

Northwest Commission on Colleges and Universities

A REGULAR INTERIM REPORT

Oregon Health and Science University

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*A Confidential Report Prepared for the
Northwest Commission on Colleges and Universities
that Represents the Views of the Evaluators*

Brief Summary of Accreditation History:

In April 2005, a comprehensive, decennial evaluation of Oregon Health and Science University (OHSU) was conducted by the Northwest Commission on Colleges and Universities. Progress reports were filed and accepted in 2006, 2008, and 2009. Focused interim evaluations were conducted in October 2006 and April 2008, each reaffirming OHSU's accreditation status. The regular interim evaluation was an opportunity to monitor OHSU's continued progress in addressing the feedback provided since the 2005 comprehensive evaluation and its ongoing efforts to fulfill its mission and goals and compliance with the accreditation criteria.

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Brief statement regarding the quality and usability of the report and support materials:

An interim accreditation report was submitted to the evaluators about three weeks before the scheduled visit. The report followed the prescribed outline. Inclusion of a brief OHSU overview under each of the Standards in Part B would have helped to provide context to the reported institutional changes. Without this contextual foundation, the evaluators found it necessary to locate and review the 2005 comprehensive self-study, 2006 and 2008 focused interim reports, and 2006, 2008, and 2009 progress reports.

Brief summary of methods used to verify the contents of the report:

In addition to fully reviewing the interim report and attached appendices, the evaluators reviewed the 2005 comprehensive self-study and evaluation report, 2006 and 2008 focused interim reports and evaluation reports, 2008 and 2009 progress reports, and 2009 Academic Fact Book. An extensive schedule of interviews was conducted, which included a full range of institutional representatives, including administrators, faculty, and students.

List of individuals interviewed during the visit:

Joe Robertson, President

Robert Vieira, Interim Provost

David Robinson, Interim Provost

Steve Stadum, Executive Vice President

Daniel Dorsa, Vice President for Research

Mark Richardson, Vice President and Dean of the School of Medicine

Amy Wayson, Chief Counsel

Pitt Calkin, Interim Chief Financial Officer

Allan Price, Vice President for Development

Connie Seeley, Chief of Staff

Michael Bleich, Dean of the School of Nursing

Jack W. Clinton, Dean of the School of Dentistry

Chris Shaffer, University Librarian

Nancy Goldschmidt, Associate Vice Provost for Academic and Student Affairs

Phyllis Beemsterboer, School of Dentistry

Patricia Hurn, School of Medicine
Allison Fryer, School of Medicine and Graduate Studies
Tana Grady-Weliky, School of Medicine
Peggy Wros, School of Nursing
Tanya Ostrogorsky, School of Nursing
Jennifer Anderson, School of Nursing
David Bearden, School of Pharmacy
Ted Ruback, Physician Assistant Program
Cherie Honnell, Registrar and Financial Aid
Leslie Garcia, Diversity
Bridget Haggerty, Chief Information Officer
Skai Dancey, Director of Operations and Maintenance
Adrienne Ochs, Discover OHSU
Karen Seresun, Student Life
Amy Gardner, Student Health
Susan Shugerman, Science Education Opportunities
Alison Roache-Jones, International Services
Ryan Voge, Dental Student (4)
Lindsay Brown, Dental Student (4)
Jason Walker, Dental Student (4)
Katie Marsh, Dental Student (3)
Jessica Carlson, Medical Student (3)
Lauren Moneta, Medical Student (1)
Pachida Lo, Medical Student (2)
Katherine Hall, Medical Student (2)

Migdalia Ordonez, Medical Student (2)
Autumn Fletcher, Basic Science Student, PMCB, Genetics
Ray Hickey, Basic Science Student, PMCB
Aaron Wortham, Basic Science Student, PMCB (2)
Anthony Pabst, Nursing Student, DNP
Kirsten Williams, Nursing Student, OCNE (2)
Justin Birge, Nursing Student, OCNE (2)
Rebecca Cooper, Nursing Student, AccBacc
Christina Andrade, Pharmacy Student (4)
James McKanna, DMICE
Lauren Scott, Physician Assistant Student (1)
Shannon Donovan, Physician Assistant Student (2)
Wayne Kradjan, Dean of the School of Pharmacy, OSU
David Bearden, Pharmacy Program, OHSU
Ken Brown, Comptroller
Irene Barhyte, School of Medicine
Diana Gernhart, Hospital CFO
Lisa Kendig, Research Administration
Mike Mallery, Finance and Academic Administration
Kerry Bierman, Central Financial Services
Dan Forbes, Human Resources
Karla Kent, School of Dentistry
Laura Zeigen, BICC Library
Jacob Raber, School of Medicine
Alex Stevens, School of Medicine

Chris Gibbons, CDRC

Gail Houck, School of Nursing

Carol Howe, School of Nursing

David Yaden, Board of Directors

Charles Wilhoite, Board of Directors

MardiLyn Saathoff, Board of Directors

Regular Interim Report for Reaffirmation of Accreditation – Part A

General Recommendations – 2005 Full-scale evaluation

The Committee recommends a review of the OHSU planning and evaluation processes to ensure that they are formal, clearly defined and systematic to enhance increased communication to all stakeholders, appropriate resource allocation to an infrastructure that keeps pace with programmatic initiatives.

