Oregon Health & Science University
March 1, 2012
NWCCCU Self-Evaluation Report
# Table of Contents

Introduction ................................................................................................................................................... 3

Institutional Context ...................................................................................................................................... 4

Preface .......................................................................................................................................................... 5

Response to Recommendations .................................................................................................................... 8

Chapter One: Mission, Core Themes and Expectations ............................................................................. 10

Eligibility Requirements ............................................................................................................................... 11

Section I Standard 1.A Mission and Mission Fulfillment ........................................................................ 11

Mission ........................................................................................................................................... 11

Mission Fulfillment .................................................................................................................................. 13

Section II Standard 1.B Core Themes, Objectives and Indicators .......................................................... 14

Core Theme I: Learning Environment .................................................................................................... 15

Core Theme II: Interprofessional Education ........................................................................................ 17

Core Theme III: Clinical and Translational Research ........................................................................... 18

Core Theme IV: Leadership in Health Policy and Health Systems ...................................................... 20

Table 1.1 Mission Fulfillment Thresholds by Core Theme ................................................................... 22

Chapter Two: Resources and Capacity ....................................................................................................... 25

Eligibility Requirements ............................................................................................................................... 26

Section 2.A Governance ............................................................................................................................. 28

Section 2.B Human Resources .................................................................................................................. 59

Section 2.C Education Resources ............................................................................................................ 71

Section 2.D Student Support Resources .................................................................................................. 82

Section 2.E Library and Information Resources ...................................................................................... 98

Section 2.F Financial Resources ............................................................................................................... 104

Section 2.G Physical and Technological Infrastructure .......................................................................... 111

Conclusion ................................................................................................................................................ 117
Introduction

Oregon Health & Science University strives for excellence in education, research, patient care, and community service. The university educates the next generation of health care professionals, biomedical scientists and leaders of health-related organizations; creates new knowledge; translates scientific research into therapies and cures for disease; provides compassionate, evidence-based patient care; and improves health in all communities through access and policy initiatives.

OHSU is comprised of four schools (Dentistry, Medicine, Nursing and Pharmacy), two hospitals, clinics, various research institutes and centers, Office of Rural Health and Area Health Education Center. Through its missions – education, research, healthcare, and community service – OHSU touches and enhances the lives of people in Portland, the state of Oregon and beyond. OHSU’s rich learning environment includes traditional lectures, small group discussions and tutorials, research labs, simulation labs, a range of hospitals and other clinical practice settings throughout Oregon, as well as local communities.

OHSU is governed by a board of directors. The board consists of ten members, appointed by the Governor and confirmed by the Oregon Senate for 4-year terms. Terms are renewable only once. One member is selected from the OHSU student body (who serves a 2-year term) and another is a member of the State Board of Higher Education. The board of directors appoints a president of OHSU, who has overall administrative responsibility for leading the entire university and serves on the board of directors.

Joseph E. Robertson, Jr., M.D., M.B.A., is the current OHSU president, beginning this position on September 15, 2006. The president relies on a nine-member executive leadership team to provide leadership and oversight of individual departments and programs. The executive team reports to the president, and their effectiveness is evaluated on an ongoing basis. The president reports to a board of directors, which evaluates the president’s effectiveness based on how well he performs the duties of the presidency combined with the overall performance of the university.

OHSU offers 46 educational programs leading to degrees or certificates on three campuses in Portland and throughout the state. It is the only university in Oregon that grants doctoral practice degrees in medicine and dentistry, research doctoral degrees in biomedical sciences and nursing, and master’s degrees and certificates in clinical research, dentistry, dietetic internship, and human investigations. OHSU offers the only public option for nursing at the baccalaureate level in Oregon. It also provides statewide access by locating its programs on the campuses of four Oregon University System universities, offering an on-line program for R.N. to B.S. completion, and partnerships with numerous Oregon community colleges. The university co-awards degrees with other public universities in pharmacy (with Oregon State University), public health (with Portland State University and OSU), healthcare administration (with PSU), medical physics (with OSU), as well as clinical laboratory sciences and advanced paramedic education (with Oregon Institute of Technology).

OHSU’s mission plays an essential role in the state of Oregon. This Year Three Report focuses on the core themes of that mission; the objectives through which it achieves the substance of these themes; how the university measures its success; and the resources and capacity the university has to carry out its mission.
Institutional Context

**Full-time enrollment.** In fall 2011, 2,802 students enrolled in Oregon Health & Science. Of these, 72 percent were graduate and professional students. Two-thirds of all students enrolled full-time.

**Programs tilt toward advanced degrees.** Carnegie Foundation classifies OHSU as “graduate and profession focus institution” In 2010-2011, OHSU awarded a total of 990 degrees and certificates, including degrees co-awarded with another Oregon university. Of this total, 65 percent are degrees in health professions; 6 percent are Ph.D.s; 18 percent are master’s degrees; and 11 percent are graduate certificates.

**General education not offered here.** Fewer than three in ten OHSU students are undergraduates, of which over 9 out of 10 are in nursing. Undergraduates in nursing enter as transfer students from another university or community college with either significant 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 most of our programs and students are regulated by the health-care professions. First, specialized accreditation bodies identify the specialized body of knowledge, attitudes, ethics, and skills needed to practice. Second, professional licensure examinations administered by state and national bodies verify individual competence, and in aggregate program effectiveness.

**High success rate.** Nearly all OHSU students complete programs on time. For the cohorts that entered in 2005-06, 90 percent of dental students completed the D.M.D. in 4 years, and 100 percent in 6 years; 79 percent of medical students completed the M.D. in 4 years, and 97 percent in 6 years; 85 percent of nursing students completed the B.S. in 2 years after transferring to OHSU, and 92 percent in 3 years; and 85 percent of pharmacy students completed Pharm.D. in 4 years, and 95 percent in 5 years. For students admitted into Ph.D. programs in 2000 to 2005, by 2010, 61 percent completed Ph.D.’s in biomedical sciences, 47 percent in nursing and 36 percent completed Ph.D.’s in science and engineering programs.

**Personalized education.** Of the 2,149 faculty members, 342 are Professors, 378 Associate Professors, 856 Assistant Professors, and 536 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 earned $325 million in research funding in FY 2011; faculty engaged in research averaged nearly $196,900 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, averaging one new breakthrough or innovation every three days. OHSU disclosed 117 inventions in FY 2011, 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.

**Healthcare emphasis.** In FY 2011, OHSU’s Hospitals & Clinics had over 700,000 inpatient and outpatient visits. OHSU staffs 534 hospital beds, with a 2011 average occupancy rate of 80 percent. In 2011, the average length of stay for OHSU inpatients was 5.7 days. These clinical environments provide rich opportunities for student learning and practice.

**Community benefits.** OHSU’s clinical and university operations make substantial financial contributions to local community needs. In FY 2010, OHSU reported $253 million in total Community Benefits, stemming largely from losses from charity care, government insured patients, health professions education, research, and community building activities.

**Good financial outlook.** With an annual budget of $1.93 billion and 13,582 employees in FY 2011, OHSU is Portland’s largest, and the state’s fourth largest employer (excluding government). The largest
portion of this budget is derived from $1.32 billion in patient service revenue, $407 million in gifts, grants, and contracts, $54 million in student tuition and fees, and $39 million in state appropriations.

Preface

The 2010 NWCCU Regular Interim Evaluative Report noted, *(T)he lack of permanent leadership in these key positions may prevent timely decision making and result in organizational uncertainty (Standard 6.C.5)*. In the March 2011 Year One Report, the university reported that it completed two successful searches for two of the three key leadership positions (chief financial officer, chief administrative officer). Since this report, the university filled the third key leadership position (provost).

- **Jeanette Mladenovic**, M.D., M.B.A., M.A.C.P., became OHSU’s new provost and vice president for academic affairs in October, 2011. Dr. Mladenovic comes to OHSU from the University of Miami Miller School of Medicine where she served as the senior associate dean.

- **Lawrence J. Furnstahl**, B.S., became OHSU’s new chief financial officer. Furnstahl was chief financial and strategy officer for the University of Chicago Medical Center and Biological Sciences Division, and vice president for financial planning for science at the University of Chicago.

- **Norwood Knight-Richardson**, M.D., M.A., M.B.A., became vice president and chief administrative officer. In this role Knight-Richardson oversees facility operations, campus planning and real estate as well as central human resources. He also serves as the chief diversity officer.

The university had two changes in school leadership in fall 2011.

- **Jack Clinton**, D.M.D., Dean of the School of Dentistry Dean announced his retirement from the deanship and **Gary Chiodo**, D.M.D. was appointed Interim Dean as the school launches a national search in spring 2012.

- **Michael Bleich**, R.N., Ph.D., Dean of the School of Nursing resigned from his position to join the faculty as the Carol A. Linderman Distinguished Professor. **Chris Tanner**, R.N., Ph.D., F.A.A.N., was appointed Interim Dean as the school launches a national search in spring 2012.

The Office of the Provost completed the benchmark analysis of various academic processes for streamlining, which will have the benefit of strengthening the university overall and each academic unit. Academic processes include admissions, scheduling, course evaluation, and tuition setting.

In addition to the changes in leadership at OHSU, new partnerships and initiatives realized since the 2005 Regular Interim Report to the Commission are noteworthy for their impact on OHSU and their alignment with the strategic plan, strategic goals and core themes. The emergence of new institutes and centers will enhance 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.

**Philanthropy**

OHSU and its foundations worked together toward an ambitious goal—increasing annual private support for the university to $83 million in FY 2011 and $100 million a year by FY 2014. Even in this challenging economic climate, philanthropic contributions to the university in FY 2011 totaled $100.5
million, far surpassing expectations. Most sizable contributions supported initiatives intended to transform what is possible: change the paradigm for dental education, make personalized cancer medicine a reality, attract and support new kinds of medical students, 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 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. 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, 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.

**Center for Health Systems Effectiveness**

Rich in health services researchers who are dispersed across departments and schools, the Center for Health Systems Effectiveness leverages these strengths and brings together researchers not only at OHSU, but those working at other Oregon universities and research entities, to address Oregon's health systems challenges. Research at Center for Health Systems Effectiveness is driven by a systems perspective, which 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.

**Center for Regenerative Medicine**

The Center for Regenerative Medicine was created in January 2012. The Center for Regenerative Medicine will advance stem cell treatments to safely regenerate hearts damaged by heart attacks as well as regenerate arms and legs severely damaged from battlefield blast injuries. Other regenerative medicine therapies treat damaged nerves, spinal cords, lungs and skin, along with new tissue replacements that use normal human structural proteins, such as elastin, as novel biomaterials for arteries and skin as well as advanced, non-clotting stents. This presents an opportunity to broaden the University’s research funding base to include other agencies such as the Department of Defense in addition to National Institutes of Health, the primary funder of OHSU’s research projects. The Center for Regenerative Medicine aligns with the core themes of clinical and translational research.

**Bob and Charlee Moore Institute for Nutrition and Wellness**

The Moore’s contributed $25 million to bring pioneering nutrition-focused researchers, clinicians and educators together in new ways, first endowing the Bob and Charlee Moore Chair for Nutrition and Wellness. Areas of focus will span research, clinical care and education, including: childhood obesity; women’s health and maternal/fetal medicine; research into epigenetics and the developmental origins of health and disease; community outreach and translation of research into effective public programs; and graduate education and post-graduate training of physicians, nurses, dentists and allied professionals. The
institute aligns with all four core themes—learning environment, interprofessional education, clinical and translational research, and health system and health policy leadership.

**OHSU/Oregon University System Collaborative Life Sciences Building**

This past fall, three Oregon universities broke ground on the 500,000 square feet OHSU/OUS Collaborative Life Sciences Building (CLSB). Oregon Health & Science University, Oregon State University (OSU) and Portland State University (PSU) combined resources to provide education and research programs under one roof. PSU will use the space for its biology and chemistry lectures and laboratories; OHSU will move education programs for OHSU’s medical students (MS1-2), dental students (DS1-4), nursing students, physician assistants and radiation technologists, as well as OSU’s College of Pharmacy (3rd year of joint OHSU/OSU program) to create a collaborative learning environment. A state-of-the-art simulation center will provide opportunities for clinical teams (physicians, dentists, nurses, pharmacists, physician assistants, healthcare 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 aligns with all four core themes—learning environment, interprofessional education, clinical and translational research, and health system and health policy leadership.

**University Partnership of BioPontis Alliance**

OHSU has joined the University Partnership of BioPontis Alliance, becoming the ninth institution in the partnership, to improve how discoveries made in laboratories at academic research centers translate into public benefit. BioPontis Alliance will work to identify innovative and translational science with the potential to become treatments for cancer, neurological disorders, inflammation and infectious diseases. In addition to OHSU, the university partners include: Columbia University, Memorial Sloan-Kettering Cancer Center, University of Virginia, New York University (including School of Medicine), University of North Carolina at Chapel Hill, University of Florida, University of Pennsylvania and University of Kansas. The partnership aligns with the core theme of clinical and translational research.

**Vaccine & Gene Therapy Institute**

OHSU’s Vaccine & Gene Therapy Institute (VGTI) built and operates satellite research facilities entirely funded by and located in the state of Florida. Scientists in the OHSU vaccine facility on West Campus in Hillsboro study a variety of diseases that threaten human health, including AIDS, West Nile virus, and monkey pox. Research at the Florida institute is funded by grants from the National Institutes of Health. Spinoff technologies developed at the Florida institute will remain in the state of Florida. OHSU receives revenues from the licensing of discoveries in correlation to OHSU’s collaborative role in the discovery. The opportunity aligns with the core theme of clinical and translational research.

These seven bold, capacity-building changes are critical to OHSU 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.
Response to Recommendations by the Commission

The following is a timeline of accreditation events that have taken place from 2005 – 2012.

March 2005: OHSU submitted a Comprehensive 10 year Self Study

April 2005: The Commission conducted a focused site visit and the evaluation report included ten recommendations from NWCCU: (1) review of the planning and evaluation processes; (2) maintain a strong commitment to quality educational programs; (3) develop regular, institution-wide educational assessment program; (4) develop a written policy on the timely release of examination and final course grades to students; (5) cease practice of granting up to 15 graduate OHSU credit hours in the online Physicians Assistant Program; (6) develop a rationale for the type and term of faculty appointments; (7) regularly evaluate the board of directors and the board chair; (8) develop and implement a policy guiding the use and limit of capital debt; (9) ensure student authentication and security during administration of exams; and (10) develop rationale for setting tuition rates across the schools.

April 2006: OHSU submitted a progress report on Recommendations 5, 7 and 8.

October 2006: OHSU submitted a Focused Interim Evaluation Report resulting in two recommendations: (1) implement all remaining phases of the revised strategic planning process and demonstrate that this planning process resulted in enhanced communication and appropriate resource allocation; (2) implement recently-designed institution-wide educational program assessment process.

April 2008: OHSU submitted a progress report on recommendations 1 and 2 from the October 2006 report, focusing on strategic planning and student learning outcomes assessment.

April 2008: The Commission conducted a focused interim site visit to examine progress on Recommendations 2, 4, 6, 9, and 10 from the 2005 report. The visit resulted in a recommendation to continue work on Recommendation 2, stating, “The University should continue to monitor and demonstrate its commitments 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.”

October 2009: OHSU submitted a progress report on Recommendation 2 as requested from the April 2008 site visit, addressing how it would ensure its commitment to high standards in teaching and learning in spite of a volatile economic climate.

March 2010: OHSU submitted the 5 year Interim Report to NWCCU addressing each of the recommendations from the 2005 Comprehensive Self-Study.

April 2010: The Commission conducted a site visit in response to the Regular Interim Report that resulted in two recommendations:

1. 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 institution’s needs.

2. Ensure that all academic programs have student learning outcomes, assess achievement of the outcomes, and use the assessments to lead to program improvement.

August 2010: OHSU received reaffirmation of accreditation from NWCCU based on the April 2010, Regular Interim Evaluation.

March 2011: OHSU submitted the NWCCU Year One Evaluative Report resulting in two recommendations related to the university’s core theme objectives and thresholds of mission fulfillment:

1. The institution should articulate the acceptable threshold or extent of mission
fulfillment for all identified indicators in the Standard One report. Std 1.A.2
2. OHSU should review and refine its indicators of achievement to ensure that the indicators are meaningful, direct measures of the objective. Std 1.B.1

Following the Commission’s recommendations, the university reviewed the indicators with the NWCCU Steering Committee, provost’s staff, and Academic and Student Affairs Council that resulted in a substantial revision and reduction in the number of indicators (from 45 to 25). OHSU completed the process of determining acceptable thresholds for the indicators of mission fulfillment for which systems are in place to gather data. Several indicators focus on the development of initiatives envisioned by the new provost. The acceptable thresholds for these indicators are identified in Standard One of the Year Three Report.

The Commission’s letter requested that the university address the Eligibility Requirements 2 and 3, found at the beginning of Chapter One, and 4 to 21, found at the beginning of Chapter Two, in the Year Three Report.

**Last Review of Mission and Core Themes**

OHSU last reviewed and revised its mission in 2005. OHSU completed the Year One Report in March 2011 in which the core themes were identified based on the four mission components. In preparation for the Year Three Report, the OHSU community reviewed and validated the core themes identified in the Year One Report.
Chapter One:

Mission, Core Themes and Expectations
Eligibility Requirements

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. Among the expressed powers described in statute, the board is authorized to “create, develop, supervise, control, and adopt academic programs, include standards, qualifications, policies or practices relating to admissions, curriculum, academic advancement, grading policy, student conduct, credits and scholarships and the granting of academic degrees, certifications and other forms of recognition.” (ORS 353.050(11)).

Chapter 353 also outlines how OHSU shall interact with the Oregon University System (OUS) in exercising that authority. ORS 353.440 requires OHSU and the OUS 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 educational institutions not governed by the OUS. Moreover, ORS 353.440(4) stated, “In order to further the coordination described by this section, university officers shall maintain a role in the appropriate committees of the State Board of Higher Education and the Oregon University System.”

Mission and Core Themes
OHSU’s mission was adopted 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 to the Carnegie designation of ‘academic health center.’ OHSU’s purpose is to serve the educational interests of its students and 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, healthcare, and service) and four core themes (learning environment, interprofessional education, clinical and translational research, and health system and health policy leadership).

I. Mission, Core Themes, and Expectations

1.1.1 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, which was adopted by the board of directors in 2005, 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 healthcare missions through community service, partnerships and outreach.

The mission is widely published throughout the university in its internal and external documents and articulated in OHSU Vision 2020 adopted by the board of directors in December 2007. 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.

The mission was reflected in six strategic goals approved by the board of directors in December 2007:

- 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 our missions.

OHSU Vision 2020 reflects and reinforces the university’s commitment to transparency, service excellence, diversity and quality. All OHSU units have adopted unit-level mission statements that are aligned with the mission statement. When faced with challenges, OHSU Vision 2020 has guided the university’s decision-making and focus efforts to help meet Oregon’s healthcare workforce needs and improve the health and well-being of all Oregonians. This is accomplished through the continuous learning of students, faculty and staff in classrooms, clinical settings, and research laboratories.

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 than ever before.

OHSU completed a two-year long planning process in 2011 to update OHSU Vision 2020 and develop options for improving the operational and business models used to fulfill the mission by building the financial wherewithal for the long-term advancement of all mission enterprises and align OHSU enterprises to support sustainable innovation.
Core Themes
The core themes were selected to align with the university’s mission, strategic plan (OHSU Vision 2020), and six strategic goals. The university community identified four core themes in 2010.

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

The next section will concentrate on the core theme objectives and indicators in more detail.

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.

Mission Fulfillment

OHSU’s mission is a very problem-focused statement 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; increasing research activity to find better ways to deliver health care more affordably to individuals and populations; improving the quality and safety of clinical care outcomes; and advancing 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. The theory of action is: the mission will be fulfilled by attracting talented individuals—faculty, staff and students—into the OHSU community. Mission fulfillment will be evaluated by tracking progress and developments related to reducing these problems and attaining the desired outcomes, some needing a generation or two to attain.

For each of the four core themes aligned with the four components of the institutional mission statement, the university identified threshold performance or what the university considers as evidence of mission fulfillment for each of the indicators associated with the core theme objectives at the end of this section.
II. Core Themes, Objectives and Indicators

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 four themes collectively encompass the university’s interrelated and complex mission.

OHSU’s mission is to lead and advocate for programs that improve health for all Oregonians … through community service, partnerships and outreach.

OHSU’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.

OHSU’s mission is to explore new, basic, clinical and applied research frontiers… and translate these discoveries into applications in the health and commercial sectors.

OHSU’s mission is to deliver excellence in healthcare, emphasizing the creation and implementation of new knowledge and cutting edge technologies.
Core Theme 1: Learning Environment

Description:

OHSU’s students learn, not only in traditional classrooms, but also in actual work settings, such as hospitals and clinics or on funded research projects in laboratories. Students begin under close faculty supervision and progress to increasing independence. Students have the opportunity to experience a variety of clinical or research settings throughout their programs.

The learning environment core theme reflects OHSU’s intention of recruiting a more diverse and inclusive community and using new technologies to improve teaching and learning. According to Wenger, McDermott and Snyder (2002), learning communities are “groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis” (pg. 4). OHSU strives to engage faculty, students and clinicians in ongoing learning by creating a culture that nurtures the quest to discover new knowledge as well as the translation of that knowledge into education and practice.

