



SCHOOL OF MEDICINE

Oregon Health & Science University

Office of the Dean End of Year Report FY 2014

INTRODUCTION

Across all our missions, change is the new constant – spurred by health care reform, technology advances, new education models, shifts in funding patterns, groundbreaking research opportunities and more. In fiscal year 2014, the OHSU School of Medicine continued to navigate this dynamic new era in ways designed to position the school for ongoing and expanded success.

A host of multi-year initiatives came to fruition this year, including the launch of the school’s new M.D. curriculum; the move to the Collaborative Life Sciences Building; continuing efforts to expand and reinforce partnerships with industry, academic and community collaborators; diversification of our research portfolio; and the adoption of a clinical enterprise-wide strategic plan aligned with Faculty Practice Plan goals.

Faculty stability is an important aspect of positioning ourselves for success in this time of rapid external change. Hence, a focus of FY 2014 was to undertake structural changes related to funding and funds flow in order to prioritize faculty stability and to do so in ways that simultaneously promote equity and transparency. Stability, equity and transparency are markers of a culture that supports shared decision-making, collaboration, partnership and innovation – attributes essential for our collective success in the evolving health care, discovery and education landscape.

Called the Faculty First initiative, this effort clarified the school’s budget, including development of transparent and uniform methods to allocate hospital-generated revenue across all departments, a new and predictable method of funding the research mission, and creating faculty compacts outlining year-over-year school commitments for faculty support as well as expectations for engagement and performance. As part of the Faculty First initiative, about \$11

By the numbers

- 2,023:** faculty
- 1,452:** clinician members of the FPP
- 528:** M.D. students
- 82:** percent entering M.D. class that are Oregonians
- 703:** graduate studies students
- 812:** residents and fellows
- #3:** rank of primary care education by *USN&WR*
- #6:** rank of physician assistant program by *USN&WR*
- 39,208:** participants in CME
- 7:** basic science departments
- 19:** clinical departments
- 1/3:** proportion of Oregon physicians who received all or part of their training at OHSU
- 46:** percent M.D. grads practicing in Oregon
- 50:** percent M.D. grads choosing primary care
- 237:** Ph.D. candidates
- 39:** graduate degree programs
- \$250 million:** sponsored project awards for research
- 2,353:** number of published papers*
- 2,173:** number of research studies*
- \$787 million:** total budget
- 4,482:** total number of employees

**An estimate of School of Medicine total derived from data reported for OHSU as a whole*

million of new funds were invested in areas across the school that had been underfunded and/or needed new funds to help mitigate changes in the external environment, such as declines/shifts in federal funding for research. The new funds were available due to OHSU's continuing strong financial performance overall.

This past year also saw a significant focus on philanthropic initiatives to support faculty and programs. The school received \$36 million in new philanthropic support in FY 2014 (non-cancer-related). In addition, \$91 million in cancer-related gifts were received as part of the school's support of the transformative Knight Cancer Challenge which got underway in FY 2014 (Knight Cancer Institute is a unit within the School of Medicine). Significant progress was made in areas supported by FY 2013 philanthropic gifts, including in the OHSU Center for Health Systems Effectiveness, the OHSU Knight Cardiovascular Institute and the Brenden-Colson Pancreatic Health Center. Philanthropy also continues to be an essential aspect of our multi-year strategy to resolve the issue of high student indebtedness, with new scholarships and aid to students provided this year.

Looking ahead, in FY 2015, we will continue to move forward on education, research, clinical and outreach initiatives in ways that demonstrably meet our goal of faculty support, and are aligned with our overall mission to improve the health and well-being of Oregonians and beyond. Many of these initiatives are in progress and are described in subsequent sections of this report.

Note: This report is a broad overview of School of Medicine activities and data from fiscal year 2014. This report does not cover department and institute accomplishments and initiatives – which are numerous and distinguished – except for those in which the Office of the Dean played a sizable advancement role. In an institution of our size, it can be challenging to see the sum of our parts. The purpose of this report is to provide a big-picture framework, as well as to capture momentum year-over-year.

