

BACKGROUND INFORMATION ABOUT THE SCHOOL

Provide a brief history, to date, of the development of the school.

Historical Perspective

Texas Tech University School of Medicine was chartered as a regional medical school in 1969 and admitted its first class in 1971. The curriculum was structured so that all students completed their first two years of basic science education in Lubbock. Initially, all medical students then moved to El Paso to complete their third and fourth years. This was necessary because Lubbock did not have an appropriate site for clinical instruction. With the completion of Lubbock General Hospital (now University Medical Center), the curriculum was modified so that students finished their third and fourth years in clinical clerkships located in Amarillo, Lubbock, and El Paso. El Paso, as the fifth largest city in Texas and with established residency training programs in several disciplines, was designated a regional campus of the School of Medicine in 1973. The campus was headed by a senior medical educator who was given the title of Regional Dean. Major academic departments were established, including Family Medicine, Internal Medicine, Obstetrics/Gynecology, Pathology, Pediatrics, and Surgery. Each department was headed by a Regional Chair who reported to both the Regional Dean and to the appropriate chair in Lubbock. Educational facilities, including faculty office space, library, laboratories, lecture halls, and classrooms, were built. About thirty students in each third- and fourth-year class were assigned to the campus.

This organizational structure has persisted to the present, although the number of students assigned to the campus has increased, with nearly 60 students in each third- and fourth-year class assigned to the El Paso campus. The numbers of residency training programs and resident physicians in training have also increased.

Thus, for over thirty years, a large fraction of all Texas Tech medical graduates have received their clinical training on the El Paso campus. During that same time, the faculty and local community have had the vision of establishing an independent medical school in El Paso, with both basic and clinical sciences represented. Needs assessment studies conducted during this time by the Texas Tech Office of Border Health and the Texas Higher Education Coordinating Board demonstrated that El Paso and the entire US-Mexico border region were severely underserved in several parameters of healthcare, including physician population and specialty and subspecialty representation.

Aspirations for a new medical school came closer to realization in 1999 when the Chancellor of the Texas Tech University system announced that the Board of Regents had authorized the planning for a four-year medical school on the El Paso campus. Subsequently, the Texas Medical Association and the Texas Higher Education Coordinating Board affirmed the need for at least one additional medical school in the border region. These recommendations were based upon additional studies that reaffirmed the severe physician shortage in El Paso and the rest of the border region. In

2001, the Texas State Legislature not only approved planning for the new medical school, but also provided nearly \$44 million in funds for expanded faculty, a research facility, and start-up of research activities. In addition, local benefactors donated 10 acres of undeveloped land next to the existing campus for expansion of the medical school complex.

In 2003, the Legislature approved the issuance of tuition revenue bonds for the construction of a comprehensive medical education building, but they did not provide the startup funds needed to hire additional faculty and to move forward with an application for accreditation by the Liaison Committee on Medical Education.

Although the Legislature still did not provide specific funding for the establishment of the new medical school during its 2005 session, it did provide additional funds to continue the planning process. Accordingly, planning continued and curriculum development also accelerated. The additional funds also allowed the institution to recruit its Founding Dean, Robert M. Suskind, MD. Dr. Suskind joined the faculty in 2006 and embarked on the recruitment of key individuals and on additional strategic planning for the new school.

In 2007, the Texas State Legislature has included in its budget \$43 million to be used during the next biennium (\$25 million in Fiscal Year 2008 and \$18 million in Fiscal Year 2009) for the establishment of the Texas Tech University Health Sciences Center El Paso School of Medicine. This positive development has enabled us to begin the recruitment of additional key personnel, to accelerate curriculum planning, and to put in place the additional infrastructure needed to support an expanded faculty. The final vote on this appropriation will occur on May 28, 2007, and the LCME will be notified immediately of the outcome.

Curriculum development has been a major focus of effort within the planning for the new medical school. The existing faculty and Health Sciences Center administration have committed themselves to an educational program that uses contemporary teaching methods, emphasizes international healthcare issues, and addresses the healthcare concerns of the community.

Description of the Community

El Paso is the westernmost and fifth largest city in Texas. It lies in a different time zone from the major population centers of the state, and it is closer to Los Angeles, California than it is to Houston. Similarly, it is over 350 miles from Lubbock, the administrative center of the Texas Tech University Health Sciences Center. In spite of its location in the Chihuahuan Desert, it serves as the economic center of a metropolitan area that includes Ciudad Juárez, Mexico and Las Cruces, New Mexico. The population of El Paso is over 700,000 while the population of the region is over 2.5 million. The sister cities of El Paso and Ciudad Juárez are separated only by the Rio Grande and are connected by five international bridges—from the air they appear to be one large city. The economies and services of the two cities, including medical services, are closely linked. The close proximity of the two cities also contributes to unique demographic characteristics: in El Paso, over 80% of the population is Mexican-American, Spanish is the primary language in many households, educational achievement is low, and the level of poverty is high. Nearly 40% of the population is uninsured and lacks federal assistance from programs

such as Medicare, Medicaid, and the State Children’s Health Insurance Program (SCHIP). In addition, the community faces border-specific public health issues related to environmental pollution from the Mexican maquiladora industries and to the import of infectious diseases that are not commonly seen in other parts of the United States, such as multiple-drug-resistant tuberculosis.

All of these factors contribute to the shortages that exist in virtually every element of healthcare services. The numbers of physicians, nurses, dentists, other health professionals, and hospital beds are all below national and state averages. At the same time, the city is vibrant and growing. The University of Texas at El Paso is a major university and is growing in size and stature. Fort Bliss has become one of the major army facilities in the continental United States and is also in a period of expansion. Thus, a clear need exists for expanded healthcare capabilities and for a medical education program to support this expansion.

Undergraduate Medical Education

As described above, the El Paso campus has provided the preponderance of clinical education for the Texas Tech School of Medicine for over thirty years so that the six core clinical clerkships are well developed. These clerkships—in family medicine, internal medicine, obstetrics/gynecology, pediatrics, psychiatry, and surgery—all have established educational objectives, didactic curricula, and evaluation systems. The clerkship directors work closely with their counterparts on the other campuses to assure consistency. These programs will bring their experience to bear in the development of the new medical school and the new curriculum. Medical students also have learning opportunities in other clinical disciplines; these opportunities will be expanded with establishment of the new medical school.

