



## Key Leadership Team Members Named

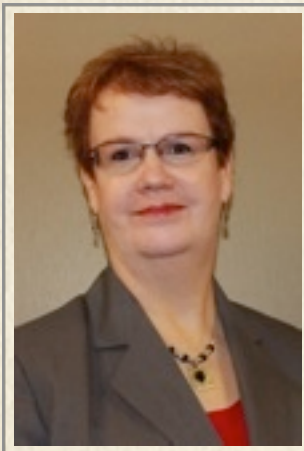
In late December 2011, Dean Hal Jenson named five associate and assistant deans for the Western Michigan University School of Medicine. The five are all part of the Kalamazoo Center for Medical Studies (KCMS), an entity managed by the two teaching hospitals - Borgess Health and Bronson Healthcare - that are partners with WMU in development of the new medical school. The newly announced members of the team taking on key leadership roles with the new medical school are:

- Dr. Elizabeth A. Burns, associate dean for clinical affairs,
- Dr. David T. Overton, associate dean for educational affairs,
- Dr. Richard L. Lammers, assistant dean for simulation,
- Dr. Peter J. Ziemkowski, associate dean for student affairs, and
- Thomas E. Zavitz, associate dean for administration and finance.

The five appointees will continue in their current roles at KCMS as that entity transitions over the next year to become a core element of the new medical school. The new leaders join two earlier appointees who are part of the leadership team, Dr. Jack Luderer, associate dean for research, and Michele Serbenski, associate dean for planning and performance excellence.

See page two of this newsletter for a brief profile on these new leaders.

## New Faculty Member in Department of Medical Education



Dr. Eli Collins-Brown has joined the WMU School of Medicine as a faculty member in the department of medical education. Eli has worked in higher education for more than 14 years as an instructional designer, faculty developer, instructor and administrator.

Leading up to the medical school opening, she will be facilitating curriculum development and implementation through collaborative partnerships with faculty, students and medical residents. This work will emphasize building a curriculum that incorporates newer learning technologies as well as innovative teaching approaches that enhance learning. Additionally, Eli will be consulting with and training faculty members to advance learning across the continuum of medical education, working with faculty members to strengthen and develop their teaching skills, and lending her expertise in the areas of policies and procedures, evaluation and measurement, educational scholarship, and academic portfolio development.

She also will work with the WMU Office of Faculty Development to develop programming for part-time faculty members as well as graduate teaching assistants.

Eli had been at the Methodist College of Nursing in Peoria, Ill., since 2006, most recently serving as dean of educational technology and faculty development. Prior to pursuing her doctorate, she worked for various institutions designing online courses and curricula. She received a doctoral degree in education from Illinois State University, a master's degree in education from Texas Christian University, and a bachelor of business administration in management from Northwood University. Her husband, George H. Brown, will be joining WMU's administration in June as the associate dean of the College of Fine Arts. Eli can be reached at [eli.collinsbrown@wmich.edu](mailto:eli.collinsbrown@wmich.edu) or (269)387-9025.

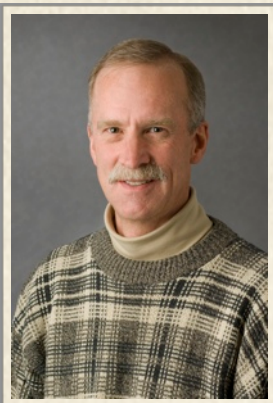


## Meet the Newest Leadership Team Members



**Burns** will be responsible for the School of Medicine faculty practice plan, including integration of the practice plan and clinical care with education, research and community service. She has served since 2008 as president and CEO of KCMS. She has also served as

community assistant dean and professor in the Department of Family Medicine of MSU's College of Human Medicine. Past faculty appointments include the University of Iowa College of Medicine, University of Illinois at Chicago, and the University of North Dakota School of Medicine and Health Sciences. She is an alumna of Marygrove College, earned a medical degree at the University of Michigan and a master's in health science education from the University of Iowa. She completed a family practice residency at Harrisburg Hospital in Pennsylvania, a RWJ Faculty Development fellowship at Iowa and a 2005 Bishop Fellowship with the American Council on Education.



**Lammers'** role will be to direct the school's simulation center, which will be a resource for the entire region and a core component for medical student and resident education. He is a professor of emergency medicine, director of emergency medicine research at KCMS and co-director of the KCMS simulation center. Lammers attended

medical school at St. Louis University and completed emergency medicine residency training at the Medical College of Pennsylvania. Prior to coming to KCMS, he served on the faculty and as research director of the Valley Medical Center residency program in Fresno, California.

**Zavitz** will be in charge of all financial and administrative functions of the school and its practice plan. At KCMS, he has served since 2000 as chief operating officer. Prior to joining the KCMS staff, Zavitz was interim chief executive officer for one year and COO and financial officer for two years at the Family Health Center of Kalamazoo. He also has served in financial management and administration roles with the Kellogg Co. and with the Family Health Center of Battle Creek. He earned a bachelor's degree in accounting from Northern Michigan University and a master's degree in administration from Central Michigan University. Zavitz is a Fellow in the American College of Medical Practice Executives.

**Overton** will be responsible for medical education and its integration with clinical care, research and community service. He is a professor of emergency medicine at MSU's College of Human Medicine and has served as emergency medicine program director at KCMS since 1990. He served as chairman of emergency medicine at MSU from 1996 to 2009. He has also held medical staff and faculty appointments at the University of Michigan and William Beaumont Hospital. He earned his bachelor's degree from MSU, a medical degree from Wayne State University and an MBA from MSU. He completed residencies in internal medicine in Ann Arbor and in emergency medicine at the University of Cincinnati.