The teaching-learning process is an inherently social act, and the quality of the social and emotional dynamics in a course, program or university impacts learning and performance. A well-established body of research has documented the effects of a “chilly classroom climate” on some students or groups of students, in particular women and historically underrepresented minorities (Hall, 1982). With the university’s strategic goal of being more diverse in people and ideas, the university recognizes that the climate impacts power dynamics, student persistence and success, and faculty success.

For this reason, the university conducted a climate survey of all employees and students in spring 2010 for an overall response rate of 40 percent. The survey found differences in the perceptions of OHSU’s climate among students and employees based on race/ethnicity, sexual orientation, and disability status. With this knowledge, the university is pursuing strategies to create a more productive and inclusive climate. The expectation is that gaps in perceptions of “being supported” and “feeling respected and valued” must be reduced or eliminated. The university is also examining the curriculum, helping faculty use multiple and diverse examples in their lectures, and model inclusive language. In this way, the university is focusing on creating a more inclusive learning environment that supports learning from one another, regardless of one’s official position.

In addition to the focus on inclusion, the university is supporting the learning environment through the Teaching Learning Center (TLC) and Simulation Center. The Teaching Learning Center provides faculty development on a wide range of topics, supports the on-line course management system, and is developing the capacity to provide students with new targeted learning support services. The clinical programs are adding several methods of simulation into the curricula. Hands-on simulation helps teams and individuals develop preparedness and insight that is best learned and practiced in realistic conditions. In various areas of the curriculum, the simulations provide both formative and summative evaluations, and the standardized patients give immediate feedback to the students participating. Cases emphasize communication, history taking and physical exam skills. In addition, the interactions are taped and stored so that a student can review their interactions and progress throughout medical school. This translates into improved real-world communication, collaboration, teamwork, and crisis management.
Simulation experiences are coordinated by faculty from several departments. The OHSU/OUS Collaborative Life Sciences Building will expand simulation capacity.

To measure the impact of these initiatives on the learning environment, the university identified three core theme objectives and ten indicators as follows:

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

**Indicators:**
1. Percentage of diverse students in OHSU programs, of total OHSU students.
2. Percentage of minority participants in STEM pipeline programs that progress to the next level of education.
3. Percentage of students completing degrees within 100 percent of usual program time.
4. Percentage of OHSU nursing BS graduates trained outside the Portland Metropolitan Area.

**Rationale for Indicators:**
As the only academic medical center in Oregon, OHSU strives to achieve the diversity reflected in the state today as well as anticipate demographic projections for tomorrow. 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 minority students who tend to be underrepresented, is critical to achieving improved population health in Oregon. The creation of the TLC and the increased use of simulation in the curriculum are designed to enhance learning outcomes. These indicators are accessible and meaningful measures of student learning and success. Completion rates and licensure pass rates are common metrics used to determine institutional effectiveness.

**Objective 1.2:**
Provide a supportive learning and work environment for diverse students, faculty and staff.

**Indicators:**
1. Percentage of students that are satisfied with (i) OHSU climate for diversity and inclusion and (ii) support services.
2. Percentage of faculty and staff that are satisfied with the OHSU’s climate for diversity and inclusion.
3. Percentage and distribution of diverse faculty at OHSU.

**Rationale for Indicators:**
Each candidate for a student, faculty or staff position chooses the offer that holds the most value to them. Promoting a supportive learning and working environment for faculty, students and staff is critical to OHSU’s continued success in recruiting the most talented, qualified and diverse people. Faculty will be asked to assess various aspects of their working environment, including research resources, collegial relationships, culture, management and policy, pay and benefits. Students will be asked about mentoring, program and faculty quality, and availability and effectiveness of academic and student support services.
**Objective 1.3:**

Ensure rigorous and effective programs through better coordination of review processes (institution-wide regional accreditation, specialized accreditation that certifies the quality of specific programs, institutional academic program review, and student/graduate licensure and certification).

**Indicators:**

1. Percentage of national licensing exams on which OHSU graduates met or exceeded the national pass rate on the first attempt.
2. Percentage of programs with student learning outcomes, assessment plans and assessment evidence used to improve programs.
3. Percentage of programs with specialized accreditation reviews that do not have citations/requirements.

**Rationale for Indicators:**

The quality reviews provided through the specialized accreditation, institutional accreditation and institutional program reviews will be better coordinated at the institutional level to improve communication and facilitate integrated planning and budgeting to support continuous improvement.

**Core Theme 2: Interprofessional Education**

**Description:**

Learners are enculturated in how to behave as community members, usually this means as “nurses,” “physicians,” “dentists,” “nutritionists,” or “scientists.” The culture for faculty and students within an academic health center has been very individualistic, competitive and siloed. Some of the “old ways” of teaching (e.g., “the sage on the stage”) no longer work in the face of the great change in health delivery systems, health policy and a new generation of students.

Over the last decade, faculty within each health profession have recognized the need to change learning and practice conditions. 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, student and staff learners to develop additional skills related to working effectively as a member and leader of an interprofessional or interdisciplinary team, communicating effectively, developing cultural competency and implementing systems-based quality improvements. The goal is for learning to cross and connect organizational boundaries. Three core theme objectives and corresponding indicators related to improved quality, foster a learning environment to produce highly-competent graduates, faculty and staff.

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 each others’ role and are able to work effectively together, patient outcomes improve (IOM, 2003). A number of interdisciplinary efforts have emerged over the years between and within schools that reflect the potential spectrum of working together: Center for Ethics in Health Care; Oregon Geriatric Education; Management contracts with two Department of Medical Informatics & Clinical Epidemiology faculty to teach in the M.B.A. in Healthcare Management; Center for Global Health; Physician Assistant and Medical students learn together in Gross Anatomy, Embryology and Imaging, 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. Interprofessional Education (IPE) has been accomplished on a small scale; how would large numbers of university-wide students be accommodated?

While there are a number of positives, there are also barriers to the success of advancing IPE university-wide:

- OHSU has 13 different academic calendars making it difficult to coordinate programming.
- A differentiated tuition policy coupled with no processes for tuition revenue to flow between schools.
- Each discipline/specialty practice area has domain specific content that must be accomplished to meet accreditation standards, which limits interprofessional courses and electives.
- With the exception of ethics content, there has been no systematic review of curricula for the purpose of identifying potential content overlap.
- OHSU faculty lack teaching experience in IPE environments.

To measure the progress toward the implementation of interprofessional education in the curriculum, the university identified one core theme objective and two indicators as follows:

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

**Indicators:**
1. Proportion of schools or programs that have adopted common academic calendar by 2013.
2. Proportion of identified interprofessional curricular activities being delivered to students.

**Rationale for Indicators:**
With professional accrediting bodies in health professions increasing their expectations for interprofessional education as part of discipline-specific learning experiences and the public’s expectations for safe and effective care, interprofessional education is an essential direction for OHSU to undertake. For example, by fall 2013 the 13 different academic calendars will be replaced with 1 academic calendar. The new Collaborative Life Sciences Building will include more dedicated simulation space and interlinked facilities to provide shared locations for multiple disciplines. Transportation linking all the campuses, buildings and structures will advance opportunities for collaborative research.

These indicators are developmental and attainment of these will be quick and efficient, which will result in developing measures of learning outcomes for interprofessional education.

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

**Description:**
As Oregon’s only academic health center, OHSU has a unique role in the region with substantial clinical and patient resources, a large educational program, and a vigorous research portfolio. In FY 2011 more than 1,500 OHSU scientists are working on 4,100 basic, clinical, translational and applied research projects. OHSU had $325 million in annual research revenue, the majority awards from the National Institutes of Health. NIH awards to OHSU have grown over the last 5 years despite limitations in
inflation-adjusted federal research funding. OHSU was the recipient of a total of $106 million in awards from stimulus grants allocated through the American Recovery and Reinvestment Act. 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; Center for Research on Occupational and Environmental Toxicology; Child Development and Research Center; Center for Coastal Margin Observation and Prediction; Oregon Rural Practice-Based Research Network; Institute of Environmental Health; OHSU Hospital and Clinics; 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. In 2010, approximately 60 percent of OHSU grants supported basic science, 30 percent clinical research (including early phase clinical trials), and 10 percent population-based research. This broad and robust translational research platform is essential for the education and career development of OHSU trainees. 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 and lay public. 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 NIH Clinical and Translational Science Award. The School of Medicine vision of the roadmap process is as follows: “By 2015, the OHSU School of Medicine will be recognized regionally, nationally, and internationally as a center for academic and research excellence, through collaborative innovation, discovery, and the translation of new knowledge to improve human health and well-being.”

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

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

**Indicators:**

1. Annual success rates for Career Development Awards’ (K Awards) applications to the National Institutes of Health.
2. Number of faculty, trainees and students that complete clinical and translational research training.
3. Percentage of OHSU graduates and trainees currently employed by industry sector.
Objective 3.2:
Maintain OHSU’s prominence as a research university.

Indicators:
1. Total sponsored project revenue in a given year.
2. Average annual sponsored project revenue per faculty with OHSU “Principal Investigator” status.
3. Proportion of total sponsored projects that involve faculty from two or more departments/units.
4. Proportion of sponsored projects focusing on clinical and translational research.
5. Number of new inventions disclosed in a given year.

Rationale for Indicators:
OHSU currently tracks the majority of these indicators. These trusted indicators are accessible and meaningful for determining OHSU’s impact on the development of a workforce with clinical and translational research competencies. Development of systems to track research publication and career outcomes of OHSU graduates/trainees will need to be developed.

Core Theme 4: Health System and Health Policy Leadership

Description:
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 healthcare reform efforts is the pursuit of (i) increased population health, (ii) enhanced person-centered care, and (iii) reduced per capita healthcare costs. Only by achieving all three of these objectives can genuine improvements be realized in our health care system.

In 2011 the U.S. health care industry represented more than 15 percent of the national economy, and every year citizens face healthcare 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 broadest healthcare reform legislation since the creation of Medicare in the 1960s. In Oregon, healthcare 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 last 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. These include the Center for Evidence-based Policy and the Oregon Evidence-based Practice Center.

To measure the progress toward the health system and health policy leadership core theme [1], the university identified two core theme objectives and three indicators as follows:
Objective 4.1:
Ensure all OHSU students gain knowledge about population health and health policy.

Indicators:
1. Proportion of graduating healthcare professional students who participated in formal activities to enhance understanding of population health and health policy.

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

Indicator:
1. Proportion of funds for sponsored projects, specifically focusing on health science research or evidence-based policy, of the total OHSU sponsored project revenues in a given year.
2. Perception of Oregonians regarding OHSU’s (i) partnering with others to improve health and well-being of the state’s citizens and (ii) leading discussions on health care issues or health reform.

Rationale for Indicators:
With so many regulatory complications and 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 one another and further the university-wide value of working together. Improving quality and safety outcomes is linked to health care providers working together, standardizing routines, developing checklists and fulfilling their unique role on the team. All have systems in place for data collection. The expectation that all graduates have an understanding of health systems and health policy requires the development of university-level learning outcomes and specifications of how students fulfill the requirement which can be assessed.
Table 1.1 OHSU Mission Fulfillment Thresholds by Core Theme

### Core Theme 1: Learning Environment

<table>
<thead>
<tr>
<th>Objectives/Indicators</th>
<th>3 Surpasses Mission Expectation</th>
<th>2 Meets Mission Expectation</th>
<th>1 Below Mission Expectation</th>
<th>Most Recent Data</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1</strong></td>
<td><strong>Develop student pipeline to meet the health needs of an increasingly diverse Oregon and nation.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1.1 Percentage of diverse students in OHSU programs, of total OHSU students.</td>
<td>&gt; 30%</td>
<td>20 to 30%</td>
<td>&lt; 20%</td>
<td>18%</td>
</tr>
<tr>
<td>1.1.2 Percentage of minority participants in STEM pipeline programs that progress to the next level of education.</td>
<td>System Developed</td>
<td></td>
<td></td>
<td>Developing</td>
</tr>
<tr>
<td>1.1.3 Percentage of the students completing degrees within 100% of usual program time.</td>
<td>&gt;95%</td>
<td>81 to 95%</td>
<td>&lt;80%</td>
<td>DMD 89%</td>
</tr>
<tr>
<td></td>
<td>&gt;95%</td>
<td>81 to 95%</td>
<td>&lt;80%</td>
<td>MD 78%</td>
</tr>
<tr>
<td></td>
<td>&gt;95%</td>
<td>81 to 95%</td>
<td>&lt;80%</td>
<td>Nursing 83%</td>
</tr>
<tr>
<td></td>
<td>&gt;70%</td>
<td>55 to 70%</td>
<td>&lt;55%</td>
<td>PhD* 58%</td>
</tr>
<tr>
<td>1.1.4 Percentage of OHSU nursing BS graduates trained outside the Portland Metropolitan Area.</td>
<td>&gt; 65%</td>
<td>50 to 65%</td>
<td>&lt;50%</td>
<td>65%</td>
</tr>
<tr>
<td><strong>1.2</strong></td>
<td><strong>Provide a supportive learning and work environment for diverse students, faculty and staff.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2.1 Percentage of students that are satisfied with (i) OHSU climate for diversity and inclusion and (ii) support services.</td>
<td>&gt;80%</td>
<td>70 to 80%</td>
<td>&lt;70%</td>
<td>(i) 80% (ii) Developing</td>
</tr>
<tr>
<td>1.2.2 Percentage of faculty and staff members that are satisfied with the OHSU’s climate for diversity and inclusion.</td>
<td>&gt;80%</td>
<td>70 to 80%</td>
<td>&lt;70%</td>
<td>72%</td>
</tr>
<tr>
<td>1.2.3 Percentage and distribution of diverse faculty at OHSU.</td>
<td>&gt;25%</td>
<td>16 to 25%</td>
<td>&lt;16%</td>
<td>13%</td>
</tr>
<tr>
<td><strong>1.3</strong></td>
<td><strong>Ensure rigorous and effective programs through better coordination of review processes (institution-wide regional accreditation, specialized accreditation that certifies the professional quality of particular programs, institutional academic program review, and student/graduate licensure and certification).</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3.1 Percentage of national licensing exams on which OHSU graduates met or exceeded the national pass rate on the first attempt.</td>
<td>100%</td>
<td>90 to 95%</td>
<td>&lt;80%</td>
<td>DMD 93% MD 95% Nursing 89%</td>
</tr>
<tr>
<td>1.3.2 Percentage of programs with student learning outcomes, assessment plans, and assessment evidence used to improve programs.</td>
<td>&gt; 80%</td>
<td>65 to 80%</td>
<td>&lt; 65%</td>
<td>50%</td>
</tr>
<tr>
<td>1.3.3 Percentage of programs with specialized accreditation reviews that do not have citations/requirements.</td>
<td>&lt;90%</td>
<td>90%</td>
<td>&gt;90%</td>
<td>Developing</td>
</tr>
</tbody>
</table>

Note: *PhD completion is an aggregate of basic sciences, engineering and nursing.
Core Theme 2: Interprofessional Education

<table>
<thead>
<tr>
<th>Objectives/Indicators</th>
<th>3 Surpasses Mission Expectation</th>
<th>2 Meets Mission Expectation</th>
<th>1 Below Mission Expectation</th>
<th>Most Recent Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td><strong>Promote an institutional culture and infrastructure that enhances interprofessional health education.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1.1</td>
<td>Proportion of schools or programs that have adopted common academic calendar by 2013.</td>
<td>N/A</td>
<td>100%</td>
<td>&lt;100%</td>
</tr>
<tr>
<td>2.1.2</td>
<td>Proportion of identified interprofessional curricular activities being delivered to students.</td>
<td>Developed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Core Theme Three: Clinical and Translational Research

<table>
<thead>
<tr>
<th>Objectives/Indicators</th>
<th>3 Surpasses Mission Expectation</th>
<th>2 Meets Mission Expectation</th>
<th>1 Below Mission Expectation</th>
<th>Most Recent Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td><strong>Promote research career development to provide “career ready” in biomedical science workforce</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1.1</td>
<td>Annual success rate for Career Development Awards (K Awards) applications to the National Institutes of Health.</td>
<td>&gt;40%</td>
<td>33 to 40%</td>
<td>&lt; 33%</td>
</tr>
<tr>
<td>3.1.2</td>
<td>Number of faculty, trainees, and students that complete clinical and translational research training (degrees &amp; certificates).</td>
<td>&gt;90</td>
<td>80 to 90</td>
<td>&lt; 80</td>
</tr>
<tr>
<td>3.1.3</td>
<td>Percentage of OHSU graduates and trainees currently employed by industry sector.</td>
<td>Tracking System Developed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2</td>
<td><strong>Maintain OHSU’s prominence as a research university.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2.1</td>
<td>Total sponsored project revenue in a given year.</td>
<td>&gt; $350M</td>
<td>$300 to $350M</td>
<td>&lt; $300 M</td>
</tr>
<tr>
<td>3.2.2</td>
<td>Average annual sponsored project revenue per faculty with OHSU “Principal Investigator” status.</td>
<td>&gt; $200K</td>
<td>$170 to $200K</td>
<td>&lt; $170K</td>
</tr>
<tr>
<td>3.2.3</td>
<td>Proportion of total sponsored projects that involve faculty from two or more departments/units.</td>
<td>Tracking System Developed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2.4</td>
<td>Proportion of sponsored projects focusing on clinical and translational research.</td>
<td>Tracking System Developed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.3.5</td>
<td>Number of new inventions disclosed in a given year.</td>
<td>&lt; 130</td>
<td>115 to 130</td>
<td>&gt; 115</td>
</tr>
</tbody>
</table>
## Core Theme Four: Health System and Health Policy Leadership

<table>
<thead>
<tr>
<th>Objectives / Indicators</th>
<th>3 Surpasses Mission Expectation</th>
<th>2 Meets Mission Expectation</th>
<th>1 Below Mission Expectation</th>
<th>Most Recent Data</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.1</strong> Ensure all OHSU students gain knowledge about population health and health policy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.1.1 Proportion of graduating healthcare professional students who participated in formal activities to enhance understanding of population health and health policy</td>
<td></td>
<td>SLOs and courses developed</td>
<td></td>
<td>Developing</td>
</tr>
<tr>
<td><strong>4.2</strong> Bridge academic research, health policy and community practice to improve public health.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.2.1 Proportion of funds for sponsored projects, specifically focusing on health science research or evidence-based policy, of the total OHSU sponsored project revenues in a given year.</td>
<td></td>
<td></td>
<td></td>
<td>Developing</td>
</tr>
<tr>
<td>4.2.2 Perception of Oregonians regarding OHSU’s (i) partnering with others to improve health and well-being of the state’s citizens and (ii) leading discussions on health care issues or health reform.</td>
<td>&gt; +1.5% per year</td>
<td>1 to 1.5% per year</td>
<td>&lt; 1% per year</td>
<td>10-pt scale (i) 7.4 (ii) 7.1</td>
</tr>
</tbody>
</table>

[1] Leadership in Health Policy and Health Systems
Chapter Two

Resources and Capacity
Eligibility Requirements

Operational Focus and Independence
As a public, free-standing academic health center, the University consists of a medical school, more than six other health profession schools or programs (dental school, nursing school, other health-related professions, biomedical engineering, healthcare management and biomedical sciences as well as joint degree programs with other public universities in Oregon in pharmacy—with Oregon State University (OSU), public health—OSU and Portland State University) plus 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.

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.

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

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. The president serves as an ex officio member of the board of directors and other employees staff the board. 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.

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 ten voting members to serve a term of two years.

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.

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.

Educational Programs
The institution offers 46 educational programs which include appropriate content and rigor consistent with its mission and core themes. The educational program(s) culminate in achievement of clearly identified student learning outcomes, and lead to collegiate-level degree(s) and certificates with content in recognized disciplines.
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.

Library and Information Resources
Consistent with its mission and core themes, the institution maintains and/or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support OHSU’s programs and services to students enrolled on the three Portland campuses as well as the OHSU nursing programs located on Oregon University System institutions throughout the state as well as students taking courses through distance education and online.

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

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.

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.

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.

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.

Financial Accountability
OHSU undergoes annually an external financial audit, immediately after fiscal year close, 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.

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

2.A Governance

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 governing board (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 structure is fully explicated on the OHSU organizational chart, Appendix 2.A.1.1. 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 and legal. With 13,582 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. New academic programs and deletions are approved by the State Board of Higher Education. Beyond this control, the authority to make academic program decisions rests with the president, provost, deans and faculty.

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 State Board of Higher Education. Many of the administrative and management systems that OHSU operated under had been designed for large undergraduate institutions like the University of Oregon, Oregon State University and Portland State University. Few, if any, of the final decision makers in state government had experience in medical education or health care delivery.

Since 1995, via ORS Chapter 353[1], OHSU has a streamlined governance structure that allows it to make independent programmatic and business decisions. The university is overseen by an OHSU-focused
board of directors, with the state retaining some oversight through the board of directors member nomination and confirmation process described below, and through a requirement that OHSU coordinate with the Oregon University System (OUS) regarding significant academic programmatic matters. In addition, OHSU voluntarily participates in the academic review processes of OUS. Decision-making is efficient and focused.

[ 1 ] **ORS 353**

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 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 2012;
- Oregon Nurses Association (ONA) represents 15 percent of employees. The ONA contract is effective until September 2013.