HIGHLIGHTS

KEY INITIATIVES

The school remains fully accredited by and successfully addressed the concerns of **the Liaison Committee for Medical Education**, with the next accreditation site visit scheduled for the 2019-2020 academic year. The school will continue to focus on key issues identified during this process as areas for attention, including diversity and student indebtedness.

We upgraded our facilities, moving some of our educational programs and research labs to the Collaborative Life Sciences Building on the South Waterfront and remodeled space in Richard Jones Hall on Marquam Hill into a **state-of-the-art anatomy and surgical simulation** educational facility.

The dean led an initiative to **enhance avenues for faculty input** into school initiatives, conducting a series of focus groups, forums and drop-in sessions with faculty from across all departments and units. In total, the dean and/or senior school leaders met with more than 100 faculty members through these meetings. This also included the establishment of the Research Strategic Advisory Council to serve as a scientific advisory board for the School of Medicine Dean and OHSU Provost.

After three years of effort, ***YOUR M.D., the school's new competency-based curriculum, was launched***, marking the beginning of an innovative new educational model that aligns physician education with the goals of health care reform. Highlights from this year's curriculum development work:

- Covering 1,500 miles and more than 150 conversations, Dean Richardson and senior education leaders undertook two "rural listening tours" to collect information about how our new curriculum could best meet the future needs of rural Oregon communities. The school ***established a Rural Advisory Group*** to provide support for curriculum changes.
- Senior school leaders participated in the American Medical Association "Accelerating Change in Medical Education" initiative, an 11-medical school collaborative charged with disseminating best practices regarding physician education nationwide. The school was one of 11 schools to receive a \$1 million award to support M.D. curriculum transformation.
- To encourage broad-based faculty involvement, the school allocated funds to support the efforts of 75 individuals working on implementation of the new curriculum, faculty development and the Colleges Learning Communities (an advising program). The initiative also involved regular communications and status reports to the faculty.

Eighty-two percent of the incoming M.D. class is Oregonian, of which nearly half will end up practicing in Oregon, based on historical data. Also, as part of our commitment to Oregon's workforce, the school ***established two new rural education programs*** to encourage physicians to practice in rural Oregon: a general surgery residency rotation in Coos Bay and a year-long rotation in Klamath Falls for fourth-year medical students.

Reflecting several years of focus, ***the incoming medical school class was the most diverse in the school's history***, with 11 percent of the class from under-represented minority groups.

As part of our goal ***to prepare graduate students for careers outside of academia, we created the Professional Development Center***, an education and resource hub to enhance students' career trajectories, including professional skill development, career planning, individual development planning and student affairs.

The ***faculty-driven Research Roadmap initiative*** completed its third year of operations, with multiple outcomes related to improving the infrastructure and environment for research in the School of Medicine.

Faculty expanded their ***collaboration with Intel*** around the Exascale Computing initiative, and in support of this initiative, we recruited Adam Margolin, Ph.D., a national leader to direct a new program in Computational Biology, a key cross-disciplinary function essential for the era of "big" data.

The school was also engaged in supporting the Office of the Provost in the development of the School of Public Health – culminating in ***the move of the Department of Public Health and Preventive Medicine*** out of the medical school and into the new public health school.

The school **completed a Diversity Action Plan** to increase the recruitment and retention of diverse faculty, staff and trainees, while also improving the climate of inclusion and building community partnerships.

The school provided **support for clinical departments and faculty members participating in quality improvement efforts, including OHSU Performance Excellence (OPEX) training** and other activities. OPEX is the infrastructure for performance improvement in both inpatient and ambulatory care.

LEADERSHIP

Chaired by John Hunter, M.D., a faculty committee was formed to **conduct a national search for a new chair for the Department of Medicine**. With 260 primary faculty members, 11 divisions, 300 affiliate community faculty members, 200 residents and fellows, and significant research funding, this new recruit will be a vital part of the school's future leadership team.

Beth Habecker, Ph.D., was appointed **interim chair of the Department of Physiology and Pharmacology**, after the retirement of David Dawson, Ph.D., who had served as chair since 1999.

