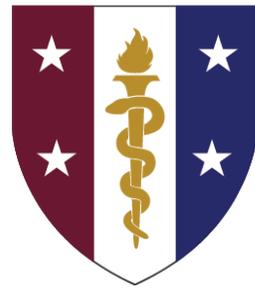


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State of the School: 2019

October 24, 2019
Sanford Auditorium



Overview

- Class of 2019 GQ (Witkop)
- GEO (Dey)
- Research (Salzer)
- Faculty Development (Servey)
- A Look Back & A Look Forward (Kellermann)
- New faculty appointment(!)

Note: Optional Town Hall follows

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State of the School: AAMC GQ

Catherine Witkop, MD, USAF MC (Ret)

Associate Dean of Medical Education

Hébert School of Medicine, USU

AAMC Graduation Questionnaire (GQ)

- Reflects responses of 16,657 graduates of 142 U.S. medical schools
- Graduates from 2018-19 academic year
- Conducted from February – June 2019
- 83.6% response rate by U.S. students overall
- **99.4% response rate by USU**



Tomorrow's Doctors, Tomorrow's Cures®

Strength of Basic Science Preparation for Clerkships (% of Graduates Rating Good or Excellent)

Discipline	USU	All Schools
Biochemistry	64.4%	62.5%
Biostatistics & Epidemiology	87.2%	68.2%
Genetics	79.5%	71.4%
Gross Anatomy	96.4%	86.6%
Immunology	89.7%	80.6%
Introduction to Clinical Medicine	96.9%	91.6%
Microanatomy/Histology	83.4%	71.3%

Strength of Basic Science Preparation for Clerkships (% of Graduates Rating Good or Excellent)

Discipline	USU	All Schools
Neuroscience	96.9%	83.1%
Pathology	93.0%	84.4%
Pharmacology	90.3%	78.6%
Physiology	93.4%	89.8%
Behavioral Science	95.2%	86.2%
Pathophysiology of Disease	96.4%	93.3%

Clinical Experiences – USU vs. All Schools

	Observed Taking a History (%)	Observed Performing Exam (%)	Provided Mid-Term Feedback (%)	Faculty Provided Effective Teaching (Agree or Strongly Agree)
Family Medicine	98.8 vs 91.6%	98.8 vs 92.9%	98.2 vs 95.6%	91.5 vs 84.6%
Internal Medicine	98.8 vs 94.3%	98.2 vs 95%	99.4 vs 98.2%	98.2 vs 92.1%
Neurology	95.5 vs 85.9%	98.7 vs 92.4%	96.8 vs 89.8%	87.2 vs 81.1%
OB-GYN	95.2 vs 85.9%	98.8 vs 92.4%	95.8 vs 94.2%	83.8 vs 76.6%
Pediatrics	98.2 vs 93.2%	98.8 vs 94.6%	98.2 vs 96.8%	93.4 vs 88.4%
Psychiatry	97.6 vs 93.8%	97.6 vs 92.6%	98.2 vs 95%	87.3 vs 86%
Surgery	90.9 vs 77.6%	94.5 vs 82.8%	95.2 vs 92.5%	84.9 vs 73.9%

Quality of Clinical Clerkships – USU vs All Schools (% of Graduates Rating Good or Excellent)

Specialty	USU	All Schools
Emergency Medicine	90.1%	87.4%
Family Medicine	96.4%	84%
Internal Medicine	92.7%	90.9%
Neurology	86.7%	78%
OB-GYN	85%	78.9%
Pediatrics	92.2%	86.4%
Psychiatry	86.2%	87.7%
Surgery	90.3%	82.1%

Preparedness for Residency – USU vs All Schools

(% of Graduates Rating Agree or Strongly Agree)

Domain	USU	All Schools
Clinical Skills Needed to Begin Residency	95.2%	90.6%
Understanding of Management of Common Conditions	97%	94.4%
Communication Skills Needed to Interact with Patients & Health Professionals	100%	98.4%
Clinical Decision Making & Use of Evidence Based Medicine	100%	95.4%
Understanding of Social Sciences in Medicine	94.6%	94.6%
Understanding of Expected Ethical & Professional Values	99.4%	98.1%
Ability to Care for Diverse Patients/Populations	96.3%	96.4%

Adverse Behaviors Experienced in Medical School

(% Answering "Never")

	USU	All Schools
Publicly Embarrassed	61.6%	57.1%
Publicly Humiliated	85.9%	77.3%
Threatened w/Physical Harm	99.4%	98.7%
Been Physically Harmed	100%	98.2%
Required to Perform Personal Services	97.6%	95%
Subjected to Unwanted Sexual Advances	98.8%	95.2%
Asked to Exchange Sexual Favors	99.4%	99.7%
Denied Opportunities Based on Gender	98.2%	93.8%
Subjected to Offensive Sexual Remarks	89%	84.2%

Adverse Behaviors Experienced in Medical School

(% Answering "Never")

	USU	All Schools
Received Lower Evaluations Based on Gender	95.7%	92.9%
Denied Opportunities Based on Ethnicity	98.2%	96.3%
Subjected to Offensive Racial/Ethnic Remarks	95.1%	91.5%
Received Lower Evaluations Based on Race/Ethnicity	98.8%	96.5%
Denied Opportunities Based on Sexual Orientation	100%	99.3%
Subjected to Offensive Remarks Based on Sexual Orientation	100%	98%
Received Lower Evaluations Based on Sexual Orientation	100%	99.4%
Subjected to Offensive Remarks Re: Personal Beliefs/Characteristics	96.3%	92.4%

Areas to Strengthen

(Based on Statistical Summaries & Free Text Comments)

Domain	USU	All Schools
Participation in a Research Project w/ Faculty Member	61.2%*	80.9%
Satisfaction w/ Tutoring Resources	55.3%	69.3%

- Since 2015, significant strides in research participation:
 - Participation in research with faculty member: **40% to 61%**
 - Independent study project for credit: **14% to 50%**
 - Authorship of peer-reviewed paper submitted for publication: **36% to 44%**
 - Authorship of peer-reviewed oral or poster presentation: **27% to 52%**

Areas to Strengthen

(Based on Statistical Summaries & Free Text Comments)

Domain	USU	All Schools
Awareness of School Policies Concerning Mistreatment	97.6%*	97.2%
Awareness of Procedures for Reporting Mistreatment	90.2%*	87.8%

- While USU students are more aware of policies concerning and procedures for reporting mistreatment than other medical students, **the goal for these responses is 100%**

“Overall, I am Satisfied with the Quality of My Medical Education”

	Strongly Disagree or Disagree	Neutral	Agree	Strongly Agree
All Schools	4.6%	6.2%	49.4%	39.8%
USU - 2019	2.5%	4.3%	26.7%	66.5%

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State of the School: Graduate Education

Dr. Saibal Dey, Ph.D.

