



Baylor
College of
Medicine

SCHOOL OF
MEDICINE

ANNUAL REPORT 2025



TABLE *of* CONTENTS

1	LETTER FROM THE SENIOR DEAN	18	CURRICULUM
2	BAYLOR COLLEGE OF MEDICINE - TEMPLE REGIONAL CAMPUS	20	GRADUATE MEDICAL EDUCATION
8	ADMISSIONS	31	M.D./PH.D. PROGRAM
10	DIVISION OF CONTINUING PROFESSIONAL DEVELOPMENT	33	STUDENT AFFAIRS

A LETTER *from the* INTERIM SENIOR DEAN

Dear colleagues, students, alumni and friends,

I am pleased to reflect on the continued accomplishments, growth and resilience of Baylor College of Medicine's School of Medicine. Your dedication to education, research, clinical excellence and community engagement remains the foundation of our School's success.

The past year has been marked by significant leadership transitions, including the appointment of a new regional dean, the service of an interim senior dean and the recent announcement of a new president, CEO and executive dean who assumed leadership in June 2026. While change can present challenges, it also brings opportunity. These developments reflect our institution's commitment to thoughtful growth, innovation and long-term stability.

Our commitment to academic excellence drives success across the educational continuum. Faculty members deliver high-quality instruction that prepares students for the realities of modern medicine by fostering intellectual curiosity, critical thinking and professional development. The achievements of our graduates, who continue to make meaningful contributions to their communities, serve as a testament to the strength of the School's academic programs and the dedication of teachers and mentors.

Research remains a cornerstone of the School of Medicine. Our faculty have made significant contributions through innovative scholarship, collaborative initiatives and funded projects that advance medical knowledge and improve patient care. The inquiring and explorative culture here reflects the depth and breadth of our academic expertise.

Community engagement continues to be central to our mission. Through service-learning programs, outreach initiatives and strong partnerships with community organizations, our students, faculty and staff have worked to address the needs of diverse and underserved populations in Houston, Temple and beyond. These efforts reinforce a commitment to compassionate, patient-centered care and to understanding the broader social context of health and healthcare.

Recruitment efforts are strong, allowing us to attract talented and motivated students who hail from across the country and world. Our campuses provide rich educational environments supported by faculty and community partners.

Our integrated medical curriculum, which aligns foundational science with early clinical experience, has enhanced student engagement and preparedness for modern medical practice. Innovative teaching leads to well-rounded graduates who are able to adapt in an always-evolving environment.

Looking ahead, two themes remain clear for the School: strategic growth and thoughtful change. Through faculty recruitment, professional development and continuous quality improvement initiatives, we work to strengthen our community.

The collaborative spirit, professionalism and resilience of our community move us forward. Together, we will expand partnerships, strengthen programs and uphold the highest standards.

I extend my sincere gratitude to our faculty, staff, students and community partners for your support, hard work and enthusiasm. Your contributions are essential to our shared mission.

Sincerely,

Dr. Gordon E. Schutze

Interim Senior Associate Dean of the School of Medicine

BAYLOR SCHOOL *of* MEDICINE TEMPLE REGIONAL CAMPUS

The School of Medicine's Temple regional campus celebrated the completion of the second full academic year. The regional dean, along with the associate deans, thank everyone for their contributions, which made this year so successful.

ORIENTATION

After the first few days of new student orientation on campus, the Temple MS1s traveled to The Retreat at Artesian Lakes to participate in team-building activities with their counterparts from the Houston campus.



WHITE COAT CEREMONY

The annual White Coat Ceremony for new Temple students is held every August.



Temple Class of 2028 in their newly donned white coats.

MATTHEW CARTER SERVICE DAY

The second annual Matthew Carter Service Day featured Dr. Darla Lowe, internist and active community volunteer, as the featured speaker. In partnership with the United Way of Central Texas, medical students, faculty and staff volunteered at five pre-selected nonprofit organizations for a day of community service and engagement.



DEPARTMENT CHAIRS AND EDUCATIONAL LEADERS VISIT

In October 2024, department chairs and education leaders from Baylor Scott & White traveled to Houston to meet with their colleagues and counterparts from Baylor College of Medicine. These visits provide an opportunity for departments to meet and network on collaborative projects and opportunities that can be shared with other faculty and medical students.

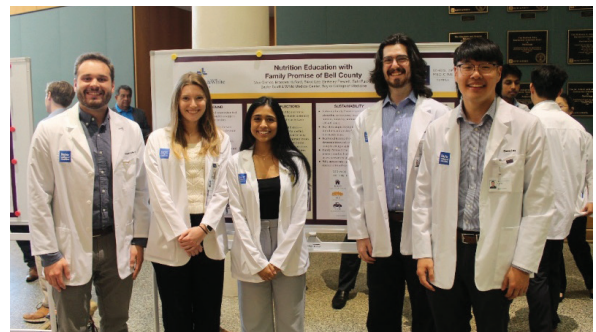


SERVICE-LEARNING PROGRAM AND POSTER PRESENTATIONS

The goal of the service-learning program is for students to choose a community partner site/social issue and engage in a balance of service, education and reflection activities throughout the year. Each student must volunteer a total of 21 hours and participate in a poster presentation at the annual SLP symposium. The 2025 symposium was held in conjunction with the Cultural and Social Influences on Health Lecture Series. Students presented posters detailing the year's activities at 13 service-learning sites.

During the Service-Learning Symposium, students were honored with a City of Temple Proclamation by Mayor Tim Davis for their commitment to community service and volunteerism through the SLP and Matthew Carter Service Day. Since the campus opened in July 2023, BCM students have provided more than 2,550 hours of volunteer service for Temple nonprofit organizations.

In addition to their rigorous medical school schedule, students commit time to provide, cook or serve meals in a homeless diversion center, tutor or mentor children, provide education to new moms, distribute food items to families in need, serve patients in community clinics, comfort the lonely in their final moments or play with and read to children who have been hospitalized. In 2024-'25, 38 MS1s and 32 MS2s participated in the SLP.



ANATOMY THREAD AND DONOR HONOR CEREMONY

The Donor Honor Ceremony is a celebration of the lives of those who donate their bodies after death to improve science and knowledge of future medical professionals. The ceremony was coordinated by Temple's medical students, physician assistant and physical therapy students from the University of Mary Hardin-Baylor, physical therapy students from Baylor University and residents and fellows at Baylor Scott & White Medical Center — Temple.

BCMT SQUADLYMPICS

The second Temple Campus Squadlympics were held at Lions Park in Temple. Multiple events were held, including an obstacle course, relays and tug-of-war competitions. The squad winners were Orange Squad – first ; Teal Squad – second; and Indigo Squad – third.



FACULTY APPOINTMENTS

In 2025, nearly 600 physicians and scientists from Baylor Scott & White Medical Center — Temple had been appointed to Baylor College of Medicine faculty. Pictured below are faculty members that attended the White Coat Ceremony for the BCM Temple Class of 2028.