Graduate Medical Education

The El Paso campus has eight fully accredited graduate medical education programs: Emergency Medicine, Family Medicine, Internal Medicine, Obstetrics/Gynecology, Pediatrics, Psychiatry, Surgery, and Transitional. In addition, it shares a fully accredited Orthopedics program with the William Beaumont Army Medical Center. These programs complement the undergraduate teaching program and enrich the educational experience. These training programs will continue to be offered with the establishment of the new medical school. Additional programs in radiology, anesthesiology, and neurology will be considered in the future.

Teaching Affiliations

With establishment of the El Paso School of Medicine, we intend to continue clinical teaching affiliations that have been in place for as many as thirty years. R.E. Thomason General Hospital of the El Paso County Hospital District has been our partner since the inception of the medical school campus. The chiefs of its various clinical services are our department chairs. The hospital serves as our major teaching hospital and, through service contracts, provides a substantial component of our funding. The hospital shares the medical center campus with the medical school, making it convenient for faculty and staff to work in both facilities. The hospital is also expanding rapidly. It is in the process

of expanding its technological capabilities and has plans for expansion of its services, including the construction of a free-standing women's and children's hospital.

In addition to this strong affiliation, we also have healthy working relationships with William Beaumont Army Medical Center, the Veterans' Administration Clinics, the El Paso Psychiatric Center, and Sierra Providence Hospital. These facilities provide educational opportunities for medical students and resident physicians. We are actively working with representatives of these institutions to expand our shared activities.

Clinical Teaching Sites

The El Paso campus provides community outreach through networks of ambulatory care facilities operated by the Departments of Family Medicine and Pediatrics. In particular, the clinics operated by Family Medicine have played an important role in medical student education for more than 17 years. Originally supported by the W.K. Kellogg Foundation, four clinics located in unincorporated rural communities or "colonias" in the eastern part of El Paso County provide services to residents and opportunities for medical students to observe and participate in community health. These clinics will play an important role in our proposed curriculum, serving as the clinical base for students to learn about community healthcare needs assessments, develop intervention strategies, and participate in direct patient care. As the student body grows, we will use our other outreach clinics, including those managed by the Department of Pediatrics, to meet our clinic-based educational needs.

Transition Plan

As a major two-year clinical training site for an existing school, we will still have third and four year medical students from the Lubbock-based program when we admit our charter class. This situation will present several operational issues to be resolved:

- Teaching medical students from two medical schools. Faculty on the El Paso campus will be members of the Faculty of the El Paso School of Medicine. They will provide instruction for the charter class of EPSOM while also providing instruction to third and fourth year students from the Lubbock-based program in 2009 and 2010 and only fourth year students in 2011. In subsequent years, no additional students from the Lubbock program will be assigned to El Paso. To accommodate this situation, faculty members of EPSOM will be granted adjunct appointments on the Texas Tech University Health Sciences Center School of Medicine (Lubbock-based program). This can be accomplished by action of the Board of Regents, (Regents' Rules, Chapter 04.03.4.f, { HYPERLINK "http://www.depts.ttu.edu/oppol/Chapter04.pdf" }) (See Appendix, Section I, page 1) El Paso faculty members may then continue to teach third and fourth year students until the pipeline is exhausted and our own third year class begins their clinical clerkships.
- Legislative Bridge Funding. State-supported medical schools in Texas receive the largest portion of their state appropriation in capitated funds based upon a formula using data from the previous academic year. This so-called formula funding will be incompletely implemented for EPSOM only the year after the charter class is graduated and not fully implemented until the year after the first full-sized class of 80 students is graduated (2015). The school has asked for a legislative appropriation of

\$43 million in the biennium beginning September 1, 2007 and will anticipate supplementary funding of \$18 million annually thereafter until formula funding is implemented.

Summary

Texas Tech University Health Sciences Center and the El Paso community have spent years in planning for a fully-accredited four-year medical school. The need has been demonstrated, and much of the needed infrastructure has been put in place over the last 30 years. Support for the new school has come from a wide range of sources, including the Texas Medical Association, the Texas Higher Education Coordinating Board, and state officials, including the Governor. The existing medical school in Lubbock has provided strong support for the development of the new medical school in El Paso, and we have developed a transition plan to assure that the educational experiences provided by both schools will be of high quality. We believe that we have identified not only the needs but also the requisite resources to establish a strong four-year program of medical education that will meet the requirements established by the Liaison Committee on Medical Education and will serve the needs of the community and the US-Mexico Border region.

SECTION I. INSTITUTIONAL SETTING

Narrative Data and Tables

IS-1. Each medical school must engage in a planning process that sets the direction for the institution and results in measurable outcomes.

To assure ongoing vitality and successful adaptation to the rapidly changing environment of academic medicine, schools need to establish periodic or cyclical institutional planning processes and activities. Planning efforts that have proven successful in medical schools and other professional or business milieus typically involve the definition and periodic reassessment of both short-term and long-range goals for the successful accomplishment of institutional missions. By framing goals in terms of measurable outcomes wherever circumstances permit, a school can more readily track progress towards their achievement. The manner in which a school engages in institutional planning will vary according to available resources and local circumstances, but all schools should be able to document their vision, mission, and goals, evidence indicating their achievement, and strategies for periodic or ongoing reassessment of successes and unmet challenges.

a. Provide a brief statement of the mission and goals of the medical school.

The mission and goals of the new medical school have been developed to be in concert with the mission and goals of the Texas Tech University Health Sciences Center and have been endorsed by the current faculty of the El Paso campus. These statements will be reaffirmed by the faculty of the fully-chartered El Paso School of Medicine. The statements are as follows:

Vision

The vision of the School of Medicine is that Texas Tech University Health Sciences Center El Paso School of Medicine will be established and fully accredited and will rapidly progress to become nationally recognized for achievements in medical education, medical research, and patient care.

Mission

The mission of the Texas Tech University Health Sciences Center El Paso School of Medicine is to provide exceptional opportunities for students, trainees, and physicians; to advance knowledge through innovative scholarship and research in medicine with a focus on international health and health care disparities; and to provide exemplary patient care and service to the entire El Paso community and beyond.