Associate Dean for Graduate Education

Hébert School of Medicine, USU

New Leadership in Graduate Education



Saibal Dey
Associate Dean,
Graduate Education



Cara Olsen
Assistant Dean,
Program and Policy
Review



Andrew Snow
Assistant Dean,
Curriculum and Career
Advancement

**Graduate
Education Office**

**Student
Support**



Laura Cutway
Assistant Dean,
Graduate Student
Development
and Support

**Graduate Education
Committee**

* Represented by
program directors
and other members
selected by the Dean



Chair
Rachel Cox

Program Directors



EID
Douglas Scott Merrell



MCB
Tharun Sundaresan



NES
Kimberly Byrnes



HPE
Steven Durning



MCS/
MPS
Tracy Sbrocco



PMB
Cara Olsen



MD/PhD
Robert Kortum

- The GEO Team meets on a weekly basis to discuss issues, delegate responsibilities, and prioritize new initiatives
- Seeks advice from the **Graduate Education Committee** on programmatic and educational affairs
- Seeks input from the **Graduate Student Council** on student affairs

Blue Ribbon Report: External Review of USU Graduate Education



Alan Leshner
CEO Emeritus, AAAS



Michael Gottesman
Deputy DIR, NIH



Emily Miller
VP for Policy, AAU

- **Articulate the importance of the Graduate Program.** *Clearly emphasize the importance of the graduate program to the overall university enterprise.*
- **Governance.** *Clarify the role and authority of the Office of Graduate Education at USU.*
- **Streamline and modernize the core curriculum.** *Program curricula need to be streamlined and focused more heavily on agreed-upon core competencies.*
- **Commit to greater doctoral education funding.** *Work to assure positions and full funding for up to six years of graduate education.*
- **Improve quality of student experience and graduate student life.** *Provide child care opportunities, mental health services, and career services, as well as work to enhance internal communication to students.*
- **Enhance the outreach and recruitment of students.** *Establish an organized recruitment process with outreach to colleges throughout the U.S. to compete for a diverse and talented group of students.*
- **Improve the quality and effectiveness of teaching, mentoring and advising.** *Provide more faculty professional development at USU to support faculty members in their roles as educators and mentors.*



USU Graduate Education Office (GEO) Dashboard

May 2019 – May 2020

Complete

In Progress

Not Yet Started

	Complete	In Progress	Not Yet Started
 Organization & Governance	<ul style="list-style-type: none"> Define roles & responsibilities for GEO leadership & staff 	<ul style="list-style-type: none"> Review/update GEO/GEC policy docs, convert to DPMs as needed Write/update GEO Procedures (GEOPs) for operations, new issues 	
 Improving Communication	<ul style="list-style-type: none"> Hold regular GEO “Town Halls” for students, articulate GEO vision and initiatives Maintain organized weekly staff/leadership meetings: align goals, delegate, evaluate progress, promote accountability Revamp/update GEO <u>external website</u>, handbook 	<ul style="list-style-type: none"> Build/update student-centered intranet site Streamline/enhance all GEO communications, build bridges to all offices impacting students Update/expand of <u>USU/GEO</u> and <u>program-specific</u> informational <u>brochures</u> 	<ul style="list-style-type: none"> Establish a regularly updated GEO <u>Announcement page</u> on student intranet site
 Operations: Sustaining Grad Ed	<ul style="list-style-type: none"> Hold GEO <u>leadership “retreat”</u> for short- and long-term planning (including <u>5 year plan</u>/vision) Outline a defined GEO <u>operating budget</u> 	<ul style="list-style-type: none"> Secure new <u>funding</u> opportunities for incoming and current graduate students (communicate with Centers, HJF, etc.) 	<ul style="list-style-type: none"> Improve <u>recruitment & outreach</u> for diverse student body Automate admissions process
 Curriculum Reform	<ul style="list-style-type: none"> BRP Report: Helped organize & execute <u>external peer review</u> of USU grad ed programs 	<ul style="list-style-type: none"> Work w/ Registrar to reformat <u>course catalog</u>, transfer courses, <u>FAES Partnership</u> etc. Build USU bioinformatics capacity: student workstation cluster, courses 	<ul style="list-style-type: none"> Establish <u>GEC subcommittee</u> for regular <u>program review</u>, informed by recent internal/external guidance
 Student Support & Career Development	<ul style="list-style-type: none"> Bolster <u>teaching opportunities</u> for grad/med school (e.g. BSIC, med student remediation) Promote grad student <u>wellness & appreciation</u> (e.g. GSA Week) 	<ul style="list-style-type: none"> Launch <u>Individual Development Plan (IDP)</u> pilot program for students Construct/maintain a comprehensive USU Graduate <u>Alumni Database</u> *November: Mindfulness and Stress Management Workshop 4-Part Series for Graduate Students 	<ul style="list-style-type: none"> Explore partnerships with local institutions / Centers for <u>experiential learning program</u>
 Faculty Professional Development		<ul style="list-style-type: none"> Organize/enhance <u>training workshops</u> for grad school faculty: improving mentorship, team management *Nov 21: “How to Run a Research Lab/Team” 	

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State of the School: Research

Wanda Salzer, MD, Colonel, USAF MC

Assistant Dean for Clinical Research

Hébert School of Medicine, USU

Overview

- **Centers and Departments**
- **Animal Research**
 - **Merged Institutional Animal Care and Use Committees (IACUC)**
 - **Department of Laboratory Animal Resources (DLAR)**
- **Human Research**
 - **New Leadership**
 - **Institutional Review Board (IRB) Processes**