Aligned with our goals to provide opportunities for faculty success during this era of change, we **developed a new associate dean position focused on professional development and lifelong learning**, which includes oversight of continuing medical education. We recruited Michele Favreau, Ph.D., to this new position.

Christopher Swide, M.D., was appointed **assistant dean for graduate medical education**; Mary Heinricher, Ph.D., was appointed **assistant dean for basic research**.

The **annual Faculty Practice Plan leadership election** resulted in Stephanie Halvorson, M.D., joining the FPP Board and Management Committee. The FPP board elected (for a two-year term) George Keepers, M.D., and Dean Richardson appointed (for a one-year term) Fergus Coakley, M.D. Two at-large FPP members – Dennis Crawford, M.D., Ph.D., and Atif Zaman, M.D., MPH – were appointed (for two-year terms) to represent perspectives from the wider clinical faculty.

Kevin O'Boyle was appointed **vice president of ambulatory care**, a position reporting jointly to the Faculty Practice Plan and OHSU Healthcare.

FACULTY AND STAFF AFFAIRS AND DEVELOPMENT

The School of Medicine **promoted 87 faculty members** and celebrated their achievements with the annual Dean's Promotion and Tenure reception. The faculty members represented 18 of the school's 27 departments. Thirty-one faculty members were promoted to associate professor, 21 to clinical associate professor, two to research associate professor, 28 to professor and five to clinical professor.

We continued to invest in ***on-campus faculty mentoring and leadership/manager development programs*** (Paths to Leadership, Lead Mentor program, Education Scholars, Leadership Foundations and New Manager Leadership Essentials).

The Office of the Dean ***supported the second Women's Leadership Conference at OHSU*** to explore strategies for advancement of women into leadership positions.

Additional progress was made on the ***Dean's office reorganization initiative*** with the creation of a strategic space plan designed to align our physical layout with the goals of mission integration and efficiency. The plan allocates space for the move of Faculty Practice Plan leadership into the Dean's office suite in FY 2015.

Faculty affairs and administration continued execution of ***its plan to eliminate paper files*** and to expand the existing database with a new electronic faculty records system. This initiative will consolidate forms, drastically reduce our need for file space, eliminate shadow systems, reduce expensive offsite paper storage and allow for better utilization of staff time.

The School of Medicine adopted diversity-focused tools and resources such as the "Recruitment Manual" and the "Diversity Resource Guide" to promote diversity best practices in hiring, retention and continuous engagement; hiring managers and selection committees received training on addressing and eliminating unconscious biases in hiring and retention decisions. We also supported the expansion of cultural competency programming and community outreach.

The school began to build out an ***online orientation module for new faculty***, to help new recruits navigate OHSU and support their efforts to become productive as soon as possible, particularly regarding physician credentialing. This module will be operational in early FY 2015.

As part of the school's goal to support department administrators as well as deepen the "bench," the human resources team implemented a program for ***administrator succession planning*** to provide development opportunities for new administrators and to identify and assist high potential employees as potential successors.

The human resources team implemented and trained school managers on OHSU new core competencies; implemented "360 degree" reviews for all chairs rotating over a three-year cycle, initiated a team-building module to support departments and units, created and led multiple sessions of the popular "Getting Good Employees to Stay" module, and led a process improvement effort for I-recruitment to support hiring managers.

HONORS

One hundred and four OHSU physicians and nurse practitioners were featured in the ***Top Doctors and Nurses 2014 Portland Monthly guide***. In addition, 127 physicians and nurse practitioners in the 2014 list working in other health systems are OHSU School of Medicine or School of Nursing alumni.

We continued our trend of an ***exceptional showing in the US News & World Report*** surveys of the nation's top medical schools:

- Overall research #29
- Primary care education #3
- Family Medicine education #4
- Physician Assistant education #6
- Rural medicine education #11

The Blue Ridge Institute for Medical Research placed the ***School of Medicine 26th in the nation for NIH funding*** (for the period October 2013 to September 2014). Several departments/disciplines were ranked among the top 10 in NIH research funding, including emergency medicine, family medicine, microbiology, neurosciences, ophthalmology and otolaryngology.

