Minutes
Spring Faculty Meeting
May 5, 2015

Call to Order
Abigail Klemsz, MD, PhD, President of the Faculty and Chair of the Faculty Steering Committee called the meeting to order and welcomed attendees to the 2015 Spring Faculty Meeting.

Abby quickly reviewed the Faculty Steering Committee website. Focusing on a few key areas; the Minutes section, where minutes from the monthly FSC meetings are uploaded and available to all faculty; the Faculty Meetings section, where minutes from the biannual faculty meetings are available as well as access to the video recordings; the Submit Questions and Agenda Items gives faculty the opportunity to communicate directly with the FSC about topics that are important to them; the Committees section provides information about each of the standing and ad hoc committees of the School. By selecting a committee from the drop down menu, you are able to view the list of its members, information about its mission and meetings, and its annual report.

Election Results
Alan Ladd, MD, President-Elect of the Faculty presented the results from the 2015 Election.

President-elect:
Emily C. Walvoord, MD

Secretary-elect:
Eyas Hattab, MD

IUHP representative on the Faculty Steering Committee:
Emily C. Webber, MD

Regional campus representative on the Faculty Steering Committee:
Margaret A. Schwarz, MD

IUPUI Faculty Council:
Joseph R. Dynlacht, PhD; Lindsey D. Mayo, PhD; Li Shen, PhD; Jodi L. Smith, MD, PhD

CFAS Representative:
Nicole D. Horn, MD

Academic Standards:
Christine R. Stehman, MD and Andrea L. Pfeifle, EdD

Admissions:
Brock D. McMillen, MD and Peter M. Hammer, MD, FACS

Awards:
Susan K. London, BS, MLS and Fletcher A. White, PhD

Biomedical research:
Tamara S. Hannon, MD and Uma Sankhar, PhD

Community relations:
Kamnesh R. Pradhan, MD and Bree A. Weaver, MD

Curriculum Council:
Michelle K. Zimmerman, MD and Tracy C. Vargo-Gogola, PhD

Faculty development coordinating:
Steven J. Miller, PhD and Jonathan Y. Ting, MD, MS

Faculty promotion and tenure:
Linda A. DiMeglio, MD and David W. Boyle, MD

Lecturers and clinical rank faculty appointment contract and promotion:
John S. Fuqua, MD and Mark H. Hoyer, MD
Student promotions:
Amanda D. Benaderet, MD and Steven P. Gerke, MD

Awards Presentation
Mary Dankoski, PhD, Executive Associate Dean for Faculty Affairs and Professional Development presented the following faculty awards:

- Excellence in Faculty Mentoring Award
  - David Burr, PhD (Basic Science)
  - Mary Ciccarelli, MD (Clinical)
- Outstanding Community Engagement Award
  - Ernest Talarico, PhD

Peter Nalin, MD, Executive Associate Dean for Educational Affairs presented the following teaching awards:

- Inspirational Educator Award
  - Richard Gunderman, MD, PhD
- Scholar Educator Award
  - Valerie O’Loughlin, PhD
- Trustees Teaching Award
  - Sheryl Allen
  - Mary Austrom
  - Margaret Bauer
  - Bart Besinger*
  - William Graham Carlos
  - Douglas Carr
  - Keith Chitty*
  - Taihung Duong
  - Wayne Ellis
  - J. Dennis Fortenberry*
  - Helen Fosmire
  - Marwan Ghabril*
  - Linda Han
  - Eyas Hattab
  - Roger Hoversland
  - Andy Hudmon*
  - Diane Janowicz
  - Tatiana Kostrominova*
  - Michael Lannoo
  - Michael Lykens
  - Naveen Manchanda
  - Carl Marfurt*
  - Michael McKenna*
  - Kristine Mosier
  - Todd Nebesio*
  - Marry Ott*
  - Nathan Prahlow*
  - Kimberly Quaid*
  - Scott Renshaw
  - Jennelle Richardson
  - Kent Robertson
  - Maria Robles*
  - Alex Robling
  - Sharmilla Roy-Chowdhury
  - Dan Rusyniak
  - Michele Saysana*
  - Gattadahalli
  - Seetharamaiah*
  - Mark Seifert
  - Rana Snipe Berry*
  - Chris Steinmetz
  - Jie Sun
  - Steven Templeton*
  - Johnathan Tune*
  - Joseph Turner*
  - James Walker
  - Rebekah Williams*
  - Charles Yates
  - Rudy (Chi-Wah) Yung

*Not Present

LCME Update
Peter Nalin provided a general overview of the Accreditation process. A Continuous Quality Improvement (CQI) approach has been implemented for the School of Medicine as a way to continually ensure our accreditation standards are maintained. Colleen O’Brien has been hired as the Director of CQI. (See attached presentation).