Centers and Departments

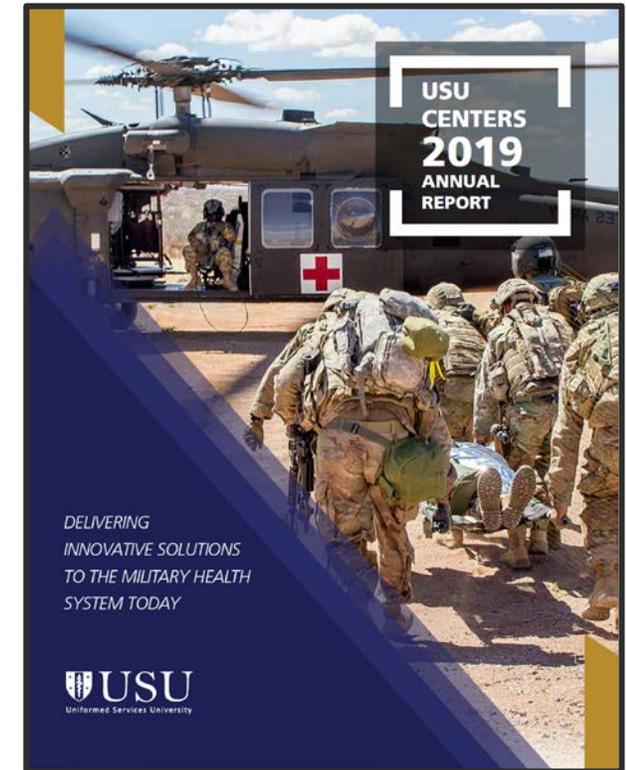
16 Research Centers & 19 *Basic Science* or *Clinical* Departments, all with projects linked to Service-specific and Joint medical requirements processes and documents

- **Accomplishments**

- Council of Center Directors completed an 18 month study and developed a policy defining a USU Center and pathway to becoming a USU Center – New Policy signed July 2019
- Murtha Cancer Center Research Program funding moved under USU
- Precision Medicine for Military Medical Education and Research (PRIMER) established to coordinate TAGC, CHIRP and MiCOR

- **Goals for Next Year**

- Develop & communicate that SoM research agenda is aligned with DoD needs and priorities
- Support recruitment of the next VPR
- Explore opportunities for the Centers to strengthen Grad Ed
- Increase focus on needs of our Basic and Clinical Depts



Animal Research

- **Accomplishments**

- Assistant Vice President for Research Initiatives and Compliance (AVP-RIC)
- Animal Research Coordination Committee chartered; reports to the President, USU
- AFRRI and USU IACUC(s) merged, new policies approved
- AFRRI and USU animal care facilities merged to create DLAR

- **Goals for Next Year**

- Finalize Animal Research Strategic Plan
- Commission bldg 43/47 Vivarium by Aug 2020
- Resolve IT issues occurring with IACUC modules of eIRB
 - Once resolved, move to the electronic system and away from paper system for IACUC review and oversight
- Develop a new funding strategy for DLAR



Human Research

- **Accomplishments**

- Now in place:
 - AVP-RIC
 - Human Protection Administrator
- Instituted the New Common Rule
- Updated IRB processes –
 - Timelines, IT infrastructure, and Meeting Management



- **Goals for Next Year**

- Seek legislative relief from OMB survey process (Thanks to all who provided examples!)
- Increase collaboration between USU and Walter Reed, with focus on boosting fellow research opportunities
- Increase manpower for Human Research Protection Program (2 GS 13 & 1 GS 12)

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State of the School: Faculty Development