The School of Medicine was one of 10 medical schools ***chosen to join the Association of American Medical Colleges' pilot*** to test the implementation of the new Core Entrustable Professional Activities (EPAs) for Entering Residency. The EPAs are 13 activities which graduating medical students should be able to do without direct supervision on the first day of residency, such as gathering a patient history, prioritizing differential diagnoses and recommending tests.

For the third year in a row, the School of Medicine and the Department of Family Medicine received a ***Top Ten Award from the American Academy of Family Physicians***. The award recognizes outstanding contributions to building the family medicine workforce.

The school was invited by AAMC and the American Hospital Association to present at ***two congressional briefings on perspectives on graduate medical education*** related to physician shortages in the Veterans Administration and on the role of GME in expanding health care access to rural and other underserved communities.

Molly Osborne, M.D., Ph.D., was selected to receive the ***AAMC Group on Student Affairs Exemplary Service Award***. Dr. Osborne has served as the School of Medicine's associate dean for student affairs since 1997.

Patrick Brunett, M.D., FACEP, associate dean for graduate medical education, was ***appointed to the Oregon Health Policy Board Workforce Committee***. The committee exists to "coordinate efforts in Oregon to recruit and educate health care professionals and retain a quality workforce to meet the demand created by the expansion in health care coverage, system transformation and an increasingly diverse population."

FINANCE

The School of Medicine ***budget in total was about \$787 million*** distributed across 27 departments and multiple institutes, including both the Knight Cancer Institute and Knight Cardiovascular Institute. This represents about 36 percent of OHSU's total \$2.2 billion budget.

Revenue to the school was comprised primarily of clinical income (Faculty Practice Plan billings), grants and contracts (about two-thirds of all research grants/sponsored projects are awarded to School of Medicine faculty and programs), tuition, state support and other categories.

In FY 2014, unrestricted net income for the year was \$11.3 million against a budgeted gain of \$11.2 million for a budget variance of approximately \$100,000. These numbers represent **a 2 percent (unrestricted) margin** for the School of Medicine, an important contribution to OHSU's overall margin.

ADDITIONAL DETAILS BY PROGRAM

Clinical: Faculty Practice Plan/University Medical Group

At the close of the fiscal year, the Faculty Practice Plan (FPP) was comprised of 1,452 clinician-members, making it the **largest organized clinical practice** in Oregon.

FY 2014 **financial performance was mixed** for the FPP; collections grew, but at a decreased rate compared to FY 2013, and Work Relative Value Units were flat. While not entirely unexpected, the decrease in the rate of growth reinforces the FPP FY 2015 goals around practice standardization, strategic growth and a focus on the patient experience.

The FPP saw a **12 percent increase in the overall outpatient clinics patient satisfaction rank**, finishing the fiscal year at the 43rd percentile nationwide.

The FPP organized and participated in **multiple performance improvement efforts** within the framework of Practice Optimization – and part of the larger OPEX effort. The FPP provided support for departments and faculty members participating in clinical department quality efforts:

- Time spent in OPEX training, kaizen events, value stream mapping, and other related activities was reimbursed at \$125/hour for physicians and \$55/hour for midlevel (NP/PA) providers.
- Also, departments received funds for approved quality improvement plans. The distribution model was based on the department's size – determined by clinical FTE headcount – and provided \$45,000, \$35,000 or \$25,000 to large, medium and small departments, respectively.

Recommendations for **adult preventive services**, including mammography and PSA testing, issued by the Clinical Decisions Support Committee, led by Mike Bonazzola, M.D., were made **available to the public on the OHSU website**. Recommendations such as these – publicly available and considered institution-wide – did not exist prior to the work of the committee.

FPP physicians **expanded their involvement in the OHSU Telemedicine Network**, making it possible for faculty specialists to care for patients almost anywhere in the state without requiring they travel to Portland.

The FPP continued to participate successfully in the multi-year federal Meaningful Use incentive program, building on the approach and network established in previous years. Thus far, three-year **total incentive payments to the FPP are more than \$23 million**; estimates related to CY 2014 attestations will add another \$4 million.