Accreditation survey is scheduled for November 6-11, 2016. LCME Portal is available
- [http://medicine.iu.edu/roadtoaccreditation](http://medicine.iu.edu/roadtoaccreditation)
- Questions can be directed to: [http://medicine.iu.edu/index.php?cID=509](http://medicine.iu.edu/index.php?cID=509)

Dan Hunt, MD, MBA, Co-Secretariat, LCME discussed his experiences in LCME preparation, the history of the accreditation process and what certain decisions mean. He spoke to the predictors associated with a severe outcome and how those predictors translate to IU School of Medicine accreditation progress. (See attached presentation)
Dean’s Update

**Highlights:**

**LCME Plan of Action**
- Implement Year One of the revised curriculum in the Fall of 2016 for all 9 campuses
- Complete the mapping of current curriculum to the course level
- Activate a proprietary data management system
- Provide staff and resources to support mapping and curriculum reform
- Support leadership to facilitate faculty involvement on LCME and curriculum committees
- Work with our curriculum committee structure and education vice chairs to ensure curriculum is:
  - Centrally managed
  - Consistently monitored and evaluated
  - Achieving comparable outcomes on all of our campuses

**Facilities Update**
- New IUH Bloomington Hospital / New IU Health Sciences Campus Bloomington
- New IU Health Academic Health Center (AHC) Campus
- New Evansville Campus

- 56% growth in student applications to the IU School of Medicine
- IUSM External Research Funding total awards are up 33% (NIH grants up 12%)

- New Department Chair Mark Geraci, MD for the Department of Medicine starts August 24.

**Question & Answer Session**

**Online questions submitted**

Q1: In the 2013 “Administrative review of the Dean” there was concern that “the administration may have grown out of proportion to faculty and staff.” This trend seems to have accelerated in recent years. How much has IUSM administration actually grown in the last two years and how is the performance of the administration being evaluated?

A: Jay Hess: An absolute growth rate has not been identified in the past so that data is not available today but will be tracked from this year on. The purpose for the amount of staff we have is to facilitate the work of the faculty and students. New regulatory requirements, curriculum reform, increased growth in our student population and regional campuses, launched a business engagement portal to facilitate more private investment, invested in the clinical trials office, invested in medical student advising. All these areas of growth have necessitated the need for additional administrative positions.

Questions/Comments from the floor

Q1: Will the health care system start to be more interprofessional in its approach similar to how the school would start taking a more interprofessional approach to learning.

A: Jay Hess: While an answer cannot be given on behalf of IUH, generally speaking, the overall trend in health care right now is towards a more interprofessional approach to patient care and will likely to be reflected in the model of care that would be part of IUH’s new Adult AHC.

**Adjournment**

To view a full recording of this meeting using your IU network login information, go to:

http://medaudio.medicine.iu.edu/Mediasite/Catalog/Full/9518c4a6c5cf4993b21cbd53e828a92521/bdf686083e474f49ae7387da66bf454114/9518c4a6c5cf4993b21cbd53e828a92521
LCME:
Road to Re-accreditation

Dr. Peter Nalin, Executive Associate Dean
Educational Affairs

Colleen O’Brien, Director
Continuous Quality Improvement
The LCME

• Liaison Committee for Medical Education
• Recognized by U.S. Department of Education, Congress, state and territorial medical licensing boards, the nation's medical schools and their parent universities as accrediting authority
• Establishes eligibility for certain federal grants and programs
• Required for licensure of medical school graduates
Accreditation Process

Every 8 years:

1. Self-study to determine whether standards are being met
2. On-site visit by evaluation team peer experts
3. Review and decision by the accrediting body about accreditation status
Accreditation Standards

• 12 overarching standards with 95 elements

“Medical schools will be expected to achieve compliance with each of the 12 standards. Compliance with a standard will be based on satisfactory performance in the elements associated with the standard.”

- LCME
LCME Self-Study Project Structure

Steering Ctte

Institutional Setting Co-Chairs
Cherri Hobgood, MD
Andrea Pfeifle, EdD, PT

Educational Programs Co-Chairs
Marion Couch, MD, PhD, MBA, FACS
Regina Kreisle, MD, PhD

Medical Students Services Co-Chairs
Steven Becker, MD
Kevin Gebke, MD

Faculty Co-Chairs
Derron Bishop, PhD
Gary Dunnington, MD

Educational Resources Co-Chairs
Wade Clapp, MD
Carl Marfurt, PhD

Independent Student Task Force

Diversity

Operational Workgroup

Subcommittees (Self-Study Areas)

Governance & Curriculum Management
Curriculum (yrs. 1-4)
Teaching & Assessment
Program Evaluation

Admissions
Student Services
Academic Support

Finance
General Facilities
Clinical Teaching Facilities
Information Resources & Library

Academic Support
• Full LCME accreditation survey is set for: **November 6-11, 2016**

• Email naming convention
  – SUBJECT: LCME/Action required: Complete short survey by [Date]
  – SUBJECT: LCME/Information alert: Portal updated with new timeline
LCME Portal

• Contains resources including updates provided through this meeting

• Can be accessed at:
  http://medicine.iu.edu/roadtoaccreditation

• Questions can be directed to:
  http://medicine.iu.edu/index.php?cID=509
Dan Hunt, MD, MBA

Co-Secretariat, LCME
LCME Severe Action Decisions

- AY 1992/93 - 1999/00 inclusive (N = 164 full survey reports)
- AY 2005/06 - 2013/14 inclusive (N = 159 full survey reports)

- Changed Term or Warning Status: 14% (AY 1992/93 - 1999/00), 26% (AY 2005/06 - 2013/14)
- Probation Status: 1% (AY 1992/93 - 1999/00), 5% (AY 2005/06 - 2013/14)
- Total Severe Action Decisions: 15% (AY 1992/93 - 1999/00), 31% (AY 2005/06 - 2013/14)
Predictors

Significant predictors of severe action decisions based on binary logistic regression. A severe action decision becomes increasingly likely with more predictors present.