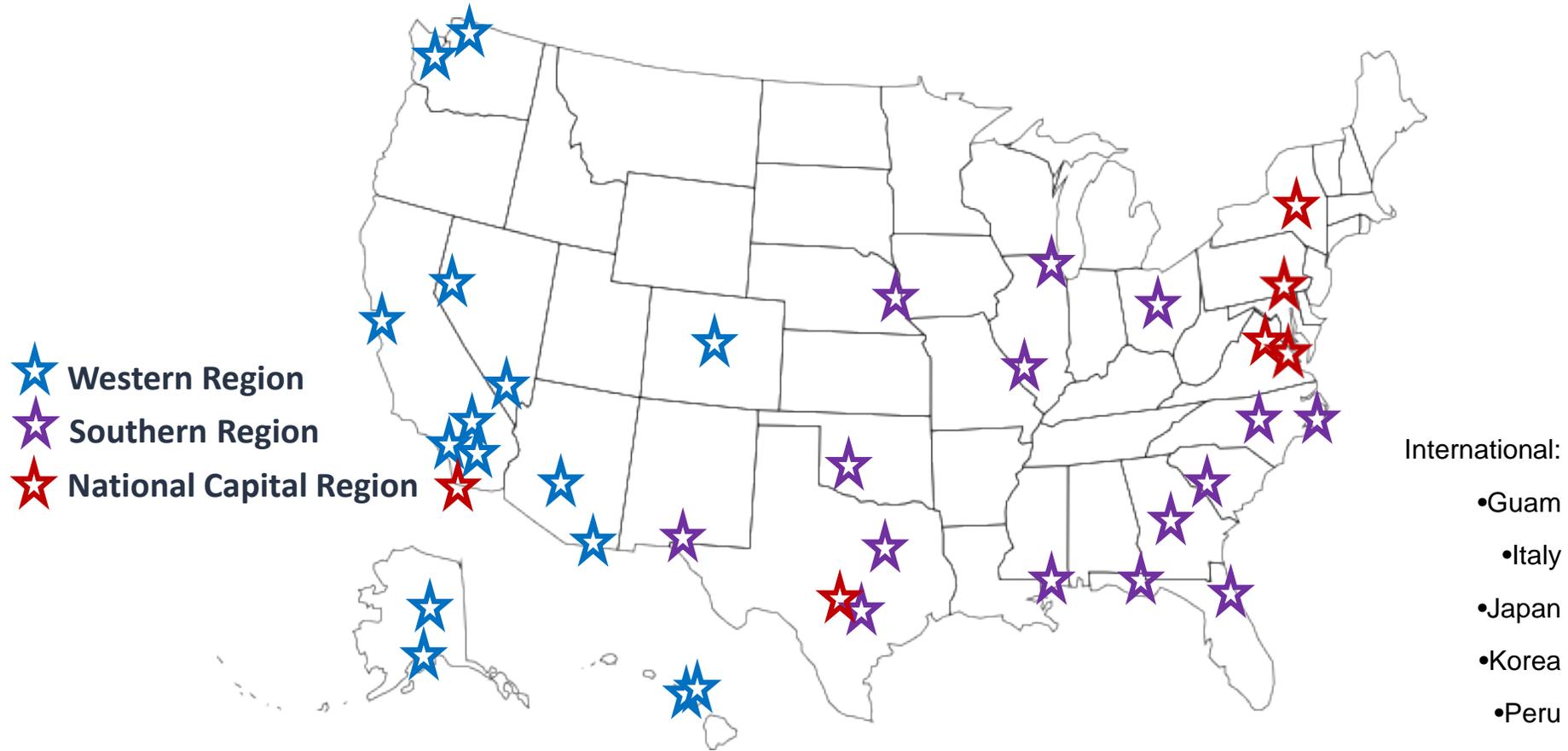
Jessica Servey, MD, MHPE

Col (Ret) USAF MC

Associate Dean for Faculty Development

Hébert School of Medicine, USU

We Have a National Campus



SOM, GSN, PDC have over 100 clinical teaching sites across the US

Current items rolled into Fac Dev

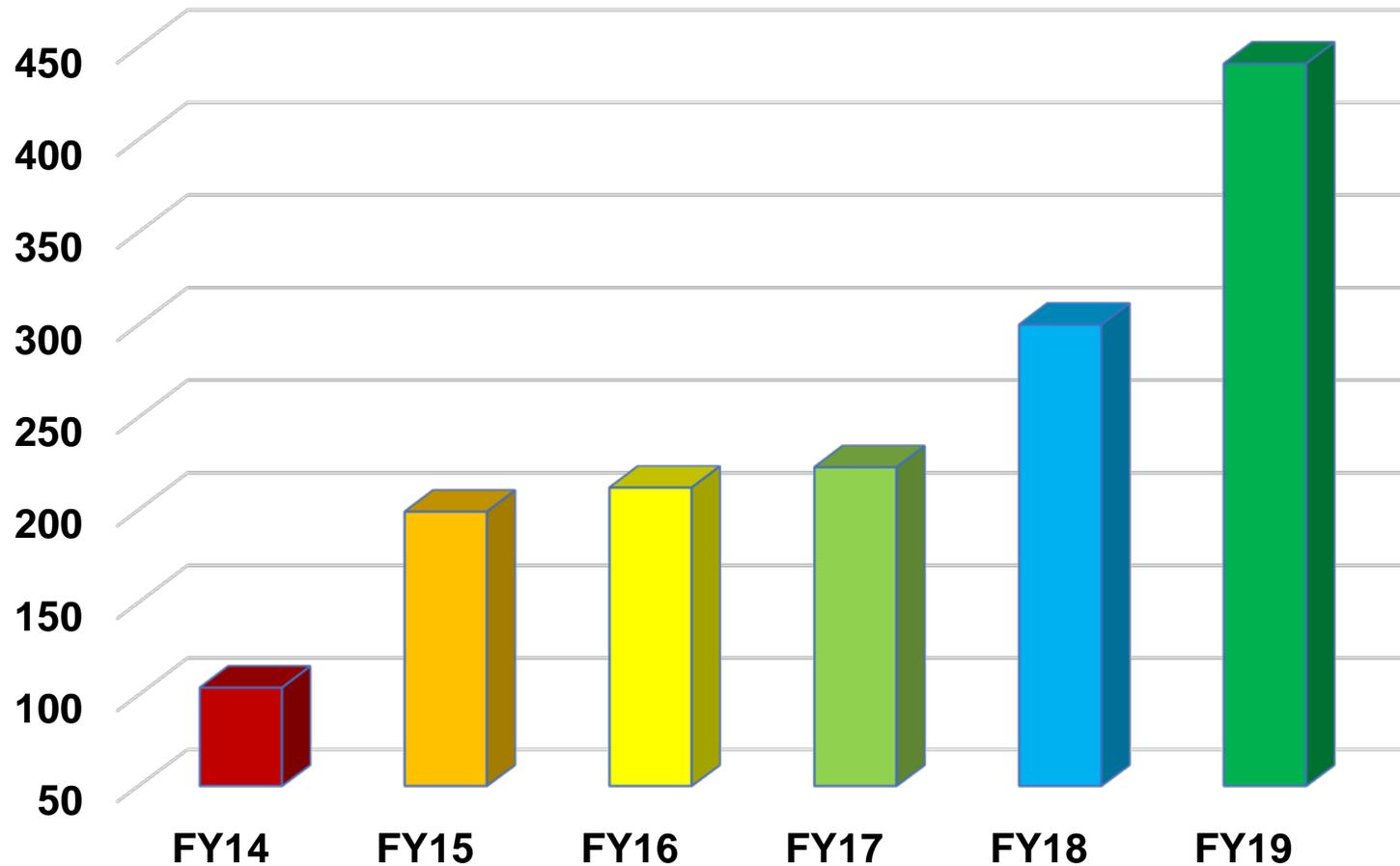
- **Certificate program**
 - Outreach to National Faculty – 12 Hospitals visited FY 19
 - NEW Advanced Teaching certificate launched 15 Oct 2019
- **Academic Leadership week**
- **Communication to faculty (especially National Faculty)**
 - Newsletter
 - Self Service site
- **Site Director's meeting**
 - Expanded this year with administrators invited
- **FOCUS program**

What is “FOCUS?”

- **Vision --- train diverse faculty to work together to deliver standardized faculty development across the MHS**
- **Based on Stanford course layout and premise**
 - Faculty can move from site to site
 - Not only trained in material but trained as facilitators
 - Over 56 hours of initial training
 - Undergo peer review and peer feedback from USU and the peer FOCUS faculty
- Intent --- deliver topics that are foundational for all faculty at the sites for more flexibility