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

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 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 serves a 4-year, appointed term.

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 4 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 vice president,
chief counsel and chief of staff manage preparation for all board meetings, serve as an information source on board matters as well as 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>Román D. Hernández, Esq.</td>
<td>09/30/2012</td>
<td>Attorney, Schwabe, Williamson &amp; Wyatt</td>
</tr>
<tr>
<td>Rachel Pilliod</td>
<td>09/30/2011</td>
<td>Student, OHSU School of Medicine</td>
</tr>
<tr>
<td>Maria M. Pope</td>
<td>09/30/2013</td>
<td>CFO, Portland General Electric</td>
</tr>
<tr>
<td>MardiLyn Saathoff</td>
<td>09/30/2012</td>
<td>Chief Governance Officer NW Natural Gas</td>
</tr>
<tr>
<td>Jay T. Waldron, Vice Chair</td>
<td>09/30/2013</td>
<td>Attorney, Schwabe, Williamson &amp; Wyatt</td>
</tr>
<tr>
<td>Charles Wilhoite, Chair</td>
<td>09/30/2012</td>
<td>Partner, Willamette Management Assoc.</td>
</tr>
<tr>
<td>Meredith G. Wilson</td>
<td>09/30/2012</td>
<td>Civic Leader</td>
</tr>
<tr>
<td>David Yaden</td>
<td>09/30/2014</td>
<td>Consultant, former agency director</td>
</tr>
<tr>
<td>R. Jon Yunker</td>
<td>09/30/2013</td>
<td>Civic leader, former state agency director</td>
</tr>
<tr>
<td>Joseph E. Robertson, Jr, M.D., MBA</td>
<td>ex officio</td>
<td>President, OHSU</td>
</tr>
</tbody>
</table>

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.

Under the OHSU board of director's Bylaws and its Governance Principles and Guidelines, the board acts as a committee of the whole and no member or subcommittee of the board acts in place of the board except by formal delegation of authority.

The board has three standing committees: (i) Governance Committee, (ii) Financial and Audit Committee, and (iii) Human Resources Committee. The charters for each of the standing board committees define the areas of oversight of each committee. The Governance Principles and Guidelines and the Bylaws referenced above, and the Code of Conduct [1] define the duties, responsibilities, ethical conduct requirements, organizational structure and operating procedures of the board.

[1] Code of Conduct

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 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 degrees, certifications and
other forms of recognition." ORS 353.050(11). The OHSU board of directors 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. OHSU and OUS are now required to coordinate with the newly created
Higher Education Coordinating Commission (HECC) on proposed changes to their 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.

The legislature continued the requirement of OUS academic coordination with OHSU. Proposals for
material changes to academic programs progress through the OHSU approval process. If approved at the
institutional level, they are forwarded to the Oregon University System and go through the various levels
of approval. If successful, the State Board of Higher Education and Office of Degree Authorization
review the proposals before advancing to the Commission. The OHSU Board has independent authority
for oversight and approval of the creation and closure of OHSU academic programs.

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, the board delegates to the board
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 that
assessment every year, and meets with the president to provide feedback to the president regarding that
assessment.

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

By charter, the Governance Committee 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. That survey instrument has been revised most recently in
2010. The results of the board survey are presented to the Governance Committee of the board for review,
analysis and identification of areas where board performance, and/or management performance as it
impacts board performance, can be improved. Based on that review, the chair of the Governance
Committee reports to the full board and executive leadership at a board meeting in the last quarter of the
calendar year, on areas identified in the survey where performance can be improved, as well as areas for
which the board and/or management merits particular commendation.

In 2011, the above described process was followed with the results of the survey [1] provided to the board
in addition to the president. In 2011, the performance of the board and particularly its Finance and Audit
Committee was viewed as good. Opportunities for improvement communicated to the board and
executive leadership via the annual report to the board were (i) inclusion in management presentations to
the board of additional perspectives and information about the internal workings of OHSU and the
external environment in which OHSU operates, (ii) increased assistance from executive leadership in identifying the key areas of focus for the board and the questions that it should be asking of management, and (iii) regarding some recently completed consultant work, providing input to the board over the next year about implementation efforts flowing from that work and areas to be monitored relative to that work.


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 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. The board includes administrators, clinicians and educators from OHSU, the OHSU Family Practice Plan and the OHSU Medical Board.

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 the executive leadership team, an information sharing and policy discussion group reflecting the broad leadership of the institution. All members of the executive leadership team report directly to the president. During the Five-year Interim Review by the Commission in 2010, the university was in the midst of several executive recruitments. OHSU's adaptation to its turbulent environment involved strategic reorientation and executive-team change 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 team positions are currently filled.

The president manages the operation of the institution through the nine-member executive leadership team. This group is charged with planning, organizing and managing the institution, and assessing its achievements and effectiveness. The executive leadership team includes the following individuals and positions:

- President Joseph E. Robertson, Jr., M.D., M.B.A.
- Provost and Vice President for Academic Affairs, Jeanette Mladenovic, M.D., M.B.A., M.A.C.P.
- Executive Vice President and Director, Hospitals and Clinics, Peter F. Rapp
- Chief Financial Officer, Lawrence J. Furnstahl
- Chief Administrative Officer and Vice President, Norwood Knight-Richardson, M.D., M.B.A.
- Dean, School of Medicine, Mark Richardson, M.D., MSc.B., M.B.A.
- Vice President for Research, Daniel M. Dorsa, Ph.D.
- Vice President and General Counsel, Amy M. Wayson, J.D.
- President of OHSU Foundation, Allan Price
- Chief of Staff, Connie Seeley

The team 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, priorities and core themes by addressing issues as they arise that require integration, collaboration and coordination to be successful.
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. [1], 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 Charles Wilhoite.

[1] Dr. Robertson's Bio

President Robertson's nine-member executive leadership team consists of a provost/vice president for academic affairs, vice president for research, chief financial officer, chief administrative officer/vice president/chief diversity officer, executive vice president/executive director of OHSU healthcare, medical school dean and vice president, chief counsel/vice president, chief of staff and president of the OHSU Foundation.

The academic programs are divided among four academic schools (dentistry, medicine, nursing and pharmacy), plus joint programs with other institutions in the Oregon University System (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 administered by a department chair or director responsible for academic programs leading to degrees or certificates.

The President's Council [1] 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 like 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
Provost and VP for Academic Affairs
Executive VP/Director and CEO of OHSU Hospitals and Clinics
Vice President for Research
Dean, School of Dentistry
Dean, School of Medicine and President Faculty Practice Plan
Dean, School of Nursing
Dean, College of Pharmacy
Chief Financial Officer
OHSU Foundation President
Executive Vice Provost
Vice Provost for Student Affairs
Chief Operations Officer, Healthcare
CEO, Faculty Practice Plan
Director, Child Development and Rehabilitation Center (CDRC)
Director, Vollum Institute
Director, Center for Research on Occupational and Environmental Toxicology
Director, Oregon National Primate Research Center
Chair, Research Council
President, OHSU Faculty Senate
President, Student Council

Additional institution-wide policy boards and committees include: Diversity Advisory Council, OHSU Faculty Senate, Healthcare Administrative and Medical Staff Committees, Information Security and Privacy Committee, Policy Advisory Committee, Academic Policy Advisory Committee, Research Informations Systems Steering Committee, Research and Academic Emergency Management Committee, Transportation and Parking Advisory Committee and Web Strategies Advisory Committee. Each of these standing committees include 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 administrator and share information with appropriate units in a timely and appropriate manner.

The mission of the **OHSU Faculty Senate** is to represent the OHSU 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, and the Oregon University System. Faculty Senators also serve as liaisons to other committees such as the Policy Advisory Committee Research Council, Information Security and Privacy Committee and Assessment Council.

The **Policy Advisory Committee** is comprised of representatives of the major units as well as additional staff who, in 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 **Academic Policy Advisory Committee** which is convened at least once per term and comprised 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 (PAC). 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 Academic Policy Committee and effective on October 22, 2010. The committee met for the first time in February 2012 to review policies related to common course evaluations, technical admission standards and learning outcomes.

The **Diversity Advisory Council** was created in 2008 by the president to advise the executive leadership team on enhancing diversity, multiculturalism and equal opportunity for all aspects of the university’s 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 university’s mission areas and student, staff, and faculty groups. Working together, DAC members enhance communication and collaboration across OHSU’s schools and departments.

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

- Dean of the School of Medicine
- Dean of the School of Nursing
- Dean of the School of Dentistry
- Dean of the OSU College of Pharmacy
- Executive vice provost
- Vice provost for student affairs
- Vice president for research

Refer to Appendix 2.A.1.6 for a more complete listing of policy advisory committees maintained at OHSU.

[1] **President's Council Charge**

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 the 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 the OHSU Policy Manual [1]. The Policy Advisory Committee (PAC) has ultimate responsibility for recommending new policy and changes to policy to the executive leadership team and ultimately to the president for approval. Broad institutional comment is solicited for all new policy and changes through regular communications with the OHSU community, and the policy manual itself is communicated and available centrally to students and faculty though the OHSU based intranet.

Complementary to the information in the Policy Manual, the Provost Office has instituted the Academic Policy Advisory Committee (APAC) to focus on the development and refinement of academic and
student policies. The purpose of this new body and the policy infrastructure is to create institution-wide academic policies that set minimum institutional academic standards for compliance, academic quality and efficiency. Input for policy development will be primarily solicited from faculty and staff from schools and academic programs. APAC policy will be 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 OHSU Policies, including Conflict of Interest and Diversity policies. 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 updated annually.

School of Dentistry
The academic policies for the School of Dentistry are published in the Academic Policy Manual [2] provided to (1) all students and residents in the School of Dentistry Student Handbook [3] and (2) faculty and staff members in the School of Dentistry Bylaws and Academic Policies [4]. Each fall the academic policies are presented in the orientation week for new students/residents and reviewed for returning learners.

The Academic Policy Manual provides guidance to enrolled students and residents on accreditation, codes of ethics, general policies and procedures and academic policies. The School of Dentistry Bylaws addresses school governance, committee structure and function, and academic rank and tenure procedures. Bylaws and pertinent academic polices are reviewed annually at the Fall Faculty Conference for all faculty.

School of Medicine
OHSU School of Medicine (SOM) Academic Policies are clearly communicated to students, faculty and staff through printed documents, including the School of Medicine Faculty Handbook [5], the School of Medicine Constitution [6], the Graduate Studies Student Handbook [7] and the Medical Student Handbook [8].

The School of Medicine Faculty web site [9] includes policies, procedures and guidelines, including policies relating to Faculty Recruitment and Appointment, the Graduate Studies Program, and Promotion and Tenure.

Academic policies relating to medical students are included in the School of Medicine Medical Student Handbook 2011-2012 [8], given to students at orientation and available online.

Academic policies relating to graduate students are included in the Graduate Studies Student Handbook 2010-2011 [7] available in hardcopy and online.

School of Nursing
All School of Nursing specific policies [10] are posted on-line. 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 [11]. 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. Additionally, these documents are available on-line.
College of Pharmacy

All College of Pharmacy academic policies are posted on-line. Specific student related policies are included in the Student Handbook [12] distributed to all students upon admission and contained on-line. This link also includes all policies on student progression, conduct and standards for graduation. Academic policies for faculty are available through the Faculty Handbook online [13].

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 adopted fifteen policies regarding access to and use of library and information resources. All policies are available to the public on the web site [1], and are outlined below.

- **After Hours Study Space Policy [2]**: provides guidelines for OHSU students, faculty and staff using the library's After Hours Study Space
- **Books and Journals Donations Policy [3]**: outlines information on what materials the library accepts and how to arrange donations
- **Electronic Resources Access Policy [4]**: defines criteria for who may access library e-resources and under what circumstance
- **Historical Collections & Archives (HCA) Access Policy [5]**: describes the conditions for use of HCA materials
- **Historical Collections & Archives Collection Development Policy [5]**: outlines information on the scope, acquisition and retention of the HCA collections
- **FAQ for Off-Campus Access to Library Resources [6]**: provides information on eligibility for accessing electronic resources remotely
- **OHSU Library Circulation Policies [7]**: defines criteria of who may borrow physical library materials, how long items may be checked out, etc.
- **OHSU Library Closure/Delayed Opening Policy [8]**: outlines guidelines on closing & opening the library during inclement weather, low staffing
- **OHSU Library Collection Development Policy [9]**: describes information on the scope of collections, selection criteria, and assessment
- **OHSU Library Holiday Closure Policy [10]**: lists legal holidays when the library is closed
- **OHSU Library Interlibrary Loan Policies [11]**: specifies criteria of who may use ILL services, fees, copyright, etc.
- OHSU Library Rules of Conduct [12]: outlines guidelines for appropriate use of library resources
- OHSU Library Privacy Policy [13]: describes library safeguards concerning personal information used in providing services
- OHSU Library Public Workstation Use Policy [14]: describes information on time and research use of public workstations
- OHSU Library Research Assistance [15]: provides information concerning health information research services

The institution recognizes that each school and program is responsible for determining its own policies and practices with regard to the transfer and award of credit. The guidelines include: (1) appropriateness and applicability for degree purposes; (2) consistency; (3) public communication; and (4) accreditation status of institution. For example, the School of Dentistry does not accept transfer students from other dental schools because the curriculum is fairly regimented. The graduate medicine program may accept graduate-level work from another accredited institution. The School of Nursing baccalaureate program only accepts transfer students into this program. These nursing students must meet the general education and basic requirements by completing these courses at another university. Schools and programs have established policies that are communicated to students in the appropriate student handbooks and recruitment materials available online. Schools review their policies and practices periodically to ensure that they accomplish the program's objectives and their application is fair and equitable to students. The Office of the Registrar ensures that each policy is being followed in the awarding of transfer credit and that schools are consistent in their application of the policies to all matriculated students.

The expectations for academic honesty within the university are articulated in the Code of Conduct [1]. University level policy and procedure for accommodations for persons with disabilities is articulated.
through the Center for Diversity and Inclusion (CDI). Each school, as articulated below, has policies that address academic honesty, appeals and grievances within their school-specific handbooks.

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

The School of Dentistry produces and maintains a Student Handbook [2] which clearly states student rights and responsibilities as they relate to academic honesty, appeals, grievances and accommodations for persons with disabilities. All students are provided 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 Student Handbook, accessible online.

School of Medicine
Within the School of Medicine Undergraduate Medical Education program, policies and procedures are in place regarding students’ rights and responsibilities, including the following policies: OHSU Code of Conduct, Medical Student Grievance Policy, OHSU Appeals Policy, Students with Disabilities, HIPAA and Respect Compliance, Professional Conduct Expectations for the M.D. Program & Procedures for Alleged Misconduct, Conduct in the Teacher/Learner Relationship/Mistreatment Policy, Satisfactory Academic Progress, Diversity and many others.

Policies and Procedures are included in the Medical Student Handbook [3], available in hardcopy and on the School of Medicine web site. Policies are organized within the Handbook as Administrative Policies and Procedures, Curricular Policies and Procedures, Student Policies and Professional Conduct Standards. In addition, policies and procedures are addressed in the Handbook in the following sections: Evaluation of Student Performance and Student Progress Board Disciplinary Policies & 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, and reinforced by 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 School of Medicine Graduate Programs' policies and procedures are outlined in the Graduate Studies Student Handbook [4], available online and in hardcopy.

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 [5]; 2) Printed Catalog/Student Handbook [6]; 3) New Student Orientation [7]; and 4) Ongoing support from School of Nursing academic programs, School of Nursing office of academic affairs, 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 multiple times.

The School of Nursing Web site navigation system is oriented around role. Under Students [8], individuals can easily access topical areas ranging from Orientation [7] which includes details regarding Getting Started [9] and Student Support [10], to Graduation [11]. 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 Code of Conduct & Student Grievance [12] policy and procedures, among other documents such as the OHSU Technical
Standards[13]. There is also a direct link to the Student Access[14] Accommodation Request Form (if needed) from these pages to provide connections between students and the Center for Student Access. Incoming students are also provided a print copy of the Catalog/Student Handbook at orientation and an electronic copy of the document is posted in the Students' web pages. During the orientation process various campus service offices and units with the School of Nursing present critical information to the students regarding academic honesty, examples of instances where a grievance can be filed, as well as other critical policies such as School of Nursing Time to Degree and Leave of Absence policies. 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.

The School of Nursing also has a Student Grievance policy and process[15] in which students may file formal complaints after engaging in an informal resolution process. Only after informal resolution attempts have failed can students request a formal grievance. There have not been any Student Grievances filed against the School of Nursing since summer 2009. All records related to these processes and outcomes are maintained according to the OHSU Record Retention policy.

College of Pharmacy
The College of Pharmacy outlines all students’ rights and responsibilities through the Student Handbook[16]. 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 handled centrally by OSU Disability Access Services[17] in conjunction with the College.

[1] Code of Conduct
[5] School of Nursing
[7] SON Orientation
[8] Students
[9] Getting Started
[10] Student Support
[12] SON Code of Conduct and Grievance
[13] SON Technical Standards
[14] SON Student Handbook and Catalog
[15] SON Student Grievance Policy
[16] College of Pharmacy Student Handbook
[17] OSU Disabilities Student Handbook Contents
The university-level policy on Standards for Admission and Enrollment, No. 02-01-001[1], stipulates that the OHSU board of directors shall approve the standards for admission to undergraduate and graduate standing at the University. Standards may include, but are not be 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. Faculty in the schools and programs develop standards appropriate to the respective disciplines and use these standards to make admission decisions. These standards and procedures are available on the school's web site, student handbooks and admission materials. Several programs, including dentistry, undergraduate medical education, pharmacy, dietetic interns and physician assistants use national application services (i.e., American Medical College Application Service, PharmCAS application system). A secondary application facilitates communication between the prospective student and programs and enables the applicant to track his/her status from initial application through final decision. Each candidate is interviewed by program faculty or a group of faculty before a final admission decision is made. Each school web site provides information on admission requirements, typical class profile, selection criteria, the application process, and curriculum information.

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 (revised in 2008), No. 02-30-010 [2] and Student Dismissal, Grievance and Appeal Procedure No. 02-30-050 [3] (revised in 2002). Both policies require OHSU schools and programs establish written dismissal, suspension and other policies and obtain the provost's approval of such policies. To ensure the fair and timely administration of a decision to terminate a student and allow for appeals, the process requires that a student appeal to the provost in writing within 30 days of the student's notification of the school or program's decision. The provost may appoint an advisory committee of faculty members from the Schools of Dentistry, Medicine and Nursing to review the appeal of the case and make a recommendation to the provost within 30 days of the date the appeal is received by the Office of Student Affairs. The decision of the provost is final. Several programs give preference to Oregon residents for a specific number of program slots, including the M.D. and D.M.D.. 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.

The admission policy also requires that changes in standards must be approved by the OHSU board at least one year prior to the effective date of the revised of the new standards. For example, the technical standards for admission were developed during 2009 to comport with Section 504 of the Rehabilitation Act. This involved a dialogue between the Academic and Student Affairs Council, Assessment Council, Office of Student Access and Legal Affairs. The resulting policy required the community to: (i) establish criteria for the technical standards; (ii) adopt the university-level technical standards or develop more-specific technical standards by program; (iii) gain provost approval for the standards; and (iv) implement the standards. The undergraduate medical education and physician assistant programs developed more specific technical admission standards. All schools and programs implemented the university-level or more restrictive program-level technical standards to their application materials, student handbooks and
web sites for the fall 2010 admissions cycle. Details of these standards can be accessed in the following locations:

**School of Dentistry:** handbook [4], admission requirements [5], and continuation and termination policies including readmission and the appeals process [6].

**School of Medicine, Undergraduate Medical Education:** handbook [7], admissions homepage [8], admissions requirements [9], academic and selection factors [10] and combined degree programs [11].

**School of Medicine, Graduate Programs:** handbook [12] and admission resources [13].

**School of Nursing:** handbook [14], admissions homepage [15] and the Admission, Progression, Probation and Dismissal Standards policy [16].

**College of Pharmacy:** handbook [17], application information homepage [18] and PharmD program resources [19].

1. Policy 02_01_001 Standards for Admission
2. Policy 02_30_010 Proscribed Conduct
3. Policy 02_30_050 Student Dismissal, Grievance and Appeal Procedure
4. SOD Student Handbook
5. SoD Admissions Requirements
6. SOD Student Handbook
7. SOM MD Student Handbook
8. SOM UME Admissions homepage
9. SOM UME Admissions requirements
10. SOM UME Academic and Selection Factors
11. SOM UME Combined Degrees
12. SOM GP Student Handbook
13. SOM GP Admissions Resources
14. SON Student Handbook and Catalog
15. SON admissions homepage
16. SON Admission Progression Probation and Dismissal
17. College of Pharmacy Student Handbook
18. CoP Application information
19. PharmD resources

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 the vice provost for 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 [1] and at individual school websites:

School of Dentistry, Student Resources [2]; School of Medicine, Student Affairs and Services [3]; School of Medicine Graduate Studies Program, Student Information [4]; School of Nursing, Students [5]; College of Pharmacy, Student Information [6].
General information about co-curricular activities, support services and policy is contained on the website of the Office of Academic and Student Affairs [7].

Program specific social media sites, such as Facebook and Twitter; student publications like the All Hill Council Newsletter; and blogs, such as StudentSpeak, are governed by policies within the Communications section of the university policy manual [8]. Additionally the university published a disclaimer [9] regarding blogs and blog content that originate at the university.