Enterprise Revenue Cycle, OHSU's integrated FPP and hospital billing unit made up of Professional Billing, Hospital Billing and Enterprise Coding, undertook several initiatives this year to continue to further improve customer service:

- Professional Billing, which is under University Medical Group – the billing arm of the FPP – hired a “lean” expert to facilitate revenue cycle improvement projects. This multi-year drive for efficiency resulted in **a rebate of \$2 million of billing and collection** fees back to clinical departments and record low for “Days in Accounts Receivable.”
- In December 2013, the Professional Billing and Hospital Billing teams successfully implemented a **single patient statement**, which combines both hospital and professional balances in one bill to improve the patient billing experience at OHSU.
- The Enterprise Coding team supported the upcoming ICD-10 transition scheduled for October 2015. Ninety-three percent of coding staff successfully **completed ICD-10 proficiency training** and are double coding services as part of their training. The clinical go-live went into effect in July 2014. The Enterprise Coding Initiative in professional coding to cross train staff by specialty continues to roll out with a goal to cross train two to three coders for each specialty to cover paid time off and prevent coding backlog.

In partnership with OHSU Healthcare, the school's Human Resources team and the FPP launched an engagement survey for Advanced Practice Providers, using the results to ensure a supportive, productive work environment.

We participated in a multi-mission team to launch a “talent pool” for medical assistants and PAS staff. The project included development of a three-week training program and standardized hiring practices.

Research

The School of Medicine received **\$250 million in sponsored projects awards**; investigators in the school brought in about 70 percent of OHSU's total 2014 research awards, up from \$229 million in FY 2013. Throughout the fiscal year, there were approximately 2,173 research studies completed or underway by School of Medicine investigators.

In response to challenges in the federal funding climate, research leaders in the school – with input from faculty – launched a research portfolio diversification initiative to help **provide a stable funding platform** for investigators. The initiative's two pilot programs have produced strong results to date:

- The Faculty Innovation Fund Pilot Program subsidizes fees for the use of OHSU research cores to develop pilot data for new grant applications. Faculty use of this program has **grown from 49 participants last spring to 77 faculty members as of Oct. 2 for a total of \$349,000 in support.**
- In the Non-Federal Award OCA Mitigation Program, the Office of the Dean is incurring the unfunded OCA expense for new non-federal awards to support efforts to bring more grant revenue through the same space footprint. During FY 2014, **29 individual awards from 25 faculty members in 16 departments qualified for the program** retroactive to July 1, 2013. **Total support for the program is \$347,000** for the fiscal year.

In addition to these pilot programs, the Office of the Dean **released approximately \$7 million in “carry-forwards”** to departments for “savings” fund purposes to be used for strategic investments, recruitments, faculty accounts and other activities outside of annual expenses.

The Office of the Dean continued to support the faculty-driven Research Roadmap – now in its third year of operations – which aims to **eliminate barriers to research and enhance the research environment** in ways that support opportunities for faculty success. Accomplishments included:

- **Advancing computational biology** through the recruitment of a national leader in computational biology and additional junior faculty with expertise in bioinformatics.
- **Cataloging research strengths** via the data-driven Research Roadmap Portfolio process, which involved more than 100 research faculty in creating the first portfolio across various sub-fields in the neurosciences.
- **Strengthening business and industry partnerships** such as the Exascale Computing initiative with Intel, the Pacific Northwest National Labs-OHSU Partnership for Mass Spectrometry/Proteomics and Phase 2 of FEI living lab for advanced microscopic imaging. A search was launched for a School of Medicine Business Development position.
- **Investing in research** through support of the CATALYST Awards in partnership with OCTRI and the selection of six faculty for the Collaboration Advancement Awards program, leading to new collaborations and grant applications.
- **Enhancing support for faculty and students**, including facilitation of the faculty compact review process, development of a research ombudsperson model and the selection of two inaugural Research Roadmap Scholars.
- **Reducing barriers to research and enhancing capacity** through such measures as the development of a new initiative for clinical exome sequencing and support for the first round of IRB Process Improvement efforts, which resulted in an overall 28 percent improvement in initial study approval time.
- **Communicating strengths** via an extensive video project to highlight research and researchers at OHSU.