Total number of workshops offered

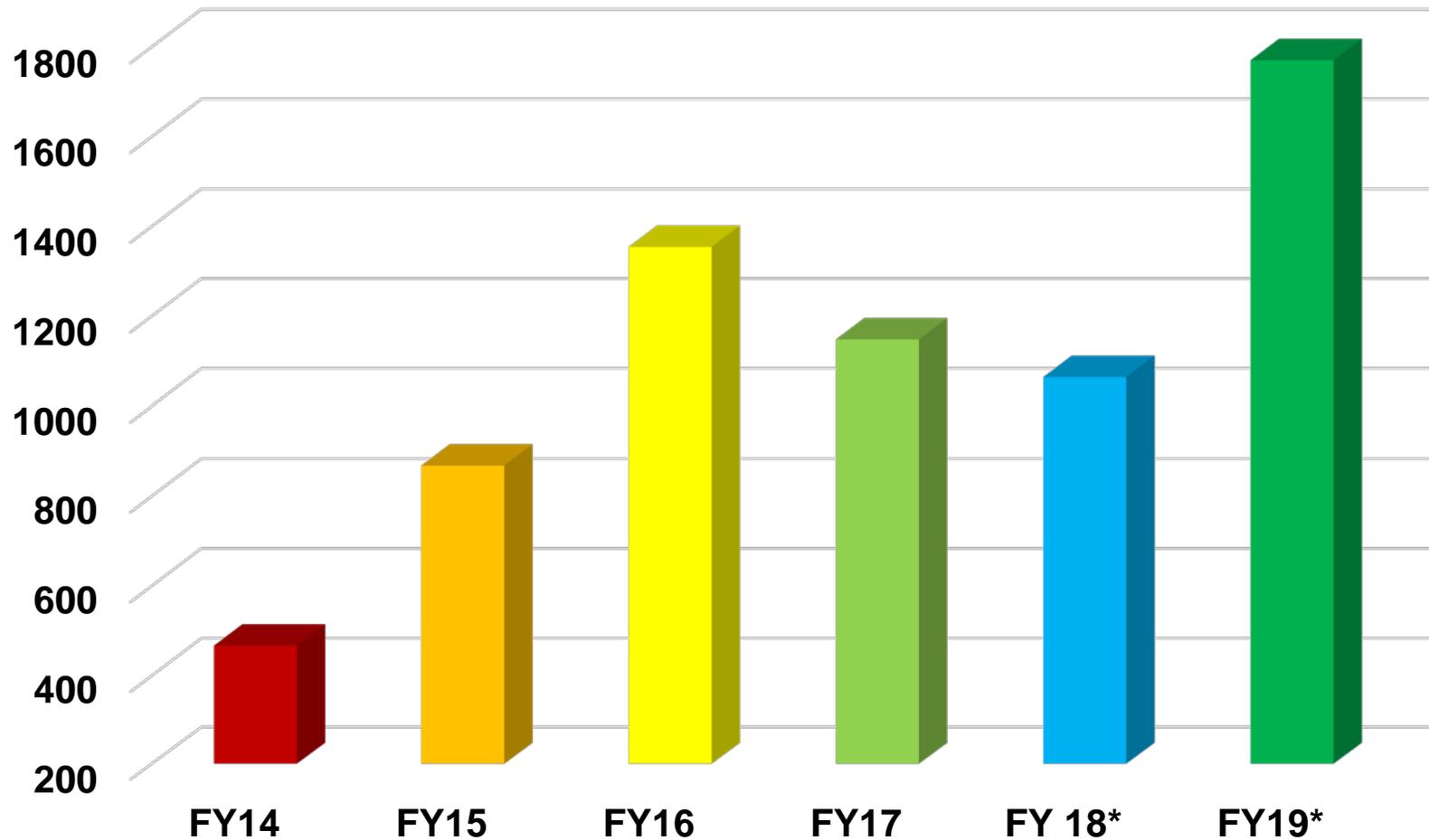
Workshops



FY	No.
14	104
15	199
16	212
17	223
18	300
19	441

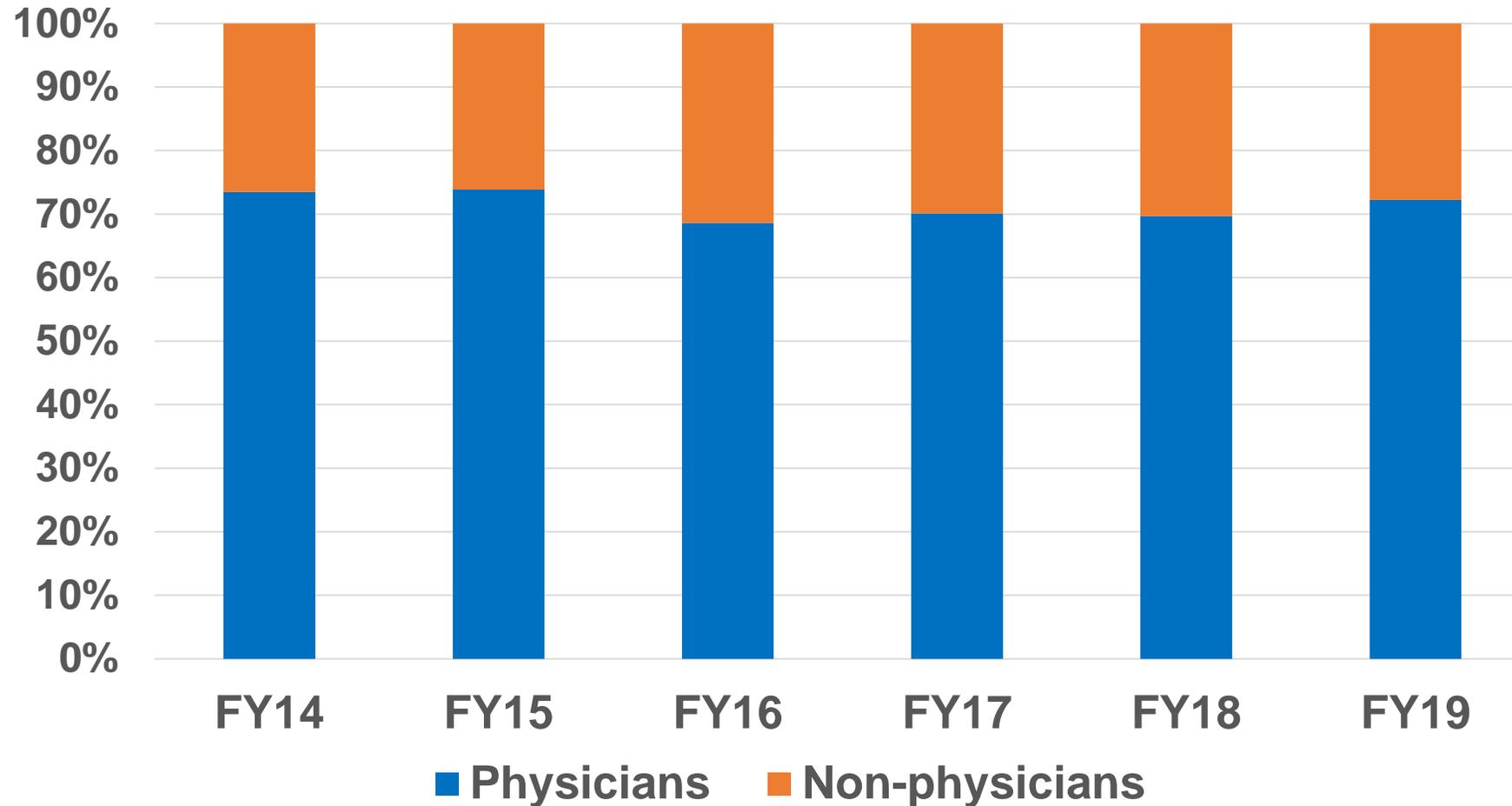
Total number of individual attendees

Attendees



FY	No.
14	467
15	868