1. Total Noncompliances
2. ED-8 (comparability across instructional sites)
3. ED-33 (curriculum management)
4. Chronic Noncompliance
5. Insufficient Response to the Requirements of the Medical Education Database/Self-study
Indiana University School of Medicine areas of Noncompliance in 2009

1) ED-27 (now 9.4) - Finding: There is a low percentage of students whose clinical skills are being observed during the Surgery, Family Medicine and Ob/Gyn clerkships.

2) ED-30 (now 9.8) - Finding: Grades for many clinical clerkships are not provided to students in a timely manner. In some instances, students report a delay exceeding 100 days.
2009 Non-compliances, continued

ED-33 (now 8.1) and ED-35 (now 8.3)-Finding: While the Curriculum Council is designated as the faculty body responsible for oversight of the curriculum, individual courses and clerkships operate with considerable autonomy. As a result, there is minimal horizontal and vertical integration of content throughout the curriculum. In addition, while individual courses and segments of the curriculum are assessed, a comprehensive review of the curriculum, linking educational program objectives and competencies to content and student experiences, has not occurred for at least the past five years.
4) ED-38(now 8.8)-Finding: The time devoted to the basic sciences is considerable, with little time available during the day for independent study. Students report that basic science course time commitments limit their ability to participate in activities that would enrich their educational experience, such as service learning activities.
2009 Non-compliances, continued

5. FA-1 (now 3.3)-Finding: The diversity of the faculty is not reflective of either the student body or the population that the school serves.

6. ER-9 (now 1.4)-Finding: Existing affiliation agreements do not contain all required elements. A number of these agreements are missing elements related to the responsibility for treatment of student exposure to infections, environmental hazards, or occupational injuries.
Comparability finding from full survey in 2002

While progress has been made since the previous survey visit, differences in content, methods of pedagogy, timing, and duration of basic science experiences continue to occur across the Centers for Medical Education. Evaluation of student achievement varies from site to site, as do student evaluations of the quality of their educational experiences. Department chairs appear to have little control over their faculty at the Centers for Medical Education, which could affect the ability to achieve more comparable educational experiences.
Predictors

Significant predictors of severe action decisions based on binary logistic regression. A severe action decision becomes increasingly likely with more predictors present.

1. Total Noncompliances
2. ED-8 (comparability across instructional sites)
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4. Chronic Noncompliance
5. Insufficient Response to the Requirements of the Medical Education Database/Self-study
IUSM Update

Dean Jay Hess
LCME Plan of Action

• Implement Year One of the revised curriculum in the Fall of 2016 for all 9 campuses

• Complete the mapping of the current curriculum to the course level

• Activate a proprietary data management system
  • Operable throughout the state
  • Provides an inventory of our curriculum
  • Is transparent to end users
Resources needed to be successful

- Hold departments harmless on tuition revenue for next 2 years
- Provide staff and resources to support mapping and curriculum reform
- Support leadership to facilitate faculty involvement on LCME and curriculum committees
- Work with our curriculum committee structure and education vice chairs to ensure curriculum is:
  - Centrally managed
  - Consistently monitored and evaluated
  - Achieving comparable outcomes on all of our campuses
IUH Bloomington Hospital
IU Health Sciences Campus - Bloomington

• New Education space will include:
  – Medical School
  – Nursing School
  – Social Work
  – Speech & Hearing

• Allow school to maximize interprofessional health education and practice opportunities throughout region as well as state
IU Health aims to transform health care with $1B medical center

IU Health AHC of the Future:
View from Interstate 65 looking East (April 2015)
IUH Adult AHC

- Location: 16\textsuperscript{th} Street Campus
- Planning will take 18-24 months
- Ground-breaking projected for 2017
- Completion over next 5-7 years
- Size will be smaller than current combined square footage of both IUH Methodist and University Hospitals
  - 30-40\% reduction in footprint from 4.2 to 2.5 million sq ft
Support for the academic mission

Construction of the new hospital will include:

• A new **medical education building**, including space for interprofessional education, funded by IU Health
• **Faculty offices for clinical departments** funded by IU Health
• **Research space** funded by IU
Evansville campus
We are attracting a strong and growing applicant pool

- **56%** increase over last three years
- **3.74** median G.P.A.
USMLE Step 1 Results

USMLE Step 1 Mean Scores
(IUSM vs. National)

- IUSM
- National

IUSM External Research Funding
(in millions)

ARRA Funding

NIH/yr up 12%
Total/yr up 18%
Total awards 33%

* Estimated as of 31 March 2015
New Department Chair

• Mark Geraci, M.D.
• Medicine
• Start Date: August 24th