**Ziemkowski** will be responsible for all aspects of student life at the medical school. An associate professor of family medicine, he has served as a KCMS faculty member since 1997 and a clerkship director since 1999. He also held a two-year fellowship with KCMS' Center for Applied Medical Informatics. His background includes positions in the private and academic sectors in the field of medical information science. Ziemkowski earned bachelor's degrees in both biology and computer science from the University of Illinois, Champaign-Urbana and a medical degree from the University of Illinois College of Medicine. He completed a residency in family medicine at MSU and an internship in emergency medicine at the University of Michigan and St. Joseph Hospital. He also completed a Primary Care Faculty Development Fellowship at MSU in 2002.





## From the Department of Medical Education - “Lose the Lecture!”

"The lecture is one of the oldest forms of education there is. Before printing someone would read the books to everybody who would copy them down," says Joe Redish, a physics professor at the University of Maryland. But lecturing has never been an effective teaching technique and now that information is everywhere, some say it's a waste of time. Indeed, physicists have the data to prove it (NPR.org).

The latest segment of the TOMORROW'S COLLEGE "Don't Lecture Me" series advocates for getting rid of lecture as a teaching technique because of its ineffectiveness. In a thought provoking segment shared on NPR, physicists have data to support getting rid of the lecture. Harvard's Eric Mazur used to lecture because that was the way he was taught, but then he came upon a series of articles by David Hestenes, a physicist at Arizona State, which demonstrated that students were not learning from lectures.

“While most physics students can recite Newton's second law of motion,” Harvard's Mazur says, “the conceptual test developed by Hestenes showed that after an entire semester they understood only about 14 percent more about the fundamental concepts of physics.”

"The test has now been given to tens of thousands of students around the world and the results are virtually the same everywhere. The traditional lecture-based physics course produces little or no change in most students' fundamental understanding of how the physical world works."

"The classes only seem to be really working for about 10 percent of the students," Arizona State's Hestenes says. "And I maintain, I think all the evidence indicates, that these 10 percent are the students that would learn it even without the instructor. They essentially learn it on their own."

He says that listening to someone talk is not an effective way to learn any subject. The article goes on to explain how Mazur and other professors are now teaching without lecture. He calls it Peer-learning and it sounds very much like Team-based Learning, which is one of the instructional methods being considered for the School of Medicine. The NPR article is very short and has a [7:49 minute audio clip](#) to go with it. The DON'T LECTURE ME series can be found at <http://americanradioworks.publicradio.org/features/tomorrows-college/lectures/>.

## Identifying Best Practices from Other Medical Schools

Dean Hal Jenson and members of the School of Medicine Accreditation Committees have been connecting with other medical schools to identify best practices. The site visits, tours, and meetings has been a valuable opportunity to share lessons learned, talk about what has worked and not worked as they have developed their own medical schools, enhanced curriculum or changed internal processes. The knowledge gained has been incorporated into the development and future planning for the WMU medical school. The organizations that the WMU School of Medicine has networked with include:

- Mayo Medical School
- Oakland University William Beaumont School of Medicine
- Northwestern University Feinberg School of Medicine
- University of Colorado School of Medicine
- Emory University School of Medicine
- University of Central Florida College of Medicine
- Association of American Medical Colleges (AAMC)
- AAMC New and Developing Schools Consortium



## An Overview of Medical School Accreditation

The Liaison Committee on Medical Education (LCME) is the nationally recognized accrediting authority for medical education programs leading to the M.D. degree in U.S. and Canadian medical schools. The LCME is sponsored by the Association of American Medical Colleges (AAMC) and the American Medical Association (AMA).

The accreditation of medical education programs serves to assure that they meet national standards of educational quality. The cyclical process of institutional self-study and assessment, coupled with external validation by a team of professional peers, provides a mechanism for ongoing quality improvement. That quality assurance focus is closely linked to federal financial aid programs for students, access to later stages of medical education, and licensure requirements for medical practice.

Attendance at an LCME-accredited medical school is required for students to obtain financial aid via Title VII of the U.S. Public Health Service Act. It is also required for enrolled U.S. medical students to sit for the first and second steps of the United States Medical Licensing Examination (USMLE) sequence. U.S. medical schools must possess LCME accreditation in order for their graduates to gain acceptance into graduate medical education programs in the U.S. Licensing bodies in all 50 U.S. states and in most of the country's other political jurisdictions require that graduates of U.S. schools have successfully completed an LCME-accredited program as a condition for obtaining a license to practice.

The WMU School of Medicine is considered an Applicant School by the LCME. The plan is to submit the required medical education database and planning self-study documents by April 15, 2012. Following a favorable review of these documents by the LCME in June, they will grant the medical school a site visit to be held in early July. At that time, the medical school will obtain Candidate School status. In October, the LCME will review the site visit findings to determine if the program meets the LCME standards and will vote to grant Preliminary Accreditation. The medical school will be able to recruit medical students for fall 2014 enrollment. Throughout the first four years of the curriculum, the medical school will submit additional information and host two more site visits in order to achieve Provisional Accreditation then Full Accreditation before the first class of medical schools graduates in 2018.

## Employment Opportunities

Recruitment is underway for two faculty positions in the WMU School of Medicine. Current employment opportunities include a Chair of the Department of Biomedical Sciences and Chair of the Department of Medical Education. More detailed information about these positions and other staff positions that will be posted in the near future is available at [www.wmich.edu/medicine](http://www.wmich.edu/medicine) in the Employment section.

### OUR MISSION

*The mission of the Western Michigan University School of Medicine is to advance the health of humanity through excellence in medical education, clinical care, research, and service. These pursuits are interdependent and together assure optimal care for today and hope for tomorrow.*