16	1354
17	1148
18	1064
19	1770

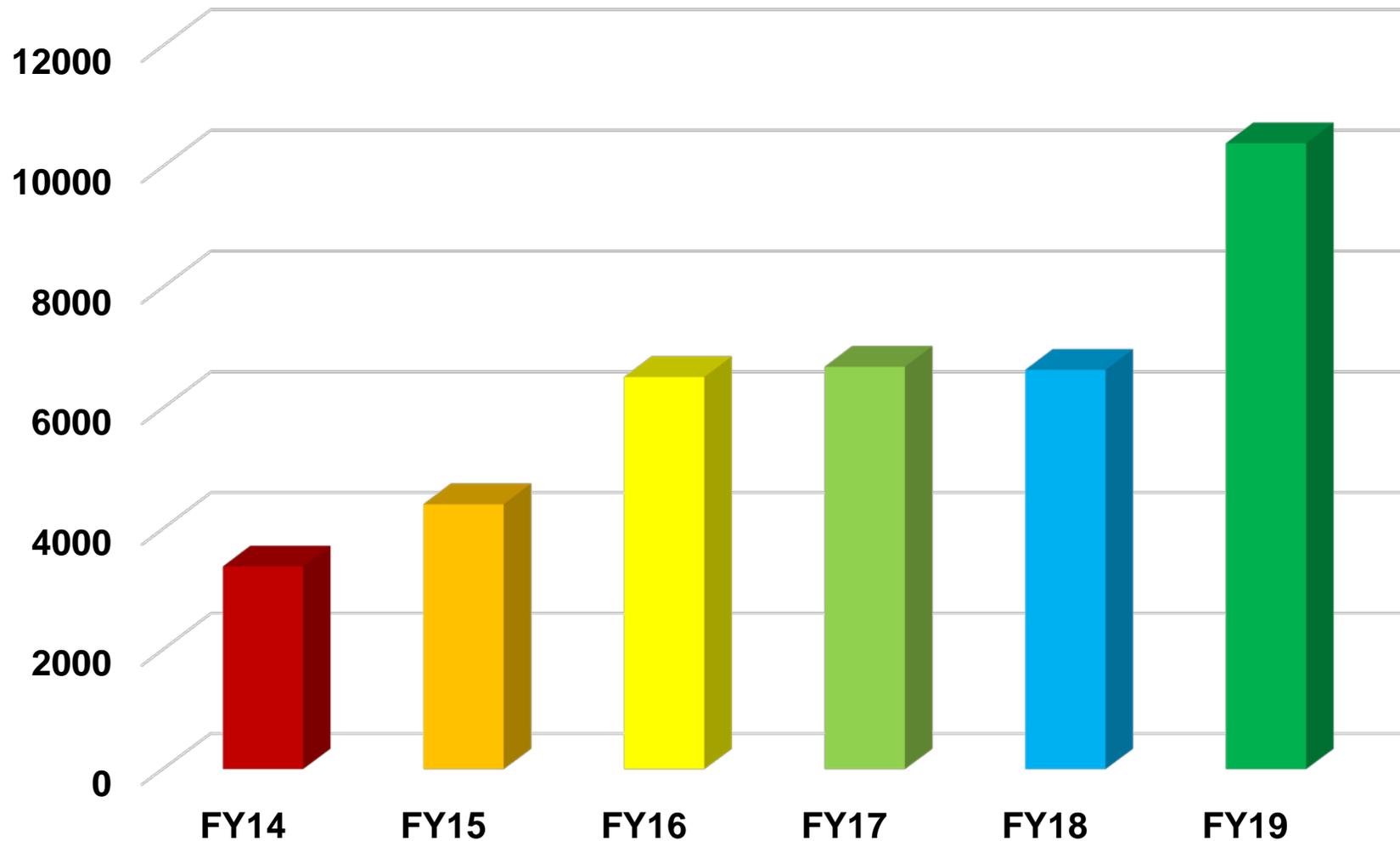
Background of attendees



FY	%
14	26.9
15	26.8
16	31.2
17	29.8
18	30.3
19	32.3

Total number of certificate credits granted

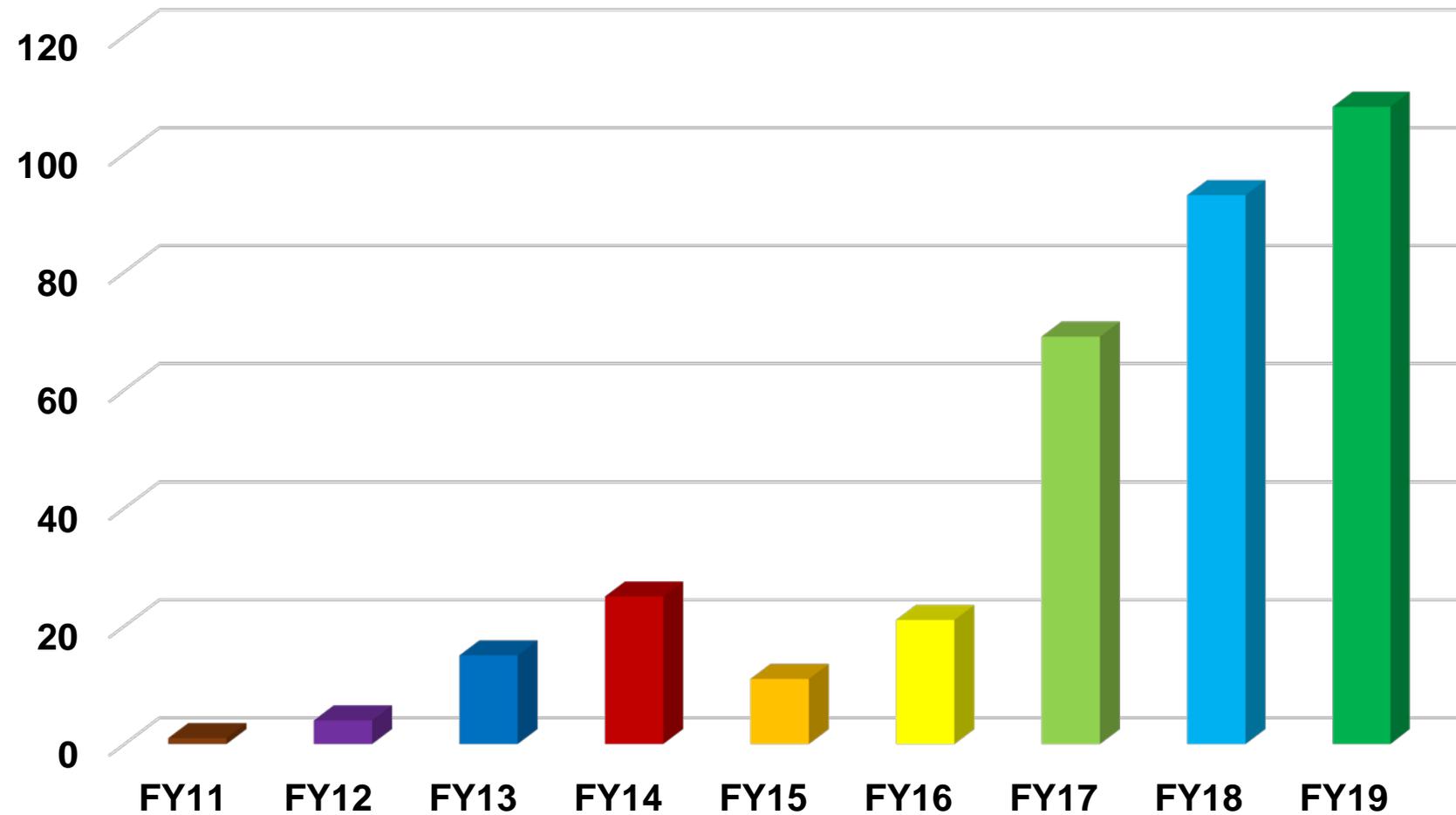
Credits



