State of the Medical School
Inaugural General Faculty Meeting
August 11, 2014

Hal Jenson, MD, MBA
Dean
Agenda

- About WMed
- W.E. Upjohn M.D. Campus
- Curriculum
- Medical Students
- Research
- Faculty
Medical School Deans

Dean

- Associate Dean Educational Affairs
  - Assistant Dean Simulation
  - Assistant Dean Foundations of Medicine
  - Assistant Dean Clinical Applications
  - Assistant Dean GME (DIO)
  - Assistant Dean CME
- Associate Dean Faculty Affairs
- Associate Dean Clinical Affairs
- Associate Dean Research
- Associate Dean Student Affairs
- Associate Dean Health Equity & Community Affairs
- Associate Dean Administration & Finance
- Associate Dean Planning & Performance Excellence
Mission
To educate and inspire lifelong learners to be exceptional Clinicians, Leaders, Educators, Advocates, and Researchers of tomorrow.

Vision
To be distinguished as a leader among medical schools through community collaboration in medical education, patient care, research, and service.

Values
We achieve excellence by:

• Promoting innovation and lifelong learning
• Acting with integrity and professionalism
• Demonstrating leadership, teamwork, and collaboration
• Showing compassion for all, and
• Valuing inclusiveness and diversity
Accreditation Council for Graduate Medical Education

American Heart Association

The Joint Commission

ACCMCE

LCME

NCQA

MEDICINE
Affiliates

Borgess

Western Michigan University

West Michigan Cancer Center
A Borgess Bronson Collaboration

CentraCare
Program of All-Inclusive Care for the Elderly (PACE)

U.S. Department of Veterans Affairs

Family Health Center
W.E. Upjohn M.D. Campus
TBL Hall, Learning Rooms, Café, Fitness Center, Auditorium
Simulation - Virtual Hospital, Virtual Clinic, Labs

VIRTUAL HOSPITAL
- Labor & Delivery
- Pediatrics
- Intensive Care

OPERATING ROOM

TRAUMA & EMERGENCY

HOSPITAL & DEBRIEFING ROOMS

SIMULATION STAFF OFFICES
VIRTUAL CLINIC
PATIENT STAGING ROOM
ENDOSCOPY, LAPAROSCOPY & ARTHROSCOPY
FACILITIES STAFF OFFICES

LOWER LEVEL
- Atrium
- Procedure Lab A
- Procedure Lab B
- Ultrasonography
- Classroom S1
- Classroom S2
Faculty Parking

- City Ramp 3, Level 5 has designated spaces for WMed faculty and visitors.
- Obtain a dashboard day-pass from your WMed host in order to park in a WMed space.
- City Ramp 2 or 3 non-WMed spaces can be validated if WMed full.
preparing the Clinicians, Leaders, Educators, Advocates, and Researchers of tomorrow

the CLEAR curriculum
EDUCATIONAL PLEDGE

Western Michigan University Homer Stryker M.D. School of Medicine is committed to providing an environment that promotes excellence in teaching and learning, service, research and discovery, and the practice of medicine and clinical care. All persons in the medical school shall respect every person's worth and dignity, and contribute to a positive learning environment. To that end, medical students, residents, fellows, faculty, staff and administrators take this pledge to create an atmosphere in which all participants can teach and learn to the best of their abilities.

As a Learner at Western Michigan University
Homer Stryker M.D. School of Medicine, I pledge to:

- Acquire the knowledge, skills, attitudes and behaviors necessary to fulfill all established educational objectives
- Treat educators, learners, staff and patients with respect and fairness
- Embody the professional virtues of integrity, altruism, respect, collaboration, empathy, compassion, honesty, courage, and trustworthiness in all of my interactions
- Respect others by being on time for and participating fully in all educational and clinical experiences
- Take responsibility for my learning experience and commit the time and energy to studies necessary to achieve the goals and objectives of each experience
- Communicate concerns and provide educators with timely feedback, constructive suggestions and opportunities for improvement for the curriculum, didactic methods, and the learning environment in a respectful and professional manner
- Assist my fellow learners in meeting their professional obligations, while fulfilling my own obligations as a professional
- Be willing to try new methods, ideas, technologies and other innovations with a positive and inquisitive attitude, accepting that the pursuit of knowledge and positive change includes some risk of failure but contributes to a positive learning environment