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, chapters two and three address policies regarding students and human resources respectively.

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 HR 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 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.

The board of directors directs university management to adopt policies and procedures that include, but are not limited to: standards for admission to academic programs; student records creation, use, maintenance, custody and disclosure requirements consistent with ORS 353.180, and federal law governing access and confidentiality of student records; and academic and non-academic conduct standards and procedures structured to protect the interests of the university and the student; and any and all other matters necessary or convenient for the administration of student affairs. The policies provide opportunities for students to appeal decisions that affect their student status to the provost. An appeal to the provost must be in writing only. The provost's decision is final.
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 \[1\] which specifies the terms of the appointment, salary, position title and reasons which justify potential change. They also receive an offer letter \[2\] which indicates the classification, job title and other terms and conditions of employment. The university also provides position descriptions to each employee which 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 offer letter \[3\] which indicates the classification, job title and other terms and conditions of employment.

\[1\] Notice of Appointment  
\[2\] Offer Letter UA template 1 12  
\[3\] AFSCME Offer Letter 2011

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

OHSU has an Employee Personnel File Policy \[1\] 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.

\[1\] HR Policy 03_60_005

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.

Publications that represent OHSU and its various academic, research, or patient care enterprises, are coordinated and approved by OHSU Strategic Communications. The various offices under the direction of the vice president for university advancement and the chief of staff carry out coordination of public information activities for government relations, strategic communications, and healthcare marketing and communications. Decisions about the marketing of OHSU are the responsibility of the executive vice president for university advancement and requests for such activities are approved prior to implementation.

Advertising that markets the OHSU Health System is coordinated through Healthcare Marketing and Communications. Strategic Communications manages all other advertising that represents OHSU. This includes paid advertising and advertising that is provided at no charge (public service announcements). All publications and public representations must be consistent with the university’s four-part mission
(health care, teaching, research and community service) and must not promote a competitive activity against the university’s interests or compromise the integrity of the university.

Specific information about Branding [1] can be found on the OHSU intranet.

[1] OHSU Branding Page Contents

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 chief integrity officer (CIO), who reports to the vice president and general counsel. To ensure independence and objectivity, the CIO is empowered to report issues and concerns directly to the president or to the chairman 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.

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 [1]. 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 [11] reflects the institution’s core values and sets expectations for behavior and compliance. The Code is updated no less frequently than bi-annually 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 Office has published
- OHSU Integrity Program Roles and Responsibilities [2]
- OHSU Roles and Responsibilities in the Conduct of Research and Administration of Sponsored Projects [3]
- OHSU Clinical Compliance Plan [4]

Per the board of directors resolution 2004-12-20 [5], 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 [6], School of Medicine Undergraduate Medical Education [7] and Graduate Programs [8], School of Nursing [9], College of Pharmacy [10]).

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. This council includes two 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. This screening diligence extends to vendors and contractors who certify that they are not excluded/debarred and who are periodically re-screened; industry and private research sponsors who are screened; and donors to the OHSU Foundation. 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 Web-based, 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. Specific initiatives include:

- OHSU HIPAA Privacy Education, which is mandatory, and which achieved 98 percent successful completion in advance of the privacy implementation deadline.
- OHSU’s Respect at the University education program. This online module addresses issues related to workplace respect, harassment, equal opportunity, affirmative action and discrimination.

All students in the Schools of Dentistry, Medicine, Nursing, and the College of Pharmacy are provided with student handbooks that explain expectations regarding ethics, integrity and professionalism. 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 inter-institutional collaboration, new care models and use of technology. Additional ethics education includes:

School of Dentistry. Ethics education is vertically integrated into all four years of the D.M.D. curriculum offered through required lecture and seminar courses in ethics. Ethics is addressed early in the
predoctoral dental curriculum when professionalism and academic integrity is introduced and discussed in an intensive two-day program. 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 use 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 Class of 2011 indicated that 98 percent 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.** At least 36 hours of curricular time is devoted to ethics, utilizing both didactic sessions and case-based small group discussions throughout the undergraduate medical education (UME) curriculum. Teaching medical ethics is a central goal of the Principles of Clinical Medicine (PCM) I and II courses, offered in Years 1 and 2 of the UME program. The first session of the PCM course is titled, “The Patient-Physician Relationship: The Cornerstone of Medical Ethics.” 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, “Touching the Body, Respecting the Person,” “Confidentiality in Modern Medicine: A Collective Obligation,” “The Impact of Law on Medicine,” and “Clinical Ethics in the Clerkship”—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 3 and 4 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.

On the AAMC 2011 Medical School Graduation Questionnaire, OHSU recent medical graduates indicate that biomedical ethics is a key part of their education. Almost 90 percent of the OHSU respondents to the survey indicate that biomedical ethics is covered adequately in the undergraduate medical education curriculum, and 100 percent felt that professionalism is adequately covered (compared to a national average of 98 percent) in the OHSU curriculum.

Faculty, other care providers or other students who are concerned about a possible breach in a student’s professionalism, including ethics, are encouraged to submit the Professional Development Evaluation to the associate dean for student affairs. This evaluation tool is also provided in the Medical Student Handbook. This form requires the respondent to identify the level of his/her concern (initial, moderate, significant) and write a description of the nature of the student’s actions. For “initial” concern, the form goes to the associate dean for student affairs who, if in her assessment determines there is a problem, will review it with the student. It is not placed in the student’s file unless another valid referral is made.
subsequently. In the case of a valid “moderate” or “significant” concern, the form is placed in the student’s file and the matter is referred to the Medical Student Progress Board for disposition. Individual clerkships include ethical behavior in their criteria for student evaluation. For example, in surgery, as part of their final evaluation, students are graded on their professionalism when dealing with their patients and their patients’ families. Students are given a copy of the evaluation form before the course begins. Any breach of ethics that occurs is addressed by the students’ attending surgeon with the student and documented in the final evaluation of the student’s performance. In psychiatry, staff members directly observe students in their interactions with patients. 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 Medical Student Progress Board 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 Master’s of Nursing degree include the following:

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

Competencies specific for the Master’s 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 spiraled 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 and spiraled within 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 which 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.

**College of Pharmacy.** Ethics education is integrated into the Pharm.D. curriculum via 6 classroom hours of lecture and discussion. Students are also required to write a term paper on an ethics or legal topic and 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 Office has instituted an integrity reporting protocol that provides for anonymous (“Hotline”), 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 all receive inquiry and investigation. In addition to specific reports, internal audits are performed periodically in selected areas. Finally, OHSU centers, research institutes, schools, units, divisions and departments (entities) have regular quality assessment and review programs. The results of these reviews are used for improvement within the entity and are shared with integrity officers or representatives in appropriate domains. The results of these quality improvement activities may be used for process improvement, discipline and policy change.

**Element 6: Enforcement and Discipline**

OHSU policies delineate disciplinary actions that may be implemented in response to integrity violations when individual misconduct is identified. A framework provides a basis for weighing integrity infractions and an approach to developing corrective action plans. Enforcement and discipline related to integrity violations 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 violations on a case-by-case basis is necessary, but not sufficient, for a comprehensive integrity program. Individual integrity violations or errors must be followed by assessment of the “etiology and pathogenesis” of the problem and the process improvement and policies needed to prevent recurrence. Through the Integrity Office, OHSU is able to monitor the integrity “atmosphere” and detect ongoing problems, recurrent issues, and trends in non-compliance. Prevention efforts include identifying areas with low integrity violations’ histories to establish internal “best practices” as well as using national “best practices” to initiate new programs. For example, OHSU has implemented or is currently implementing different electronic/software programs to address areas 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.

Integrity Principles and Standards

OHSU’s Code of Conduct expresses 21 integrity principles that guide the behavior of all members of the OHSU community. This community includes all OHSU employees and students. Each integrity principle is further defined by several standards that explain how that principle is expected to be lived at OHSU.

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. As a matter of policy OHSU 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 publicly on behalf of OHSU by Strategic Communications.

[1] 2A22_Exhibit 2 Resolution 1999-11-12
[2] Program Roles-Responsibilities
[3] Research-RR
[9] SON Student Handbook and Catalog
[10] College of Pharmacy Student Handbook
OHSU has specific policies that define and provide direction for the disclosure and management of outside activities and outside compensation (Policy 10-01-015), conflicts of interest and clinical conflicts of interest (Policy 10-01-020), gifts (Policies 10-01-025 and 10-01-030), conflicts of interest in research (Policy 10-01-035) and institutional conflicts of interest, including conflicts of interest of OHSU executives and for the institution as a whole (2004 board of directors resolutions 2004-03-05 and 2004-03-06, Policy 10-01-021).

OHSU’s Code of Conduct also reinforces the principles and standards used in governing conflicts of interest and conflicts of 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 and students and other outside interests have grown substantially. Public trust in OHSU and in the responsible conduct of its employees and students is dependent upon the university engaging in meaningful monitoring and management of potential conflict of interest and disclosure of outside income.

**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. In 2010, OHSU’s conflict of interest policy was revised to include specific disclosure and review requirements for clinicians and for those who participate on standing purchasing committees or other committees involved in the selection of products and services for OHSU. These individuals must complete annual disclosures which are reviewed and managed in a process similar to the outside activity review process described above. For clinicians, management of any potential conflicts of interest may include disclosure to patients, corroboration by a colleague of prescriptions, appointment of an oversight committee to monitor or review practice patterns, transfer of patient care to another colleague, or cessation or modification of the financial interests. 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 senior faculty members and research administrators and staffed by the OHSU Research Integrity Office. In support of the function and charge of the committee, new policy was proposed and adopted at the institutional level. This policy 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 OHSU’s and OHSU 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 insures that students (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.

An annual disclosure process required of all investigators engaged in research at OHSU insures 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 (ICoI) are available in the ICoI Management Table [9] and the ICoI Review Matrix [10].

**Institutional Conflicts of Interest**

In March 2004 the board of directors passed two resolutions to guide the management of ICoI. OHSU subsequently established an ICoI policy (10-01-021[7]) in November of 2004. There is renewed and increasing national interest focused on the issue of institutional conflicts of interest. Part of this interest was initially generated by the passage of the Sarbanes-Oxley Act and part of it represents continuing thought that has been put into the issue on the parts of professional organizations and academic institutions. 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. This is particularly true in the research area, although the issue certainly can arise in other mission areas. The ICoI policy establishes a process to manage these apparent conflicts through appropriate disclosures and internal controls. This process involves disclosure to a board of directors committee (the Integrity Program Oversight Council) that includes two board members and several members of OHSU’s executive leadership team. This committee reviews the circumstances of a potential conflict and determines a management plan. Such a plan 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. This approach mirrors the approach currently used by the standing committee that reviews and manages individual conflicts of interest in research. 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. Finally, the OHSU Integrity Office collects ongoing information regarding OHSU’s business relationships,
licensing agreements, patents, and gifts that may create a potential conflict of interest situation. This information is brought to the Integrity Program Oversight Council for review and determination of appropriate management.

**Gifts and Interactions with Industry**

In 2009, OHSU’s Gifts to Individuals policy (10-01-025 [3]) and Gifts to OHSU policy (10-01-030 [4]) were significantly revised to comply with revised state law and in consideration of evolving national guidelines. The Gifts to Individuals policy now states that no one in a position of authority relative to a business decision with a vendor may accept any gifts from that vendor. In addition, no one at OHSU may accept gifts from vendors that are promotional in nature. The Gifts to the Institution policy was revised to include additional requirements for industry support of education, including requirements for OHSU employees participating (on or off campus) in industry sponsored meetings or lectures. For example, because of the appearance of conflict of interest and the appearance of inappropriately influencing OHSU decisions in relationships with our vendors and potential vendors, this policy now requires that food provided at educational events must be paid for with funds provided to OHSU and may not be directly provided by vendors. Regarding industry sponsored events, OHSU employees asked to participate as lecturers may only do so if they determine the content of the presentation which must reflect a balanced assessment of the current science, treatment options or other content area. Other requirements include that the attendees of the event are not compensated solely for attendance, compensation for the services of the OHSU employee are reasonable, travel and lodging provided by the vendor are limited to that required for the event, and food and beverages provided are modest. The employee must also disclose the outside activity as required by that policy.

[1] 2A23 Policy 10-01-015  
[8] Code of Conduct  
[10] ICoI-review-matrix  

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 last fiscal year (FY11) include:
• 117 invention disclosures.
• 118 industry collaboration agreements, totaling over $12 million in awards.
• 466 material transfer agreements, the highest total ever processed in TTBD, and an average of nearly two agreements each business day.
• 49 commercialization agreements.
• 117 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.
• 14 U.S. patents issued, over 70 in the past five years.
• 3 startup companies launched based on OHSU technology.

The following are specific policies and forms to ensure compliance with respect to ownership, copyright, control, compensation and revenue derived from the creation and production of intellectual property:

Research Services and Intellectual Property Policies [1]: 04-00-005[2], 04-50-001[3]
Invention and Intellectual Property Disclosure [5]

[2] TTBD Policy 04-00-005
[3] TTBD Policy 04-50-001
[5] 2A24 Exhibit 11 Invention and Intellectual Property Disclosure Form

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 Academic and Student Affairs [1] web site as follows:

Oregon Health & Science University is accredited by the Northwest Commission on Colleges and Universities (NWCCU), a regional accrediting body approved by the U.S. Department of Education. Regional accreditation serves as the most important means of assuring the quality of higher education through rigorous peer-review and evaluation. OHSU has maintained continuous accreditation with the Commission, earning reaffirmation of accreditation in its last ten-year full-scale accreditation review in 2005 and five-year interim accreditation review in 2010.

Many programs [2] at OHSU undergo additional accreditation by several national, accrediting bodies. The table below illustrates the accrediting body, status and review timeframe for the individual programs:

[1] Accreditation Statement
Accrediting Body and Status by Program:

<table>
<thead>
<tr>
<th>Program</th>
<th>Accreditng Body</th>
<th>Accreditation Status</th>
<th>Last Review</th>
<th>Next Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Healthcare Management (MBA)</td>
<td>Association to Advance Collegiate Schools of Business (AACSB)</td>
<td>Approved</td>
<td>2010</td>
<td>2015</td>
</tr>
<tr>
<td>Pharmacy (Pharm.D.)</td>
<td>American Council of Pharmacy Education (ACPE)</td>
<td>Full Accreditation</td>
<td>2011</td>
<td>2019</td>
</tr>
<tr>
<td>Physician Assistant Studies (MPAS)</td>
<td>Accreditation Review Committee on Education for the Physical Assistant (ARC-PA)</td>
<td>Approved</td>
<td>2008</td>
<td>2015</td>
</tr>
<tr>
<td>Graduate Programs in Human Nutrition (MCD, MSCN, Certificate)</td>
<td>Commission of Accreditation for Dietetics Education (CADE)</td>
<td>Approved</td>
<td>2007</td>
<td>2012</td>
</tr>
<tr>
<td>Nursing (BS, Ph.D., D.N.P.)</td>
<td>Commission on Collegiate Nursing Education (CCNE)</td>
<td>Full Accreditation</td>
<td>2009</td>
<td>2013</td>
</tr>
<tr>
<td>Adult Gerontology Clinical Nurse (MN, D.N.P.)</td>
<td>Commission on Collegiate Nursing Education (CCNE)</td>
<td>Full Accreditation</td>
<td>2009</td>
<td>2013</td>
</tr>
<tr>
<td>Nursing Education (MN, Certificate)</td>
<td>Commission on Collegiate Nursing Education (CCNE)</td>
<td>Full Accreditation</td>
<td>2009</td>
<td>2013</td>
</tr>
<tr>
<td>Psychiatric Mental Health Nurse Practitioner (MN, D.N.P., Certificate)</td>
<td>Commission on Collegiate Nursing Education (CCNE)</td>
<td>Full Accreditation</td>
<td>2009</td>
<td>2013</td>
</tr>
<tr>
<td>Family Nurse Practitioner (MN, D.N.P., Certificate)</td>
<td>Commission on Collegiate Nursing Education (CCNE)</td>
<td>Full Accreditation</td>
<td>2009</td>
<td>2013</td>
</tr>
<tr>
<td>Nurse Anesthesia (MN)</td>
<td>Council on Accreditation of Nurse Anesthesia Education Programs (CoA-NA)</td>
<td>Full Accreditation</td>
<td>2009</td>
<td>2019</td>
</tr>
<tr>
<td>Endodontology (Certificate)</td>
<td>Commission on Dental Accreditation (CODA)</td>
<td>Approval</td>
<td>2009</td>
<td>2016</td>
</tr>
<tr>
<td>Periodontology (Certificate w/MS option)</td>
<td>Commission on Dental Accreditation (CODA)</td>
<td>Approval</td>
<td>2009</td>
<td>2016</td>
</tr>
<tr>
<td>Pediatric Dentistry (Certificate)</td>
<td>Commission on Dental Accreditation (CODA)</td>
<td>Approval</td>
<td>2007</td>
<td>2014</td>
</tr>
<tr>
<td>Radiation Therapy (BS)</td>
<td>Joint Review Committee on Education in Radiologic Technology (JRCERT)</td>
<td>Approved</td>
<td>2008</td>
<td>2012</td>
</tr>
<tr>
<td>Undergraduate Medical Education (M.D.)</td>
<td>Liaison Committee on Medical Education (LCME)</td>
<td>Full Accreditation</td>
<td>2004</td>
<td>2012</td>
</tr>
<tr>
<td>Clinical Laboratory Science (BS)</td>
<td>National Accrediting Agency for Clinical Laboratory Science (NAACLS)</td>
<td>Approved</td>
<td>2008</td>
<td>2015</td>
</tr>
</tbody>
</table>
Per the Code of Conduct [1], 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. Unnecessary expenses are avoided. 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 [2], and Policy 05-01-015[3] outlines general provisions.

The Logistics Procedural Manual (Procedure 110.0 Types of Agreements/Contracts [4]) outlines what types of contracts are processed and procedures for processing.

The Logistics web page provides tools on how to write a Scope of Work [5], but does not guarantee that all contracts have adequate levels of information.

General instructions, forms, procedures and policies are available online [6].

[ 1 ] Code of Conduct
[ 2 ] 2A26_Ch5PolicyManual_Exhibit 14 Contracting and Purchasing
[ 4 ] 110.1 Agreement Types
[ 5 ] How to Write a SOW
[ 6 ] Table of Contents_Logistics

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 manual (OHSU policy No. 03-30-001[1]) as a critical aspect of the terms and conditions of faculty employment. OHSU’s 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 in a state associated university.

[ 1 ] Policy 03_30_001
The university 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.

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 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 venues. The university values and encourages diversity in people and ideas, which is reinforced in several critical documents—the Code of Conduct [1], Vision 20/20 [2] and the Diversity Strategic Plan. 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 for their expertise and capacity to engage intellectually to fulfill the mission, core themes and values. Vision 2020, adopted by the OHSU board of directors in 2007, is a road map toward efficiency, collaboration and excellence in fulfilling OHSU’s mission.

[ 1 ] Code of Conduct

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, and profession. Individuals with teaching responsibilities at OHSU are required to present their research fairly, accurately, and objectively. The OHSU Code of Conduct provides guiding principles that address the responsibilities of all employees and students, among them:

- 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 standards emanating from these guiding principles include:

- We observe the standards of our respective professions.
- We exercise good judgment and professional objectivity.
- We resolve professional differences of opinion through ethical discussions and scholarly debate, which are conducted in a respectful manner.
- We allow only qualified and licensed individuals to practice, teach or conduct research.
Program coordinators and directors in each school who supervise 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 that receive design support from the Teaching and Learning Center (TLC) are reviewed to ensure that bibliographic attribution is applied appropriately and consistently in all materials that are distributed to students. This applies to both in-class and online course design. Since the TLC’s responsibility is on instructional design and not course content, the staff are not fully apprised of the tenets of scholarship, accuracy and objectivity that the program coordinator and director brings to the course development and implementation process.

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.

As a public corporation, OHSU is overseen by a board of directors nominated by Oregon’s Governor and confirmed by the state senate. The Board is directly responsible for all areas of the university including the Schools of Medicine, Dentistry, and Nursing, the OHSU Health System, and the appointment of the OHSU president.

Additionally, all OHSU financial procedures are documented in the OHSU Policy Manual, including those policies under the direct purview of the board of directors. Specific board policies include a Debt Management Policy, Debt Risk Management Policy, Fiscal Authority Policy, and an Investment Policy. All other fiscal policies are outlined in Chapter 6 of the OHSU policy manual. Those 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

Compliance with these established policies and regulations is ensured through both annual, external audits conducted by our board-approved external auditing firm, as well as periodic reviews conducted by OHSU’s Internal Audit Program. Results of findings from both internal and external audits are regularly communicated to executive leadership team, finance and audit committee, and board of directors.
2.B Human Resources

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 13,582 employees in fall 2011 to maintain its support and operations functions. These employees are located on the Marquam Hill, South Waterfront in Portland and West Campus in Hillsboro and at various other locations and campuses across the state of Oregon. The university hires more than 2,000 individuals a year into a wide variety of careers. Recruiting, developing and retaining the best employees is key to OHSU's goals to be a (i) great organization, diverse in people and ideas, and (ii) develop and retain a faculty that will collaborate to drive innovation and excellence across OHSU.