The Collaborative Recruitment Pool program, which began in FY 2010, took further strides toward its primary goal: integrate research in basic and clinical science departments through **shared recruitments in research areas identified for strategic development** at OHSU. The pool provided funding to recruit three new researchers to the school, bringing the total number of new faculty hired through this mechanism to six.

Education/Graduate Studies (703 students)

The School of Medicine **awarded** 40 Ph.D. degrees, 10 joint degrees, 180 master's degrees, 77 graduate certificates, 59 bachelor's degrees and 29 associate's degrees.

Four **new graduate programs were created** (in preparation for the creation of a School of Public Health) and matriculated their first students in fall 2014: Ph.D. in Epidemiology; MPH in Epidemiology; MPH in Biostatistics; and MPH in Environmental Systems and Human Health.

Behavioral Neuroscience revised its entire Ph.D. curriculum, and in collaboration with the registrar and graduate council now offers short, four-week courses, for one credit each; three of them replace many of the term-long, three-credit courses to increase flexibility of didactic education.

Nano courses (for 0.5 credits) have been created to allow increased flexibility of the curriculum by offering very short (six-hour), special topics courses that respond to student need and take advantage of faculty expertise.

We created and participated in the first statewide **3-Minute Thesis Competition** (an OHSU student won), an effort to help students improve their ability to communicate about science to lay audiences.

By passing the Degree Requirement Policy, we've **aligned our master's degree programs with international standards and improved recognition for our degree programs** in a way that better serves the careers of our graduates. Now, the thesis requirement for an M.S. degree may be replaced by a capstone or final project.

We created a **Quantitative Biology track within the Program in Molecular and Cellular Biosciences**; the first students matriculated in fall 2014.

In order to **consistently assess students**, we partnered with the Provost's office to unify our Common Student Learning Outcomes across all Ph.D. programs.

To support the diversity pipeline for research careers, 25 research and clinical faculty from the School of Medicine participated in the **Summer Equity Research Program and Ted R. Lilley Cancer Continuing Umbrella of Research Education Program**; a record number of 26 interns participated in 2014, a more than 400 percent growth since the programs' first year.

In order to **give faculty a stronger voice in guiding the trajectory of our graduate programs**, we created a Graduate Program Steering Committee responsible for creating policies and initiatives that benefit graduate programs. The committee created Dissertation Advisory Committee Guidelines, Thesis Advisory Committee Guidelines and Program Director Job Descriptions.

To better serve the needs of students, we updated our agreement with Oregon State University to more accurately reflect the operational aspects of our joint Medical Physics Ph.D. and M.S. programs.

Education/M.D. program (528 students)

We **conferred** 117 doctorate of medicine degrees, of which 10 were combined degrees (six M.D./MPH degrees and four M.D./Ph.D.)

We launched **our new M.D. curriculum: YOUR M.D.** (please refer to the highlights section above).

One hundred and twenty-one graduating students participated in the National Resident Matching Program with a success rate of 96 percent; **60 students, or 50 percent of the 121 pursuing residency training, entered residency in primary care** (internal medicine, family medicine or pediatrics). Matches to internal medicine represented the highest proportion of this group, and jumped by 3 percent over last year, with 24 students matching. Twenty-three students selected (and matched to) family medicine, up from 17 last year, with 12 in pediatrics (an increase of three from 2013).

Nineteen students **remained at OHSU for their residency positions**, and an additional 11 stayed in Oregon. Altogether, 83 students (69 percent of those pursuing residency training) matched to programs in the Western region, including Oregon. Seven matched to training programs in the Northeast, 17 to the Central region and 14 to the South.

The 2014 **entering M.D. class size was 139**, of which 114 students (**82 percent**) **are Oregon residents or of Oregon heritage**. Eleven percent of the incoming class identify with under-represented groups in medicine, compared to 10 percent in 2013. Twenty-one percent of the class grew up in a rural environment – a statistic the school began tracking this year. Twenty-seven percent of the class experienced significant disadvantage or adversity – another statistic the school began tracking this year.