Goals

The goals of the School of Medicine in El Paso are:

1. To provide a medical education that is consistent with modern scientific principles, supportive of strong ethical principles, sensitive to the needs of the community, and committed to excellence.

2. To produce excellent graduate physicians who embody the principles of the medical school.
 3. To promote new knowledge in the medical sciences through strong research programs that investigate not only the biological bases of medicine but also the humanistic, cultural and health services components of medicine.
 4. To ground its medical education program in an environment of health services that serve as a model of excellence within the community, state, and nation.
 5. To recruit outstanding young persons to the pursuit of careers in the disciplines of medicine.
 6. To serve as an educational and referral resource to practicing physicians and other health care professionals within the community and region.
 7. To promote educational achievement among the youth of the Border region.
- b. If the school has developed a strategic plan separate from its plan for the development of the MD-granting educational program, briefly summarize the strategic plan, including the names of the main participants and officials who must grant final approval.

Institution-Wide Planning

Planning is an integral component of the administrative structure of the Texas Tech University Health Sciences Center. The Office of Planning and Project Development is a component of the Office of the Executive Vice President for Academic Affairs. The Director of Institutional Planning and Effectiveness is responsible for maintaining an ongoing process of planning and evaluation for the entire institution. In addition, there is a Strategic Planning Steering Committee composed of Deans of the various Schools of the Health Sciences Center. This committee meets to assess institutional goals and strategies and to determine the effectiveness of the Health Sciences Center and its component entities in achieving them. The committee reviews the vision, mission, and goals of the institution annually, as well as progress toward their realization. In addition, the President's office reviews the official policies and procedures of the institution on a regular, biennial cyclic basis and revises policies as appropriate. These changes are subsequently ratified by the Board of Regents. The Office of Planning and Project Development assesses measurable outcomes annually and in cooperation with the appropriate institutional office or department. Outcomes include student enrollment and performance, educational programs, clinical services, research activity and funding, overall financial performance, and community outreach.

Existing School of Medicine

Within this framework, the current School of Medicine has a continuous planning process that involves regular meetings of administrative staff of all of the campuses, standing committees of the faculty, and Health Sciences Center officials. These planning groups prepare assessments that often culminate in oral and published reports to faculty members, university personnel, and public officials. In addition, special meetings of selected individuals are convened as necessary to assess the currency of goals, mission, and vision.

Existing El Paso Campus

The El Paso campus also has a planning process involving quarterly meetings at which campus leaders review and reaffirm mission and vision statements and assess progress in achieving goals. These meetings, which are directed by the Regional Dean, result in action plans that are published and available to the faculty. The campus has also embarked upon systematic and cyclic departmental reviews, with accompanying action plans for improvement and quantifiable outcome measures. This systematic process is similar to other ongoing review processes, including evaluation of the following: the undergraduate curriculum by the Educational Policy Committee (this committee will be designated the Curriculum Committee in the proposed school), the residency training programs by the Internal Residency Review Committee, the clinical services by the Clinic Operations Committee, and the fiscal performance of the institution by the Budget Committee and the Medical Practice Income Plan Committee. Similar planning activities will continue in the El Paso School of Medicine.

New El Paso School of Medicine

With the planning for and development of the independent El Paso School of Medicine, the existing campus planning process has been modified so that the Founding Dean has responsibility for a planning process that is restricted to the El Paso School of Medicine.

As a component of institutional planning, the process for developing the Texas Tech University Health Sciences Center El Paso School of Medicine has been an ongoing effort, extending over five years and involving direct participation of the President of the Health Sciences Center, the Executive Vice Presidents for Academic Affairs and Business Affairs, the Dean of the current School of Medicine, Regional Deans from all campuses, various administration officials, and Department Chairs, faculty members, and staff on the El Paso campus.

Early on, the Planning Committee, established by the President and chaired by the Executive Vice President for Academic Affairs, met on a regular basis to coordinate planning and to deal with specific administrative issues, including the following: transition from the existing organizational structure of the school of medicine to a system with two independent medical schools, financing, facilities requirements, governance, and infrastructural requirements, including information technology. Each of these issues was reviewed and addressed by subcommittees, which have produced analyses and recommendations for consideration by the committee as a whole. The committee was especially concerned about developing an effective transition plan to ensure a consistently strong educational environment for the remaining campuses of the existing medical school and for the new medical school in El Paso. The detailed transition plan is designed to ensure that all campuses will be able to support at least the current level of instruction and maintain compliance with LCME standards. This transition plan is described more fully in the background material provided at the beginning of this section. We have also sought guidance from the LCME and from recognized medical educators to evaluate the validity of the transition plan.

One major effort of the Planning Committee was to define the mission and goals of the new school within the structure of the health sciences center. An additional effort of the committee was to coordinate the activities of various subcommittees directed to plan for each of the following areas: institutional support, educational program, medical students,

faculty, and educational resources. The membership of these committees is shown in Appendix, Section I., pages 2 and 3.

Following these early, collaborative, institution-wide planning efforts, the primary responsibility for ongoing planning has shifted to the El Paso campus. With the arrival of the Founding Dean, faculty committees have been established to reassess the activities of the Planning Committee, review the documentation required for LCME accreditations, and begin detailed planning for organizational changes and the new curriculum.

Additionally, faculty participation has been encouraged through a series of faculty retreats, meetings of department chairs and assistant deans, and planning conferences using outside facilitators. In all of these activities, efforts have been made to identify specific outcomes for individual elements of the school of medicine, including patient care, instruction, research, administration and governance, and faculty development. The format of many of these planning activities has included problem-solving sessions, planning and goal-setting sessions, task assignment, and follow-up progress reviews.

Also see information for IS-13.

IS-2. A medical school should be, or be part of, a not-for-profit institution legally authorized under applicable law to provide medical education leading to the MD degree.

The Texas Tech University Health Sciences Center El Paso School of Medicine will be an integral component of the Texas Tech University Health Sciences Center, which is, in turn, a component of the Texas Tech University System. The Texas Tech University System is chartered within the State of Texas as a state-supported, not-for-profit university system. The System operates within the legal guidelines of the State. Its legislative appropriation is approved on a biennial basis. Its academic programs are subject to review by the Texas State Higher Education Coordinating Board.

a. Year of initial chartering:

1928 (Texas Tech University)
1979 (Texas Tech University Health Sciences Center)
2003 (El Paso School of Medicine)*

* Texas State Legislature authorized TTUHSC to begin planning the El Paso School of Medicine

b. Type of charter (check one):

<input checked="" type="checkbox"/>	Not-for-profit
<input type="checkbox"/>	Commercial, for profit

IS-3. If not a component of a regionally accredited institution, a U.S. medical school must achieve institutional accreditation from the appropriate regional accrediting body.