The department of human resources 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. Human Resources maintains an online hiring process indicating criteria, qualifications and procedures for hiring personnel, as reflected 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.

Of the more than 13,582 employees, approximately 16 percent (or 2,149) of employees are faculty members. Of these faculty, 52 percent are male and nearly 15 percent say they are from minority populations.

<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>553 62.1%</td>
<td>338 37.9%</td>
<td>76 8.5%</td>
<td>891</td>
</tr>
<tr>
<td>Faculty</td>
<td>1,028 47.8%</td>
<td>1,121 52.2%</td>
<td>311 14.5%</td>
<td>2,149</td>
</tr>
<tr>
<td>Other Professional</td>
<td>4,012 72.3%</td>
<td>1,536 27.7%</td>
<td>943 17.0%</td>
<td>5,548</td>
</tr>
<tr>
<td>Clerical and Secretarial</td>
<td>1,773 80.3%</td>
<td>436 19.7%</td>
<td>450 20.4%</td>
<td>2,209</td>
</tr>
<tr>
<td>Technical &amp; Paraprofessional</td>
<td>602 61.9%</td>
<td>371 38.1%</td>
<td>136 14.0%</td>
<td>973</td>
</tr>
<tr>
<td>Skilled Craft</td>
<td>10 10.4%</td>
<td>86 89.6%</td>
<td>9 9.4%</td>
<td>96</td>
</tr>
<tr>
<td>Service/Maintenance</td>
<td>996 58.0%</td>
<td>720 42.0%</td>
<td>602 35.1%</td>
<td>1,716</td>
</tr>
<tr>
<td>Total</td>
<td>8,974 66.1%</td>
<td>4,608 33.9%</td>
<td>2,527 18.6%</td>
<td>13,582</td>
</tr>
</tbody>
</table>

Note: Based on EEO-6 Classification Codes; includes Hospitals and Clinics.
Source: OHSU Office of Affirmative Action/Equal Opportunity payroll data run on October 1, 2011

A profile for each school and key administrative units is provided in Appendix 2.B.1. 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 5 years. The administrative unit profiles summarize services provided, major accomplishments and major changes within the last 3 years as well as challenges ahead. Each profile includes an organizational chart.

[1] iRecruitment
[2] Human Resources Policy 03-10-005

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 (03-10-080 [1]) unclassified administrative employees receive a written evaluation annually, and classified employees receive an initial probationary evaluation followed by ongoing annual appraisals. OHSU Human Resources provides a guide to performance appraisal [2] to support these efforts which includes flow charts for probationary evaluations [3] and annual evaluations [4].

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.

[1] Human Resources Policy 03-10-080

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.

The OHSU Human Resources department 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 [1] that are designed for skills enhancement, compliance with accreditation standards, and personal growth. The Career and Workplace Enhancement Center [2] (CWE) provides focused career development support for 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.

Centralized faculty development activities available at OHSU include three programs: OHSU Teaching Learning Center, Education Leadership Initiative, and Career and Mentoring Series.

**OHSU Teaching Learning Center (TLC).** The TLC 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.

**Education Leadership Initiative.** The Education Leadership Initiative (ELI), a pilot program started in 2009 and funded by the Office of the Dean in the School of Medicine, emerged as a priority of the School of Medicine Faculty Engagement Committee in the 2007 strategic planning process. ELI brought together faculty to discover and apply new ideas and approaches to teaching and learning. The nine graduates of ELI share knowledge and skills with their faculty colleagues and others to promote continued excellence in education across all programs and disciplines. Examples of their work include the following:

- A collaborative evaluation of learning styles has been presented at a national educators conference: Deiorio NM, Rosen D. *Emergency Medicine Residents Exhibit Varied Learning Styles.* Poster presentation at CORD academic assembly, Orlando, FL March 5-6, 2010
- An education "brown-bag" of ELI members discuss future projects and adult learning theory topics
- Several ELI members are working on a proposal for an "OHSU Teaching Fellowship" to provide adult education and clinical teaching training to fellows and junior faculty. They plan to pilot some of the content in their own departments and to explore options for funding.

This successful pilot program highlighted the importance of ongoing support for clinical and basic science educators at OHSU. Interest in continuing and extended initial efforts has led to the OHSU Teaching and Learning Center, proposed within the OHSU Provost’s Office and opened in summer 2011, and a proposal for an Educator’s Academy within the School of Medicine. Centralized faculty development workshops and didactic lectures are held by the School of Medicine, capitalizing on strengths and skilled educators/programs within individual departments.

**Career & Mentoring Series.** The Career & Mentoring Series is composed of seminars and workshops to help faculty acquire baseline academic competences, such as teaching and assessment skills, and to gain essential understandings of how to succeed at OHSU. The sessions are taught by a group of multidisciplinary experts and are targeted to a faculty audience. In 2010-11, a total of 227 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).

The university also provides programs designed to assist faculty members in enhancing their skills in research and grant procurement. These include the Human Investigation Program, HIP Buffet and OCTRI Scholars Program.

**Human Investigation Program (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 translate these concepts from the bench to the bedside and to the community. HIP at OHSU is supported by OCTRI, funded through the National Center of Research Resources and sponsored by the School of Medicine, the Portland Veterans Affairs Medical Center and by divisions and departments at OHSU. Since 2001, HIP students have written 966 grants with 65 percent funding rate. Grant success tends to increase four years after entry into HIP. These groups have published 1,402 manuscripts since program inception.
HIP Buffet. The HIP Buffet Series provides a forum in which faculty can learn about various topics in clinical and translational research which complement the Human Investigations Program. The HIP Buffet 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 Buffets 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: i) promoting awareness of opportunities for mentored career development research awards; ii) assisting applicants develop career development awards, to optimize the likelihood of funding; and iii) 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.

Other Research Training Opportunities. Write Winning Grants is a day-long, bi-annual grant writing seminar provided by OHSU Research. The Vollum Writing Seminar, a professional science writing course, is open to all OHSU researchers. The course features individualized coaching for manuscripts, grants, job applications, and other professional writing and is provided faculty within the Vollum Institute for the Advancement of Biomedical Research.

Faculty development is also managed individually by each school/unit as highlighted below.

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 2-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 sponsoring participation in national meetings, supporting continuing education and degree programs, and OHSU and School of Medicine programs. In 2007, the School of Medicine Dean appointed an associate dean for faculty development and faculty affairs. In addition, the dean’s office supports a full-time assistant dean for faculty affairs and administration.
Opportunities [3] for both new and experienced faculty members (full-time, part-time and volunteer) to improve their skills in teaching and evaluation are available through OHSU; the School of Medicine, including the division of management; and the individual departments. For example, at Providence St. Vincent Medical Center many of the faculty receive formal training in the practice and teaching of evidence-based medicine through the McMaster seminar at the University of Ontario. There are also special events focused on specific skills conducted by national experts (e.g., Sal Mangione, M.D., and Eric Holmboe, M.D., at Legacy Health System). Attendance by core faculty is required, and the sessions are open to all faculty members.

Faculty members in the School of Nursing 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 School of Nursing has $35,000 available (FY 2012) to support faculty attendance at professional meetings.

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 are 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. In 2011 the college created a Professional Development committee charged with identifying, encouraging and tracking development.

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.

[ 1 ] Training Force Directions
[ 2 ] Sample Training Schedule CWE Center February
[ 3 ] SOM Faculty Development in Clinical Teaching SeriesFLYER

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 (i) develop and retain a faculty that will collaborate to drive excellence and innovation across OHSU and (ii) 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 in health system and health policy leadership necessitates academic policies that assure the integrity and continuity of the academic programs, whether offered on one of the Portland campuses 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 (Academic and Research Institute Faculty Appointments No. 03-15-020 [1]). 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. OHSU employed a total of 2,129 faculty throughout the institution in fall 2011. 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. These volunteer faculty offer trainees a diverse, highly talented and committed group of health professionals from whom to learn. The Portland area is home to high-quality medical and health professions community with a strong track record of delivering comprehensive care to the region.

The number of faculty increased by 13.1 percent since Vision 2020 in 2007, primarily in the research and clinical missions. During this same period, enrollment increased 14.6 percent from 2,445 in 2007 to 2,802 in 2011. The ratio of students to faculty provides a rich learning environment and opportunities for strong mentorship.

<table>
<thead>
<tr>
<th>OHSU Faculty by Rank and Gender</th>
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<tbody>
<tr>
<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td>Female</td>
</tr>
<tr>
<td>#</td>
</tr>
<tr>
<td>Professor</td>
</tr>
<tr>
<td>Associate Professor</td>
</tr>
<tr>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Instructor/Lecturer</td>
</tr>
<tr>
<td>Visiting Scholar</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Among the measures of the quality of OHSU's faculty include: elected membership to prestigious groups; publications in high-profile, high impact journals; impact factor of publications; grant funding; and external review of programs. Detailed below are 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

Teresa Nicolson, Ph.D., Associate Professor, Oregon Hearing Research Center

**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)

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
P. Michael Conn, Ph.D., Director, Office of Research Advocacy; Senior Scientist, Reproductive Sciences & Neuroscience; Professor, Physiology and Pharmacology, Cell Biology and Development, Obstetrics and Gynecology
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., RN, FAAN
Michael R. Bleich, Ph.D., MPH, RN, FAAN
Paula Gubrud-Howe, EdD, RN, FAAN
Theresa A. Harvath, Ph.D., RN, CNS, FAAN
Dena Hassouneh, Ph.D., RN, ANP, PMHNP, APRN-BC, FAAN
Carol Howe, CNM, DNSc, FACNM, DPNAP, FAAN
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 Healthcare 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.

David Dilts, Ph.D., M.B.A., received a 2011 group merit award from the National Institutes of Health (NIH) for his role in developing AccrualNet, a Web-based system designed to help researchers navigate the process for recruiting participants to NIH clinical trials.

Jack Clinton, D.M.D. School of Dentistry Dean Emeritus, has been named president of the USA section for the International College of Dentists (ICD).

R. Dale Walker, M.D., has been elected president of the Association of American Indian Physicians.

Distinguished professorships in the School of Nursing include:
Judith Gedney Baggs, Ph.D., RN, FAAN, Elizabeth N. Gray Distinguished Professor
Michael R. Bleich, Ph.D., MPH, RN, FAAN, Dr. Carol A. Lindeman 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, RN, Ph.D., FAAN, Dr. May E. Rawlinson Distinguished Professor
Chris A. Tanner, Ph.D., RN, FAAN, Youmans Spaulding Distinguished Professor.

School of Nursing faculty have also been the recipients of other prestigious awards:
Gary Laustsen, Ph.D., APRN-CNP (Fam), RN received the 2011 Nurse Practitioner State (Oregon) Award for Excellence by the American Academy of Nurse Practitioners

Nancy Findholt, Ph.D., RN received the Public Health Genius Award for Exceptional Achievement from the Oregon Public Health Institute.

The quality of OHSU's faculty is demonstrated by their high productivity in teaching, research and service. The annual income from research and training grants total has increased steadily over the last five years, and is holding steady in FY 2011 against the reductions in federal funding available from the National Institutes of Health. The faculty were very successful in obtaining $106.6 million, in one-time American Recovery and Reinvestment (ARRA) funds between FY 2009 - FY 2011; those funds continue to be utilized. In 2011, the number of publications in referred journals on which at least one author was an OHSU faculty member totaled approximately 3000.

To ensure that faculty are of the highest quality, the university has rigorous review processes in place at the initial hiring, annual performance review, and 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 before forwarded to the provost for final approval. The provost has approval authority for all faculty appointments in accordance with Policy 03-15-025. The 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 that are forwarded to the provost for approval. The directors of
certain research institutes, as designated by the vice president for Research and by the provost/vice president of 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 vice president for Research and to the provost/vice president of 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 in one of the satellite campuses for nursing programs.

The university has made progress in diversifying its faculty workforce [4] in several ways, consistent with its strategic goal in Vision 2020 to be "A great university, diverse in people and ideas."

- As the total faculty has increased in size, the number of minorities has grown. The proportional distribution has increased somewhat for faculty who are Asian and remained steady for faculty members from historically underrepresented populations and white. Faculty of color are more likely found at the more junior faculty ranks.

- Of the total 2,129 faculty, the proportion that are non-minorities ranged from 84 percent up to 95 percent in the three schools. Of the 152 faculty in the School of Nursing, 95.4 percent (or 145) faculty identified as white. Of the 156 faculty in the School of Dentistry, 89.1 percent (or 139) identified as white. Of the 1,557 faculty in the School of Medicine, 84.1 percent (or 1,309) identified as white.

- Gender differences vary by school and within schools by departments. Of the 156 faculty in the School of Dentistry, 23.7 percent (or 37) are women. Of the 1,557 faculty in the School of Medicine, 46.8 percent (or 729) are women. Of the 152 faculty in the School of Nursing, 92.8 percent (or 141) are women. Women faculty in the School of Medicine and School of Dentistry are more prevalent at 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, participation by women on decision-making bodies at OHSU, pay equity, discrimination, and parenting and schedule flexibility issues. See Appendix 2.B.4.1 for a report recently published by the Women in Academic Medicine Committee.

- OHSU policy requires that faculty have a degree higher than the students they teach.

<table>
<thead>
<tr>
<th></th>
<th>Research Doctorate</th>
<th>Professional Doctorate</th>
<th>Master's</th>
<th>Bachelor's</th>
<th>Associate's</th>
<th>Other</th>
<th>Total</th>
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</thead>
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<tr>
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<td>19</td>
<td>111</td>
<td>17</td>
<td>6</td>
<td>1</td>
<td>9</td>
<td>136</td>
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<tr>
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<td>47</td>
<td>75</td>
<td>24</td>
<td>277</td>
<td>1524</td>
</tr>
<tr>
<td>School of Nursing</td>
<td>38</td>
<td>6</td>
<td>64</td>
<td>23</td>
<td>2</td>
<td>14</td>
<td>147</td>
</tr>
<tr>
<td>Academic Affairs</td>
<td>20</td>
<td>12</td>
<td>23</td>
<td>11</td>
<td>1</td>
<td>9</td>
<td>76</td>
</tr>
<tr>
<td>Healthcare</td>
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<td>2</td>
<td>5</td>
<td>47</td>
<td>0</td>
<td>27</td>
<td>84</td>
</tr>
<tr>
<td>Research</td>
<td>102</td>
<td>19</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>129</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>519</strong></td>
<td><strong>914</strong></td>
<td><strong>159</strong></td>
<td><strong>165</strong></td>
<td><strong>28</strong></td>
<td><strong>338</strong></td>
<td><strong>2096</strong></td>
</tr>
</tbody>
</table>

- 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.

• 4 in 10 faculty have been at the university for 5 years or less. About 1 in 10 has been at the university for more than 20 years.

• Appendix 2.B.4.2 contains a table listing the 25 most prevalent degree-awarding institutions for OHSU faculty.

Recruitment and retention of high-quality faculty [5] is critical to achieving its educational objectives, overseeing academic policies and assuring the quality and integrity of the academic programs, whether offered on one of the three Portland Metro campuses, the satellite campuses at Oregon University System institutions throughout the state or through distance learning. The overall number and mix of OHSU faculty support the attainment of the university’s mission, goals and core themes.

[1] Policy 03-15-020
[2] Faculty Publications 2011
[3] Policy 3_15_025
[4] Faculty Ethnic Diversity
[5] Faculty List by School

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.

Two examples highlight the commonalities and flexibility used to achieve school and institution goals. 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 program, 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 eight years, the number of School of Medicine full-time faculty has increased more than 26 percent from 1,354 to 1,851 to meet the expanding clinical and research programs, as well as the educational needs of an increasing number of medical and graduate students.

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 an 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. The revised formula addressed faculty involvement in governance activities, new course development, and online education. School of Nursing faculty members with dual mission positions (e.g., teaching and research or teaching and practice) are also given dedicated workload for scholarship and service.

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 member’s 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.

The university policy, 03-15-025[1], stipulates that each school ensures regular, systematic, substantive and collegial faculty evaluations are performed. Annual performance reviews [2] 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. HR 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 are 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 [3] 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: i) self-reflection and preparation of School Of Medicine Curriculum Vitae and the performance appraisal tool; ii) peer review; and iii) 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. In July 2010,
compliance with these recommendations over the 2009-10 academic year was assessed at the departmental level. Out of 956 School Of Medicine faculty members who met criteria for a required annual review, 798 had been completed, for an overall average compliance of 83.5 percent. Department compliance ranged from 62 percent to 100 percent across the 37 School of Medicine departments.

The School of Nursing policies are based on the conceptualization of scholarship as put forth by Ernest Boyer. 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)* policy (School of Nursing 60-01.10[4]) details the timelines and criteria by which faculty are assessed in a regular, systemic, substantive, and collegial manner. The School of Nursing also prepares an *APT Procedure Manual* [5] and an official annual timeline [6] that is accessible online. All School of Nursing faculty receive an annual review via the Faculty Productivity Report.

The College of Pharmacy follows the Oregon State University policies for periodic review of faculty [7]. 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 improvements areas identified by scheduled reviews. Promotion and tenure policies [8] 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.

[ 1 ] Policy 3 15 025  
[ 2 ] Policy 3 15 025  
[ 4 ] SON Policy 60-01-10  
[ 7 ] COP OSU Faculty Handbook  
[ 8 ] COP OSU Faculty Handbook Tenure and Promotion
2.C Education Resources

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.

OHSU prides itself on the depth and breadth of its educational offerings developed by talented faculty according to the standards, guidelines and criteria set by the university, Oregon University System and NWCCU. As an academic health center (AHC), the university educates individuals interested in one of many health professions as well as biomedical scientists, healthcare policy scientists, managers and leaders in the health industry. Although these programs vary in degree level and content areas, all programs are developed with the appropriate discipline-specific content and rigor consistent with OHSU’s mission [1] of improving the health and well being of people in Oregon and beyond. For academic programs that are offered in multiple locations or through various distance delivery mechanisms, such as the baccalaureate program in nursing, the expectations and standards for student achievement remain the same.

OHSU offers 46 programs. The programs offered by each school and department are listed in the Inventory of Active Academic Programs [2] which includes the program name, award levels available, and information about accreditation (accrediting agency, status and next review). All academic programs are detailed in the appropriate student handbook, on the institutional web site and departmental web sites, and in recruitment brochures.

Courses are offered at the sophomore (200), junior (300), senior (400), post-baccalaureate certificate (500), and graduate (500, 600 and 700) degree and certificate levels. Some smaller programs offer “stacked” graduate courses (500/600), by School policy.

[ 1 ] OHSU Mission Statement

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 [1] requires that all degree and certificate programs develop and publish expected course and end-of-program learning outcomes that reflect the generally accepted learning outcomes, competences or standards of the discipline. Given that two out of three programs at OHSU are accredited by specialized agencies, disciplinary experts identify the standards, knowledge, 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.

All programs have developed student learning outcomes, which have been reviewed and scored by the University Assessment Council. About one-third of the programs have completed assessment plans, which are due April 2012. Annual program-level assessment reports are required beginning in fall 2012. The program –level assessment reports are due to the school dean or designate in September, then
proceed through the appropriate school-level curricular review process for faculty approval. The school dean submits an overview of the results of the assessments and plans for further study or program changes. The school also includes an analysis of the student course evaluations from the prior year (summer, fall, winter and spring). The Sakai on-line course-management system requires faculty to identify course learning outcomes or objectives for the on-line syllabus. Departments that do not use Sakai are required to include course objectives on the course syllabus distributed to students.

OHSU schools and departments identify and publish expected course, program and degree learning outcomes on program, school and university web pages, the primary marketing tool and resource for student recruitment and other stakeholders. Each school (Dentistry [2], Medicine [3], Medicine Graduate Programs [4] and Pharmacy [5]) provides student handbooks accessible online and distributed as hard copies to each student at new student orientation sessions. The School of Nursing [6] also publishes a combined catalog and handbook containing major-specific and degree-level outcomes.

Wherever offered and however delivered, instructors of record are responsible for assessing student achievement in classroom and clinical experiences. Each school within the university has their own grading standards and minimums for progression to the next course or term based either on discipline specific standards or commonly accepted norms such as B level work in graduate programs. Faculty members use a variety of academic knowledge and proficiency indicators across the program to assess student learning. In all cases, end of term grades are assigned for courses and used as the basis of meeting academic continuation, probation, or dismissal standards as set by each school.

The Office of Enrollment Management [1] holds university-level authority to grant degrees/certificates and uses the BANNER/ISIS student information system in conjunction with DegreeWorks [2] 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 minimum number of credits is different depending upon the major and the school. Also, for the B.S. degrees, the minimum is always 180, consistent with the Oregon University System policy. All baccalaureate students enter as transfer students.

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[1] OHSU-Policy-on-Academic-Program-Review

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.

Wherever offered and however delivered, instructors of record are responsible for assessing student achievement in classroom and clinical experiences. Each school within the university has their own grading standards and minimums for progression to the next course or term based either on discipline specific standards or commonly accepted norms such as B level work in graduate programs. Faculty members use a variety of academic knowledge and proficiency indicators across the program to assess student learning. In all cases, end of term grades are assigned for courses and used as the basis of meeting academic continuation, probation, or dismissal standards as set by each school.

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[1] 2C3_OHSU_Registrar
[2] 2C3_OHSU Degree Audit
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.