As an Educator at Western Michigan University
Homer Stryker M.D. School of Medicine, I pledge to:

- Strive to maintain currency in my professional knowledge and skills
- Strive for excellence in my instruction that conveys knowledge and skills in an effective format for learning
- Accept feedback and strive to improve my teaching skills
- Treat educators, learners, staff and patients with respect and fairness
- Embody the professional virtues of integrity, altruism, respect, collaboration, empathy, compassion, honesty, courage, and trustworthiness in all of my interactions
- Respect others by being on time for and participating fully in all educational and clinical experiences
- Provide learners with timely, formative feedback in a professional and respectful manner with constructive suggestions and opportunities for improvement and remediation
- Assess learners equally and objectively based on performance and without influence of conflicts of interest or conflicts of commitment
- Provide proper notification and respond appropriately to unprofessional behavior by any participant in the educational process
- Nurture learner commitment to achieve personal, family and professional balance
- Be willing to try new methods, ideas, technologies and other innovations with a positive and inquisitive attitude, accepting that the pursuit of knowledge and positive change includes some risk of failure but contributes to a positive learning environment

As a Staff Member at Western Michigan University
Homer Stryker M.D. School of Medicine, I pledge to:

- Strive to maintain currency in my professional knowledge and skills
- Help ensure excellence of an educational curriculum that conveys knowledge and skills in an effective format for learning
- Treat educators, learners, staff and patients with respect and fairness
- Embody the professional virtues of integrity, altruism, respect, collaboration, empathy, compassion, honesty, courage, and trustworthiness in all of my interactions
- Be willing to try new methods, ideas, technologies and other innovations with a positive and inquisitive attitude, accepting that the pursuit of knowledge and positive change includes some risk of failure but contributes to a positive learning environment
How do we define *Learner Mistreatment*?

- Discrimination based on race, ethnicity/national origin, creed, color, religion, gender, pregnancy, sexual orientation, gender identity, age, disability, veteran status, genetic or family medical information, height, weight, marital status, familial status:
  - Denied opportunities for training or rewards
  - Received lower evaluations or grades
  - Subjected to offensive remarks or names

- Malicious intent
- Physical abuse or harm
  - Threatened with physical abuse or harm
  - Threatening behavior
- Public humiliation
  - Intimidation on purpose
- Harassment including sexual harassment
- Retaliation
- Exploitation
  - Performing personal services
- Trading for favors
# Foundations of Medicine Sample Week Schedule

<table>
<thead>
<tr>
<th>AM</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Introductory Clinical Experiences (A/B)</td>
<td>Explorations 2 Small group session (C/D)</td>
<td>Pharmacokinetic Principles</td>
<td>Explorations 2 Small Group session (A/B)</td>
<td>Patient La’Damion R.</td>
</tr>
<tr>
<td></td>
<td>Pharmacology Problems Problem Solving Tutorial</td>
<td></td>
<td></td>
<td>Pharmacokinetics Loading &amp; Maintenance Dose</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td>ANS Drugs Actions Cellular Actions &amp; Specificities of ANS Drugs Introduction to Microbiology</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
<td>Formative Exam Review</td>
</tr>
<tr>
<td>1</td>
<td>Pharmacodynamics</td>
<td>POM CS: Communication is Introduction to Interpersonal Improvement (A/B)</td>
<td>Histology Lab: Epithelium (C/D)</td>
<td>POM PR: Medical Ethics Confidentiality Part 1 &amp; Part 2</td>
<td>Formative Exam Review</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>Histology Lab: Epithelium (A/B)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Anatomy Lab: Structure of the ANS (C/D)</td>
<td>POM PR: Population Health Introduction to Public Health</td>
<td>Anatomy Lab: Structure of the ANS (A/B)</td>
<td>POM CS Virtual Patient Notes A. &amp; Adam R.</td>
</tr>
<tr>
<td>4</td>
<td>POM CS: Virtual Patient Notes A. &amp; Adam R.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Independent Learning
- **Systemic Drug Action**
  - Principles of Systemic Drug Action
  - Cholinergic Receptors: Drugs Interacting with Cholinergic Receptors
  - Pharmacogenetics: Introduction to Pharmacogenetics and Personalized Medicine
  - Toxicity: Introduction to Toxicity
  - Drug Evaluation: Methods of Drug Evaluation and, Federal Regulation