The School of Medicine admissions office received and **processed 5,755 applications – a record year –** for the 2014 cycle, of which 456 (8 percent) were Oregon residents and another 112 (2 percent) were of Oregon heritage; on-campus interviews of 522 prospective students by faculty and staff were conducted, of which 271 (52 percent) were Oregon residents, and another 50 (10 percent) were of Oregon heritage.

We completed the **third interview season using the Multiple Mini Interview** (MMI) process; 115 faculty, alumni, community physicians, fourth-year medical students, administrators and health care providers participated as MMI raters. The MMI process helps the school identify non-academic attributes needed for successful future physicians, such as communication skills, comfort with mutual decision-making and respect for other health professions.

We **increased our rank from 15th to 14th in the nation for in-state retention** of our M.D. graduates with 46 percent of active physicians who graduated from OHSU choosing to practicing in-state (AAMC data).

We markedly **enhanced student support** by expanding the undergraduate medical education advising system, Colleges Learning Communities, to support students in individualized academic advising and five other pillars for student support. The program held monthly practice setting-specific events and engaged 44 faculty members and 28 coaches for the upcoming year in anticipation of our expansions for academic year 2014-15, which includes individual academic coaches for each entering student.

In an ongoing effort **to combat the issue of student indebtedness, we offered scholarships** to 68 percent of the incoming M.D. class, including five President's Fund scholarships, three Diversity Achievement scholarships and one President's Diversity scholarship.

As part of OHSU's goal to prepare all students to deliver team-based, patient-centered and community-oriented care, **we continued participation in and growth of the interprofessional education initiative** with students and faculty in the School of Nursing, School of Dentistry, College of Pharmacy and other School of Medicine programs, such as Physician Assistant and dietetics.

The Center for Diversity and Inclusion and the Department of Medicine launched the Visiting Clerkship in Internal Medicine program, designed for medical students who have experience or interest in diversity, health disparities, or serving underrepresented populations. The program also encouraged diverse students to consider a career in internal medicine.

Education/Physician Assistant program (76 students)

We conferred **37 master's degrees in physician assistant studies**, bringing the total number of graduates from our program to 495 since it began in 1995.

A survey of our workforce impact showed that of (responding) graduates, 63 percent of the class had already secured a position at the time of graduation and **88 percent will be working in Oregon, up from 54 percent in 2013**; of those employed at graduation, 64 percent will be working in primary care.

The admissions office received and processed 1,213 applications for the 2014 cycle, and interviewed 140 candidates. From this, we selected an **incoming class of 42 new students, up from 38 in 2013**.

Education/Graduate Medical Education (812 residents and fellows)

Two hundred and seventy-four residents and fellows graduated from the medical school's graduate medical education programs, representing the full spectrum of medical and surgical specialties. We also hired and oriented about the same number of new residents and fellows who entered these programs to begin or continue their advanced training. **We received and processed 12,379 applications for the open spots.**

We **maintained a rank of 10th in the nation for in-state retention** of new physicians, with 53 percent of active physicians who completed residency at OHSU choosing to continue their practice in Oregon (AAMC data); about one-third of all Oregon physicians completed all or part of their training at OHSU.

Nine of our 79 training programs underwent a **successful Accreditation Council for Graduate Medical Education (ACGME)** program review, resulting in continued full accreditation. We convened a working group to address upcoming ACGME changes to accreditation (known as the Next Accreditation System or NAS) among seven "early adopter" specialties in phase one of implementation. We also participated in our first Clinical Learning Environment Review (CLER) site visit, **volunteering to be a beta-test site for this new improvement model** that was launched nationally last year.

We **developed an educational series** about NAS-associated ACGME Milestones and Clinical Competency Committees (CCCs), and facilitated an educational session titled “The Three R’s: Recruitment, Retention and Remediation” for the OHSU GME community. We participated in the institution-wide Professionalism Week with a three-hour workshop on the challenges of modeling, supporting and teaching professionalism within interprofessional teams and across hierarchies.

We aligned with hospital initiatives regarding scrubs usage with **an innovative GME uniform scrubs policy**, which resulted in new monogrammed uniform scrubs for our residents/fellows.

We coordinated and **supported the House Officers Association initiatives** related to hospital-wide patient safety efforts.