Faculty Bylaws in the School of Nursing [1] and School of Dentistry [2] and the School of Medicine Constitution [3] (Article III: The Faculty, Section B. Jurisdiction and Responsibilities) 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 [4] 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 (once a month) 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 and program websites and in student handbooks. Faculty members and student affairs staff in the schools communicates information to prospective students.

[ 1 ] SON Faculty Bylaws
[ 2 ] SOD Faculty Bylaws
[ 3 ] SOM Constitution
[ 4 ] SOM Graduate Council Bylaws

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 curriculum committees noted in 2.C.4 support the mission, goals and outcomes assessment process; establish procedures for departments 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 committee-of-the-whole. Substantive changes to the curriculum require approval by the school dean, Faculty Senate, president/provost, and State Board of Higher Education before becoming effective.

As noted in 2.C.2, OHSU policy [1] 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.

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. The Sakai course management system requires
faculty to provide learning objectives or outcomes, but not all departments use Sakai. However, faculty submit course syllabi in promotion and tenure files and in annual performance evaluations.

About 60 percent of OHSU’s academic programs undergo rigorous systematic review by one of thirteen specialized accrediting agencies. These accredited programs have received the highest level of accreditation, which varies by agency (e.g., full accreditation, approved, approval without requirements).

Until winter 2010, individual program and course reviews were undertaken only at the school or program level. OHSU has moved to an institution-wide requirement for program review for all degree and certificate programs. All programs are scheduled for a program review on a five- to seven-year year cycle for rigor, content, and centrality to OHSU’s mission. This is a faculty-driven process, in which the OHSU Faculty Senate is taking the lead role, with support from the Office of Executive Vice Provost to develop a centralized organizational structure and protocol for conducting academic program reviews in accordance with principles put forth by the Faculty Senate’s Committee on Educational Policy. The Academic Program Review 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. The policy provides that programs that undergo regular extramural reviews by virtue of their being accredited by an external body will 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 provides more oversight for program reviews and accreditation reviews to a central administrative office, under the executive vice provost.

[ 1 ] Policy on Academic Program Review

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, housed within the Biomedical Information Communication Center (BICC), serves as the primary biomedical information resource for the state of Oregon, and for underserved areas throughout the Northwest region. The library maintains a collection of books, journals, multimedia, bibliographic, full-text databases, electronic journals and electronic resources in the fields of medicine, nursing, dentistry, and the allied health sciences.

The OHSU Library provides around-the-clock access to articles from over 4,000 journals in the areas of nursing, clinical and basic health science, alternative or complementary therapies, health administration, biotechnology, business, computer science, education, physical sciences, and engineering, as well as about 2,000 general interest titles. Over 10,000 electronic books are also available. All of these electronic resources are available from on- or off-campus to all OHSU students and faculty. Dial-in and web-based access to library and information resources is available 24/7/365.

The OHSU Library provides services to faculty with teaching responsibilities which allow faculty to integrate library services in to their learning environments. These services include partnering with faculty to create online and other resources (such as, designing web pages with library resources particular for that class) and instructional opportunities (such as engaging a librarian to work with a class of students)
so they become more adept at integrating library resources into their learning activities. Library pages can be created by subject librarians for courses and linked into course web pages.

The OHSU Library is a comprehensive and valued resource for all students, OHSU’s professional and graduate students, faculty members, departments and programs, OHSU Centers and Institutes, and for many others in the community and state. The Library has more than 40 staff members who partner with faculty to meet students’ information and technology needs.

Students taking online courses through Sakai, OHSU’s online course management system, have full access to library resources and services, including free delivery of interlibrary loan articles. Specialized library home pages are available to different programs, at their request, with all of the services listed as well as links to other resources pertinent to those programs. Students taking courses through Sakai have links directly to databases and other library resources which are integrated with the course materials where relevant.

At the beginning of each program, OHSU librarians describe access to library resources during new student orientation with sessions last from 15 minutes to 1 hour. Students apply for and receive an OHSU Library account and receive a unique library identification barcode number so that they can checkout material from the library holdings and request material via interlibrary loan.

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.

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. The OHSU Transfer Policy [1] outlines school-specific transfer policies as well as lists institutions with which articulation agreements for credit transfer exist.
The policies for accepting undergraduate and graduate transfer credit are specific to each program and are described on the program websites. The policy of several programs is not to accept transfer students, including dentistry and undergraduate medical education. Graduate credit may be transferred into graduate programs pending the review by one’s advisor at the start of the program; the credit must be graduate level, taken after the completion of a baccalaureate, earned at an accredited university and earned a grade of B (3.0 in a 4.0 scale) or higher.

Articulation agreements exist between OHSU and other universities. The Office of the Executive Vice Provost oversees the process used to develop these articulation agreements.

An example of the articulation agreements for a program designed around transferring credit into the program is the Oregon Consortium for Nursing Education (OCNE) which admits students after they complete 45 quarter/30 semester credits of lower division prerequisites at an accredited institution prior to matriculation. Two transition pathways to OHSU’s B.S. with a major in nursing are available through articulation agreements with Oregon community colleges and Oregon University System institutions (Eastern Oregon University, Oregon Institute of Technology, Southern Oregon University and Western Oregon University).

The primary articulation agreements are joint-degree programs between OHSU and Oregon State University (medical health physics, pharmacy, Master of Public Health), Portland State University (Master of Public Health, M.B.A. in Healthcare Administration) and Oregon Institute of Technology (paramedic education and clinical laboratory sciences).

[1] OHSU Transfer Policies and Listing Articulation Agreements

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 complete general education coursework requirements at other institutions and transfer that coursework into OHSU for application towards their degree.

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 institution’s 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 from institutions within the Oregon University System (OUS)
and Oregon community colleges. The expectation is that these courses meet the Commission’s standards for learning outcomes and OUS standards for general education requirements in relation to the mission of the transferring institution, as reflected in the articulation agreement.

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 Profession (CoAEMSP).

The purpose of the program is to educate pre-hospital providers in a 12-month curriculum. The program is competency-based with the educational objectives and expected learning outcomes posted on the OIT program web site and OHSU web site.

All instructional staff successfully completed the National Association of EMS Educators: EMS Instructor Course. Most have formal academic training in adult learning/pedagogy, and have an extensive amount of experience teaching at all levels of EMS responders. An emergency medicine physician at OHSU is the medical director for the OHSU/OIT paramedic education program. In addition, there is a program director, advisor and five instructors.

OHSU offers certificate programs, at the post-baccalaureate through post-master’s degree levels. The purpose of these programs is to prepare career-ready professionals. The 17 certificate programs include 5 in the dental school (endodontology, orthodontics and dentofacial orthopedics, periodontology, oral and maxillofacial surgery, and pediatric dentistry); six in the medical school (biomedical informatics, biostatistics, clinical research, dietetic internship, health science technology entrepreneurship and human investigations program) and six in the nursing school (advanced practice gerontological nursing, nurse midwifery, nursing education, psychiatric mental health nurse practitioner, family nurse practitioners and public health nursing).

All credit-granting programs are required to have meaningful, measureable, and sustainable student learning outcomes. The inclusion of student learning outcomes in all of 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.
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. Nursing is the only program that offers both undergraduate and graduate degrees.

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).

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. This means that changes in admission, retention and graduation policies are approved by the school-level faculty committee and approved by the Associate Dean for Academic Programs. Given 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.

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.
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 oriented to the accepted standards of their specific specialty practice. All 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 2011 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 establish the School’s success in achievement and balance in its patient care, research, education and community service missions.

**Graduate Studies:** There are twelve Ph.D. graduate degree programs and twelve 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 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 in Yale, Harvard, University of Michigan, Cornell University, Vanderbilt, The National Institutes of Health, and in universities in Switzerland, Scotland and Austria.)

**Physician Assistant Program:** The P.A. 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 more than 2000 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 2011 and ranked sixth nationwide among the 159 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 CADE, our national accrediting commission, for passing the registration

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**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.
examination to become a registered dietitian—for the past 5 years, 100 percent of the graduates of the nutrition master’s programs and, on average, 88 percent of the graduates of the dietetic internship have pass 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. The specifically accredited Pharm.D. program meets all of the professional criteria for licensure in the field of pharmacy in the United States.

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

The university offers credit-bearing continuing education programs meeting specialized accreditation standards and consistent with the university’s mission to *prepare health professionals for a lifetime of learning and contributions*.

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 for license renewal, to refresh or broaden knowledge and skills, and keep current with new information. OHSU-sponsored programs are accredited as providers of continuing education throughout Oregon and the Northwest practice communities as follows:

- Association for Continuing Dental Education; ADA Continuing Education Recognition accredits dentistry education for dentists, dental hygienists and dental auxiliaries;
- California Board of Registered Nursing [1] accredits continuing education for nurses;
- Accreditation Council for Continuing Medical Education (ACCME) accredits continuing education for physicians;
- Accreditation Council for Pharmacy Education accredits continuing pharmacy education and co-sponsors several Continuing Education seminars and events throughout the year, with
organizations such as Oregon Society of Health-System Pharmacists, Horizon CME and Oregon State Pharmacists Association.

- American Academy of Physician Assistants (AAPA) approves sponsors an annual for 27 hours of CME/Certification/Recertification Review course sponsored by the Physician Assistant program.
- The Commission on Dietetic Registration (CDR) grants up to six CEU's for a day-long conference "Alumni Advance [2]" for preceptors, dietitians around the state, and alumni of the graduate programs in human nutrition.

The School of Dentistry CDE offers both recorded [3] and in-person [4] coursework to meet the CDE needs of professionals in the area. Continuing Medical Education department offers 100 activities annually to address the educational needs of generalist and specialist physicians and other health care practitioners. Programs are developed and led by OHSU faculty and range from the five-day Primary Care Review to the individualized Physician Re-Entry Program. There are computer-based activities, didactic courses and others featuring simulation labs, small group learning or one-on-one training. The full spectrum of medical disciplines is represented. All continuing education activities [5] directed toward practicing pharmacists under the College’s oversight are high-quality with faculty involved directly in the programs as presenters or overseers of outside content providers. OHSU faculty are involved with the design of the planning and evaluation of the continuing education programs and assessment of student learning.

[1] 2C17_SON_CEU_Accreditation_Body
[3] 2C17_SOD_CDE_Recorded_Courses
[4] 2C17_SOD_CDE_InPerson_Courses
[5] 2C17_Pharm_CEU_Activities

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 discovery of new treatments and evidence-based care. All programs are directed toward practicing professionals in dentistry, medicine, nursing and pharmacy. Programs for practicing professionals must follow the standards set by the respective accrediting bodies, such as Accreditation Council for Continuing Medical Education (ACCME), Accreditation Council for Pharmacy Education, the Oregon Board of Pharmacy, or the Oregon Board of Nursing. Higher-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.

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.
2.D Student Support Resources

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 and managed by the executive vice provost for academic affairs, vice provost for student affairs, and through school based programs and services which 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 which require highly technical knowledge or institutional standardization necessary for efficiency, effectiveness, or regulatory compliance.

The Office of Student Affairs (see Office of the Provost profile in appendix 2.A.1.2 for a complete organizational list of these central programs and services.) manages central services in support of enrollment management (Registrar and Financial Aid), student health (Student Health Services Clinic, Health Insurance), student life (Student Center, Student Activities, Student Government), and international programs (International Services, Global Health Center). Diversity services were reorganized in fall 2011 with the assistant vice provost for diversity (and assistant diversity officer) reporting directly to the vice president and chief administrative officer and has a dotted line relationship to the provost (Center for Diversity & Inclusion, Office of Student Access, One Sky Center). This structure is intended to provide more seamless, and less siloed, products and services across the mission areas.

Enrollment Management Services

- **The Office of Financial Aid** provides students with the ability to access educational programs at OHSU by administering nearly $75 million annually in various student financial aid funding sources that are used to meet the costs of attending OHSU. In addition, the School of Medicine Dean’s Office supports two Financial Counselors to advise medical students.

- **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 in promoting an environment that values and nurtures inclusion and diversity. All students are welcome and encouraged to participate in CDI programming and events. Recent programming included an Academic Success Workshop and a ‘Surviving & Thriving Learning” Series.

- **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. Students who are identified as having difficulty in the curriculum are often referred to this office for evaluation. Services range from referral for disability testing to counseling related to learning strategies and test taking skills. Students with diagnosed learning disabilities must register through the Office for Student
Access which coordinates reasonable accommodations, in accordance with the Americans with Disability Act, through a Program Accommodation Liaison (PAL).

- **Active Learning Workshops** are held throughout the academic year by the Coordinator for Student Access and Associate Director of the OHSU Center for Diversity & Inclusion, and the Director of the Peer Tutoring and Learning Center at Portland State University. This series of workshops focuses on ways to improve study skills, time management, memory and retention, and organization.

**Student Health Services**

- Students can access counseling and wellness support through the Student Health Center, the **Joseph B. Trainer Student Health Service**.

- 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 Student Health Services, and 24-hour access to Ombudspersons.

- Students are urged to seek assistance from Student Health and/or the Associate Dean for Student Affairs in their schools regarding issues related to substance abuse. Students who seek help regarding substance abuse voluntarily will not be subject to academic disciplinary actions.

- Sleep disturbances can be evaluated and treated at the Student Health Clinic or in the on campus **Sleep Disorders Clinic**.

- To support student's physical health and well-being, students 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.

Conversely, those programs and services which necessarily require a unique approach because of the particular needs of the curriculum and learning environments of a professional school or academic program are managed directly by that program. These include specific teaching and learning resources, academic support, student orientation, and academic and career advising. The following sections describe these school based programs and services in support of creating an effective learning environment.

**School of Dentistry**

**Student Learning Center.** The Student Learning Center was created in 2005 when the dental school satellite library was integrated with the OHSU Library system. Access to this space is electronically secured and available 24/7 to School of Dentistry students, faculty and staff. The Student Learning Center is divided into three areas. The main room contains twelve computer stations connected to the university and library networks, a photocopy machine, and boardroom tables and chairs conducive to group learning. One smaller rooms located off the main room is a quiet rooms furnished with study cubicles. Eight additional computers and a scanner are maintained in the quiet rooms.

**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:
• **MedNet and Career Advising** [1] offer academic support and advising to the students. Career planning for medical students is coordinated by the Assistant Dean for Student Development who assists students with career advice, matching student interest with advisors, and organizing the Career Planning elective for Year 1 and 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 in March of the second year, 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.

• **Academic and Career Counseling for Medical Students** [2], the School of Medicine has 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 counseling program includes an elective course, lecture modules, faculty advising, luncheons, small group and individual meetings, e-mail updates.

**School of Nursing**

The School of Nursing provides support for student learning in a number of ways. At the undergraduate level the school provides tutors for students seeking assistance with two milestone courses—Pathophysiology and Pharmacology. Retention data show that students struggling in these courses are more likely to successfully complete the course and complete the nursing program with tutoring. Students at regional campuses have additional tutoring support services available to them through their host campus along with access to other academic support services like writing centers and learning skills workshops. The Student Nurses Associations on each campus also supports a student-t-student mentorship program that provides opportunities for students seeking out connections with upperclassmen to help navigate coursework and the educational system.

In both the undergraduate and graduate nursing programs, the university offers student learning support services in the form of testing strategies, time management, and effective study skills. All students are assigned academic advisors that are identified 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. Rural and diverse graduate students have access to a support group called ADAPT 2.0 which focuses on normalizing the graduate student experience, provides mentorship for professional role development, and provides access to additional resources like dissertation editors. The School of Nursing Student Affairs Office provides a number of additional support activities designed to assist student learning needs including providing interpreters as needed for international or ELL students, offering quarterly Navigating OHSU sessions which provide students the opportunity to find out about institutional and academic resources that are already available, and by working with individual students to address specific educational needs.

[ 1 ] SOM MD Advising
[ 2 ] SOM MD Residency Application Support
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 missions of teaching, healing and discovery.

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 officers, 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 crime, 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 communities, none of OHSU’s property is immune to the realities of the world and it is important to remember that 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 [1] which is also required by the Clery Act. A web site maintained by public safety [2] is linked to other campus web sites that are the primary communication sites for students.

Recently the department has been in transition and is working towards transitioning into a Police Department. Currently DPS officers are considered Special Campus Public Safety Officers in accordance with the Oregon State Revised Statute ORS 353.050(16). These officers have the authority and duty to enforce some applicable state laws, conduct limited criminal investigations, arrest violators, suppress campus crime and uphold applicable OHSU policies. These officers are not sworn peace officers under Oregon Law, do not have the same authority as municipal police officers, do not have the authority to carry firearms but do have probable cause arrest authority. Primary jurisdiction is the responsibility of local agencies in all campus locations, however DPS has secondary jurisdiction on all OHSU owned and controlled properties and may investigate all reports of criminal activity that occurs within the jurisdiction of any OHSU property that are not being investigated by another law enforcement agency.

After the transition, DPS officers will either be considered a Police Officer or Community Service Officer. Police Officers are granted authority through their commissions at OHSU, which are issued by the president of OHSU or designee; OHSU grants such commissions pursuant to the ORS 353.050(16). Under ORS 353.050(16), OHSU may establish Police Officers and grant authority to such DPS university
police officers equal to that of Oregon peace officers, including the authority to arrest. These police officers are sworn peace officers under Oregon law; however do not have the authority to carry firearms.

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. 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.C.8. The similarities and variation in recruitment and admission policies and processes are highlighted in the descriptions below.

In 2011 the dental school received 1,148 applications from which 75 were selected to fill the class. The average overall GPA for the entering class was a 3.67. The Advanced Specify 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. The School of Dentistry also participates in several OHSU sponsored programs through the Center for Diversity and Inclusion, Science Education Opportunities and Discover OHSU! Recently, efforts have taken representatives from the OHSU School of Dentistry to New York City and Chapel Hill, North Carolina to recruit at Robert Wood Johnson Foundation sponsored Summer Dental Medical Education Programs where there was an opportunity to recruit underrepresented university freshman and sophomore students to the program.

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. External speakers are brought in from different administrative areas of the university to describe student services. 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 [1] is designed to support student success, provide academic advice and facilitate rapport between students and faculty.

The Undergraduate Medical Education 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 new Medical School Admission Requirement (MSAR), available 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 Office of Admissions hosts an Open House and participates in outreach programs and career conferences throughout the year to provide detailed information to prospective applicants.

The 2011 process for admission to the UME program is representative of previous years and resulted in 128 highly qualified and diverse students selected from among 4,835 applicants. In a 7-day orientation program, “Transition to Medical School,” new medical students receive information about student services, the UME Core Competencies and Program Objectives, and comprehensive information about the requirements of the academic program, including graduation and transfer policies. This information is also included in the OHSU Medical Student Handbook, updated yearly and available in hardcopy and on the School of Medicine web site. The School of Medicine offers a variety of support mechanisms [2] to students throughout their medical school tenure including curriculum and career advising, personal counseling, debt management counseling and academic tutoring.

The graduate programs in the School of Medicine, such as doctoral programs in the biomedical sciences and engineering, master’s level programs in clinical nutrition, clinical research, healthcare management, physician assistant, cover basic admissions, curriculum progression and degree requirements in their respective handbooks and orientations. The Ph.D. programs are transitioning to a model of assigning a faculty contact for the first year or until a faculty mentor is assigned based on the student’s research interest. The dissertation and oral examination committees also serve as faculty advisers to the students.

The School of Nursing has a highly selective undergraduate program and competitive, highly ranked master’s and doctoral programs. The School of Nursing Office of Recruitment, Admission, & Progression works diligently to be present at appropriate conferences, conventions, and publications to get our programs visible to students considering nursing degrees. Additionally, the OHSU School of Nursing has a high rate of students from its Bachelor of Science degree programs that either immediately or eventually continue on for graduate education with the School of Nursing. Selectivity and yield rate for many of our programs are available in the School Details Pages [3] of the OHSU Fact Book 2010.

As indicated previously in Section 2.A.15, significant verbal and written materials are made accessible to students at time of 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 on page 122-123 [5] of the School of Nursing Catalog/Student Handbook. Each campus of the School of Nursing also has significant contact with students around milestones such as the term in which they should apply for graduation and have detailed instructions on the web site and in the Student Handbook. Students interested in transferring can find that information on page 21 of the 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 our 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 advisor [7].
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.

In the event of program elimination or significant curricular change, 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 would 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 the Commission’s Operational Policy A-13.

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[1], core themes[2], central support services[3], OHSU code of conduct[4], tuition and fees[5], financial aid[6], academic calendars[7] and accreditation[8].

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. By spring 2012,
student learning outcomes for all university programs [9] will be available on the main OHSU web site. Appendix 2.D.5 demonstrates that 84 percent of programs publish course level student learning outcomes either online or in course syllabi, and 99 percent of programs provide access to program completion student learning outcomes on their department web pages. In addition, program learning outcomes for all programs are posted on the web site of the Office of Academic Affairs and linked to the program-level web site.

Across the university, the schools provide program specific information on their school web site, within the program-level web site, and/or in a harcopy format such as a handbook or catalog (School of Dentistry [10], School of Medicine: Undergraduate Medical Education [11], School of Medicine: Graduate Programs [12], School of Nursing [13], College of Pharmacy [14]), syllabus or program flyer.