NEW REGIONAL DEAN

At the end of the AY 2024-'25, recruitment for a new regional dean for the Temple Campus was concluding. Dr. Jesus G. Vallejo, senior associate dean for admissions at Baylor, was named the new regional dean following the retirement of the inaugural dean, Dr. Alejandro C. Arroliga. Dr. Vallejo had been instrumental in the recruitment and matching of the medical students to the Temple Campus and was well known amongst the deans, faculty and staff in Temple. He began his new role as dean of the Temple campus in late 2025.



Temple Inaugural Regional Dean, Dr. Alejandro C. Arroliga with newly appointed Regional Dean Dr. Jesus G. Vallejo at the White Coat Ceremony for the Class of 2029.



ADMISSIONS

PREMEDICAL SUMMER INSTITUTE

This year, we were proud to host students from the Premedical Summer Institute (PSI) at Baylor College of Medicine. Through PSI, we welcomed more than 36 students from the Joint Admission Medical Program (JAMP) and Baccalaureate/M.D. programs, helping to strengthen their preparation for medical school and enhance their confidence and competitiveness in the admissions process.



DOCPREP

The 2025 DocPrep program offered health professions and science-focused activities within the Texas Medical Center, including medical lectures, college and medical school counseling, a communications course and hands-on simulation laboratory experiences.

Participants engaged with Baylor medical students, faculty and staff, with medical students serving as DocPrep counselors and accompanying students and teachers throughout all program activities.



SCHOOL *of* MEDICINE

5,541

APPLICATIONS
RECEIVED

1,125

CANDIDATES
INTERVIEWED

ASSISTANT DEAN OF ADMISSIONS DR. KIRK JACKSON



CLASS *of* 2029 PROFILE & STATISTICS



225

MATRICULANTS



87%

TEXAS
RESIDENTS

185

HOUSTON

40

TEMPLE



115

FEMALE



100

MALE



3.9

AVERAGE
GPA



20%

UNDERREPRESENTED
IN MEDICINE



518

AVERAGE MCAT
SCORE

47

FIRST-GENERATION
UNDERGRADUATE

9%

SOCIOECONOMICALLY
DISADVANTAGED

13

FIRST-GENERATION
GRADUATE



DIVISION *of* CONTINUING PROFESSIONAL DEVELOPMENT

Baylor College of Medicine

Center for Collaborative and Interactive Technologies

DIVISION OF CONTINUING
PROFESSIONAL
DEVELOPMENT (DCPD)

DIVISION OF DIGITAL
HEALTH INNOVATION
(DDHI)

INSTITUTE FOR CONTINUING
PROFESSIONAL DEVELOPMENT
IN QUALITY IMPROVEMENT
AND PATIENT SAFETY (I-QIPS)

DIVISION OF CONTINUING PROFESSIONAL DEVELOPMENT

ACTIVITY METRICS

669

**Educational
Activities**

239,196

Learners
221,879 PHYSICIANS
17,317 NON-PHYSICIANS

4,222

**Hours of
Instruction**

60+

**Clinical and
Professional
Disciplines
Covered**

ACHIEVEMENTS

- Reaccreditation with Commendation from the Accreditation Council for Continuing Medical Education (ACCME) for the fifth consecutive time extending the accreditation period to six years, plus an additional year for selection as an Innovation Partner
- Selected as an ACCME Innovation Partner, playing a key role in advancing a national system for seamless learner data reporting
- Completed continued medical education merger with Texas Heart Institute at BCM (THI-BCM) expanding collaborations across cardiology, cardiovascular surgery and pediatric cardiology
- Increased engagement with international audiences through global health collaborations and CME learning activities
- Increased community-based CME activities across Texas, supporting clinicians and other healthcare professions in diverse practice settings

- Strengthened partnerships with on-demand learning platforms, increasing the visibility and reach of Baylor-produced educational content
- Expanded targeted marketing efforts, improving learner reach, engagement and brand visibility in priority clinical areas
- Served essential roles in using CME to support grant- and contract-funded dissemination and implementation of evidence-based initiatives

DIVISION OF DIGITAL HEALTH INNOVATION (DDHI)

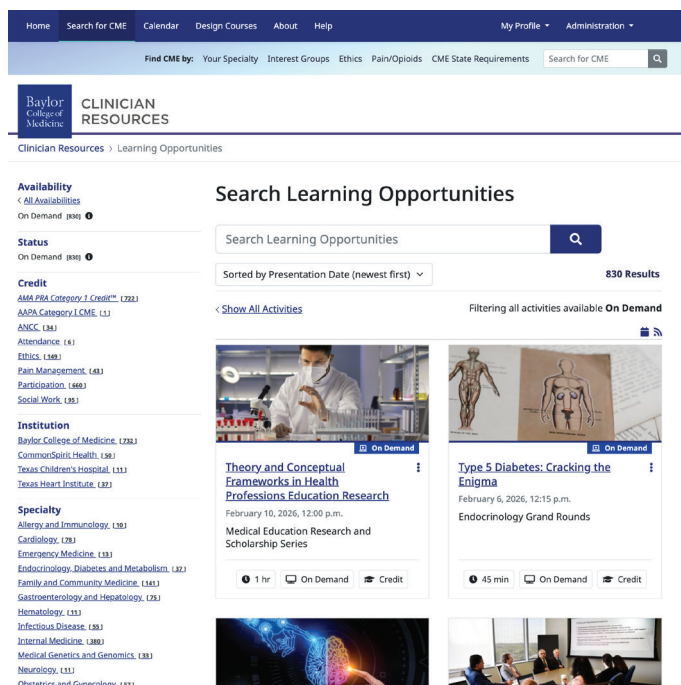
The DDHI continued its mission to support clinicians across the healthcare spectrum, as well as our partners and collaborators, by developing, deploying and disseminating digital tools and resources to support learning and healthcare outcomes. In addition to sustaining and expanding work across websites, mobile applications and Baylor's Precision Medicine Program, DDHI piloted several new initiatives leveraging generative artificial intelligence tools to boost operational efficiency and offer learners novel, personalized learning experiences. These have included workflow optimizations, such as process automation and media generation projects, personalized education services, such as RAG-based chatbots and deep resource search.