FY	No.
14	3379
15	4409
16	6515
17	6684
18	6634
19	10385

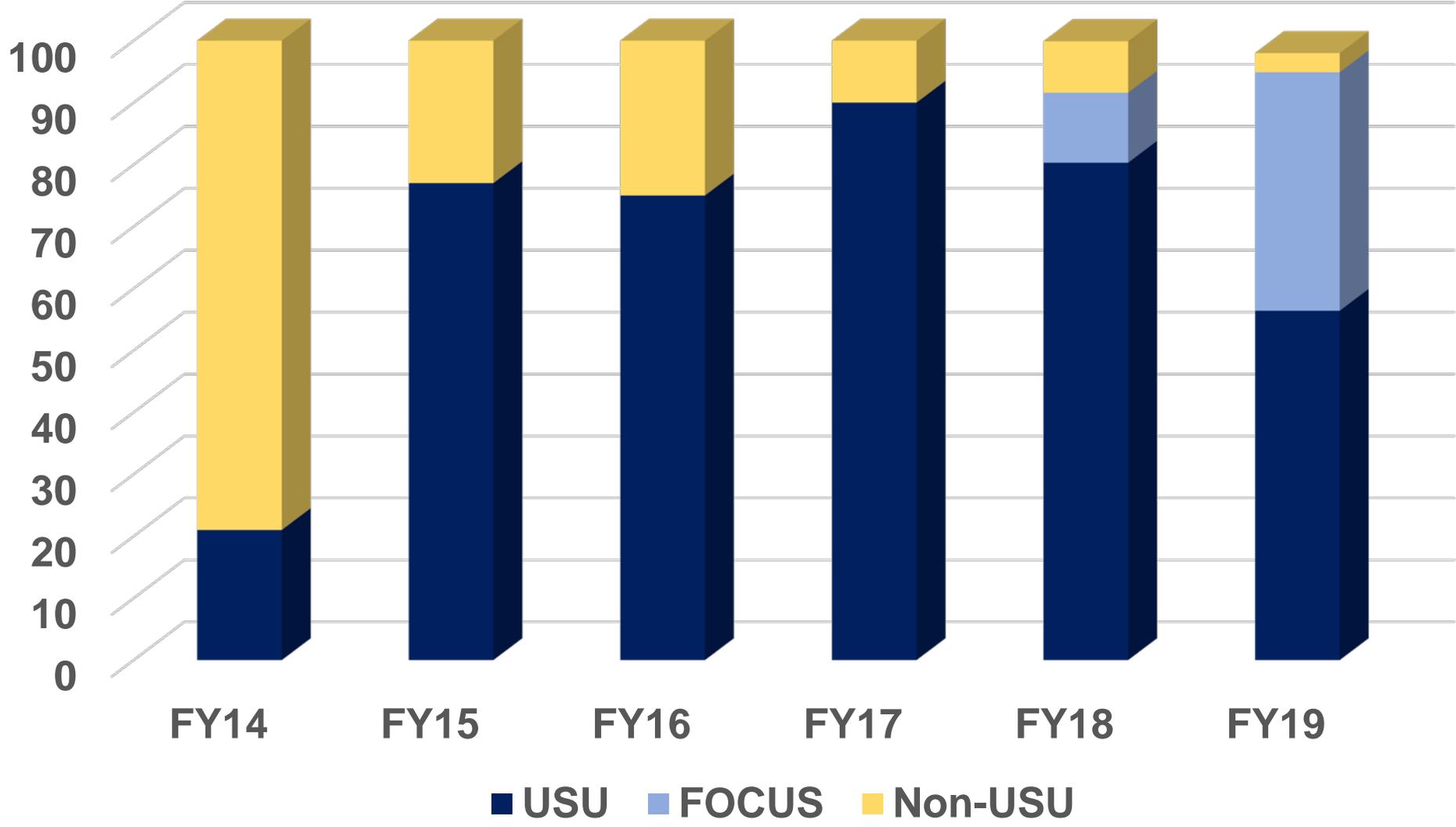
Certificates completed

Certificates



FY	No.
11	1
12	4
13	15
14	25
15	11
16	21
17	69
18	93
19	108

What are USU billeted faculty delivering?