- **Dose-Response**
  - Adrenergic Receptors: Drugs Interacting with Adrenergic Receptors
  - TBI Prep: La’Damion R.

## Event Key
- Lecture
- Team Based Learning
- Anatomy (Histopath) Lab
- Clinical Skills
- Formative Exam

- Problem Solving Tutorial
- Other
- Introductory Clin. Experiences
- Profession of Medicine
- Formative Exam Discussion

- Capstone Review
- Explorations
- Independent Learning
- NBME Comprehensive Exam
- Course Exam
Introductory Clinical Experiences (ICE)

- Two 3-month blocks in Year 1
- Two 4-month blocks in Year 2
- Three components
  - CentraCare, once a block
  - Interprofessional Experiences, once a block
  - Clinical Rotations, twice a block
    - 6 half-days each block in Year 1
    - 8 half-days each block in Year 2
Welcoming Our Inaugural Class on August 18, 2014
2014-18 Class Profile – State of Residence

- Alaska
- California (15)
- Florida
- Idaho
- Illinois (4)
- Massachusetts
- Maryland
- Michigan (23)
- Minnesota (2)
- Montana
- Ohio
- Oregon
- Texas
- Washington
Albion College
Andrews University
Baylor University
Brigham Young University (3)
Brigham Young University-Idaho
Calvin College
China Medical University
Grand Valley State University (2)
Hillsdale College
Kalamazoo College (2)
Michigan State University
Saginaw Valley State University
Saint Louis University
The Ohio State University
University of California-Berkeley (4)
University of California-Davis
University of California-Irvine (2)

University of California-Los Angeles (2)
University of California-San Diego (2)
University of California-Santa Barbara
University of Chicago
University of Dayton
University of Delaware
University of Illinois at Urbana-Champaign (2)
University of Maryland
University of Michigan (6)
University of Minnesota (2)
University of Oregon
University of Southern California
University of Washington
Vanderbilt University
Wayne State University (3)
Western Michigan University (3)
2014-18 Class Profile

- 30 males (56%), 24 females (44%)
- Age: range, 21.1 – 33.7 years; average, 24.8 years
- Under-represented minorities: 6 (11%)
- Lower SES background: 8 (15%)
- Michigan residents: 22
  - Southwest Michigan: 7
  - WMU graduates: 3
    - Kalamazoo College graduates: 2
    - Kalamazoo Promise graduates: 1
# 2014-18 Class Profile

<table>
<thead>
<tr>
<th>School</th>
<th>Median MCAT</th>
<th>Median GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>WMed</td>
<td>24 25 26 27</td>
<td>3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9 4.0</td>
</tr>
<tr>
<td>CMU</td>
<td>24 25 26 27</td>
<td>3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9 4.0</td>
</tr>
<tr>
<td>MSU</td>
<td>24 25 26 27</td>
<td>3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9 4.0</td>
</tr>
<tr>
<td>OUWB</td>
<td>24 25 26 27</td>
<td>3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9 4.0</td>
</tr>
<tr>
<td>UM</td>
<td>24 25 26 27</td>
<td>3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9 4.0</td>
</tr>
<tr>
<td>WSU</td>
<td>24 25 26 27</td>
<td>3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9 4.0</td>
</tr>
</tbody>
</table>