ACHIEVEMENTS

- Expanded the online educational library in the Clinician Resources platform and increased dissemination and marketing efforts ultimately serving more than 215,000 total page views to 100,000 users in 2025.
- Developed and launched a native mobile app for survivors of childhood cancer in our Passport for Care ecosystem to support screening for late effects in survivors; implemented protocol-based data entry for clinicians to streamline workflows to onboard new survivors
- Implemented EHR-integrated tools to use evidence-based educational methodologies, implementations science, clinical decision support and clinician dashboards to improve healthcare outcomes
- Prototyped several AI-enabled applications to enhance operational efficiency, resource discovery and personalized education across CCIT's portfolio
- Provided software development and maintenance for accreditation services including a large pediatric society meeting and a major point-of-care decision support and evidence syntheses publisher
- Received a new award of \$735,000 from Hyundai Hope on Wheels Foundation to support the Passport for Care initiatives to expand functionality and infrastructure
- Served in essential roles in software application initiatives to support grant- and contract-funded dissemination and implementation of evidence-based interventions to improve healthcare

Clinician Resources Platform

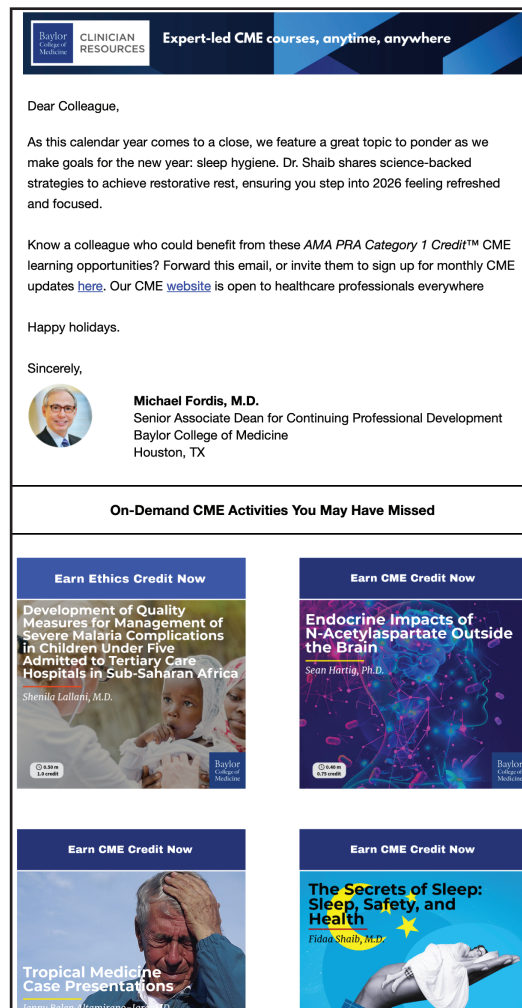
The BCM Clinician Resources website achieved significant growth and impact through a strategic expansion of its outreach, content and digital engagement capabilities. Total monthly pageviews increased fivefold and activity views tripled over the course of the year, driven by a coordinated marketing strategy spanning traditional email campaigns, social media outreach and novel dissemination and syndication channels. These efforts — including consistent visibility in College-wide internal communications, monthly newsletters with curated content, targeted specialty and interest-focused announcements, enhanced search engine optimization and syndication of educational resources across other platforms, which have increased utilization to 215,000 views and 100,000 users over 2025. The team also executed a pilot targeted marketing and e-commerce campaign to deliver premium on-demand education derived from a live course. Additionally, the on-demand video library was significantly expanded, now offering more than 700 learning activities with over 600 available for CME credit alongside timely updates on upcoming conferences, grand rounds and courses.



The Clinician Resources activity search page



A sample activity preview image used on Clinician Resources and syndicating sites



A newsletter sent to a subscriber list

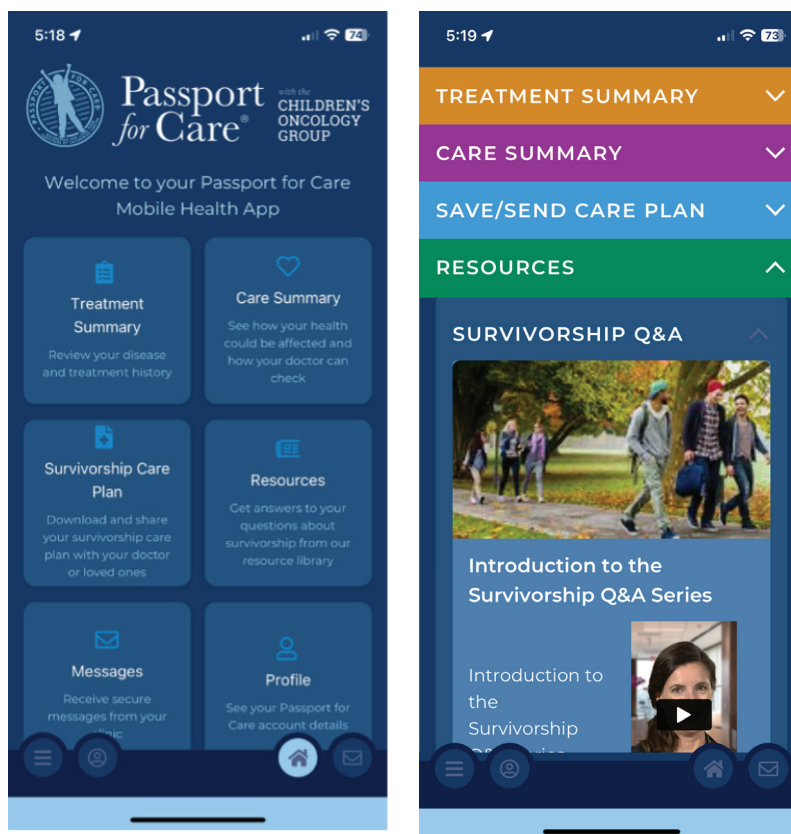
Passport for Care

The Passport for Care® (PFC) program is an essential online clinical decision support resource providing tailored education and recommendations for screening late effects of cancer treatment for survivors of childhood cancer, their families and the clinicians who support them. The program secured substantial new philanthropic support, including from the Hyundai Hope on Wheels Foundation, enabling development of highly requested features and ensuring longterm operational sustainability. Enrollment expanded to more than 160 clinics across the U.S. and internationally, supporting nearly 65,000 survivor records.

Significant product advancements also were realized, including the launch of a new native mobile application for iOS and Android devices that provides survivors with convenient access to their treatment summaries, personalized follow-up screening recommendations and educational materials. For clinicians, a newly developed protocol-based data-entry system improved workflow efficiency and enhanced the accuracy of survivorship care documentation. The program also strengthened its role within the broader pediatric cancer survivorship ecosystem by collaborating with research partners to integrate emerging data-abstraction methods, innovative data-entry workflows and new survivor support tools directly into the Passport for Care platform.