The LCME is recognized by the U.S. Department of Education as an accrediting agency for educational programs, specifically for the accreditation of medical education programs leading to the M.D. degree. Because the LCME is not recognized as an institutional accrediting agency, it lacks standing to accredit stand-alone medical schools as institutions of higher education

Institutional accreditation is granted by regional accrediting agencies, and is required to qualify for federal assistance programs authorized under Title IV of the Higher Education Act. Some regional accrediting bodies grant “pre-accreditation” as a first step to achieving full accreditation. In such circumstances the attainment of pre-accreditation status would meet the requirements of this standard.

The Texas Tech University Health Sciences Center El Paso School of Medicine will be a component of the Texas Tech University Health Sciences Center, which is fully accredited by the Southern Association of Colleges and Schools.

- a. Regional accrediting body (check one):

	Middle States Association of Colleges and Schools
	New England Association of Colleges and Schools
	North Central Association of Colleges and Schools
	Northwest Association of Colleges and Schools
X	Southern Association of Colleges and Schools
	Western Association of Colleges and Schools

- b. Current institutional accreditation status:

Fully accredited in 2004

Prior to the last accreditation visit of the Southern Association of Colleges and Schools, the Health Sciences Center was reviewed as a component of the Texas Tech University. At the last site visit, the Health Sciences Center was reviewed as a separate entity, and it will be reviewed as such again at the next survey. Self study for that visit is currently underway. The TTUHSC Planning Office has been in contact with SACS concerning our intent to establish the new medical school in El Paso. We have been advised that no formal notification is required on our part until funding has been established May 28, 2007.

- c. Year of next regional accreditation survey:

2009

IS-4. The manner in which the medical school is organized, including the responsibilities and privileges of administrative officers, faculty, students and committees must be promulgated in medical school or university bylaws.

- a. Describe the status of development of medical school faculty bylaws. If bylaws have been developed, provide a copy of the URL of the web site where they can be viewed

The existing faculty on the El Paso campus have developed and approved faculty bylaws. A copy of the current draft of these bylaws is attached. (Appendix, Section I., pages 4-26). In addition, the bylaws can be accessed in a restricted section of the El Paso School of Medicine website: { HYPERLINK "http://www.ttuhs.edu/elpaso/" }. Faculty members and others who have been issued a password through our eRaider computer accounting system may review the document online.

- b. Briefly describe how they are or will be communicated to the faculty.

The bylaws of the El Paso School of Medicine were developed by the existing El Paso Faculty Executive Committee in 2007. This document has been reviewed and discussed by the existing faculty and approved with the expectation that formal ratification will occur with official establishment of the El Paso School of Medicine.

Bylaws will be reviewed on an annual basis by an *ad hoc* committee appointed by the Dean. The results and recommendations of this review will be presented as an agenda item during one of the regularly scheduled quarterly meetings of the Faculty.

Current bylaws will be placed in the Faculty Handbook and on the School of Medicine web site.

New faculty members will be provided copies of the current bylaws as part of their orientation information packets.

IS-5. The governing board responsible for oversight of the medical school must be composed of persons who have no personal or pecuniary interest or other conflict of interest in the operation of the school, its associated hospitals, or any related enterprise.

IS-6. Terms of governing board members should be overlapping and sufficiently long to permit them to gain an understanding of the program of the medical school.

a. Check any units for which the governing board is directly responsible:

X	Parent University
X	Health Science Center
X	Medical School
	Other (describe below)

b. Name of board chair:

L. Frederick, “Rick” Francis

c. Year of board chair’s appointment

2001

d. Summarize the procedure for appointment and renewal of university or health science center board members, including the chair. Describe the length of term for members and staggering of appointments, if appropriate. Note any specific policies intended to prevent or address conflicts of interest among board members (including recusal from discussions or decisions if a potential conflict occurs), and strategies for dealing with actual or perceived conflicts of interest if they arise.

The Texas State Legislature, in Chapters 109, 110, and in Section 51.352, *Texas Education Code*, has delegated to the Board of Regents of the Texas Tech University System the power and authority to govern, control, and direct the policies of the Texas Tech University System, which includes the Texas Tech University and the Texas Tech University Health Sciences Center and its component schools, including the El Paso School of Medicine. Further, Texas Tech University Health Sciences Center is a separate institution and not a department, school, or branch of Texas Tech University. It is accredited as a separate institution by the Southern Association of Colleges and Universities, and it is under the direction, management, and control of the Texas Tech University Board of Regents.

The Board of Regents is composed of nine members appointed by the Governor with the advice and consent of the Texas State Senate for staggered terms of six years each, the term of three members expiring on January 31 of odd-numbered years.

From its number, the board elects the chair of the board for a two-year term at the regular November or December meeting of even-numbered years. The chair reports to and is responsible to the board. In case of the chair’s death, resignation, disability, removal, or disqualification, the board elects a successor as soon as practicable. No member shall

serve more than one term as chair unless the members reelect such person for each additional term by unanimous vote at a meeting at which at least six members are present.

The Board of Regents maintains an extensive set of written rules and policy statements entitled, “Regents Rules.” Chapter 03 of this document is devoted to personnel matters. A copy of this chapter is accessible at the following URL: { HYPERLINK "http://www.depts.ttu.edu/oppol/Chapter03.pdf" }. Rule 03.01 covers the Ethics Policy and includes Section 03.01.3, which deals specifically with conflict of interest: “It is state policy that state officers and employees may not have direct or indirect interests, including financial and other interests, engage in business transactions or professional activities, or incur any obligation of any nature that is in substantial conflict with the proper discharge of the officers’ or employees’ duties in the public interest.” A copy of this section is included in the Appendix, Section I., pages 27, 28. Regents’ Rules are reviewed by the Board of Regents on an annual basis.

