

## LETTER FROM THE EDITOR

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In this second collection of student work from the Division of Management a few themes emerged. Nearly all of the papers touched on the theory and practice of process improvement. Starting even before a project begins, Tim Burdick shows us how to wisely evaluate project ideas and create a culture that engages in possibilities while acting deliberately and intentionally. Leah Vasquez's case study applies agile methodology to improve project communication. On a more theoretical basis, Paul Wilkens offers an analysis of the Theory of Constraints applied to healthcare.

Other students took a strategic view of healthcare management. Krista Wood provided a model to embrace and implement strategies to achieve the fourth aim of provider wellness. David Zonies explored the impact of the VA system while Nancy Boutin described a possible future for the Oregon healthcare experience through creation of a fictitious account.

What all of these papers have in common is their desire and drive to improve healthcare. We see these attributes in all of our students and faculty, individuals stepping-up to make a difference.

The purpose of this anthology is not only to highlight the work of our students but to encourage others to explore ideas, adapt concepts, and be creative in the ways we can all make a difference in whatever we do. The offerings here are not restricted to specific roles or title; these are ways any of us can make an impact. And I cannot wait to see what *you* do.

I would also like to acknowledge our dedicated faculty and staff who served as subject matter experts and editors for individual papers.

- Jeff Oltmann, MEng for his mentorship of students exploring project and operations management theory and practice.
- James Huntzicker, PhD for encouraging students to explore creative ways for organizations to achieve the Quadruple Aim as vehicle to improve healthcare delivery.
- Jed Hafner who graciously reviewed and edited most of submissions, lending his eye for detail and ability to ask perceptive questions.