Precision Medicine Initiatives

DDHI successfully supported major Precision Medicine initiatives focused on improving the detection and management of hypercalcemia and resistant hypertension through the implementation of EHR-integrated clinical decision support, point-of-care education, and real-time performance dashboards. These efforts enabled more efficient and targeted screening across high-risk populations, resulting in a fivefold increase in screening for

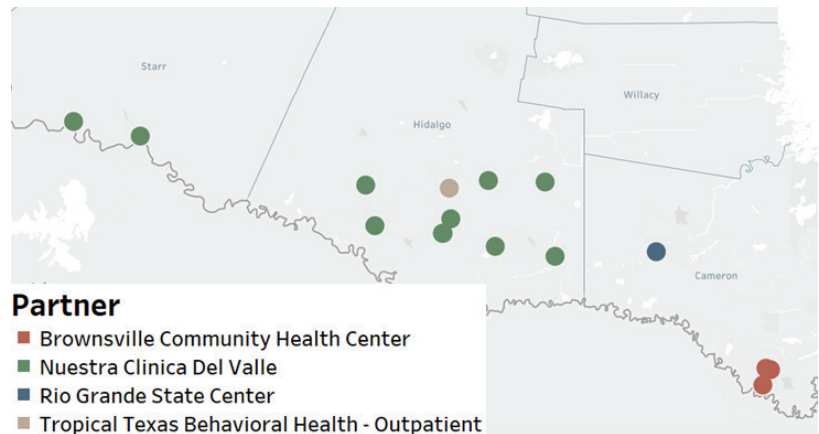


Screenshots from the new Passport for Care mobile app

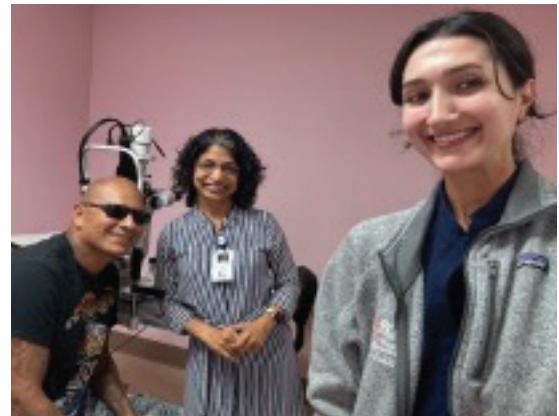
primary aldosteronism in resistant hypertension (sustain over two years) and a doubling of hypercalcemia screening. Interventions included precision education delivered directly within the EHR, offering clinicians high-yield, context-specific learning opportunities with CME and MOC credit available through the Clinician Resources platform.

Rio Grande Valley Telemedicine and Retinal Screening

The retinal screening program in the Rio Grande Valley continued to strengthen its reach, efficiency, and clinical impact through ongoing collaboration with partner clinics and targeted process optimization. Over the past year, the program supported 3,559 retinal screenings for diabetic retinopathy and other ocular pathologies — a 22% year-over-year increase — reflecting both improved operational capacity and stronger patient engagement. Through enhanced data-tracking workflows and systematic process improvements, the program achieved a 76% reduction in no-show rates for followup ophthalmology appointments, ensuring that more patients received timely evaluation and care. In addition to providing essential equipment and clinical support for image capture and interpretation, DDHI delivered comprehensive process analysis and optimization, data-collection and monitoring frameworks, logistical coordination, and dedicated onboarding for participating clinics and clinicians. These efforts collectively advanced access to preventive eye care and strengthened continuity of care for underserved patients at risk of vision-threatening disease. In addition to its retinal screening initiatives, DDHI supported clinician online education, behavioral health consultation services, and multidisciplinary consultations via telehealth.



Map of partner clinic sites in the Rio Grande Valley



Partner clinic ophthalmology staff with a patient receiving treatment for a vision-threatening condition

INSTITUTE FOR CONTINUING PROFESSIONAL DEVELOPMENT IN QUALITY IMPROVEMENT AND PATIENT SAFETY (I-QIPS)

The Institute for Continuing Professional Development in Quality Improvement and Patient Safety (I-QIPS) serves as a centralized hub for College-wide quality improvement and patient safety (QI/PS) education, training and recognition.

Aligned with the College's clinical and educational missions and priorities, I-QIPS' strategies and key service areas advance outcomes and patient health by:

- Training faculty and staff to achieve proficiency in QI/PS principles and practice
- Developing expert QI/PS educators among program participants
- Supporting select experts in advancing as QI/PS masters or scholars engaged in research and discovery
- Enabling eligible faculty to earn Continuing Certification or Maintenance of Certification (MOC) Part 4 – Improving Health and Health Care credit* through active participation in qualified QI initiatives

Overall, the I-QIPS serves as an institutional resource by delivering current QI/PS educational offerings and tools, facilitating collaboration and professional development and supporting the application of emerging research, frameworks and evolving initiatives.

**Note: Through a partnership between I-QIPS and DCPD, eligible I-QIPS course participants may earn Continuing Certification or Maintenance of Certification (MOC) Part 4 credit/points through the BCM MOC Program for qualified QI efforts.*



CURRICULUM

CLINICAL CURRICULUM

In the 2024-2025 academic year, first- and second-year medical students participated in the second iteration of an innovative, integrated curriculum designed to establish a strong foundation in medical sciences and clinical skills. The program begins with the introductory courses: **Transitions to Medicine**, which emphasizes professional identity formation, and **Foundations of Medicine**, a case-based course focused on core scientific principles. From their first week, students begin developing history-taking and physical examination skills in clinical settings in the **Practice of Medicine** doctoring courses.

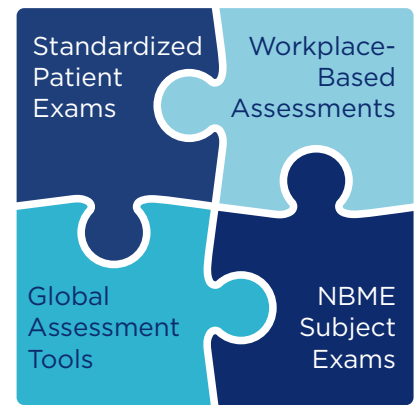
The MS1 year progresses through six integrated, systems-based courses that combine large-group interactive sessions and small-group problem-based learning. Each week blends classroom instruction with anatomy and histology labs, radiology and point-of-care ultrasound, and hands-on clinical and simulation experiences.

The curriculum emphasizes self-directed learning and assessment for learning, incorporating frequent low-stakes assessments rather than a single high-stakes exam. At the start of the second year, students complete a four-week review course to reinforce foundational concepts and prepare for the Comprehensive Basic Sciences Exam (CBSE). This is followed by the **Foundations of Academic Scholarship and Translational Research (FASTR)** course, which develops the students' research skills to support their longitudinal Inquiry Project. Right before the start of clerkships, students take the **Transitions to Clerkships** course to prepare them for their clerkship learning.

CLINICAL SCIENCES CURRICULUM

The **core clerkships** begin in October of the second year. This phase of the student's training uses patient-centered learning techniques, which include taking histories, performing physical examinations, reviewing laboratory results, and working with faculty physicians to manage patients through diagnosis and treatment.

During the core clerkships, students complete rotations at [clinical training sites](#), most located within walking distance of our teaching campuses. In October 2025, the first cohort completed a core clerkship year with a program of assessment that included four key components: workplace-based assessments (WBAs), a global assessment tool, the National Board of Medical Examiners (NBME) subject exams and standardized patient exams. The success of this program was facilitated by the **Academy of Clinical Teaching and Assessment (ACTA)**, a group of clinical educator faculty dedicated to helping students complete high-quality WBAs.



Finally, students start the last phase of their curriculum in October of the third year, where they complete advanced core rotations, including a Sub-internship, Emergency Medicine, Ambulatory Care Rotation and Critical Care Rotation. They also have over 350 electives to choose from across the Houston and Temple campuses, giving ample opportunity for students to personalize their medical education.