Action: In November 2007, *OHSU Vision 2020*, a strategic plan for 2007-2011 was adopted by the OHSU Board of Directors. Building on recent achievements and identifying new priorities, *OHSU Vision 2020* maps the University's course toward greater efficiency, collaboration and overall excellence in fulfilling the mission of healing, teaching, discovery, and community outreach. The strategic plan is described in the report as a touchstone in the University's decision-making, by keeping the University focused on its priorities and commitments.

The Committee recommends that, as the research program is enhanced, the University maintain a strong commitment to quality educational programs at the undergraduate, graduate and professional levels.

Action: The six goals of *OHSU Vision 2020* reflect the institution's multifaceted mission that strives for excellence in education, research and scholarship, clinical practice, and community service:

- Be a great organization, diverse in people and ideas
- Develop and retain a faculty that will collaborate to drive excellence and innovation across OHSU
- Join others in developing policy and care delivery solutions that improve access to high-quality health care for all, especially Oregonians
- Help meet Oregon's workforce needs in the health and science professions through innovative strategies such as regionalization, academic partnerships, distance learning and interdisciplinary approaches
- Align OHSU enterprises to support sustainable innovation
- Build financial wherewithal for the long-term advancement of all of our missions.

Associated with these goals are strategies and tactics that are specific to an institution-wide commitment to the maintenance of quality educational programs. The *OHSU Vision 2020* provides important direction for the budget planning and cost allocation procedures at the central and local levels of the institution. OHSU continues to monitor and assess its ability to maintain a strong commitment to quality educational programs.

The Committee recommends that OHSU develop a more systematic and regular institution-wide educational assessment program that identifies a series of outcomes measures that lead to program improvements. These evaluative processes should be consistent with an institutional assessment plan and be integrated into the overall educational planning for the University.

Action: OHSU engaged in a process of implementing an institution-wide educational assessment process that included adopting an Assessment Council charter, developing a learning outcomes communication plan, enhancing the transparency of the new academic program approval process, assessing student satisfaction with student services, and developing a university-wide, web-based repository of assessment information. The results of the process are evidenced at <http://euston.ohsu.edu/academic>.

The Committee recommends that each OHSU School or program develop a written policy on the timely release of examination and final course grades to students.

Action: The Academic and Student Affairs Council and Assessment Council developed an institutional policy, approved by the Dean's Council and Faculty Senate, on the timely release of examination and final course grades to students. In addition, the Schools have implemented the policy, which is included in their respective student handbooks. In response to the Spring 2008 Focused Interim Evaluation regarding this Recommendation, accreditation was reaffirmed.

The Committee recommends cessation of the practice of granting up to 15 graduate OHSU credit hours in the online Physicians Assistant Program for "prior experiential learning".

Action: The OHSU Physicians Assistant Program modified its curriculum to eliminate the practice of providing credit for prior learning. The credit was replaced in the curriculum with coursework that documents clinical and academic competencies attained in clinical practice that is concurrent with students' matriculation. In response to the Spring 2006 Progress Report regarding this Recommendation, the NWCCU was satisfied with the reported progress.

The Committee recommends that the University develop a rationale for the type and term of faculty appointments in the various Schools, Programs, and Institutes.

Action: OHSU engaged a policy review and revision process for the University's faculty appointment and advancement policies and procedures with a focus on consistency, flexibility, and ability to attract and retain top talent. The policies that were revised effective February 27, 2008 include:

- Academic and Research Institute Faculty Appointments (No. 03-10-020)
- Faculty Employment Contracts Appointments (No. 03-10-025)
- Performance Appraisals (No. 03-10-080)
- Personnel Records of Unclassified Employees (No. 03-60-005)

In response to the Spring 2008 Focused Interim Evaluation regarding this Recommendation, accreditation was reaffirmed.

The Committee recommends that the members of the Board of Directors and the Board Chair be evaluated regularly.

Action: The OHSU Board of Directors revised the scope of the Governance Committee to include “assessing the performance of the Board and its committees on an annual basis.” An evaluation of Board performance has been conducted annually since 2005. In response to the Spring 2006 Progress Report, the NWCCU was satisfied with the reported progress.

The Committee recommends that the Board of Directors of OHSU develop and implement a policy guiding the use and limit of capital debt.

Action: At its December 6, 2005 meeting, the Board of Directors approved a revised debt policy, which implemented immediately. In response to the Spring 2006 Progress Report, the NWCCU was satisfied with the reported progress.

The Committee recommends that the University undertake a review of the examination policies and processes of all OHSU external degree programs to ensure student authentication and security of exams during administration. Verification of examinees may be a logistical challenge, but its practice will only prove salutary to program and institutional integrity.

