a world-class teaching hospital and research center that draws students, scientists and patients from across the country and around the globe. Through its healing, teaching, discovery and community service missions, it continues to excel as a leader and contributor to enhancing healthcare, medical advancements, and workforce development.

- **Providing high-quality education in scientific and healthcare professions.** OHSU continues to offer a number of high-quality academic programs that align with national standards. Many OHSU doctors are researchers and teachers as well, who continually pursue new ways to cure human disease and heal injuries. They pass this knowledge to their patients’ and to their students, many of whom will be Oregon’s next specialized care providers, researchers and teachers. OHSU is the only institution in the state that grants doctoral degrees in both medicine and dentistry.

- **High student success and retention rates.** OHSU is proud of its high graduation and student retention rates which are consistently in the 90 percent range.

- **Active and engaging community partner.** OHSU has a strong connection with local and regional employers, businesses, universities and other healthcare entities. Recent examples of partnerships include the OHSU/OU Collaborative Life Sciences Building, OHSU-Portland State University Strategic Alliance, “Big Data” initiative with Intel and shared programs with clinical partners such as the OHSU-Legacy oncology partnership. These relationships are critical to ongoing efforts in enhancing education, research, innovation, and healthcare for all Oregonians and beyond.

- **Significant economic impact.** OHSU’s total annual economic output is $4.3 billion and supports over 33,000 jobs. Despite a challenging economy, OHSU’s total economic impact grew 77 percent over the last five years. Further, OHSU stimulated the state economy and brought money into Oregon by providing specialty health services and conducting leading-edge research. OHSU research has led to 48 spin-off companies since 1998. Of these, the 25 companies located in Oregon have contributed $180 million to Oregon’s economy through spending on payroll, goods and services.
• **Fiscally responsible.** The university continues to demonstrate that it is fiscally sound and is well positioned to continue its efforts to fulfill its mission. As a public corporation, the university can make independent business decisions and operate more efficiently while responding to and competing in a rapidly changing health care marketplace.

• **Scientific and healthcare research leader.** OHSU is Oregon’s only academic health center and conducts more research on human and environmental health than anywhere else in the state. As one of the pioneers of personalized medicine with an emphasis on health outcomes research, OHSU uniquely provides patients with customized, coordinated treatment plans. In fiscal year 2014, over $355 million dollars in sponsored project dollars were awarded to OHSU for research, clinical trials, instruction and other applicable projects.

• **Strong philanthropic support.** Gifts to OHSU have continued to climb over the last several years from $51.5 million in fiscal year 2009 and over $197 million in fiscal year 2013. Contributions from nearly 15,000 patients, alumni, community members, foundations and corporations from all 50 U.S. states and 11 countries reflect the widespread belief that OHSU can change lives and the world each day through clinical operations, laboratories and the classroom. In September 2013, Phil and Penny Knight furthered their commitment to OHSU and the fight against cancer with a $500 million pledge to kick-start a $1 billion cancer research initiative at OHSU’s Knight Cancer Institute. The “Knight Cancer Challenge” is contingent on OHSU’s success in raising at least $500 million by the end of February 2016. As of April 2015, over $465 million has been raised.

• **Serves the State of Oregon.** OHSU extends its three primary missions--teaching, healing and discovery--to the entire state of Oregon and beyond. This is accomplished through community health programs, investing in today’s youth and tomorrow’s health care leaders, clinical outreach partnerships, partnering with workers across the state, area health education centers, [Center for Health Systems Effectiveness](#) and through the Office of Rural Health. In addition, the OHSU Telemedicine Network provides immediate patient access to pediatric, neonatal, stroke, trauma, neurosurgery and other specialists to help evaluate time-critical patient needs and assist with treatment plans.

• **Global impact.** The [Global Health Center (GHC)](#) facilitates OHSU collaboration with the global health community to promote quality and equity in health worldwide. Through the GHC, OHSU networks with domestic and international communities and is developing programs for students, faculty, staff and partners that will promote global health awareness, research, education and advocacy.

The self-reflection presented in this Year Seven Report has provided an opportunity for OHSU to articulate and better understand the effectiveness of its services and programs. As OHSU continues to address a number of areas outlined in this report, it is committed to ensuring the broad engagement of faculty, staff and students; transparency; and continuous improvement needed to move the university toward a higher level of mission fulfillment.