POINT-OF-CARE ULTRASOUND

Point-of-care ultrasound (POCUS) is integrated throughout the School of Medicine curriculum as a longitudinal educational thread, introduced within the first week of medical training at both the Houston and Temple campuses. In the 2026 academic year, POCUS education was formally



incorporated into the clinical curriculum, specifically within Internal Medicine, Emergency Medicine and Critical Care. The POCUS and anatomy curricula continue to collaborate and expand across both the pre-clinical and clinical years.



GRADUATE MEDICAL EDUCATION

PROFESSIONAL DEVELOPMENT WORKSHOP

In April 2025, the Graduate Medical Education Office hosted its inaugural Program Director Professional Development Workshop. Designed to support new and current program directors, the workshop provided a focused space to review



essential responsibilities, clarify processes, learn best practices and connect with key members of the GME leadership team. Thirty program directors participated in the full-day session.

ACADEMY OF RESIDENT AND FELLOW EDUCATORS

This year, an institution-wide effort was launched to support residents and fellows not only as teachers, but also as emerging leaders, community partners and well-being champions.

With support from the Josiah Macy Jr. Foundation President's Grant, a group of nine trainees and three faculty mentors formed the steering committee of the newly created GME-wide Academy of Resident and Fellow Educators. Throughout the year, they created and led a series of four institution-wide workshops, each spotlighting a key priority area: education, leadership, community engagement and well-being. In total, more than 150 trainees participated in the Academy's inaugural year.

The committee also created a new portfolio-based recognition program to celebrate meaningful contributions of trainees as educators across the institution. Fifty-seven trainees from 34 specialties received the inaugural Academy of Resident and Fellow

Educators Excellence Award, with four outstanding applicants presenting their work at the award ceremony.

ACCREDITATION

The Office of Graduate Medical Education successfully guided the initial accreditation applications for new ACGME programs in Neuromuscular Medicine and Pediatric Emergency Medicine – San Antonio. The Neuromuscular Medicine program achieved initial accreditation effective April 2, 2025, with no citations or areas for improvement. The Pediatric Emergency Medicine program application is currently under review by the ACGME.



Baylor received approval from the Texas Medical Board (TMB) for a new Cardiovascular Genetics Fellowship Program. Additionally, GME helped complete new TMB fellowship program applications for the Pediatric Pulmonary Vascular Disease and Advanced Pediatric and Adolescent Orthopedic Hip programs, both of which are pending final approval from the TMB.

Furthermore, GME oversaw multiple site visits by ACGME for many programs including Allergy Immunology, Neonatal-Perinatal Medicine, Pediatric Anesthesiology, Pediatric Gastroenterology, Selective Pathology and Thoracic Surgery-Independent.

During the 2024-'25 academic year, the GME team engaged in extensive planning and preparation for the first ever ACGME Non-Standard Training (NST) Program Institutional Site Visit, which took place in November 2025.

SPECIAL REVIEWS COMMITTEE

The Office of Graduate Medical Education further enhanced the institutional process for oversight and review of ACGME annual program surveys. Building on an analytical tool developed in August 2023, the Committee enhanced its program-level scorecards to assess compliance with ACGME survey items and identify programs at risk for citations and other adverse accreditation actions such as data-prompted site visits. Guided by this process, the Committee conducted five Special Reviews and supported seven mock site visits for programs preparing upcoming ACGME site visits.

The Special Reviews Committee also streamlined its logistical processes, resulting in a new standardized report format that improved clarity and timeliness of feedback to programs and leadership.

A more proactive and continuous monitoring model for the 2025-26 academic year is underway. This includes the implementation of recurring Special Reviews Committee meetings. These updates are now formally reported to the Graduate Medical Education Committee (GMEC) to ensure ongoing oversight, accountability and institutional awareness of program improvement efforts.

EDUCATIONAL SCHOLARSHIP

Scholarly Publications

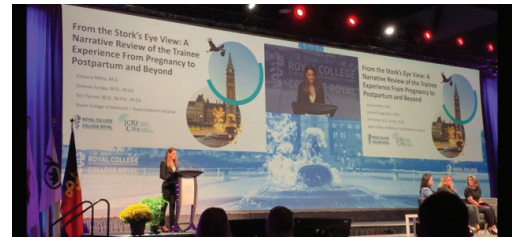
1. Ratan BM, Appelbaum NP, Boedeker PJ, McNeil SG, Hausmann RC, Turner TL. Prioritising Competencies in Clinician Educator Training in Residency Programmes. *Clin Teach*. 2025 Feb;22(1):e13848. doi: 10.1111/tct.13848.
2. Gustafson S, Poynter SE, Turner TL, Conduis M, Waggoner-Fountain LA. Starting with the end in mind: Transformative curriculum development in competency-based medical education (CBME). *Curr Probl Pediatr Adolesc Health Care*. 2024 Oct;54(10):101678.
3. Ratan BM, Love SJ, Rueda AE, Bridges GC, Mayer WA, Harbott MJ, Turner TL. Resident-as-Teacher: Can It Be Done With an E-Learning Module? *J Grad Med Educ*. 2024 Jun;16(3):333-338. doi: 10.4300/JGME-D-23-00718.1. Epub 2024 Jun 13. PMID: 38882406; PMCID: PMC11173029.
4. Harbott M, Correa A, Hubbard C, Crowder K, Appelbaum NP. Securing the Basics: Longitudinal Tracking and Accounting for Trainees in a Multi-Affiliate Site Graduate Medical Education Program. *J Grad Med Educ*. 2024 Jun;16(3):363-364. doi: 10.4300/JGME-D-23-00754.1. Epub 2024 Jun 13. PMID: 38882407; PMCID: PMC11173028.

International Presentations

1. Mitre V, Zuniga L and Turner T. From the stork's eye view: A narrative review of the trainee experience from pregnancy to postpartum and beyond. Platform presentation, International Conference on Residency Education 2024, Ottawa, Canada. Sept. 21, 2024.
2. Turner TL. Moderator for "Top Research Papers in Graduate Medical Education." International Conference on Residency Education. Ottawa, Canada Sept. 27-29, 2024.
3. Turner TL and Rodrigo O. "Wicked Problems in Residency Education: Fixing Professionalism is a Fool's Errand." International Conference on Residency Education. Ottawa, Canada. Sept. 27-29, 2024.
4. Turner TL et al. "What do you do when 'Remediation Goes Wrong?'" Pre-conference Workshop at the International Conference on Residency Education. Ottawa, Canada Sept. 19, 2024.
5. Turner TL. Invited speaker. "Voices from the Frontline..Learner & Teacher Lived Experiences with CBE" 4th CBE World Summit. Basel, Switzerland. August 22, 2024.
6. Turner TL et al. "Stir Up Faculty Development: A 4-ingredient Challenge." Workshop at the International Conference on Residency Education. Ottawa, Canada Sept. 19-21, 2024.
7. Mitre V, Cotton R, Harbott M, Turner T. "Professionalism with prejudice: Leveraging trainees as co-creators of professionalism curricula, policies and assessment tools." Workshop at The International Conference of Residency Education (ICRE). Ottawa, Canada. Sept. 19-21, 2024..
8. Mitre V, Acosta A, Harbott M, Turner T. "The X Factor: Identifying residency candidates whose attitudes align with your program's culture." Workshop at The International Conference of Residency Education (ICRE). Ottawa, Canada. Sept. 19-21, 2024. .
9. Turner TL, Cotton R. et al. "Remediating Professionalism: It's Not the Job You Do, It's How You Do the Job." Pre-conference Workshop at the International Conference on Residency Education. Ottawa, Canada. Sept. 19, 2024.
10. Turner TL et al. "Navigating mentoring challenges and promoting successful mentoring relationships: A workshop for mentors in health professions education." AMEE Conference. Basel, Switzerland. August 25-28, 2024.