Action: On the basis of a pilot study in the School of Nursing of the SAKAI software tool set, which has features that enable student authentication and security of exams during administration, the Academic and Student Affairs Council added this feature in Spring 2008. In response to the Spring 2008 Focused Interim Evaluation regarding this Recommendation, accreditation was reaffirmed.

The Committee recommends that a consistent rationale be developed for setting tuition rates across the schools and programs with particular attention to discrepancies between programs (including external degrees).

Action: OHSU revised the tuition and fee policy with an underlying principle of setting tuition and fees as low as possible while ensuring quality and competitiveness in the appropriate markets. It recognizes that pricing decisions must take into account declining state investment, unique program cost structures, increasing enrollment to meet workforce needs, market analysis, and institutional capacity to generate other non-tuition based revenues. While tuition levels vary across schools and programs, the same underlying principle and criteria are uniformly applied under this revised policy. In response to the Spring 2008 Focused Interim Evaluation regarding this Recommendation, accreditation was reaffirmed.

Recommendations – 2006 Focused interim evaluation

It is recommended that the University continue to implement all remaining phases of the revised strategic planning process. Specifically, the University should demonstrate that this planning process resulted in enhanced communication to all stakeholders, and resulted in appropriate resource allocation to an infrastructure that keeps pace with programmatic initiatives.

Action: OHSU *Vision 2020* is published and readily available on the OHSU website. In response to the OHSU April 28, 2008 Progress Report, the NWCCU notified OHSU that it was “satisfied that the University had made progress regarding Recommendation 1 ... of the Fall 2006 Focused Interim Evaluation Report.”

It is recommended that the University continue to implement the recently-designed institution-wide educational program assessment process. Specifically, the University should demonstrate that school and/or program-level student learning outcomes assessment processes have led to program improvements. The University should demonstrate that the institution-wide educational assessment process has been integrated into the overall University planning process.

Action: OHSU has created a website “Academic Programs and Assessment” that communicates the work of the Assessment Council, provides information on the program approval process, shares self-study reports and evaluative reports related to institutional and program accreditation, and posts data and improvement targets on the Key Performance Measures developed for the legislative budget process at <http://euston.ohsu.edu/academic/>. In response to the OHSU April 28, 2008 Progress Report, the NWCCU notified OHSU that it was “satisfied that the University had made progress regarding Recommendation 2 ... of the Fall 2006 Focused Interim Evaluation Report.”

Recommendation – 2008 Focused interim evaluation

The University should continue to monitor and demonstrate its commitment to high standards of teaching and learning by providing sufficient human, physical, and financial resources to support its educational programs whenever and however they are offered.

Action: In its 2009 Progress Report, OHSU concluded, “Given the work we have done to develop a sustainable financial model that supports the strategic plan in *Vision 2020*, we are committed to maintaining quality throughout the organization, and especially the core educational programs and will continue to closely monitor the status of the resources necessary to maintain that goal.” In response, the Commission acknowledged that it “was satisfied that progress had been made regarding Recommendation 1 of the Spring 2008 Focused Interim Evaluation Report.”

Summary Statement

Over the past five years OHSU has hosted three on-site evaluations, written one comprehensive self-study report, two focused interim reports, three progress reports, and one regular interim report. As a result, OHSU has been in a continuous process of self reflection and process improvement with a goal of compliance with the NWCCU accreditation standards and criteria.

Regular interim report for reaffirmation of accreditation – Part B

Standard One – Institutional Mission and Goals, Planning and Effectiveness

OHSU *Vision 2020* is a living document that articulates the institution's mission and goals and provides guidance through strategies and tactics for planning, implementation, and evaluation. The institution and stakeholders were actively involved in the creation of *Vision 2020*. In response to concerns that as a document *Vision 2020* was not user friendly, a consultant team was engaged to update and streamline its presentation.

Site visit interviews confirmed that *Vision 2020* is a document that is guiding OHSU today and into the future. With its theme of partnership to leverage resources and focus on the health care work force, the OHSU leadership confirmed their belief that they have the right plan. To ensure its continued value to the institution, OHSU is actively engaged in a process of revising the plan based on the experience of the past three years. With the support of external consultants, the OHSU community is actively engaged in a process of reviewing the accomplishments made to date and the challenges faced in implementing *Vision 2020*. The goal of the process is to revise the document so that it continues to provide meaningful direction to the institution as a whole.

In addition to reaffirming its commitment to *Vision 2020* for articulating its mission and goals and systematic planning of its activities, OHSU is committed to assessing and documenting its effectiveness in achieving its mission and goals. In March 2010, current and trend institutional information were published in the first edition of the OHSU Academic Fact Book (<http://euston.ohsu.edu/academic/factbook.html>). Institutional data related to quality and compliance is available for OHSU's 23 Key Performance Measures required by the state legislature as well as the hospital quality and satisfaction measures at <http://euston.ohsu.edu/academic/performanceindex.html>.