In December 2013, GME held its first **strategic planning retreat**, with four areas of emphasis identified as system goals for the 2014-15 academic year:

- Fostering house officers as “leading edge” agents of change system-wide
- Recruiting for excellence and diversity
- Enhancing the value of central GME to its trainees
- Supporting excellence among GME leaders and educators through recognition and continuing professional development

GME co-sponsored two events in OHSU’s first Quality Week: a panel discussion on Implementing a QI Curriculum: Triumphs and Tribulations and a quality project poster symposium displaying the work of our residents and fellows.

We expanded our **statewide participation in the Oregon Council on Graduate Medical Education** under leadership of OCOGME president Dr. Brunett, and our national leadership continues to expand. Several **program directors received national teaching awards** or were appointed to leadership roles within their specialties, and we celebrated the graduation of 19 program coordinators from the Bronze Level of the Program Coordinators Professional Development course.

Education/Continuing Medical Education (39,208 participants)

We **conducted 1,838 hours of instruction to 39,208 physicians and other health professionals this past year, more than any previous year**. The number of certified Regular Scheduled Series (RSS), formerly known as Grand Rounds, grew from 31 to 44; and we are preparing for more requests for certification in FY 2015. In FY 2014, the division certified 131 individual activities.

FY 2014 planning for new initiatives culminated **in the launch of two new activities: Infectious Disease for the Non-Specialist and Musculoskeletal Medicine Update for Primary Care**, bringing the number of programs the division administers or manages to 12.

We **collaborated with OHSU Provider Relations to expand our “CME on-the-road” offerings**. This model – which brings faculty educators to Oregon communities – is now in place for the Department of Orthopaedics and Rehabilitation, Department of Pediatrics, the Knight Cancer Institute, the Knight Cardiovascular Institute and neurology/neurosciences.

New for 2014, ***we began granting CME credit for those community physicians who precept OHSU students, residents and fellows.*** We are continuing to allow OHSU providers to receive CME credits for internal performance improvement initiatives, including participation in the OHSU Performance Excellence, or OPEX, activities.

Communications

The School of Medicine Dean's office ***consolidated its internal faculty-only news distribution*** from three mission-specific websites into one, reflecting and reinforcing the school's culture of mission integration, rebranding the weekly news *Inside the SoM*. We also revamped our external monthly newsletter and focused it more exclusively on students, community partners and alumni. The dynamic *Medicine Matters* has been well received.

To coordinate and support research communications, we ***established the Research Communications Leadership Council (RCLC)***, a group of lead communicators from across OHSU and the OHSU Foundation. The school's communications team ***catalyzed the production of videos highlighting research and researchers at OHSU***, working collaboratively through the RCLC. This video project was aligned with the Research Roadmap's goal to elevate the profile of OHSU research and celebrate our scientists.

We provided ***comprehensive communications support*** for all major school initiatives – including the M.D. Curriculum Transformation and the Faculty First initiatives. The team also led the ***faculty outreach associated with the Knight Cancer Challenge***, providing tools and support to school and Knight Cancer Institute leaders to meet with faculty immediately following the announcement.

We initiated a process to enhance ***two-way communications with faculty*** by holding faculty focus groups with the dean and establishing a dean's forum; these efforts are ongoing in FY 2015. We developed and launched a communications plan focused specifically on the information needs of clinical faculty, incorporating the Epic platform into our distribution tactics.

The "online" phase of ***a multi-year alumni communications plan*** is underway; email addresses for alumni now stand at 45 percent of the school's alumni database, up from 32 percent a year ago and we laid the groundwork for a refresh and reorganization of the alumni website and subpages; LinkedIn alumni membership has grown to 543 people and we are executing tactics to drive alumni participation in the school's Facebook site.

In collaboration with the Office of the Provost and other schools, we ***developed and launched the OHSU student portal***, a new intranet site for students where all communications are posted, eliminating the need for and volume of individual emails to students.

The Dean's office led the production of the ***2013 State of the School video***, which was presented online, borrowing from (and reinforcing) innovations taking place across the world of higher education, including a presentation from senior leaders, a financial report, a year in review progress report and photos.