Entry into the various health professions is highly regulated by the specific profession as noted by health 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**

Enrolled dental students become well aware of both state and regional licensing requirements as they progress through the curriculum. While not required by all US dental schools, OHSU requires passing scores for the American Dental Association’s National Dental Board Exam Part I and Part II in order for predoctoral dental students to graduate. Passing scores are one of many requirement needed to gain licensure in the United States. Most advanced specialty education students matriculate into our specialty programs already licensed in one or more states. In cases where students are admitted with unfavorable criminal background histories, they are counseled of the challenges they may face gaining licensure. Admissions documentation emphasizes the challenges of licensure for an applicant with a criminal history.
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 4th-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 Sakai online course management system.

Entry into the medical profession is highly regulated and includes many requirements. OHSU medical students must pass U.S. Medical Licensing Examinations 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)
Eligibility requirements for entry into the physician assistant profession are described through links from the OHSU Physician’s Assistant Program’s web site to the American Academy of Physician Assistants (AAPA), the National Commission on the Certification of Physician Assistants (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 (required to practice as a PA in all 50 states), applying for licensure (including resources to learn requirements in states other than Oregon) and other relevant information regarding developing a professional curriculum vitae (CV) as well as interviewing for positions and negotiating a contract. The program annually offers a 3.5 day course designed to prepare graduates to sit for their national certification exam.

Human Nutrition/Dietetic Intern
The Graduate Programs in Human Nutrition including the Dietetic Internship Program and the Combined Dietetic Internship/Master’s in Clinical Nutrition/Dietetics Programs, informs students that successful completion of either program as evidenced by a standardized Verification Statement signed by the director of the Dietetic Internship, 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 on page 2 of the Dietetic Intern Handbook and page 3 of the Graduate Student Handbook (provided to students in hardcopy and at our Program web site). In addition, students are exposed to discussions about career options and career advancement though out the didactic components of our programs and less formally during supervised practice rotations.

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 which is given to each student at the beginning of the academic year. This information advises each student that upon successful completion of all degree requirements they are eligible to apply to take the certification examination offered by the American Registry of Radiologic Technologists, (ARRT). They are also advised in this section that if they intent to seek employment in Oregon, they are required to be licensed by the Oregon Board of Radiologic Technologists, (OBRT). The information regarding state licensure is also posted in the Radiation Therapy classroom.
School of Nursing

The School of Nursing provides reference to Oregon State Board of Nursing on pages 131-132 of the 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. However, during this self-evaluation, the faculty determined that not all degree, programs, and majors provide this information. 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 post-graduate training in residencies, fellowships, and additional degree programs is also available online and through co-curricular opportunities.

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.

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/ISIS) which is maintained and backed up by the OHSU Information Technology Group (ITG). Access to student record data within Banner/ISIS is managed by Banner 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. [1]

Each year all OHSU students are emailed a notification which outlines their rights under FERPA [2]. The university's Office of the Registrar emails to all students a Request to Restrict Directory Information Form [3] 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.

[ 1 ] Student-Records-Policy-02-20-005
[ 2 ] FERPA Annual Notification
[ 3 ] Request to Restrict Dir Info
The mission of the Office of Financial Aid is to provide students access to educational programs by administering varied student financial aid funding products which can be used to meet the costs of attending a degree or certificate program. The Financial Aid Office centrally processes the financial aid applications for all OHSU eligible students and administers federal, state, institutional and outside sources of funding. The Financial Aid Office administers more than $70 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 and is available online [1]. The Financial Aid Office maintains compliance with all state and federal laws and regulations. The office is subject to annual A-133 Compliance Audits.


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.

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 [1] on the various types of student loans and information on loan repayment is provided to all students with their offer of financial assistance.

Student loan borrowers 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 required to complete Loan Exit Counseling when they either graduate or stop attending. OHSU students are successfully repaying their student loans as evidenced by a history of a very low cohort default rate. The fiscal year 2009 official cohort default rate for loan program was 0.2 percent.

[ 1 ]  FinAid-Explained

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.

All students have access to degree requirements online with a tool known as DegreeWorks accessible via Banner/ISIS, OHSU’s student information system, and utilizing Banner/ISIS to assist in advising students about the program and degree requirements and academic advising is a core component of student success. Staff in academic support roles related to student advising are aware of how to use these systems to advise accurately and effectively; however, additional training for some faculty is needed to use the system to its full potential.
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 students, prospective students, new students and continuing students, to support student engagement and success.

School of Dentistry

Given that all dental school specific academic programs are offered in a cohort format with a lockstep curriculum, dental and dental specialty students do not register for classes. The Office of Admissions and Student Affairs 'block registers’ each academic class or cohort into the appropriate curriculum. Academic advising is available for students who might be struggling in the dental school or dental specialty curriculum. 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 (1.0 to 1.5 percent) are generally identified early in the undergraduate medical education (UME) program, and the overall graduation rate is 98 percent (6-year rate). Early identification and support for students having academic difficulty support services are readily available.

The academic advisory system for medical students includes 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 US Medical Licensing Examination (USMLE) Step 1 preparation sessions. In summer 2011, the Curriculum Committee adopted a tutoring program encompassing a greater number of students, the “Interventional Tutoring Program” (ITP), in part as a response to the 2011 LCME Accreditation Medical Student Survey. The ITP promises to enhance students’ performance in the basic science curriculum and help them to better prepare for USMLE Step 1. The goal of the ITP is to assure the academic success of all medical students.

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 an elective course, lecture modules, faculty advising, luncheons, small group and individual meetings, and e-mail updates. Beginning with medical school orientation, career advising lectures are offered throughout the UME program. The 2011 AAMC Graduation Questionnaire indicates that 77 percent of OHSU medical student respondents agreed with the statement, “I received appropriate guidance in the selection of electives,” and 95 percent agreed with the statement, “The final year was helpful in my preparation for residency.” 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 [1] and on the School of Medicine web site [2].

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

Data from recent Student Exit Assessments indicated a need for increased support related to advising services from both faculty and non-faculty staff. Academic advising is one of the key elements of the School of Nursing Strategic Map [3] to Expand and Strengthen School of Nursing/OHSU Support Services. A task force comprised of faculty and administrators reviewed current advising practices in all programs and locations against the advising standards set by the Advancement of Higher Education and the National Academic Advising Association. This information was used to identify performance gaps in advising and propose a new advising philosophy and process to ensure consistency and effectiveness for all students, across all programs, and all campuses. School of Nursing Faculty Council and the Dean’s Cabinet reviewed and approved the proposal in February 2011. Implementation began in fall 2011 with the development of the School of Nursing Academic Advising Tool Kit [4], available to all through Sakai. This toolkit includes Advising Tutorials, Advising Guidelines, references to frequently asked about polices, and other related information. Additionally, there is a survey assessment that the School of Nursing will be reviewing participants’ feedback in future developments of this toolkit.

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. An additional full-time advisor was added to the Portland Campus this academic year, in addition to the head advisor and support personnel on the Corvallis Campus. The advising team works with faculty advisors assigned to all students, with a clearly defined and articulated plan.

[ 1 ] SOM MD Student Handbook
[ 2 ] SOM web site
[ 3 ] SONStrategicMap
[ 4 ] SON Academic Advising Toolkit

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

Oregon Health & Science University provides co-curricular activities consistent with the university's mission, core themes, strategic goals, programs and services. 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, Commencement, 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, 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, Counseling and Psychological Services, Wellness Initiatives, March Wellness & Fitness Center.

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.

Oregon Health and Science University operates dining services, vending services, and a campus bookstore in support of students, faculty and staff, but 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 in general, 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 once the Collaborative Life Science building opens in 2014, 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 and interviews of students, faculty and staff, which will be available in spring 2012, will guide the future development of public/private partnerships to provide local, convenient and affordable housing opportunities for students as the Schnitzer Campus develops on the South Waterfront.

In the interim, 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 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 classified listing service allows users to search for off-campus housing, find roommates, and/or list properties. The 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 the Portland Metro area does.

Food Service
OHSU Food & Nutrition Services [1] operates thirteen 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 MacCafe. The Nucleus Café, located on the first floor of the OHSU Student Center/Bookstore, meets with student government to review menus, hours of operation, and plan student events. Outdoor cooking and live music events and a 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 Student Affairs to understand and serve student needs across the Marquam Hill Campus.

OHSU Campus Store
The OHSU Campus Store is owned and operated by Oregon Health & Science University to provide course and reference materials that support OHSU’s academic programs; educational materials that support continuing education for health care professionals; medical equipment and health science-related merchandise; OHSU-branded merchandise; and services that enable students and faculty to special order materials that are not readily available in the store. The Campus Store operates one retail store on the Marquam Hill Campus, and it is located on the first floor of the OHSU Student Center. The convenient location benefits students, faculty, health care providers and health care career professionals. Course and reference materials are available to students at regional campuses through an online Campus Store.

Like many other university bookstores, the advent of online textbook sales poses a challenge to the Campus Store's viability. OHSU continues to examine other options for providing services in a financially feasible manner, such as collaborating with the larger campus bookstore at Portland State University.

Food Service
Oregon Health & Science University does not sponsor intercollegiate athletic programs.

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.

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 using 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 student ID and PIN to access the student systems. 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 u-number 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 a Sakai course require proctoring of examinations, the student is required to secure a proctor that meets the Teaching and Learning Center’s guidelines [1]. For examinations administered on campus, proctors are employees of the university. For off-campus examinations, either an approved
proctor or the use of ProctorU, a for-fee proctoring service, may be used. Proctors are also informed of FERPA regulations in terms of student privacy. The costs associated with ID authentication and Sakai use are included in tuition charges and fees. Students are responsible for paying off-campus test proctoring fees if any result. More rigorous measures to ensure student identity for online courses will be implemented at such time as federal rules regarding this are specified.

[ 1 ] Proctor Agreement
2.E Library and Information Resources

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.

The OHSU Library, the largest health sciences library in Oregon, serves the faculty, staff and students of Oregon Health & Science University, as well as health professionals and residents of the State of Oregon. The Library supports the Schools of Dentistry, Medicine, Nursing and the College of Pharmacy 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
Librarians teach evidence-based information searching and analysis in interprofessional education programs; serve on the staff of the Center for Evidence-based Policy and the Oregon Evidence-Based Practice Center; work with Academic Affairs and the Teaching and Learning Center to ensure a quality learning environment for students; and collaborate closely with the Oregon Clinical and Translational Science Institute to offer services for researchers and the community. Through these activities and many more, the Library actively supports the core themes of learning environment, interprofessional education, clinical and translational research, and health system and health policy leadership.

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
The Library staff integrates knowledge at the point of use in support of teaching, research and patient care. The Library operates with 17 FTE faculty, 20.5 FTE staff, 7.5 FTE student workers, and a total budget of over $6.7 million.

Library services are offered through the web and at the Library in the Biomedical Information Communication Center (BICC) on Marquam Hill, the Samuel L. Diack Library on the West Campus, and the Historical Collections & Archives in the Old Library. The Library partners with the Isabel MacDonald Library at the Oregon National Primate Research Center to offer services and collections to the OHSU community. The Library offers group study rooms, quiet reading areas, and wireless Internet access. When the Library is closed, students, faculty, and staff can use the After Hours Study Space on the BICC fourth floor. The Library extends its services and resources to the campus and off-campus community via the web, telephone and email.

Basic and health sciences are the focus of the Library’s collections, which are also strong in environmental science and engineering. There are over 300,000 physical volumes, access to 14,642 journals, nearly all of which are available online, and many audio/video recordings. The Library has
described, organized and digitized thousands of documents, photographs, and videos to make them more widely accessible for researchers, students and the general public in the Digital Resources Library. Print collections are housed in the Library, the Old Library and on the West Campus.

The Library adds approximately 1,700 monographs annually and purchases approximately 2,000 current serials, not including thousands of journal titles included in a variety of resources such as the EBSCO and Gale full-text products. The Library continues to increase the number of items available electronically, including journals [1], books, databases, and other resources. As of July 2010, the Library provides access to 131 subscribed databases and 14,642 unique electronic journal titles. In addition to database and e-journals, the Library continues to add electronic books to the collection. In 2005, the number of e-books was 2,986. By 2010 the number had grown to 16,267, and trends support continued increases. As students and faculty become more comfortable with e-books, their use increases. Contrary to national trends, use of print materials also showed a small increase in 2010.

In 2010, Library users downloaded 1,648,371 articles, logged into subscribed databases 670,952 times, and accessed e-books 158,084 times [2]. (Note that the database login figures do not include usage of free databases such as PubMed.)

Budget and Expenses
The Library budget allocation for FY12 is $6,459,908. It received an additional $358,612 from a variety of sources, including sales and fees, endowment income, and targeted program funding. In FY12, $3,094,006 is allocated for operations, of which personnel accounted for 90.5 percent. Also in FY12, $3,724,514 is allocated for collections [3], of which journals accounted for 68.8 percent.

Collaboration
The Library is a member of the Orbis Cascade Alliance, which includes 37 university, college, and community college libraries in Idaho, Oregon and Washington, with total holdings of 9.2 million titles. Membership in the Alliance not only expands access to a much broader collection but also provides the opportunity for collaborative book selection and consortial licensing of journals, thereby increasing the collection budget. All OHSU Library cardholders can request items through the Summit catalog for fast and free delivery. The Library is also currently participating in a pilot project on shared purchasing of e-books. 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.

The Library shares its catalog with three other health sciences libraries in the Portland area: National College of Natural Medicine (NCNM), Oregon College of Oriental Medicine (OCOM) and University of Western States. Library cardholders can visit the libraries or request books and copies of articles for delivery to the OHSU Library.

The 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 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.

The Library is a member and active contributor to the Northwest Digital Archives (NWDA) a consortium of 29 archives and special collections in Oregon, Washington, Idaho, Montana and Alaska. 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 Northwestern United States, including correspondence diaries, or photographs. Increasingly digital reproductions of primary sources are available in some cases.

The Library participates in the Oregon Statewide Database Licensing Program, which provides a suite of databases, journals and e-books from Gale Cengage Learning.

These collaborative access to a wide variety of research materials and resources available to library users, and raise the profile of the Library regionally and nationally.

Several methods are utilized to insure the library's holdings retain an appropriate level of currency, depth and breadth. The executive vice provost receives an annual report comparing the library's holding against peer institutions using the AAHSL statistics. The Collection Assessment report evaluated the currency, depth and breadth of the collections. By reviewing materials purchased and comparing current holdings against new programs on campus, the collection is analyzed annually. Examining collection growth and how the library's overall holdings compare against regular peer and aspirational peer holdings is another strong indicator of collection fortitude. Additionally, the library routinely tracks trends in research topics based on publications by OHSU authors and includes resources that support those topics.

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.

The OHSU Library 2010 strategic goal of, “Library as a user-driven, user-centric experience” is realized through collaborations with faculty, students, administration and the OHSU Library faculty and staff. The User Experience Librarian is responsible for conducting focus group discussions, one-on-one interviews, and surveys to determine services and resources that can be provided by the library to our patrons.

The library’s faculty members participate on campus-wide committees, representing the OHSU Library and listening to concerns regarding services and collections. The User Experience Librarian currently serves on the Assessment Policy Committee and the University Librarian reports to the executive vice provost and serves on the Academic and Student Affairs Committee. OHSU faculty and students can interact with library leadership through the OHSU Faculty Senate, which includes an elected faculty representative from the Biomedical Information Communications Center. The User Experience Librarian actively participates in Student Council meetings and initiatives.

The library solicits feedback from faculty, staff, and students through a variety of mechanisms:

- Library Liaison Program: Library faculty act as liaisons to various departments throughout OHSU allowing another place for faculty to voice concerns about available resources and services.
- Faculty purchase requests for journals, books, videos and other materials.
- Feedback surveys from database, clinical tool and e-book collection trials.
- Physical and email suggestion boxes.
Within the library, long-range planning is overseen by the Library Council, which includes the University Librarian, department heads, and elected faculty and staff representatives.

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 OHSU Library provides a flexible learning environment that supports community and engaged learning. The library is housed on three floors of the Biomedical Information and Communications Center (BICC). This building, opened in 1991, offers a variety of spaces for groups to collaborate, as well as 44 computers and scanning stations that give students access to a wide variety of software. The Samuel L. Diack Library on the OHSU West Campus provides services and collections for environmental science and engineering. The History of Medicine Room in the Old Library serves users of the Historical Collections & Archives. Students and faculty may request assistance at the circulation and reference desks and in the History of Medicine Room. The circulation desk provides service for over 300 texts on reserve, which include copies of the required texts for the courses in the Schools of Dentistry, Nursing, Medicine, and Pharmacy, as well as the allied health programs. The OHSU Library has eight group study rooms, large group tables, individual cubicle workstations and a floor designated for quiet study. Secure wireless and guest wireless networks are available throughout all library facilities. Comfortable chairs, vital for student ease and rest, are distributed throughout the library, particularly on the quiet study floor. The Collaborative Learning Space classroom provides facilities for multiple displays of instructor and student computers and other audio/video tools.

The OHSU Library plays an important role in educating the next generation of health professionals and bioscience researchers. The library provides a broad range of library collections and services to students, including instruction, research consultation and course reserves. The Mobile Library takes computers and librarians to schools and departments for on-site research consultations and search assistance in support of student learning. Library faculty members collaborate with faculty across the university to incorporate information literacy into the curriculum. Working in partnership with OHSU schools and departments, librarians design online learning tools, create information seeking and evaluation assignments, teach classes, provide individual research consultations and develop curricula. In 2010, librarians conducted 401 in-person and 8 online classes with a total of 4,305 attendees. Librarians answered over 8,590 reference questions in 2010, most of which were from students. Library faculty members have also worked with the Teaching and Learning Center (formerly Academic Technology) to develop an online Authors’ Rights course and integrate information resources into the learning management system. Library faculty members serve as graduate student mentors, facilitate internships, and sit on dissertation committees.

The OHSU Library has a reputation for being highly collaborative and proactive in pursuit of projects to further its education and research missions. One example is The eagle-i Consortium, funded by the National Center for Research Resources (NCRR) to build a web site to help researchers find the tools and materials they need to accelerate biomedical research and enhance interdisciplinary collaborations. The OHSU Library also is piloting programs within the Orbis Cascade Alliance regional library consortium to create a shared library catalog, to move information to the network level (the cloud) to decrease storage costs, to improve accessibility to resources through patron-driven purchasing, and to pilot cloud-based institutional repository solutions. All of these initiatives and tools help OHSU students and faculty more easily and quickly locate and obtain needed information resources.
Librarians are available to assist students at their point of need. Reference assistance is available in person and by phone, e-mail, and instant message during most of the library’s open hours. Subject specialists are available by appointment for individual research consultation, and all librarians offer individual service availability during much of the workday.

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 OHSU Library conducts formal and informal assessments of library collections and services. Examples include:

- **LibQUAL+** [1], 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 [2]. Among other things, findings demonstrated that patrons, especially students, were using study spaces for individual study more than group study and that use of public workstations was very high relative to how many public workstations existed on the floor. These findings helped guide future choices in furniture purchases, the configuration for the 4th floor, the area where most studying took place, and in adding more public workstations to the 3rd floor.

- Regular studies of particular aspects of the OHSU Library. For example, a study was conducted in October 2010 to assess student experience of and satisfaction with the new after-hours study space [3]. This resulted in checking that all the outlets were powered and the jacks were, and to increase in size and number signage at the door to assist students in getting into and out of the space more easily. Another survey specifically focused on Interlibrary Loan service [4] resulted in modified ILL FAQs and signup pages to make the service easier to use; online tutorials on how to sign up for an account and how to set up billing; staff education on interlibrary loan and consortial borrowing processes; and a pilot program for free interlibrary loan for students beginning Fall 2011. An image needs assessment [5] of OHSU faculty was conducted for the Digital Resources Library. Information gathered from this analysis resulted in intention to create a class on copyright and use issues for visual resources, web pages on tips for image searching, and communicating results with library liaisons for departments which self-identified in the survey.

- Periodic, informal short questionnaires given to library patrons as they are entering or leaving the library.

- One-on-one interview conversations [6] 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 OHSU Faculty Senate and other university faculty groups.

- Library liaison discussions with department faculty, staff and students.

- Library liaison administration of surveys to department faculty, staff and students.

- 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 on issues experienced by users reporting problems accessing electronic resources. Seeing patterns in these issues helps us identify potential problems with particular publishers or providers and allows us to more quickly put up alerts in the catalog and on the web site for users when we see a potential problem.
• The work done by the Scholarly Communication Librarian in connecting with researcher communities about their particular service and collection needs.
• Surveys provided to patrons of the Historical Collections & Archives to assess their experience of utilizing these collections and services.
• Feedback on new databases for which we are running a free trial to assess whether or not we will purchase.
• Analysis of web site usage metrics.

Questions regarding OHSU Library collections and services are included in student surveys conducted by all the schools and the Office of Academic Affairs. For example, the most recent LCME Student Survey found that the OHSU Library is one of the strengths within the Facilities, Community & Wellness, representing a substantial improvement from 2004.

In 2009-2010, the OHSU Library conducted an extensive Collection Assessment [7], resulting in eleven recommendations, which have been acted on by the Collection Development Committee. The Collection Assessment Project analyzed our monograph and journal holdings by reviewing different data sources. The analysis of the monograph collection evaluated holdings for print and electronic monographs, circulation patterns and requests from other libraries. The analysis of the journal collection considered loan requests, holdings in print and electronic format, author and citation data, and usage data. The collection is analyzed on an annual basis with a full assessment planned on a five-year cycle.