To support its evaluation of effectiveness, OHSU is engaged in a process of identifying a set of institution-wide peers to supplement the current use of programmatic comparators.

Commendation 1 - OHSU has engaged in a continuous and transparent institutional planning and evaluation process that has broadly involved appropriate constituencies and ensured their effective participation through the establishment of leadership groups and councils. Since the 2005 comprehensive evaluation, OHSU has created a planning document entitled *Vision 2020* that has connected institutional decisions and action to a published, usable institutional plan. *Vision 2020* is embraced by the institution as a whole and well communicates to its internal and external constituents its mission, goals, and strategies for achievement.

Standard Two – Educational Program and Its Effectiveness

OHSU is an academic health sciences center that offers professional and graduate educational programs in medicine, dentistry, nursing, and pharmacy. The degree and certificate offerings are consistent with OHSU's "vision of being a national leader in health and science innovation to improve the health and well-being of Oregonians." The following programmatic changes were reported to the NWCCU since OHSU's comprehensive review in 2005.

New Offerings since April 2005

Certificate in Pediatric Dentistry, School of Dentistry

Certificate in Biostatistics, Division of Biostatistics, Department of Public Health and Preventive Medicine, School of Medicine

Master of Science in Neuroscience, Department of Neuroscience, School of Medicine

Master of Science in Medical Physics, Master of Medical Physics, Doctorate of Philosophy in Medical Physics, Joint Offering with Oregon State University

Master of Business Administration in Healthcare Management, Joint Offering with Portland State University School of Business Administration

Certificate in Public Health, School of Nursing, Joint Offering with Oregon State University and Portland State University

Graduate Certificate in Biomedical Informatics, Department of Medical Informatics and Clinical Epidemiology, Joint Offering with the Information Technology Institute in Cairo, Egypt

Doctor of Nursing Practice, School of Nursing

Post-baccalaureate track – Certified Registered Nurse Anesthesia, School of Nursing

Non-thesis Masters Program in Clinical Dietetics

Name Change

Master of Science in Science and Technology to Master of Science in Healthcare Management

Post-Masters Certificate in Geriatric Nurse Practitioner to Advanced Practice Gerontology in 2006 and to Advanced Practice Gerontology Nursing in 2007

Curriculum Modification

Bachelor of Science in Nursing, in partnership with the Oregon Consortium for Nursing Education

Reorganization

School of Science and Engineering merged with School of Medicine – Department of Science and Engineering, School of Medicine

Program Elimination and/or Transfer

Masters Program in Computer Engineering Design transferred to Portland State University

Of particular note in the above list of program changes is the level of partnership with other institutions of higher education, a pattern that is consistent with the *Vision 2020* mission to “lead and advocate for programs that improve health for all Oregonians, and extend OHSU’s education, research and health care missions through community service, partnership and outreach.”

OHSU has adopted policies and procedures for articulating educational expectations and assessing their fulfillment. The OHSU Assessment Council is a standing committee to advise the Provost/Vice President for Academic Affairs on matters concerning institution-wide evaluation of educational programs, student outcomes, and the resources needed to support such assessments. The Assessment Council adopted an assessment framework that includes four categories of assessment that mirror important transition points for OHSU students: entering student information, mid-program progress assessment, end-of-program assessment, and alumni assessment.

An institution-level policy was adopted that requires all degree and certificate programs to develop student learning outcomes. To date, OHSU reports that two-thirds of its academic programs are in compliance. Many programs were able to incorporate the student learning outcomes and processes specified by their specialized accreditors and professional regulators. Implementation of the policy was less routine for graduate programs that are not separately accredited. Of note, the Graduate Council in the School of Medicine has engaged in a process of reviewing and revising policies to support student learning assessment. A process of periodic program review of graduate programs is under development. The students acknowledged that OHSU provides a good learning environment, with known learning expectations, that leads to a quality education.

The Assessment Council provides an important forum for institutional discussion of educational goals and outcomes assessment. While the Assessment Council has laid an important foundation, it does not appear that there is full implementation of a program of assessment and improvement at OHSU. The drafting, adoption and assessment of outcomes are predominantly local level processes with limited institutional oversight and monitoring. The Assessment Council is a group of colleagues that benefit from regular monthly discussions, however, there is a lack of understanding as to its role and authority to set and monitor the fulfillment of an institutional program of outcomes assessment and educational improvement.

Commendation 2 - OHSU and the School of Nursing are commended for their implementation of an innovative distributed model of nursing education that is designed to address work force needs by expanding access in a non-Portland centric manner. The model includes five campuses (Western

Oregon University, Eastern Oregon University, Oregon Institute of Technology, Southern Oregon University, and a virtual campus) and an OCNE joint curriculum with eight Oregon community colleges. The curriculum is based on well developed standardized competencies, which allows for the appropriate monitoring of student progress at the various sites of instruction. The Financial Aid office implemented a system of electronic data exchange that allows the OCNE students to receive additional federal financial aid to pay for course credits offered by partner institutions. The success of the OHSU's model of nursing education is the focus of national attention and has received funding from the Robert Wood Johnson Foundation to support its evaluation efforts.