- e. If the medical school has its own board of trustees, or is overseen directly by a subcommittee of the university or health science board, provide a separate description for appointment and renewal of its members, conflict of interest policies, and strategies for dealing with actual or perceived conflicts of interest.

The El Paso School of Medicine will be a component of the Texas Tech University Health Sciences Center. As such, it will be governed by the Texas Tech University Board of Regents, a body composed of private citizens who are appointed by the Governor. Appointments are ratified by the Senate of the State of Texas according to statutes that define the process and guidelines for such appointments.

IS-7. Administrative officers and members of a medical school faculty must be appointed by, or on authority of, the governing board of the medical school or its parent university.

Briefly describe the role of the governing board in the appointment of administrative officers of the medical school or its parent university.

New Chancellor Selection and Appointment

When there is a vacancy, the Board of Regents shall establish a selection process and shall appoint a Chancellor. This process may involve persons from the following Texas Tech University System constituencies: regents, faculty, staff, students, and alumni. The process shall result in a limited slate of unranked candidates for the position to be delivered to the full Board for its deliberation.

The Chancellor shall be elected by the affirmative vote of a majority of the Regents in office. The Chancellor holds office subject to the pleasure of the Board. Employment of the Chancellor must be in accordance with state law. The Chancellor, by delegation from the Board, is authorized to exercise the powers and authorities of the board in the governance of the Texas Tech University System.

Chancellor's Appointments

The Presidents, Deputy Chancellors, Chief Financial Officer, and Vice Chancellors shall be appointed by the Chancellor with prior notification to the Board. Any multi-year employment contract, employment contract modification, or contract extension related to such officers shall be approved by the Chancellor with prior review and advice by the Board.

President's Appointments

The Provosts, Vice Presidents, Vice Provosts, and Deans of Schools and Colleges of the Texas Tech University Health Sciences Center shall be appointed by the President of the Health Sciences Center with prior approval of the Chancellor and notice to the Board. Any multi-year employment contract, employment contract modification, or contract extension related to persons filling such positions shall be approved by the President with prior approval of the Chancellor and notification to the Board.

Faculty Appointments

Primary responsibility for evaluation of the academic qualifications of candidates for appointment rests with the faculty. Four sequential levels exist in the appointment review process:

1. Evaluation by the Department or Division, which includes a recommendation by the Chairperson
2. Review at the School level, which includes recommendation by the Dean
3. Review by the President
4. Appointment of faculty, including notification by the President to the Board of Regents

IS-8. The chief official of the medical school, who usually holds the title “dean,” must have ready access to the university president or other university official charged with final responsibility for the school, and to the other university officials as are necessary to fulfill the responsibilities of the dean’s office.

IS-9. There must be clear understanding of the authority and responsibility for medical school matters among the vice president for health affairs, the dean of the medical school, the faculty, and the directors of the other components of the medical center and university.

- a. Provide a job description for the dean and, if applicable, the vice president for health affairs or equivalent

Dean of the El Paso School of Medicine

The Dean serves as the Chief Executive Officer of the El Paso School of Medicine. He reports directly to the President of the Health Sciences Center and carries the same status as the Deans of the other five Schools of the Health Sciences Center. In this role, the incumbent has major responsibilities for oversight and management of the entire enterprise of the School. These responsibilities include but may not be limited to the educational, scientific, administrative, and financial affairs of the institution. It is expected that the Dean will delegate many of these responsibilities to individuals with special qualifications that permit them to manage or direct a particular program or activity. However, the Dean remains fully responsible for the successful management and evaluation of the component activities of the School.

Recognizing these broad responsibilities of the Dean, it is anticipated that the individual who holds this position will have training and experience that are commensurate with these responsibilities.

The Dean should possess the degree, Doctor of Medicine (MD). S/he should have completed training in a recognized specialty or subspecialty of a particular medical discipline. The Dean should have sufficient experience in the academic environment that s/he has progressed through the traditional academic ranks. It is desirable that the Dean will have experience and documented accomplishment in medical student teaching, scholarly work including research and writing, and clinical services. The Dean should participate in professional organizations at a national level.

The Dean shall be selected from candidates identified by a national search. The process of selection shall follow guidelines of the Health Sciences Center and shall involve a Search Committee that includes representatives from all of the major constituency groups of the School of Medicine including faculty, staff, house staff, students, community members, local physicians, Health Sciences Center officials, and affiliated organizations such as teaching hospitals and local foundations. The Search Committee, after appropriate review and possible interview of candidates, shall make its recommendations to the President of the Texas Tech University Health Sciences Center, who will be responsible for selecting the leading candidate, negotiating the terms of acceptance, and presenting the candidate to the Chancellor and the Board of Regents of the Texas Tech University System for final approval and action.

The title of Dean is an administrative title bestowed upon an individual with the understanding that the title does not confer tenure. However, the Dean must also possess an academic title and departmental appointment that reflect her/his academic achievement and discipline. Such appointment may or may not confer tenure.

As described above, the Dean will report directly to the President of the Texas Tech University Health Sciences Center. The Dean will identify individuals to assist in the administration of the Office of the Dean. These individuals will receive untenured administrative appointments that reflect their area of responsibility. In their capacity as administrators, these individuals will report directly to the Dean. The Dean will also appoint individuals to untenured administrative positions as the Chairs, Heads, or Directors of the recognized academic units of the El Paso School of Medicine. It is expected that these individuals will also maintain an academic appointment of appropriate rank within that academic unit.

The Dean is the official representative and spokesperson for the School of Medicine.

The Dean shall serve as the Chief Academic Officer of the School of Medicine. In this role, s/he will be responsible for the academic program of the School. The incumbent will ensure that the institution is in compliance with all requirements, regulations, and guidelines that affect the accreditation of the educational program. The incumbent is responsible for assuring that the educational resources, including physical facility, qualified faculty, libraries, patient resources, and funding, are sufficient for the fulfillment of the mission and goals of the institution. The incumbent is responsible for assuring that an appropriate evaluation process and the documentation thereof are in place to provide evidence of the educational accomplishments of the institution.

The Dean shall be responsible for the institution and administration of a research program that addresses the specific elements of the institutional mission and goals and is in concert with the vision and needs of the School of Medicine and its community. This responsibility includes assurance that research conducted within the School of Medicine is in full compliance with all federal and state regulations that govern the conduct of research. The Dean shall assure that the necessary processes of review and oversight are in place and functioning properly. Although these responsibilities can be delegated to an appropriately qualified individual, the Dean maintains final responsibility.