The OHSU Library carefully monitors usage of print and electronic resources to appropriately direct resource funding in support of teaching and learning. Resource adjustments take place on an annual basis after careful review of usage.

The OHSU Library actively participates in joint assessment of consortial projects. The User Experience Librarian is an active member of the Orbis Cascade Alliance Assessment Task Force. The Collection Development Committee also analyzed usage statistics for any resources purchased through consortial projects.

The results of these assessment activities guide OHSU Library decision-making. For example, the OHSU Student Council sponsored fundraising for the After Hours Study Space. The project was a direct response to student feedback regarding a lack of late night study facilities on the campus.

[1] 2E4.library.libqual+.20090101
[2] 2E4.library.library_use_survey
[3] 2E4 Library After Hours Study Survey
[4] 2E4 Library interlibrary_loan_survey
[5] 2E4 Library Images Needs Analysis
[6] 2E4.library.mental_models
2.F Financial Resources

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.

Over the past 5 years (FY07 – FY11), OHSU consolidated operating income totaled $250 million – the strongest performance in the institution’s history. Annual earnings increased 63 percent, from $35 million in FY07 to $57 million in FY11, on a 23 percent increase in operating revenues. Over the same period, cash & investments increased $224 million or 21 percent to reach $1.3 billion. Net worth increased $350 million or 23 percent to reach $1.9 billion, despite a net decline of 12 percent in the stock market. OHSU achieved this performance during the worst recession in 50 years: since 2007, Oregon unemployment has nearly doubled from 5 percent to 9.7 percent. OHSU also generated $68 million in operating income in FY10, which garnered the organization a solid A credit rating.

In order to secure OHSU’s path to leadership and continued long-term success, the institution engaged McKinsey & Co. and PricewaterhouseCoopers to consult on strategy development, and business plan and process redesign efforts. Critical elements identified in those engagements include:

- Shifting to a more focused investment approach, while also diversifying revenue sources by unlocking value from OHSU activities
- Optimizing business support functions
- Optimizing portfolio and productivity of research enterprise
- Continuing health system growth with targeted opportunities
- Pursuing opportunities within the academic mission that meet criteria for risk and reward
- Continuing robust growth of the foundation

To move toward implementation, OHSU engaged McKinsey to develop a detailed business plan for the OHSU Knight Cancer Institute as the institution’s first major Center of Emphasis (COE). The Center of Emphasis model is one that represents a shift from a broad-based growth and investment approach to one that is more focused and exacting on return while diversifying the business model and revenue sources. McKinsey also aided OHSU in the development of a clinical enterprise strategy within the reform environment, as well as opportunities to unlock value chain and new revenue streams across OHSU on smaller scales than full Centers of Emphasis.

OHSU also engaged PricewaterhouseCoopers to develop specific action plans for optimizing productivity and business processes across the organization. The result was over 60 recommendations to secure $100 million of gross annual savings in productivity, process redesign, supply chain and revenue cycle efforts.
The $57 million FY 2012 target is approximately 3.5 percent margin of $1.5 billion in unrestricted operating income, and is $30 million higher than the $27 million budgeted for FY11. This level of earnings, adding back depreciation, supports $134 million of annual capital spending, while holding a targeted 177 days of unrestricted cash on hand. To achieve $57 million in operating income, each major unit is assigned a margin target. Those targets are applied to the FY11 budget revenue to yield a FY12 dollar margin target.

Reaching this target, in an environment of flat or reduced payments from Medicare and Medicaid, the end of ARRA “stimulus” funding for grants, and a $20 million increase in pension expense will require that each area of OHSU implement its component of the business process redesign and productivity initiatives identified over the past several months. Additionally, OHSU’s business model must be guided by the following approach:

- Adopt and enforce uniform productivity standards, and administrative processes and purchasing, throughout OHSU
- Implement standards, processes and purchasing through clustered or regionalized business centers, with centrally trained and certified staff, devoted full time to their roles in order to ensure a high level of expertise, competence and performance
- Maintain “responsibility center budgeting” where all revenues and expenses are driven down to the unit level in order to encourage innovation, entrepreneurship and accountability
- Adjust funds flow by organizational unit as needed to better match revenue and savings opportunities with external funding impacts and strategic investments

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 $57 million operating income target and is carried forward 10 years. Developed and maintained by OHSU’s Chief Financial Officer, the model also incorporates the full recommendations from the institution’s recent consulting investment including, but not limited to:

- Enrollment and tuition growth
- Assumptions regarding allocation of state appropriation
- Measured expansion of the research funding base, including the end of stimulus grants
- Continued focused growth in the hospital and faculty practice
- Robust fundraising
- Launch of the Knight Center of Emphasis plan
- Implementation of the first year productivity and process redesign initiatives, plus additional savings from holding vacancies and reducing service & supply costs

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 team, 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 self-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. Key assumptions within the 10-Year Planning Model include:

- Construction of new buildings for education, research and clinical activities
- Other capital spending
- Patient activity
- Insurance premiums
- Grant funding
- State appropriations
- Tuition, financial aid, and enrollment
- Fundraising and gifts
- Return on cash and investments
- Compensation expense
- Savings identified through consulting engagements
- Specific program investments and the Knight COE
- Outputs from the model based on all the key assumptions

In order to achieve the necessary operating income that is projected in the 10-Year Financial Planning Model, each major unit at OHSU is assigned a margin target. Those targets are applied to the prior year’s budget revenue to yield a dollar margin target for the upcoming budget year. For example, to achieve $57 million operating income in FY12, the following areas had a margin target applied to their FY11 budgeted revenue:

a. Hospital 5%
b. School of Medicine/Practice Plan 2%
c. Provost Schools 4%
d. Research Centers/Institutes 0%
e. Special units with budgeted deficits 10% reduction in deficit
f. Special units with budgeted gains Same gain
g. Administrative/overhead units Absorb inflation

By applying the margin percents to the prior year revenues, a fixed dollar target can be set for the forthcoming year’s budget. Once those targets are distributed, units are given the flexibility and autonomy to take full advantage of volume, rate and cost methods to achieve the target. Additionally, there is a joint planning process between the hospital and the school of medicine to establish specific “Internal Arrangement” transfers between the two mission areas. These efforts are expected to continue but within an aggregate percentage guideline of budgeted hospital revenues from the prior year. These margin
targets and transfer guidelines are intended to be employed for the next three budget cycles (FY12-FY14) in order to create a more stable and predictable multi-year budget planning process.

OHSU continues to fine tune the methodology used to allocate overhead costs. Over the past year, a broad working group of faculty and administrators developed a proposal to simplify the way OHSU allocates space, insurance and overhead costs (overhead cost allocation, or OCA). The FY12 budget implemented this reform by setting FY12 OCA charges now, expressed in terms of rates ($ per FTE, $ per square foot, percent of expense, insurance allocation) and charge resulting OCA amounts based on actual volume of FTEs, space and expense incurred.

To ensure that administrative and support units comprising the Selling, General and Administrative expense (SGA) and Space OCA pools achieve an equivalent level of performance as the revenue-generating areas, they are required to absorb inflation, equal to approximately 3 percent. The guidelines are to keep the overall growth in OCA costs (at 3.5 percent) below the growth in total OHSU revenues (>4 percent), so that overhead and support costs decrease as a percent of revenue over time.

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 Finance and Audit Committee in May for recommendation to the OHSU board of directors. 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.

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 implemented a new, IBM/Cognos-based budgeting and variance reporting tool called Rubix in the 2011/2012 fiscal year. Though its implementation was not without challenges, the system changes resulted in significantly improved functionality in budgeting and reporting, financial analysis, and increased dashboard and summary reporting. Also, as part of a larger Cognos implementation initiative, a business intelligence steering committee has been formed 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.
In early 2011, OHSU engaged the Institute of Internal Auditors (IIA) to conduct an assessment of OHSU’s internal audit program. Overall, the IIA findings were positive concerning the conduct of audits – the nature of the audits and the program’s engagement planning, the performance of audits, the communication of results, the monitoring progress against audit results, and the resolution of management’s acceptance of risks. Similarly, IIA’s findings about staff qualifications, how the program is regarded by stakeholders, and the program manual are all positive. Some recommendations for changes to the program were more direct reporting by the Chief Audit Executive to the OHSU Finance & Audit (F&A) Committee and Chief Financial Officer, increased receipt of regular reports by the F&A Committee, and increased future audit scope to include the Information Technology Group. All IIA recommendations were taken under advisement by management and all agreed upon actions have been implemented or are currently under way.

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 [1], the 20-year Facilities Master Plan [2], 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 resulting risks and challenges noted in the 10-year financial model, are necessary to increase earnings sufficiently to support an annual $134 million capital budget (excluding plans for the new Collaborative Life Science Building) in FY12.

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. Particular attention is paid to the capital structure plan for OHSU for the next 3-5 years. This plan covers assumptions around the current economic environment, OHSU’s current finances and debt structure, the organization’s debt structure guidelines, debt goals for the next 3 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 & Audit Committee, and the full 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.

Currently, OHSU’s largest capital project is the construction of the Collaborative Life Sciences Building, located at the Schnitzer Campus on the South Waterfront district. This $295 million facility, approved by the OHSU board of directors in June 2011, will place education and research programs of OHSU and the Oregon University System (such as Portland State University and Oregon State University) under one roof, which will strengthen partnerships and expand teaching facilities, student enrollment, and outreach. This new facility will enhance the learning climate while providing extensive opportunities for interprofessional education not only among OHSU programs, but also between other Oregon University System institutions. Thousands of students across undergraduate, graduate and professional education will learn in new, multidisciplinary programs at the Collaborative Life Sciences Building. The 480,000 square foot facility, plus parking, will not only include lecture halls, classrooms, and office space, but also laboratories and specialty research centers, thus reinforcing OHSU’s commitment to clinical and
translational research. The building will also provide for a complete replacement of the OHSU School of Dentistry which will allow for significant program expansion, increased enrollment, and improved access to clinical care for dental patients.

OHSU will fund $205 million of $295 million Collaborative Life Sciences Building project. The overall funding complexion of the project is as follows:

- $115 million in debt (including $30 million in State F-bonds already issued and included on 6/30/11 OHSU balance sheet, plus $85 million in OHSU bonds to be issued in FY13)
- $83 million from philanthropic gifts (75 percent raised to date) plus $7 million in existing cash reserves (from the School of Dentistry)
- $80 million from the State of Oregon and Oregon University System
- $10 million from TriMet (Portland’s public transportation provider) for a new transit station component

Other current capital priorities for OHSU include expanded bed and ancillary service capacity in the hospital, implementation of the Knight Center of Emphasis plan, funds for roof replacement and critical deferred maintenance, the Cognos business intelligence system supporting process redesign, and the first year of a multi-year telephone system replacement with a “Voice-Over Internet Protocol” (VOIP) system.

[1] Vision 2020

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.

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 & 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. They are included in the supplemental information provided.

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.

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 (OHSU Foundation) and the Doernbecher Children’s Hospital Foundation (Doernbecher 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 fund-raising 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.

The close relationship between OHSU and its foundations is further exemplified by the leadership role of the OHSU Foundation’s president, who shares responsibility for OHSU’s strategic communications and community engagement functions. The president of the OHSU Foundation is also a full member of the OHSU executive leadership team.
2.G Physical and Technological Infrastructure

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 that support the institution's mission, programs, and services.

The growth and development of OHSU’s physical resources and assets across its diverse portfolio of buildings on three campuses and many offsite leased facilities is a reflection of the organizations enduring dedication to the betterment of health care and higher education. It’s the responsibility of the Facilities department to create and maintain the highest quality environment for the three core missions of OHSU, healthcare, research and academics, to succeed and thrive. OHSU Facilities are expected to operate in a highly efficient and effective manner in providing safe and secure building and systems infrastructure to ensure the success of the core missions. The Facilities department operates and manages 36 buildings and structures on the main 140 acre Marquam Hill Campus in Portland, with over 5,000,000 square feet of building space occupied healthcare 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 Facilities 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 department strives to align with OHSU’s Vision 20/20 [1] plan in its strategic and operational goals in creating and maintaining a sustainable future for the organization. As a service organization that supports the mission’s of OHSU, the Facilities department plans, operates and preserves the campus infrastructure and provides a safe environment for the university maintaining an environment where a learning community may flourish. Working with the internal divisions of the Facilities department (Operations, Design & Construction, Parking & Transportation, and Public safety), as well as OHSU service providers (Campus Planning & Development and Environmental Health & Radiation safety) and external contractors and consultants, the Facilities department delivers manages all aspects of the built environment for the Marquam Hill Campus and satellite facilities.

[ 1 ] Vision 2020
OHSU adheres to all local, state and federal requirements for the management of hazardous and toxic materials. Environmental Health & Radiation Safety (EHRS) and the Research Safety Program (RSP) oversee 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 and RSP develop, update as required and implement 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 [1]:

- Radiation Safety Regulations
- Radiation Detailed Operating Methods
- Radiation Safety Operating Procedures
- Hazard Communication
- Hazardous Materials and Waste Policy
- Waste Stream Flow Chart
- Chemical Waste Drain Disposal – “OHSU’s Never Dump List”
- Laboratory Safety Manual
- Biosafety Manual
- Blood borne Pathogens Exposure Control Plan
- Biological Waste Management
- Dangerous Goods Shipping

Each of these programs/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 07-40-001.


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, 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 Schnitzer Campus is in the design phase with its first building opening in 2014.

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 road access to it 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: (i) concentrate patient care in central campus with access off of Campus Drive; (ii) create two research concentrations at the north and south ends of campus; (iii) develop an education crescent on the west side of campus; and (iv) cultivate a Village Center above and west of the campus on Gibbs Street.

**West Campus Planning.** The 263 acre West Campus is located in suburban Hillsboro. It resulted from the merging of several adjacent properties including the Oregon Regional Primate Research Center (ORPRC) 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 50 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 Wakefield Capital under a leaseback arrangement that expires at the end of 2013. The university’s current plan is to vacate the campus at the end of the current term with the possible exception of the Cooley Science Building.

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. The CDP encompasses most planned improvements over the next decade, but should be updated in the near term to evaluate programmatic changes that were not contemplated when the original plan was adopted.

**South Waterfront District 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 future growth of the campus. The idea of direct connection by aerial tram emerged from a study of transit options, and led to the acquisition of eight 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 close proximity to Marquam Hill. These studies led to the university’s expansion on 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 I-5. Programs in pharmacy moved into CHH. Functionally, this building would intercept 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 accessed Central Campus, many via bicycle or streetcar, and ride the tram to their hilltop campus destinations, further relieving pressure on road capacity and campus parking.
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.

**Schnitzer Campus Planning.** In 2004, approximately 20 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.

**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 [1]. 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 three campuses (West Campus, South Waterfront District and Schnitzer Campus).

The 2011 Facilities Master Plan proposes a change to the Functional Areas concept by moving most academic uses to the Schnitzer Campus in the South Waterfront/Schnitzer Campus with some ambulatory 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 building of the Collaborative Life Sciences Building, a partnership with OHSU and the Oregon University System, furthers the idea contained in the core theme interprofessional education.

[1] OHSU 20-YEAR FACILITIES MASTER PLAN

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.
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 the OHSU executive leadership team 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 and human resources suite and by the Cognos business intelligence reporting application. Oracle provides the operational backbone for functions such as accounts payable and accounts receivable, grants accounting, and HR, payroll, and timekeeping. Cognos provides management information for more effective and efficient strategic thinking and decision making.

- **Academic Programs** are delivered through Sakai which is 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 term to distribute course materials, provide course announcements, submit assignments online and provide collaborative workspace.

- **Academic Support Services** are provided through the Banner/ISIS and Degree Works applications. Banner manages course catalogs and schedules, curricula, admissions applications, tuition, 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.

OHSU has a distributed training and support model that identifies trains and supports individuals in each department (*network 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 ITG (Information Technology Group) using the “train the trainer” approach. Additionally, computer-based training modules and web-enabled courses have been developed and deployed on “Big Brain” 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 and Learning Center, formerly the Academic Technology Department, offers workshops designed to build faculty expertise in educational technology applications 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). Monthly Teaching and Learning Technology Roundtable sessions focus on timely topics that appeal to a broad faculty audience. 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 10 PM and weekends and holidays from noon to 5 PM. Support ranges from basic technical support to educational planning.

**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 which allows for input from key stakeholders, provides forums to increase understanding of multi-mission solutions, and ultimately provides recommendations to OHSU’s executive leadership team. 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)
- Research Information Systems Steering Committee (RISSC)
- Web Strategies Steering Committee (WSSC)

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.

**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 team. 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, IT 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.
Conclusion

In preparing the Year Three Self-Evaluation Report for the Commission, the Steering Committee and writing teams used Standards One and Two as explicit criteria against which to review OHSU policy, programs and activities. OHSU policies provide the locus and focus of accountability within the university.

The writing teams engaged in formative evaluation based on the fidelity of OHSU policy and practice to the prescribed criteria. The Steering Committee judged the accuracy, depth and context of the narrative descriptions and evidence used to convey the quality of the university and its programs and services. The Steering Committee recommended changes that are reflected in the document. Finally, the Deans’ Council and central staff performed the functions of reality-testing the proposed indicators against the university’s capacity and resources.

Based on this process, the university community reaffirms the quality of its excellent academic, research and clinical programs. The faculty are highly productive researchers, generating significant external resources for basic research as well as clinical and translational research. More research is being undertaken that includes faculty from more than one department. It is remarkable that OHSU faculty and students were authors on more than 3,000 publications in referred journals in 2011. The clinical faculty play an important role in the education and training of students in a range of health profession programs, on top of running successful and innovative clinical practices. Further, OHSU reported more than $253 million in community benefits to the state of Oregon in fiscal year 2010.

The community did reflect on a few areas in which progress has been made, but improvement is needed.

1. Since the adoption of OHSU Vision 2020 in 2008, some faculty have expressed concern that the education mission appeared undervalued compared with the focus on the research and clinical missions. It is timely that the new provost has begun conversations with faculty about academic strategies that should be included in an update of Vision 2020. This work will inform the university’s self-evaluation and report related to Standard Three Planning and Implementation and Standard Four Effectiveness and Improvement.

2. OHSU has made greater progress in adopting student learning outcome statements for programs by moving toward more direct engagement of the faculty during 2011-12. We now have two committees devoted to assessment implementation at the university level. These include the Assessment Council created in 2008 and the University Assessment Council created in fall 2011. The Assessment Council stepped up implementation, and their involvement in the scoring of the student learning outcomes has resulted in higher quality program-level learning outcome statements. The University Assessment Council includes a representative from each department and they are currently working on identifying assessments that are meaningful, measure the SLOs and are sustainable. But, identifying assessments and using assessment results to improve programs is at an early stage of development for graduate programs, which lack the added incentive of specialized accreditation requirements.

3. The wealth of information prepared for specialized accreditation self-study reviews by three-fifths of OHSU’s academic programs is underutilized at the institutional level for quality improvement, strategic planning, setting budget priorities and designing innovations.

In 2010 at the recommendation of the Commission, the university adopted an academic program review process that will leverage these program accreditation reviews and require systematic
reviews of the graduate programs. The newly created Academic Program Review Committee began reviewing programs in winter 2011. The members of the committee were academic administrators in the four schools. Discussions with the Faculty Senate in fall 2011 with the new provost produced a recommendation that the academic program review should be a faculty-driven process, codified by Faculty Senate policy and implemented by a committee that includes faculty and may involve administration. The process will be implemented in collaboration with administration leaders. The Faculty Senate is working on the appointment of program review committee members and how to implement financially sustainable model that includes the external review of graduate programs.

4. The policy environment for academic and student affairs would be improved by updating existing policy to reflect organizational changes, centralizing school-and program-level handbooks for faculty and students into institution-wide handbooks, and developing new policies to reflect the changing instructional environment (e.g., academic calendars, tuition, student credit hours). These steps would facilitate the transition to a more institutional policy environment. The university has started working on this endeavor through the Academic Policy Advisory Committee created in 2011.

A survey conducted in May 2010 asked 600 Oregonians to indicate their attitudes, awareness, and perceptions about OHSU on each of the nine mission areas. Overall, the respondents were aware of, and had positive attitudes about, OHSU in nine areas.

- The highest positive attitudes and awareness about OHSU’s role in the state included (i) educating health professionals; (ii) medical research; and (iii) providing public services like the Poison Control Center and services for children with disabilities.
- The role areas falling in the middle range included (iv) bringing engineers together with doctors and scientists to develop new drugs and medical devices; (v) providing healthcare services to the general public; (vi) partnering with others to improve the health and well being of Oregonians; and (vii) bringing federal and private research funds into Oregon from out of state.
- The respondents were least aware about OHSU’s role in (viii) leading discussions on healthcare issues or health reform in the state of Oregon; and (ix) providing healthcare specifically to the poor.

These findings about how Oregonians view OHSU suggest directions of emphasis for the future, where the university is perceived to be excelling and where the university can increase awareness about activities, services, products, and initiatives.

Mindful of the core themes, OHSU will continue to leverage the description of highly valued services and products—excellent healthcare professionals, excellent academic and research programs, cutting edge treatment, and compassionate hospital care – to reinforce differentiation from other universities and healthcare systems.

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1 Survey results have a margin of error +/- 4.0 percent, and a 95 percent confidence level.