Awards

1. 2024; Top research abstract at the International Conference on Residency Education for Mitre V, Zuniga L and Turner T. "From the stork's eye view: A narrative review of the trainee experience from pregnancy to postpartum and beyond."



National and International Peer-selected Leadership Positions

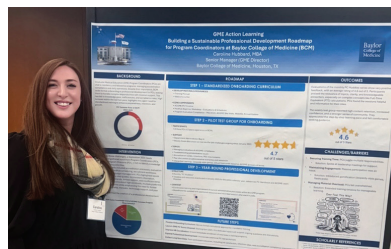
1. Teri Turner serves on the American Board of Pediatrics Competency-based Medical Education committee and is a member of the International Competency-based Health Profession Education Collaborators.
2. Teri Turner serves as Assistant Editor of the Association of Pediatric Program Director Pages, Faculty Development Nuts and Bolts for Academic Pediatrics. This article type was designed to support graduate medical education programs by providing practical guidance for faculty development among front-line clinical educators.

National Peer-selected Presentations

1. Turner TL et al. "Stir Up Faculty Development: A 4-Ingredient Challenge." Workshop at the APPD Annual Spring Meeting. Atlanta, GA. March 25-28, 2025.
2. Turner TL, Sinha DK, et al. "Retrieval Practice; saying less, asking more and being a more effective educator." Workshop at the APPD Annual Spring Meeting. Atlanta, GA. March 25-28, 2025.
3. Turner TL. "Mano a Mano: Hot Topics in Medical Education – In-person Second Looks." Workshop at the APPD Annual Spring Meeting. Atlanta, GA. March 25-28, 2025.

PROFESSIONAL DEVELOPMENT SERIES

In January 2025, the Office of Graduate Medical Education implemented a structured onboarding and professional development framework for GME Program Coordinators to improve training consistency, operational efficiency and accreditation support. The initiative introduced standardized program coordinator onboarding, a pilot learning cohort and a year-round professional development series focused on core GME competencies, resulting in strong engagement, increased confidence and enhanced peer collaboration.

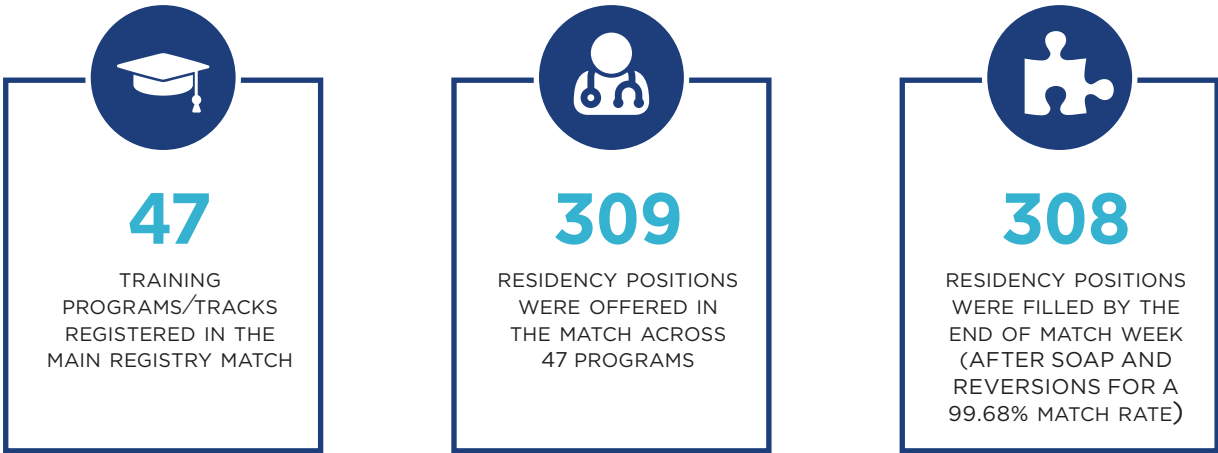


This work was led by Caroline Hubbard, GME senior manager, who developed this program while participating in the AAMC GME Leadership Development Certificate Program. She was invited to present this initiative as a poster at the AAMC Group on Resident Affairs (GRA) April 2025 Meeting in Washington, DC.

RECRUITMENT

Baylor had another successful year of matching applicants into residency and fellowship programs.

NATIONAL RESIDENCY MATCH PROGRAM 2025 MAIN RESIDENCY



2024-'25 NRMP FELLOWSHIP



GOLD HUMANISM SOCIETY'S THANK A RESIDENT DAY

The Office of Graduate Medical Education and Alumni Affairs proudly partnered with affiliated hospitals to celebrate the dedication, compassion and impact of residents and fellows across the clinical learning environment. This meaningful recognition was made possible through the collective efforts of GME, the GME Resident Council, Alumni Affairs and the educational leadership at each affiliated institution, reflecting a shared commitment to honoring the individuals who form the backbone of our clinical mission.

On Feb. 28, 2025, more than 400 residents and fellows came together for Resident Appreciation Day celebrations held at the Michael E. DeBakey VA Medical Center and Ben Taub Hospital. In collaboration with Harris Health, trainees were treated to a brunch and received Baylor-branded promotional items.



Michael E. DeBakey VA Medical Center



Texas Children's Hospital



Ben Taub Hospital



Baylor St. Luke's Medical Center



GME RESIDENT COUNCIL

It was a busy and successful year for the Graduate Medical Education Resident Council. Highlights included welcome events for two large incoming classes of residents in June 2024, as well as a dinner organized by the GME Deans in recognition of the Resident Council's leadership and service.

The GMERC Resident Appreciation Committee led the establishment of a newly established Resident and Fellow of the Quarter award to recognize performance, professionalism and contributions to the learning environment.