The Dean, working through the Chief Fiscal Officer of the campus, is responsible for the fiscal operations of the School of Medicine. S/he or an appropriate delegate will prepare a budget according to instructions from the Legislature, the Board of Regents, and the President of the Health Sciences Center. The Dean is responsible for assurances that funds are appropriately allocated and encumbered. The Dean may be asked to defend this budget before appropriate State and institutional representatives.

The Dean is responsible for assuring that health care provided within the School of Medicine is of excellent quality, safely administered, appropriately billed, and in compliance with federal and state regulations. These responsibilities may be delegated, but the Dean remains ultimately accountable for their fulfillment.

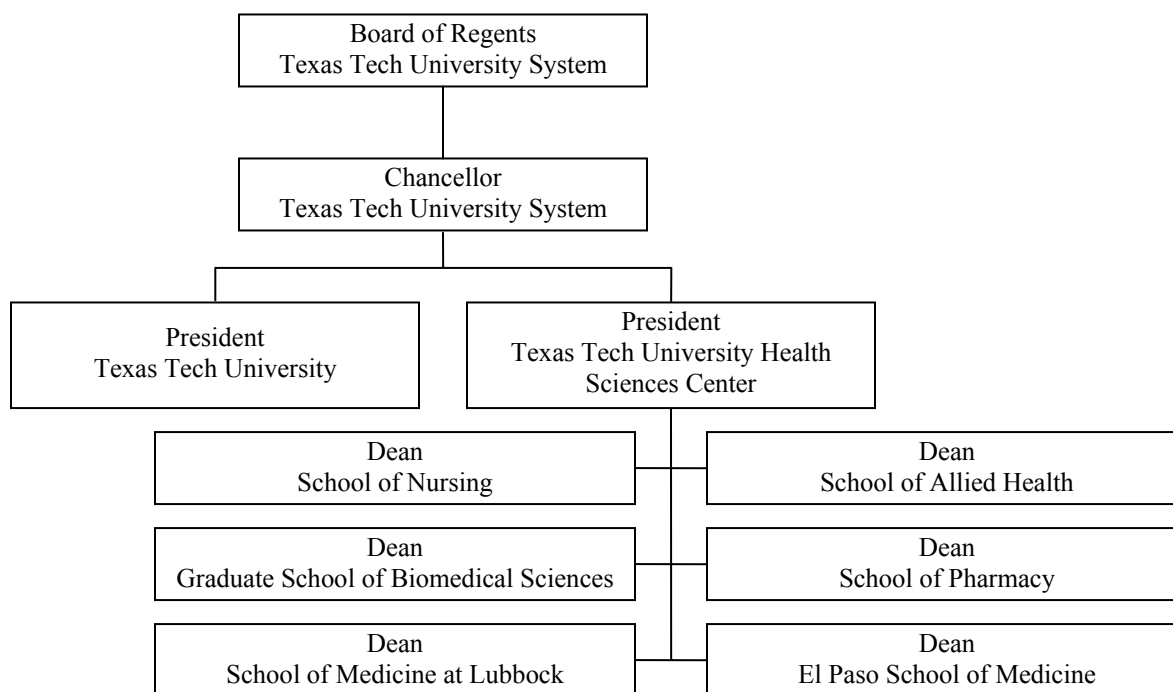
President of the Texas Tech University Health Sciences Center

The President of the Texas Tech Health Sciences Center is the Chief Executive Officer of the Health Sciences Center and all of its component schools and campuses. In those universities in which the health sciences center is a component of the parent university, this individual may have a title such as Executive Vice President for Health Affairs. However, Texas Tech University Health Sciences Center is a free-standing university. Thus, the President reports directly to the Chancellor of the Texas Tech University System and also communicates directly with the Board of Regents concerning operational matters of the Health Sciences Center. The President has responsibility for oversight and evaluation of the operations of the component Schools and other organizational units of the Health Sciences Center. The Dean of the El Paso School of Medicine reports directly to the President

- b. Supply a chart showing the relationships between the medical school and the university administration, other schools and colleges, institutes, centers, etc. Include, if appropriate, the reporting relationships for the director of any teaching hospitals owned or operated by the medical school or university.

An abbreviated organization chart is shown directly below. A comprehensive organization chart is included in the Appendix, Section I., page 29. Texas Tech University Health Sciences Center does not own or operate teaching hospitals. Rather it maintains affiliations with public hospitals or hospital systems in its clinical teaching sites, including Amarillo, El Paso, Lubbock, Midland, and Odessa.

**Organization Chart
of the Texas Tech University System**



IS-10. The dean must be qualified by education and experience to provide leadership in medical education, scholarly activity, and care of patients.

Attach a brief resume of the dean's academic and administrative experience (not a full curriculum vitae)

Robert M. Suskind, MD, Founding Dean

Awarded MD from the University of Pennsylvania School of Medicine, 1963

Internship, University of Wisconsin Hospitals, Madison, 1963–1964

United States Public Health Service Peace Corps physician, 1964–1966

Residency, Pediatrics, Harriet Lane Service, Johns Hopkins Hospital, 1967–1970

Assistant and Associate Professor of Pediatrics, St. Louis University School of Medicine, 1970–1974

Field Director, Anemia and Malnutrition Research Center, Chiang Mai, Thailand, 1970–1974

Associate Professor, Pediatrics and Nutrition, Massachusetts Institute of Technology, 1974–1978

Associate Director, Clinical Research Center, Massachusetts Institute of Technology, 1974–1978

Associate Professor of Clinical Pediatrics, Boston Children's Hospital, 1974–1978

Professor and Chairman, Pediatrics, University of South Alabama College of Medicine, 1978–1984

Professor and Chairman, Pediatrics, Louisiana State University Medical Center at New Orleans, 1984–1999

Dean, Chicago Medical School, 1999–2001

Professor of Pediatrics, Chicago Medical School, 1999–2006

Founding Dean, Texas Tech El Paso School of Medicine, 2006–present

- Membership in several national organizations
- Editorial boards of several professional publications
- Visiting professor at medical schools throughout the world
- Ongoing research interests in:
 - Childhood obesity
 - Nutrition in children
 - Interactions of nutrition and chronic infectious diseases
 - International health issues
- Publications:
 - Over 150 refereed journal articles
 - Editor of five textbooks of pediatric nutrition
 - Over 180 invited presentations
 - Over 240 published abstracts
- Federal funding for research and training projects:
Extensive history of funding from federal, state, and private agencies as an investigator and co-investigator on both research and training projects

IS-11. The medical school administration should include such associate or assistant deans, department chairs, leaders of other organizational units, and staff as are necessary to accomplish the missions of the medical school.