Standard Three – Students

OHSU offers a range of institution-wide and program specific student programs and services. Consistent with *Vision 2020* the focus since the 2005 comprehensive review has been the centralization and automation of student support services with the goal of improved service and resource efficiency.

OHSU developed and implemented university-wide technical standards for admission, which can be supplemented based on specific requirements of individual programs. The standards are published and available as a reference for applicants, faculty, and administrators.

In 2009 student enrollment reached 2,583 compared with 2,553 reported in the 2005 comprehensive self-study. The distribution by degree is 728 undergraduate, 299 DMD, 488 MD, 463 master's, 15 DNP, 321 PhD, and 269 other graduate. There continues to be a strong applicant pool for each of the professional degree programs: DMD, MD, and Nursing BS. Of the 2,583 students in 2009, 1,611 were women, 101 were international, 398 were minorities, 195 elected not to report, and 1,889 were white.

Tuition has progressively risen over the last five years. Financial aid has also increased with a mix of 15% grants and 85% loans. Student indebtedness has increased in professional programs.

Students express satisfaction with the levels of student support. A survey was performed on student health programs that produced changes in operations, including more convenient hours. All students must have health insurance through a group plan or purchase student health insurance. While family medical coverage can be purchased through the student insurance plan, children are not seen in the student health center and must receive care at other locations. Students report adequate career counseling and academic support. The registrar has developed an automated online degree-tracking program that allows students and counselors to monitor their academic progress. Renovation of an existing building has resulted in a student center for multiple activities. The March Wellness Center also houses a fitness and sports center available to students. There is an active student government for the University, as well as college-specific student governance. Diversity efforts in different colleges have been consolidated into a University Center for Diversity and Multicultural Affairs that embraces the entire campus. A strategic plan for diversity was developed. The Center provides opportunities for multicultural learning, as well as support for diverse students and those in need of accommodations.

The evaluators found vibrant and expansive outreach program to K-12 students and teachers throughout the state of Oregon and concur with the commendation of the previous report.

Student services, including library services, are available to students regardless of the geographic location of their education. Nursing students in the various campuses are able to get financial aid for the general education requirements taken at other institutions.

The Pharmacy Program students are technically matriculated at Oregon State University and spend their third year at OHSU during which they have access to the full range of student services. Upon graduation, these students receive a joint diploma.

Standard Four – Faculty

OHSU employs professionally qualified faculty who are actively engaged in academic planning, curriculum development and review, academic advising, and institutional governance. The performance expectations are reflective of OHSU's commitment to education, research, clinical care, and community outreach. The size of the faculty has grown from 1,829 in 2003 to 1,947 in 2009, which is an increase of 118 positions or 6.4% growth. With this growth in numbers, also came increased diversity. In 2003, 43.0% of the faculty was women in comparison to 45.8% in 2009. The percentage of minority faculty also increased from 11.3% in 2003 to 14.3% in 2009. In 2009, 47.6% of Assistant Professors were women in comparison to 40.3% of Associate Professors and 21.5% of Professors. Similarly, 20.1% of Assistant Professors were minorities in comparison to 11.9% of Associate Professors and 4.6% of Professors. While these numbers could suggest that OHSU's faculty recruitment is resulting in a more diverse junior faculty, there will need to be a focus on their development, advancement and retention. This commitment is evidenced in OHSU's comprehensive diversity strategic plan that outlines six objectives:

1. Assess and enhance the university climate to support and advance diversity and inclusion;
2. Increase recruitment and representation of diverse students, residents, fellows, faculty and staff throughout the university;
3. Implement a comprehensive program to enhance retention, advancement and engagement of diverse people at OHSU;
4. Develop and implement standards to ensure responsibility and accountability for achieving OHSU's diversity, multiculturalism, cultural competency and affirmative action related goals and objectives;
5. Develop and implement a comprehensive communication plan that reflects a consistent and positive representation of diverse people and ideas throughout OHSU and the community; and
6. Enhance community collaborations and business partnerships designed to engage diverse communities in healing, teaching, research and community outreach.

The Center for Diversity and Multicultural Affairs in collaboration with the Diversity Council will be conducting a climate survey that will support OHSU's efforts to meet the objectives of this strategic plan.