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**A Look Back,
A Look Forward...**

A Look Back...

Civilian retirements 31 May, 2018 to 30 September, 2019

Name	Department		Name	Department
Arispe, Nelson J	APG		Osgood, Theodore	APG
Bartoszek, David M	NEU		Pedevillano, Barbara	ANE
Bernier, Lani	MEM		Quarles, Christopher	RAD
Borst, Diane E	APG		Rich, Norman M	SUR
Cote, Thomas E	PHA		Roseman, Mark A	BIO
Cruess, David F	PMB		Schoomaker, Eric B	MEM
Gackstetter, Gary D	PMB		Seletti, Donald F	APG
Gilliland, William R	MEE		Snapper, Clifford	PAT
Hooper, Tomoko I	PMB		Stuart, John A	PSY
Horowitz, David S	BIO		Villegas, Zulema	PAT
Jiang, Guisen	APG		Welling, David R	SUR
Levy, Solomon	MED		White, Elizabeth	PAT
Marks, Eric S	MED		Wittman, William T	OSA
Moratz, Chantal	MED			

A Look Forward



- Academically, we have never been stronger.
- Enhancement and further integration of our curriculum is underway
- Internally, we are working through several challenges:
 - Garage renovation (parking, noise, impact on animals)
 - AFFRI & LAM renovations, DLAR, hazardous lab material disposal, etc.
 - Breezeway & DL Lab coming soon!
- Externally, we live in “interesting times”
 - Planned MILPERS cuts & DoD wide budget review may squeeze us, NDAA 2020 TBD, federal budget? Unsettled domestic and global picture
- **Our best strategy is to stay focused on our mission and maximize our value to the DoD and the nation. So keep pushing!**

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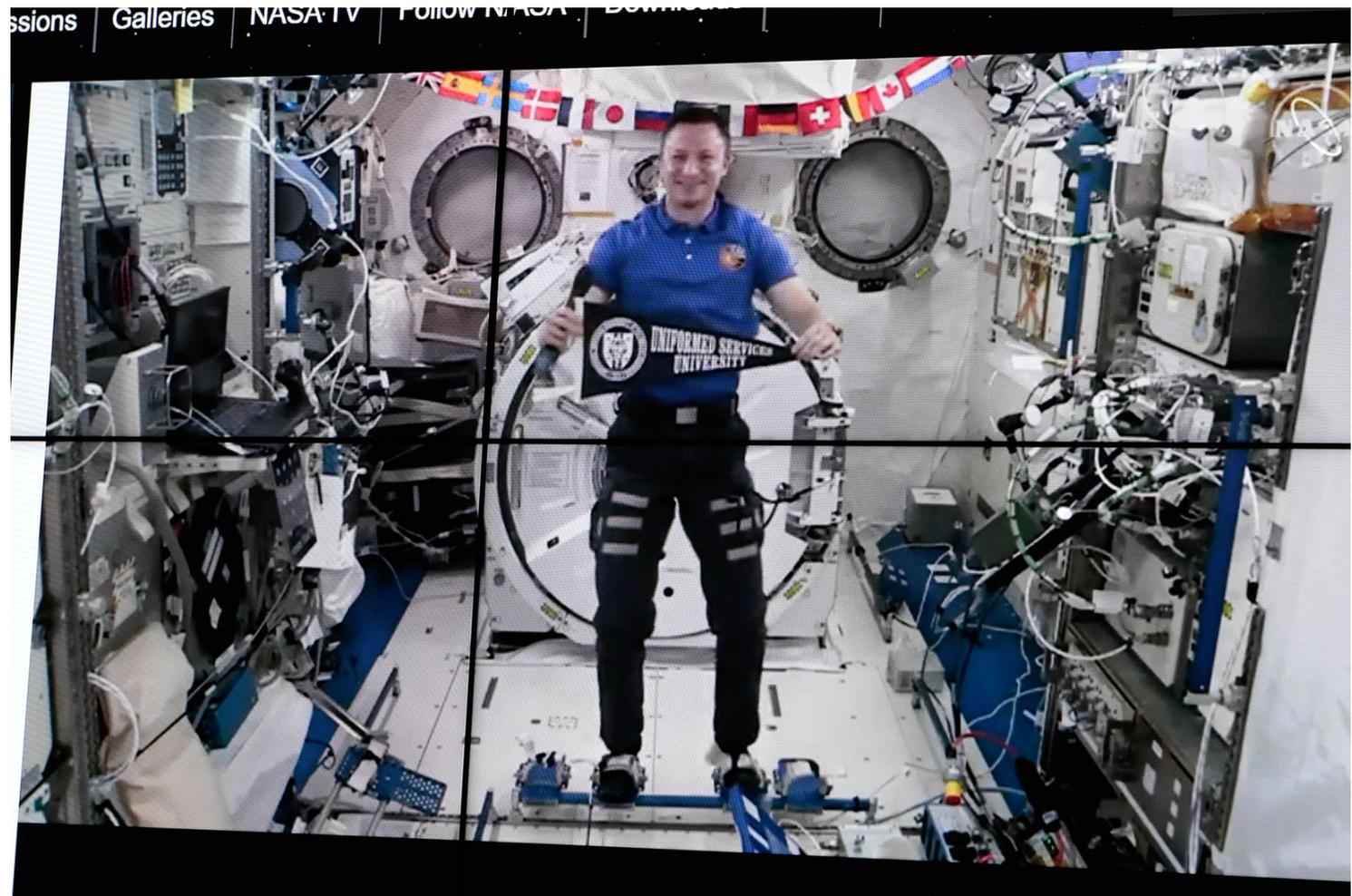
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New Faculty Member



LCDR Shetland

- Graduate of America's VetDogs with a major in Service Dog skills and a minor in education
- Joined USU in July of 2019 as the USU Facility Dog
- Commissioned as a Navy Lieutenant Commander on September 20, 2019
- Roles at USU:
 - Provides students with first-hand experience, knowledge and understanding of the role and benefits of Animal Assisted Interventions amongst DoD patient populations - active duty, veteran and civilian
 - Supports the wellness of our community
- Can be reached at Shetland@usuhs.edu



THANK YOU!