- **10th to 90th Percentile**
- **School median**
- **National median**
Research

- Clinical
- Laboratory-based
- Community-based
- Education
Publications

July 2013 – June 2014

171 Publications
93 Peer-reviewed
Faculty Appointment Process

http://med.wmich.edu/faculty

1. Online Interest Form submitted, reviewed by Office of Faculty Affairs
2. Applicant notified to complete online Application
   - Application submitted, reviewed and sent to Department Chair
3. Department Chair recommends appointment to WMed Appointment and Promotion Committee
4. WMed Appointment and Promotion Committee recommends appointment to the Dean
5. Appointment made by the Dean
6. Appointment ratified by the Board of Directors
7. Letter of Appointment sent to faculty member with information about faculty benefits (library access, CME, etc.)

Approximately 3-4 months
231 males (76%), 73 females (24%)
Under-represented minorities: 21 (7%)
Lower SES background: 32 (11%)

Ranks:
- Professor: 37
- Associate Professor: 60
- Assistant Professor: 200
- Instructor: 5
- Adjunct (all): 2
Faculty Number

July 1, 2014

- Anesthesiology: Other Employer 29, WMed-Employed 6
- Biomedical Sciences: Other Employer 11, WMed-Employed 14
- Emergency Medicine: Other Employer 7, WMed-Employed 3
- Community Medicine: Other Employer 6, WMed-Employed 3
- Medical Education: Other Employer 6, WMed-Employed 3
- Medical Library: Other Employer 3, WMed-Employed 3
- Obstetrics & Gynecology: Other Employer 12, WMed-Employed 2
- Orthopaedic Surgery: Other Employer 15, WMed-Employed 5
- Pathology: Other Employer 11, WMed-Employed 5
- Pediatric & Adolescent Medicine: Other Employer 5, WMed-Employed 5
- Psychiatry: Other Employer 19, WMed-Employed 15
- Radiology: Other Employer 25, WMed-Employed 13
- Surgery: Other Employer 32, WMed-Employed 5
Western Michigan University
Homer Stryker M.D. School of Medicine

This certifies that
Joseph Mirro, MD
is appointed as
Clinical Professor
in the
Department of Pediatric and Adolescent Medicine

Chair, Department of Pediatric and Adolescent Medicine

Associate Dean for Faculty and Clinical Affairs
https://portal.med.wmich.edu

- Username:  
  - First initial, middle initial, first 4 letters of last name

- Temporary password:  
  - wmed2014
Medical Library
Faculty Academic Council

- Elected members at large (6)
  - Clinical departments
    - 2 employed by WMed
    - 2 not employed by WMed
  - Nonclinical departments
    - 1 employed by WMed
    - 1 not employed by WMed

- Department chairs

- Two medical school representatives to the Council for Faculty and Academic Societies (CFAS) of the AAMC
Board of Directors

- WMU (6)
  - Includes 3 community members
- Borgess (2)
- Bronson (2)
- One elected member of the core faculty
Communication

- General Faculty Meetings
  - 2 times per year (fall and spring)
  - Early morning or evening?

- Information sent via email
  - Please notify facultyaffairs@med.wmich.edu of email address changes
Western Michigan University Homer Stryker M.D. School of Medicine Board of Directors cordially invites you to be a part of history as we celebrate the medical school grand opening and welcome the inaugural class on

September 18, 2014

Schedule:
4:00 p.m. Doors open
4:30 p.m. Ceremony
5:30 p.m. Self-guided tours

WMU Homer Stryker M.D. School of Medicine is located in downtown Kalamazoo on the W.E. Upjohn M.D. Campus at 300 Portage Street, Kalamazoo, MI 49007.

RSVP by September 1, 2014
med.wmich.edu/celebrate or 269.337.4500
Community Open House

- Saturday, September 20
- 10 am to 2 pm
- Tours