HOUSESTAFF SAFETY AND QUALITY COUNCIL (HSQC)

Baylor's clinical sites have worked keep trainees informed, engaged and involved in hospital-based safety, quality, and wellness initiatives. Many of our affiliated hospitals regularly share valuable information with trainees, including:

- Lessons learned from patient safety events
- Clinical quality metrics specific to the site
- How and when to submit safety or event reports
- Opportunities to serve on hospital committees seeking resident and fellow representation
- Wellness resources available through the hospital
- Educational or social events designed specifically for trainees
- Resident and fellow spotlights recognizing trainee contributions and achievements
- Resident Town Halls

GOLD HUMANISM HONOR SOCIETY

During the 2024-25 academic year, the Baylor College of Medicine chapter of the Gold Humanism Honor Society inducted 20 residents and fellows and 32 medical students in recognition of their demonstrated commitment to compassionate, patient-centered care. In addition, two Gold Humanism Service Grants were awarded to support initiatives that extend Baylor's mission of humanism and service into the surrounding community.



One service grant supported the Kindness Cabinet project, led by Dr. Julian Swanson and Dr. Priti Dangayach. This initiative provides hospitalized patients with small but meaningful gestures — such as handwritten cards, beanies and blankets — to offer comfort during vulnerable moments.



A second grant supported Parent Pause, led by Drs. Chetna Pande and Claire Marie Rizk, a bi-monthly peer support initiative for caregivers of children admitted to the Texas Children's Hospital Heart Center. Funded by the honor society, the program offers caregivers a brief respite from the bedside through facilitated gatherings that foster connection, reflection, and community.

TCH Heart Center

PARENT PAUSE

2ND AND 4TH THURSDAY OF EACH MONTH
1:30PM-3:00PM

LOCATION
16th Floor
Conference Room
Legacy Tower



COME ENJOY

- ▶ Take a break, meet caregivers with children with CHD
- ▶ Refreshments & drinks
- ▶ Facility Dog, Noelle

July 24th Oct 9th
Aug 14th Oct 23rd
Aug 28th Nov 13th
Sept 11th Nov 27th
Sept 25th Dec 11th



For parents and caregivers of cardiology patients only
For More Information: Contact Child Life





M.D./PH.D. PROGRAM

The M.D.-Ph.D. Program proudly marks 48 years of continuous NIH support as it advances its mission to train physician-scientist leaders who bridge research and medicine. The NIH NIGMS Medical Scientist Training Program (MSTP) T32 grant was successfully renewed for another five years beginning July 2025, including an increase from 25 slots to 27 each year. This funding has been critical to the success of the program, providing approximately 20% of total annual program support and ensuring the program's continued designation as an MSTP.

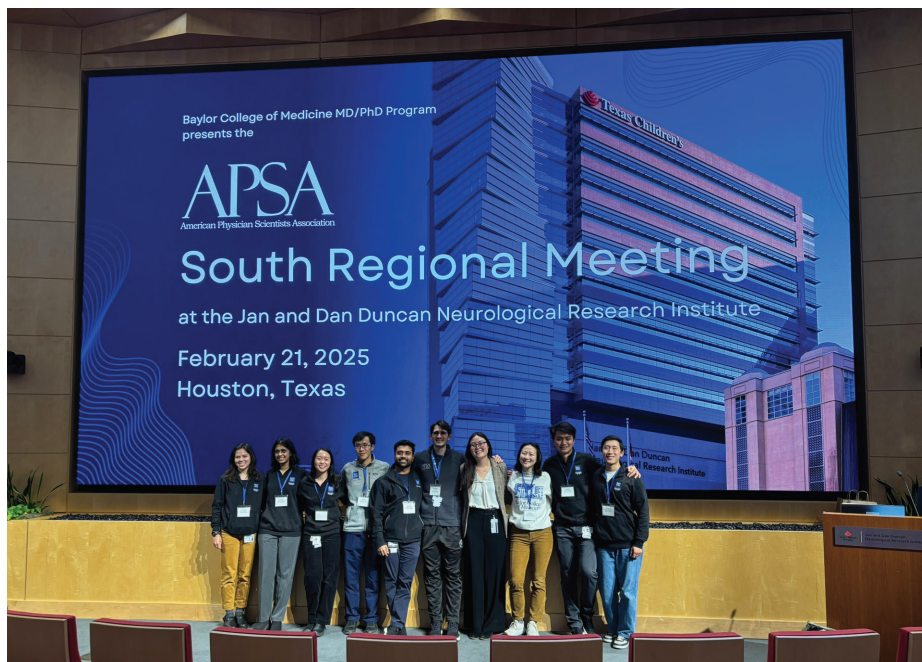
Incoming Class Size	13	
Total Program Enrollment	112	
Publications	167	PAPERS PUBLISHED BY M.D./PH.D. STUDENTS, WITH 72 AS FIRST AUTHOR
Competitive Fellowships	9	NIH INDIVIDUAL FELLOWSHIPS AWARDED
Ph.D. Degrees Conferred	8	
M.D. (M.D./Ph.D.) Degrees Conferred	14	

Residency Match

- Baylor College of Medicine (Pediatrics [2] and Pathology [2])
- Harvard (Pathology and Internal Medicine)
- Mount Sinai (Neurology)
- Northwestern University (Internal Medicine)
- Stanford Medicine (Pathology and Anesthesiology)
- University of Texas Medical Branch in Galveston (Ophthalmology)
- University of Washington in Seattle (Pathology)
- Vanderbilt (Radiology)
- Washington University at St. Louis (Radiation Oncology)

APSA SOUTH REGION MEETING

In February 2025, the M.D.-Ph.D. Program hosted the APSA South Region Meeting, a student-led initiative organized by trainees to promote physician-scientist career development. The event brought together 68 students from South Region institutions and 70 undergraduate and post-baccalaureate participants for scientific



sessions, poster presentations and mentoring. Under the guidance of Associate Director Dr. Geoffrey Preidis, the MSTP team also secured an NIH NIGMS R13 GM157901 grant to support attendance by 23 undergraduates and post-baccalaureate students nationwide.

LEADERSHIP NEWS

APPOINTMENT OF ASSOCIATE DIRECTOR

In July 2024, the program welcomed Dr. James Orengo, associate professor of Neurology and Neuroscience, and a MSTP alum as an associate director. Orengo leads an NIH-funded research program studying spinocerebellar ataxia, a group of progressive motor neuron disorders. Orengo leads the MSTP application screening team, developing data-driven analytics to enhance the admissions process. He also serves as one of three MSTP graduate advisers, meeting with students and their mentors to discuss their research and progress through graduate school. Additionally, he oversees the MSTP Seminar Series and Off the Cuff, a forum in which students present an 8–9-minute chalk talk about their research to peers and receive feedback on presentation skills and scientific communication.