Developing new and revising existing personnel policies is an ongoing process at OHSU. Since the 2005 comprehensive evaluation, the university-wide Academic and Research Institute Faculty Appointments and Faculty Employment Contracts/Appointments policies were revised with the goal of promoting consistency in appointment definitions across academic and research units. The Policy Advisory Committee is encouraged to continue these efforts, including an update to the Academic and Research Institution Faculty Appointments policy to reflect the change in status of the former School of Science & Engineering. In addition, the Policy Advisory Committee is encouraged to review the Faculty Employment Contracts/Appointments policy to verify that the ranks of Lecturer, Research Senior Instructor, Research Instructor, Clinical Senior Instructor, and Clinical Instructor were intentionally

excluded. The Endowed Faculty Positions and Appointments policy is a newly adopted personnel policy designed to provide an institutional framework for endowment positions and appointments. These efforts to adopt and revise faculty personnel policies are responsive to the challenges and strategies outlined by OHSU during its 2005 self-study process. During the site visit it was confirmed that the Schools find that the policies provide institutional consistency while retaining local flexibility. The faculty reported that they were actively engaged in the policy revision process including representation on the Policy Advisory Committee and through review, comment, and endorsement by the Faculty Senate. The faculty expressed that additional potential revisions may be identified as they work with the revised policies and adopt local level policies consistent with the institutional policies.

OHSU recognizes that competitive salary and benefit packages are a benchmark for measuring an institution's ability to recruit and retain a competent faculty. With the recent decline of the global economy, OHSU was not exempt from the need to temporarily suspend portions of its compensation programs. In 2008-09, OHSU implemented an institution-wide salary freeze. The freeze was lifted in November 2009 in preparation for the 2010-11 budget in which an average three percent salary pool is being set aside. The faculty reported that they did not have an opportunity to provide input into the decision to freeze salaries, but noted the recent creation of the President's Council, with Faculty Senate representation, as a vehicle for improved communication.

Another temporary action was OHSU's reduction in its contribution to the University Pension Plan to ten percent. In January 2010, its contribution to the University Pension Plan was restored to the previous twelve percent level. The University's contribution to employee health care coverage is unchanged in 2010. In response to demands for child care services, OHSU is partnering with Children's Creative Learning Centers to open a new center with priority enrollment of OHSU families in fall 2010.

The Faculty Employment Contracts/Appointments policy recognizes the importance of faculty growth, development, and improvement. As such, it requires that all regular faculty be evaluated annually by the person to whom the individual reports. The performance appraisal is guided by institutional policies as well as the school's or research institute's faculty evaluation policies and processes. In 2008, the School of Medicine initiated a process to create and test a faculty performance appraisal tool. The guiding principles that were selected to guide the development process were: 1) need for a strong link to promotion and tenure processes, 2) inclusion of core competencies in faculty citizenship, and 3) addition of department and specialty specific measures of productivity and mission excellence. A tool was developed, tested, revised, and implemented. In addition, the School of Medicine has implemented an electronic scorecard that monitors compliance with the mandated annual performance evaluation. The articulated goal of the evaluation process is to provide faculty with maximum opportunity to succeed, which is particularly beneficial to junior and mid-range faculty. To enhance its performance evaluation process, the School of Nursing is developing a model of integrated learning communities that is intended to provide greater focus and expertise to the evaluation process and lead to improved mentoring. Faculty Senate representatives acknowledged that OHSU has had an increased focus on annual performance evaluations over the past five years and reported that faculty are getting more out of the evaluations than they had expected.

In support of the course evaluation process, the Assessment Council is working on the development of a set of shared core items with the goal of bringing an important institutional perspective to performance assessment.

The faculty continues to be actively engaged in research, as exhibited by OHSU's continued growth in external research funding to \$307 million. An institutional investment of one million dollars was made this year in a bridge funding program to support faculty who experienced temporary shortfalls in research funding. There are plans to continue the program at the level of \$500,000 next year. In addition, the OHSU Foundation is engaged in an advancement effort to raise \$100 million for faculty initiatives and priorities. These efforts provide important institutional recognition of the faculty's role in advancing science, technology, and healthcare through research.

Standard Five – Library and Information Resources

The OHSU Library seeks to provide a broad range of information resources and services in support of the university's mission and goals. In response to changing academic programs and educational delivery strategies, the Library's monograph, journal, and electronic collections have evolved. In response to new and growing programs, the Library has made investments in the areas of hematology/oncology, genetics, nanotechnology, robotic surgery, alternative and complementary medicine, biostatistics and bioinformatics, global health, biological chemistry, biomedical engineering, viral immunology, and public health.

In response to a shift to distance learning the OHSU Library has provided additional support in the form of electronic resources, multimedia tutorials, and online instruction and assistance. With OHSU's use of SAKAI as its courseware platform, the Library has responded by modifying the support services available to faculty.

The Library has not been immune from the resource constraints faced by OHSU. Through user surveys and faculty consultation the Library has made collection subscription and cancellation decisions with a focus on meeting the educational, research, clinical care and outreach goals of OHSU. In addition, through consortium purchases and creative negotiations with vendors the Library has been able to improve its purchasing ability on the collection budget.

The Library will be releasing in the next few weeks the results of a recently conducted collection assessment. The results of this gap analysis will guide the Library in collection adjustments that will respond to the needs of the users. In addition, the Library participates in the LibQual+ survey conducted by the Association of Research Libraries to assess user satisfaction. In the report released less than one year ago, the Library found a gap in the ease of use of the electronic journal collection. As an example, there were concerns expressed about the lack of a single sign-on process. In response, the Library is working with ITG to move in the direction of a single sign-on system. In addition, the Library is establishing a "user experience" librarian whose focus will be to develop processes from a user point of view.