There should not be excessive turnover or long-standing vacancies in medical school leadership. Medical school leaders include the dean, vice/associate deans, department chairs, and others where a vacancy could negatively impact institutional stability, especially planning for or implementing the educational program. Areas that commonly require administrative support include admissions, student affairs, academic affairs, faculty affairs, graduate education, continuing education, hospital relationships, research, business and planning, and fund raising

- a. Attach a chart showing the actual or planned organization of the dean’s office.

The organization chart is included in the Appendix, Section I., page 29.

- b. List the percent of effort which each current associate and assistant dean contributes for the administrative support of the medical school. Describe the administrative positions that are not yet filled and the timeline for recruitment.

<p>Zenaido Camacho, PhD—Vice Dean for Academic Affairs Dr. Camacho has been with the institution for two and a half years. Previously he served as Vice President for Student Affairs at Rice University, Houston, Texas.</p>	<p>Full time</p>
<p>José Manuel de la Rosa, MD—Vice Dean for External and Cultural Affairs Dr. de la Rosa has been a member of the faculty since 1988. He previously served as Regional Dean of the El Paso campus (1997–2006).</p>	<p>Full time</p>
<p>Hoi Ho, MD—Associate Dean for Faculty Affairs Dr. Ho has been a member of the faculty since 1976 and previously served as Assistant Dean for Faculty Development (2003–2006).</p>	<p>Full time</p>
<p>Manuel Schydlower MD—Associate Dean for Academic Affairs Dr. Schydlower has been a member of the faculty since 1994 and previously served as Assistant Dean for Medical Education, Student Affairs, and Graduate Medical Education (1997–2006).</p>	<p>0.9 FTE</p>
<p>Larry Elkins—Associate Dean for Financial and Operational Affairs Mr. Elkins has served in his present position since 1994.</p>	<p>Full time</p>
<p>TBN—Associate Dean for Medical Education We are currently conducting a national search for this individual. We expect to fill the position by June, 2007</p>	<p>Full time</p>
<p>TBN—Associate Dean for Research We are currently conducting a search for this individual and expect to fill the position by June, 2007</p>	<p>Full time</p>
<p>TBN—Associate Dean for Clinical Affairs We are currently conducting a search for this individual and expect to fill the position by June, 2007.</p>	<p>0.6 FTE</p>

Kathryn Horn, MD—Associate Dean for Student Affairs. Dr. Horn 0.8 FTE
was appointed to this position in February, 2007. She is also Associate
Professor of Family Medicine and has been a member of the faculty since
1988.

**José Gonzalez-Sanchez, MD—Associate Dean for Graduate Medical 0.5 FTE
Education.** Dr. Gonzalez-Sanchez was appointed to this position in
February, 2007. He is also Associate Professor of Obstetrics and
Gynecology. He has been a member of the faculty since 2002.

- c. Indicate the term of appointment for department chairs, and the number of times it can be renewed.

Department chairs will serve at the pleasure of the Dean. Chairs will be appointed for a term of five years with the option of renewal for a second and subsequent terms of five years. Before the commencement of the third year of the second term, the Dean and the faculty of the department will meet concerning reappointment of the Chair. The Dean may offer the Chair an additional five year term of appointment with the concurrence of a majority of the faculty.

- d. Briefly describe how and how often the performance of chairs will be reviewed.

Chairs will be reviewed on an annual basis using a format developed in the extant medical school. This review will include a written statement by the Chair about his/her accomplishments during the past year and his/her goals for the year ahead. The department faculty members will also be asked to evaluate the Chair using a standardized institutional electronic form designed to ensure anonymity of the respondent. These evaluations will then be tabulated by the Office of Faculty Affairs. Based upon this information, a summary report will be prepared and then forwarded to the Dean, who will integrate the information into his/her own assessment of the Chair's performance. The Dean will meet with each Chair to review and discuss the Chair's assessment of his/her accomplishments and future plans along with the faculty evaluation. Important issues discussed during this meeting will also be incorporated into the final evaluation document that will be stored in the faculty records of the individual Chair. Copies of these forms are included in the Appendix, Section I., pages 30 and 31.

In addition to this annual process, a comprehensive review of each department will be conducted at least every five years in a rotating fashion. In special circumstances, this review may occur out of sequence at the request of the Chair or of the Dean. The process has been successfully developed and implemented on the El Paso campus for the purpose of preparing for the transition from a clinical campus to a four-year medical school. All existing clinical departments on the El Paso campus have recently been reviewed.

This review will include a confidential evaluation of the chair by individual faculty members and a self study by the department using a template designed to obtain information about the educational, clinical (if appropriate), research, administrative, financial, and service activities of the department. Copies of these instruments are provided in the Appendix, Section I., pages 32-45. The self study document will then be used in a review process that will include performance assessment by an internal review committee, evaluation by external experts in the discipline, and a detailed evaluation of

the performance of the department chair by faculty members. All of these evaluations will provide some inferential information about the performance of the department chair and will also provide the basis for potential corrective action plans and/or personnel interventions by the Dean.

- e. Briefly describe the budgetary authority of department chairs, and the sources of funding for departmental budgets.

The budget of the School of Medicine will be set on a biennial schedule that corresponds to the biennial sessions of the Texas State Legislature. Once the Legislature appropriates state funds, the School will determine how those funds will be distributed for each of the two years of the biennium. The School will also develop budgets annually for each fiscal year. Overall, appropriated funds will account for about 21% of the annual operating budget. State funds will be allocated to each department according to the priorities of the School of Medicine, the needs of the individual departments, and negotiations between the Dean and the respective Department Chairs. The Chair will develop a budget using projected funds from various sources, including the appropriated funds, patient revenues, grants, contracts, and endowments. Following approval of the budget by the administration, the Chair will have budgetary authority within the framework of the budget. The Chair will also have authority over certain self-generated funds that are not budgeted in the institutional process. Unanticipated expenditures for items that are normally budgeted will require negotiation with the Associate Dean for Financial and Operational Affairs.