STUDENT AFFAIRS

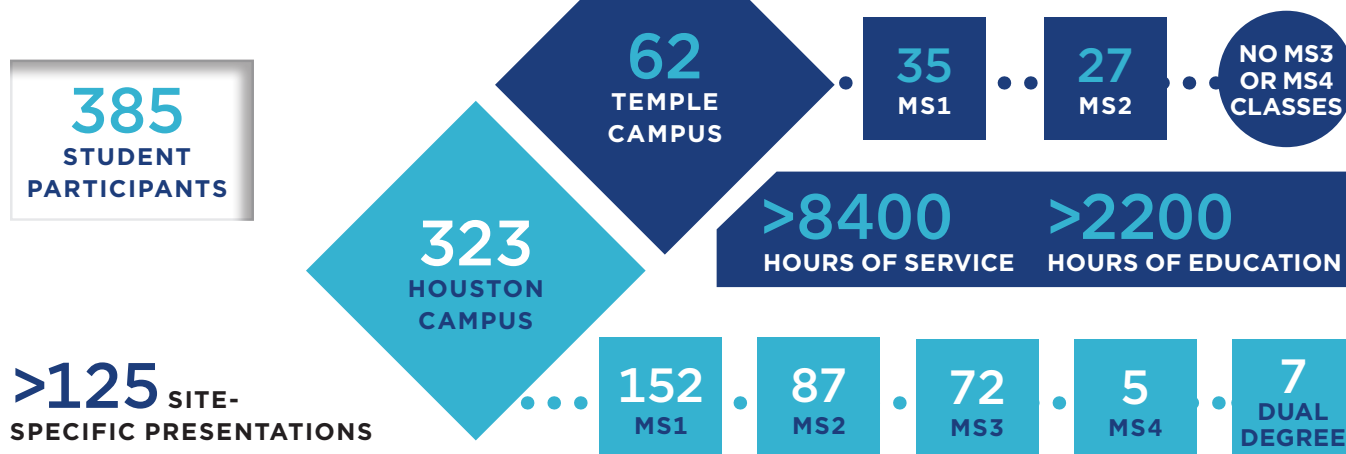
Baylor College of Medicine's Office of Student Affairs coordinate numerous programs and important days for the School of Medicine, including Match Day and spring commencement.

SERVICE-LEARNING PROGRAM

The Service-Learning Program is a student-run organization aimed at encouraging students to participate in Houston-based and Temple-based service projects and social determinants of health education. It was started in 2018.

KEY HIGHLIGHTS

Across Both Campuses



HIGH VALUE CARE AND QUALITY IMPROVEMENT

The HVC/QI student-run organization immerses students in educational opportunities to help develop the skills necessary to practice high-value care and improve the quality of care delivered wherever they go. The requirements fall under three broad categories: Foundations, Didactic Lectures and Investigative Thinking. The program occurs during the MS1 year.

Over the 2024-'25 academic year, 45 students from both campuses completed the program and earned Dean's Distinction in High Value Care and Quality Improvement

Students also helped develop the new Clinical Pathway: Quality Improvement (QI) Clinical Pathway, started in the fall of 2025.

SOM LEARNING COMMUNITY

The Learning Community is housed on both campuses. The Squads are led by faculty directors and advisers who developed the Squad's social culture, promoting the professionalization of students, promoting peer mentoring, teaching a curriculum to MS1s and working with students regarding career choice and residency application/interview preparation. The Learning Community (Houston/Temple Campuses) was honored with the 2025 LCI Program Innovation Award, which recognizes institutions and their programs that are leading the way in the learning communities movement in medical education.



The Learning Community also hosts the annual Brian's Field Day in memory of Dr. Brian Wisnoski who served as an LC Adviser and championed a annual activity where students participate in fun games and activities to promote wellness and balance. This year's field day was highlighted on Baylor's main webpage.

DISCO

The Office of Student Affairs' DISCO (Discovery, Integration, Success, Community and Outreach) completed its third year in the School of Medicine, continuing to support students through individual advising, timely programming for key academic milestones and innovative offerings. The team



welcomed two new learning specialists, Terra Ousley and Brooke Schumacher, joining Senior Coordinator Princess Ezeadi and Director Dr. Steve Caloudas.

DISCO saw increased student engagement across all four classes, with the team supporting more students and providing more sessions and program offerings than

ever. The program continues to partner closely with the Office of Curriculum, Office of Admissions, Division of Evaluation, Assessment and Research (EAR) and other institutional partners to implement services that are integrated throughout the student experience.

In July, DISCO hosted 23 incoming MS1s in the third annual Pre-Entry Program. Designed for early admissions students, including those completing B.S.-M.D. and JAMP pathways, Pre-Entry Program gives students an early introduction to the medical school and strategies for success. Shortly following this, the Acclimating Into Medicine (AIM) program led structured sessions and peer-based discussions to support all MS1s as they navigate the first months of medical school.

Student Feedback

- “I love DISCO... the one-on-one meetings were immensely helpful.”
- “DISCO was readily available and understanding of my academic needs.”
- “[DISCO] is amazing... helps me create plans for SHELF studying and provides me with useful life advice.”
- “DISCO was integral in acclimating to medical school.”
- “I loved the pre-entry program! It has made me feel so much more prepared for starting medical school.”
- “I really truly appreciate t(the pre-entry program) and I am glad I signed up for it. It has really helped ease my mind about starting med school and has made me even more excited than when I got here.”
- “I LOVED IT! I really hope I can come back next year to talk to the students.”
- “I really enjoyed getting to make friends at both the Houston and the Temple Campuses at this program. I feel really prepared to start medical school because of this program.”

DEAN'S DISTINCTION PROGRAMS

Students completing the rigorous extracurricular requirements of the Service-Learning and High Value Care and Quality Improvement (HVC/QI) programs earn Dean's Distinction noted on their Dean's letters and transcripts.

MATCH DAY 2025

170

GRADUATES
MATCHED



70
PRIMARY CARE
SPECIALTIES

47

CONTINUING
THEIR TRAINING
AT BAYLOR

Baylor
College of
Medicine

83

MATCHED
IN TEXAS



- 18** ANESTHESIOLOGY
- 4** CHILD NEUROLOGY
- 10** DERMATOLOGY
- 7** EMERGENCY MEDICINE
- 4** FAMILY MEDICINE
- 6** GENERAL SURGERY
- 26** INTERNAL MEDICINE
- 2** INTERVENTIONAL RADIOLOGY
- 8** MEDICINE-PEDIATRICS
- 2** MEDICINE-PRIMARY
- 4** NEUROLOGICAL SURGERY
- 4** NEUROLOGY
- 10** OBSTETRICS/GYNECOLOGY
- 6** OPHTHALMOLOGY
- 10** ORTHOPEDIC SURGERY
- 2** OTOLARYNGOLOGY
- 9** PATHOLOGY
- 13** PEDIATRICS
- 4** PHYSICAL MEDICINE & REHABILITATION
- 2** PLASTIC SURGERY - INTEGRATED
- 1** PSYCHIATRY/CHILD PSYCHIATRY
- 3** RADIATION ONCOLOGY
- 11** RADIOLOGY-DIAGNOSTIC
- 3** SURGERY-PRELIMINARY
- 2** THORACIC SURGERY
- 4** UROLOGY
- 1** VASCULAR SURGERY



Baylor
College of
Medicine

SCHOOL OF
MEDICINE

BCM.EDU