The evaluators found that the Library in collaboration with ITG continues to be a valuable OHSU resource.

Standard Six – Governance and Administration

OHSU has a Board of Directors, with nine members appointed by the Governor and confirmed by the Oregon Senate. The Board is engaged actively in oversight of the University. Committees of the Board address specific issues. The Board is kept appropriately informed and actively participates in strategic planning. The Board has a formal scheduled process for reviewing the function of each committee and the Board as a whole.

Since the 2005 comprehensive review, the President and Provost each concluded their long tenure of leadership to OHSU. In response, in 2006, Dr. Joseph Robertson was selected by the Board to serve as the OHSU President and ex-officio voting member of the Board. The Vice Provosts for Academic Technology and Academic and Student Affairs are jointly serving as Interim Provosts. The position description for the new provost is being revised prior to beginning a search. While the interim provosts are performing well, the absence of a permanent provost appears to be delaying the full implementation of some programs, such as the institutional diversity initiative. Another important central executive leadership search in process is for a Chief Financial Officer. A series of interim financial officers have served, but a permanent replacement has not been identified. Since the 2005 comprehensive review, new deans were recruited for the Schools of Medicine and Nursing.

In 2009, OHSU's President instituted a President's Council to help improve the two-way exchange of information among the leaders of key units within OHSU. This high-level forum for discussion of strategic OHSU initiatives includes the following leaders: President, Chair of the Research Council, Chief Executive Officer of the Faculty Practice Plan, Chief Financial Officer, Chief Operating Officer of the OHSU Hospital, Dean of the School of Dentistry, Dean of the School of Medicine, Dean of the School of Nursing, Dean of the School of Pharmacy, Director of the Center for Research on Occupational and Environmental Toxicology, Director of the Child Development and Rehabilitation Center, Director of the Oregon National Primate Research Center, Director of the Vollum Institute, Executive Vice President for Administration, Executive Vice President and Executive Director for the OHSU Hospitals and Clinics, Foundation President and Senior Vice President for Advancement, President of the Faculty Senate, President of the All Hill Council, Provost, Vice President and General Counsel, and Vice President for Research. Faculty leaders are pleased with the opportunity for the senate president to provide input into high-level discussions.

Concern 1 – Two key executive leadership positions (Chief Financial Officer and Provost) are currently filled with interim appointments. The lack of permanent leadership in these key positions may prevent timely decision making and result in organizational uncertainty. (Standard 6.C.5)

Standard Seven – Finance

The administrative structure for finance and operations is unchanged from the prior review. Major financial decisions are made by the Executive Leadership Team, consisting of the President, the Executive Vice President, the Executive Vice President/Hospital CEO, the Vice President for Research, the Vice President/Dean of the School of Medicine, the interim CFO, interim provosts, the Vice President/General Council, the President of the OHSU Foundation and the Chief of Staff. The institution has been without a permanent CFO for multiple years. The Board of Directors oversees the financial management of the University.

Subsequent to the previous review, policies to address the use and limits of capital debt have been put in place. The bond rating of the University has remained good. The OHSU Medical Group was integrated into the School of Medicine, providing better financial control, but also increasing the debt burden of the University. Court decisions regarding malpractice caps have resulted in increased liabilities and the need to increase reserves in the risk pool of the University. Subsequent state legislation redefined the malpractice cap. The institution feels that this addresses the financial uncertainty created by the court decision.

The major financial challenge to OHSU is similar to that of other Universities during the economic downturn. State funding decreased 10% this year from \$88.2 million to \$79.4 million. The evaluators noted a persistent pattern of declining state support over the last 10 years (predating the financial crisis). In the setting of steadily decreasing state support the activity of the faculty has continued to increase. The consolidated budget (University and Hospital) has gone from \$1.2 billion in 2005 to \$1.8 billion in 2009. The University budget has gone from \$590 million to \$835 million over the same period. The School of Medicine receives only 1% of its \$633,831,000 budget from state appropriations. Declining state revenues have forced significant tuition increases in both Medicine (\$24,000/yr to \$32,000/yr for residents) and Dentistry (\$18,000/yr to \$22,000/yr for residents). Reduced revenues also resulted in a salary freeze last year and a reduction of the institutional contribution to retirement plans. Salaries are budgeted to go up an average of 3% this year and the retirement funding will be restored. The academic programs rely on clinical revenue and income from the hospital for financial support. Institutional leaders expressed concern about the impact of healthcare reform on the ability of the clinical enterprise to continue to generate this support. For example, the Hospital receives approximately \$20 million in disproportionate share (DSH) Medicare funding that will probably decrease over the next 10 years as the result of recent federal legislation. Faculty expressed concern that increasing expectations for clinical activity will result in decreasing available time for education and research. Some reported the loss of faculty because of the emphasis on clinical productivity. The use of tuition and clinical revenue to offset reductions in state funding does not appear sustainable over time.

