



TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER™

School of Medicine

Mission

Founded in 1969, the TTUHSC School of Medicine has continually worked to address the shortage of physicians in West Texas by providing quality, innovative educational opportunities to medical students and residents who serve as competent and compassionate medical professionals for the region and the state of Texas. The **medical education** program emphasizes the principles of primary care and provides sound inter-disciplinary and inter-professional training that integrates basic sciences knowledge, clinical skill, diversity, and a humanistic approach focusing on high standards and comprehensive evaluation. The school's **medical practice**, Texas Tech Physicians, strives to utilize state-of-the-art technology to effectively meet the growing needs of a diverse and largely rural patient population through strong partnerships with clinical affiliates. Principles of teamwork, humanistic care, and cost effectiveness are embedded into the practice of medicine. The **research** strategy of the school is to develop insights into the science of medicine, treatments, prevention, and cures, and enhanced methods for managing patient illness, with an emphasis on opportunities for medical student research. Centers of Excellence and Institutes work toward defined areas of excellence where contributions on a national level can be made.

Vision

To be known for excellence in teaching, patient care, and scientific contributions that enhance the health care of communities in the region.

Key Objectives

1. Enhance the core mission of Medical Education.

ACTION STEPS

- 1.1** Enhance educational opportunities within the traditional curriculum:
- Expand opportunities at TTUHSC for students to train within the fields of emergency medicine, radiology, and other vital specialties
 - Continue to expand residency positions on TTUHSC campuses

- Expand development for educators on all campuses, including faculty, residents and graduate assistants

1.2 Enhance educational opportunities with innovative intramural and extramural curriculum:

- Family Medicine Accelerated Track
- Integrative ultrasound
- Sex and gender curriculum
- Simulation training
- Free clinic
- Humanities certificate program
- International program

1.3 Offer opportunities to improve cultural competence, interpersonal skills, and ethical behavior/decision-making:

- Monthly P3 small groups for discussion between 10 students and two faculty members
- Improved OSCEs to optimally evaluate clinical skills and interpersonal interactions of students with patients
- Student focus groups and graduating student questionnaire to assess diversity issues and students learning from one another
- Student organizations that foster diversity within the class
- Interprofessional interactions with students from other health professions within the institution

1.4 Maintain and expand student services and amenities that support the overall learning environment:

- Convenience of library hours and access to scholarly resources
- Adequacy and convenience of study space
- Learning resources utilizing current technology to enhance classroom learning and preparation for USMLE
- Tutoring and academic/career counseling
- Utilization of simulated clinical scenarios, both technology- and standardized patient-based
- Student, resident, and faculty wellness programs

1.5 Maintain fully ACGME-accredited residency/fellowship training opportunities at all sites.

1.6 Offer opportunities to improve resident engagement and advance knowledge in Quality Improvement and Patient Safety terminology and methods.

- Involvement of resident membership on Institutional and Hospital committees
- Increased House Staff Quality Improvement Council involvement of monitoring patient safety reporting and institutional quality initiatives
- Implementation of GME Quality Grand Rounds to support inter-specialty education of Quality Improvement and Patient Safety methods

1.7 Use metrics to monitor and improve the quality of teaching, medical student outcomes, student and faculty satisfaction, and growth of the medical education mission. Primary metrics will include:

- AAMC Annual Graduation Questionnaire, specifically focusing on overall student satisfaction.
- Faculty satisfaction assessments, specifically focusing on overall faculty satisfaction with accomplishment of the educational mission.
- ACGME Annual Resident and Fellow Survey, specifically focusing on overall evaluation of the program and aggregated data three-year trends.
- Residency program board pass rates, specifically addressing programs below the national average for their specialty.
- USMLE Board pass rates, specifically addressing areas below the national average in any year.
- NRMP Match rates maintained at or above the national average with special attention to:
 - Challenges associated with application to highly competitive specialty programs
 - Students' interviewing skills
 - Correlation of match rates to USMLE Steps 1 and 2 pass rates
 - Students' focus on specific programs and/or geographic areas

2. Continue to strengthen and grow the Texas Tech Physicians medical practice.

ACTION STEPS

- 2.1** Continually enhance the effectiveness and profitability of the practice.
- 2.2** Maintain practice parameters to include revenues, profits, fund balances, and accounts receivable at or above the national benchmarks as determined by the AAMC Group on Business Affairs and other recognized/reputable sources.

- 2.3** Improve patient satisfaction outcomes and achieve above the 80th national percentile by all clinics.
- 2.4** Observe annual improvements of customer service indicators to include physician third-party enrollment times, service to posting, accounts receivable, write-off percentages, and credit balances.
- 2.5** Use metrics to improve and grow the clinical practice. Primary metrics will include:
 - Performance standards and comparative data provided by the Centers for Medicare and Medicaid Services and The Joint Commission
 - Patient satisfaction data national percentile ranking
 - Historical performance data
 - Comprehensive financial reports

3. Encourage clinical and basic science research and foster medical student research opportunities.

ACTION STEPS

- 3.1** Continue to utilize the Clinical Research Institute as a unique resource for clinical faculty to develop clinical research programs and/or clinical trials while monitoring participation by faculty, residents, and students.
- 3.2** Increase the percentage of annual growth of sponsored research programs.
- 3.3** Maintain the growth of peer-review funded research through approved/existing Centers and Institutes.
- 3.4** Cultivate an environment, which encourages research activities by medical students. Specifically, steps include:
 - Annual recruitment of first year medical students for the Summer Research Program.
 - Strive for research participation by more than 70% of students by graduation.
- 3.5** Use metrics to monitor and grow sponsored research programs. Primary metrics will include:
 - Funding as reported in the AAMC Missions Management Tool and AAMC Medical School Profile Report
 - Other related AAMC group reports

- Amount of other extramural funding
- AAMC Annual Graduation Questionnaire, specifically focusing on student research participation

4. Continue the development of administrative and faculty leaders focused on advancing the school's mission.

ACTION STEPS

- 4.1** Maintain effective administrative leadership, faculty development, and faculty participation in leadership decision-making.
- 4.2** Provide interaction opportunities with Associate Deans at monthly Regional Deans' meetings.
- 4.3** Recruit and retain a diverse faculty.
- 4.4** Design initiatives to address faculty leadership concerns to develop faculty leadership programs on all campuses.
- 4.5** Encourage utilization of the intercampus visiting professor program.
- 4.6** Encourage engagement with the school's leadership through continued use of the Dean's new faculty lunches (Lubbock).
- 4.7** Encourage continued development of women faculty by engaging ELAM graduates in administrative leadership positions and special projects/initiatives in addition to identifying other women faculty for ELAM sponsorship.
- 4.8** Use metrics to monitor and improve faculty and leadership programs. Primary metrics will include:
 - Faculty satisfaction report data, specifically Faculty Forward
 - Number of faculty participating in faculty development courses and programs to include women faculty involved in ELAM
 - Number of faculty pursuing advanced degrees in health professions education