Concern 2 – While the faculty has done a remarkable job of increasing productivity with less funding, there has been a steady decline in state financial support of the University that began prior to the current financial crisis. This progressive loss of state support has been offset by increasing student tuition in order to maintain programs. This places greater debt burdens on students and cannot be sustained indefinitely. Threats from future healthcare reform initiatives are likely to decrease the availability of funds (such as disproportionate share payments [DSH]) from clinical activities to support the academic mission, while simultaneously increasing clinical demand and detracting from the education mission. (Standard 7.B.5)

Standard Eight – Physical Facilities

OHSU reported annual spending on capital projects to be approximately \$120 million. This is an increase over the capital expenditures in 2003 of \$98 million. Since the 2005 comprehensive review capital construction has been completed on three major projects: 1) Biomedical Research Building (274,000 GSF of research space), 2) Kohler Pavilion (485,000 GSF of patient care space), and 3) Center for Health and Healing (400,000 GSF of research and patient care space) enhanced with a tram for transporting patients, students, and patient care providers. It was reported that the tram carries 100,000 passengers per month.

Currently, the Student Center is undergoing extensive renovation in a series of phases. The first phase was completed in Spring 2009 and includes physical fitness and entertainment facilities and study and informal gathering spaces and resources.

OHSU has recently engaged external consultants to support an effort to update its campus master plan.

OHSU has a well developed space allocation system, which includes an annual inventory of space that informs the distribution of space and the overhead allocation charged for space. Facilities maintenance is managed on a deferred and daily basis. The deferred maintenance is managed using a system of condition assessment that allows for more strategic investments, which will be enhanced with an updated master plan. The daily maintenance is managed on a priority basis with a view to long-term facilities management rather than responding to every request.

The management of the IT infrastructure is done centrally, under the leadership of the Chief Information Officer, with a governance structure that considers the clinical, research, and academic needs independently. Initiatives that overlap the clinical, research, and academic arenas are prioritized by the executive leadership team. The strategic plan for IT focuses on the core infrastructure including wiring and bandwidth.

Standard Nine – Institutional Integrity

OHSU has maintained its commitment to upholding the highest standards of institutional integrity. It has a mature integrity program that has benefited from continuity of leadership for ten years.

Since the 2005 comprehensive review, the OHSU Integrity Program has experienced three major areas of change. First, the following responsibilities were added to the Integrity Program portfolio: Environmental Health and Radiation Safety, the School of Medicine Faculty Practice Plan, and the Clinical Research Billing Compliance Program. With this expansion of responsibility came increased staffing and resource support.

In addition periodic integrity education was added to OHSU's mandatory education program. While job-specific integrity is still required, it is now supplemented with periodic training that provides specific and general updates. And finally, the conflict of interest policies and procedures were reviewed and revised consistent with state and federal regulatory changes.

The Chief Information Officer reported that OHSU has recently implemented an automated security screen saver to improve the protection of health care information.

The evaluators found that OHSU's commitment to institutional integrity continues to be a valuable institutional asset.

Summary Statement and Commendations and/or Concerns

OHSU has continued to grow its education, research and clinical enterprises during troubled financial times and in the setting of decreasing state support. The University has responded appropriately to all of the recommendations made after the 2005 review. It has created a well-communicated strategic plan that continues to adapt to changing circumstances. The School of Nursing has a commendable distributed model for education. A progressive reduction of state funding has resulting in annual tuition increases and reliance on clinical revenues to support the academic mission. This trend in state support and the uncertain nature of the clinical enterprise during healthcare reform causes some concern. The leadership team has vacancies that should be filled. Student learning outcomes have not been completed for all programs and an institutional process for feedback of assessment of outcomes to improve educational programs is lacking. The morale of the faculty and students appears good. The institution is proactively addressing challenges and opportunities for the future.

Institutional Commendations and Recommendations

Recommendation 1 - While OHSU has laid the foundation for the effective assessment of educational programs through the development of policies and templates for student learning objectives and assessment, the implementation of an institutional process of assessment and improvement has not been achieved. The Assessment Council has been instrumental in the progress that has been made to date, but appears to lack the authority to ensure that student learning outcomes meet an institutional standard and that the assessment of outcomes is leading to programmatic and institutional improvement. It was not clear during the visit whether the decentralized process of outcome assessment and improvement at the School and academic program level meets the needs of the institution. The answer to this question is essential to ensuring compliance with Policy 2.2 *Educational Assessment*. It is recommended that OHSU provide clear authority and responsibility to those accountable for ensuring that educational program planning is based on regular and continuous assessment of programs to meet the needs of the institution. (Standard 2.B and Policy 2.2)

Recommendation 2 – OHSU should ensure that all of its academic programs have student learning outcomes, assess the achievement of the outcomes, and use the assessments to lead to program improvement. In particular, it is recommended that OHSU complete the development of a process of periodic review for all graduate programs and implement the process during the 2010 academic year. (Standard 2.B)