Funds available for budgeted expenditures will include:

- **State appropriation**—We have requested special appropriations from the legislature to provide startup funds in the amount of \$28 million in FY 2008 and \$15 million per year thereafter until the school is eligible to participate in the funding system used for fully established Texas medical schools. In this system, the State of Texas funds its eight (with EPSOM, nine) state-supported allopathic and osteopathic medical schools using a formula based upon a number of variables, including the size of the medical school class, research portfolio, community service, and other factors. Appropriations are also dependent upon funds that are available to the Legislature for these purposes. Assuming the charter class is seated in 2009 and a class of 80 is achieved by 2011, we will be eligible for full formula funding in 2015.
- **Special appropriations**—Some state funds have been allocated for particular purposes and activities. These include items such as disease-related clinical programs, population-specific activities, and geographically based initiatives. In some cases, these funds are time dependent. We anticipate that many of these funds will continue, although they are always subject to legislative change.
- **Patient revenues (Medical Practice Income Plan)**—Texas Tech University Health Sciences Center has a unitary practice income plan with general guidelines that apply to all of its respective Schools. Within that framework, each School has its own guidelines. We will continue to operate our practice plan within the structure of the HSC but with our own guidelines. In general, clinically generated revenues are first applied to operating overhead and institutional development funds within the offices of the President and the Dean. Remaining funds are returned to the individual

departments that generated the revenues. The Department Chair administers these funds and uses them for departmental development and augmentation of faculty salaries. In the existing El Paso plan, each department applies its own methodology for returning a share of the clinically generated revenues to individual faculty members. We will continue to use this system but will review its methodology with the establishment of the new medical school.

- **Service contracts**—Each department will negotiate its own contracts for services. These contracts may be for services provided to affiliated teaching hospitals and clinic facilities as well as for administrative services, such as oversight of the emergency transport system.
- **Research and educational program awards**—These funds are usually project-specific and often under the administration of an individual faculty member. Previous guidelines will be used with the establishment of the new medical school.
- **Gifts and designated contributions**—The amount and use of these funds will be highly dependent upon the wishes of individual donors.

IS-12. A medical school should be a component of a university offering other graduate and professional degree programs that contribute to the academic environment of the medical school.

There should be regular and formal review of all graduate and professional programs in which medical school faculty participate to foster adherence to high standards of quality in education, research, and scholarship, and to facilitate the progress and achievement of the trainees.

Texas Tech University Health Sciences Center includes the Graduate School of Biomedical Sciences as one of the five existing schools of the Health Sciences Center (six with the establishment of the El Paso School of Medicine). Its Dean and administrative structure are housed in Lubbock, but faculty members of the El Paso School of Medicine will be eligible for membership in the faculty of the Graduate School. The El Paso graduate faculty members will have all of the responsibilities and privileges of full faculty membership, including the supervision of graduate students and fellows. It will be possible for students on the El Paso campus to enroll in the Graduate School of Biomedical Sciences and to be candidates for master's or doctoral degrees. These degrees will be in Biomedical Sciences rather than individual basic science disciplines. Because no comparable degree track is available in Lubbock, some courses will be designed and taught on the El Paso campus; other courses will be offered by the well-established Texas Tech interactive educational television network. This arrangement will be used so that neither students nor faculty members will be required to travel for course work.

- a. If there currently are graduate programs in the biomedical sciences, numbers of students enrolled in PhD and master's programs (in basic sciences and other related disciplines, such as biomedical engineering, medical informatics) and postgraduate fellows receiving further training:

Currently there is no graduate program in the biomedical sciences in El Paso.

- b. Average time to complete:

There is no response to this question since there is no graduate program in El Paso.

- c. Describe any procedures to provide systematic review or evaluation of the graduate education programs (PhD, master's). Note any major successes or significant problems identified in the most recent such review.

As with other programs of the Health Sciences Center, the Dean of the Graduate School of Biomedical Sciences conducts periodic reviews of the individual departments that include consideration of course offerings, numbers of students enrolled, retention rate, average time to completion, and student evaluation. In addition, graduate programs are reviewed on a regular basis by the Texas State Higher Education Coordinating Board. This agency examines similar information from each graduate program in the state and makes recommendations for remediation if a particular program is viewed as too small or academically inadequate. Texas Tech University Health Sciences Center graduate programs have maintained approval within this process. In the future, graduate programs developed at EPSOM will be subject to these same processes.

IS-13. The program of medical education leading to the M.D. degree must be conducted in an environment that fosters the intellectual challenge and spirit of inquiry appropriate in a community of scholars.

- a. If not described in response to standard IS-1, briefly summarize institutional goals and priorities relating to research and scholarship.

Please see commentary in standard IS-1.

The El Paso School of Medicine will have among its goals the development of a research program that focuses on the healthcare issues that are especially of concern to El Paso and the US-Mexico Border region. With our proximity to Mexico and a predominantly Mexican-American population, our planning committees have identified eight areas of concern. These include the following: (1) cancer, (2) obesity and diabetes mellitus, (3) cardiovascular disease, (4) neurological sciences, (5) infectious diseases (especially the new and emerging diseases that are prevalent in border populations) and bioterrorism, (6) international health, (7) aging, and (8) maternal and child health. These topics will form the basis for the ultimate establishment of eight centers of research excellence. For the immediate future, we plan to establish five centers: (1) cancer, (2) obesity and diabetes mellitus, (3) cardiovascular disease, (4) neurological science, and (5) infectious diseases/bioterrorism. As funding and other resources become available in the future, we will develop the additional centers of research excellence. These centers will also afford us the opportunity to expand clinical capabilities in these areas and to create a new department of neurology from the existing department of neurology/psychiatry.

Scholarship will also be fostered in our system of medical student Colleges (introduced below and also described in Section II, Education Program) and through an additional center of excellence dedicated to medical education.

- b. Describe the plans for achieving those goals and priorities.

In order to achieve these goals and priorities, the El Paso School of Medicine will develop an organizational plan that will promote interdisciplinary, collaborative research while encouraging a scholarly approach to medical education that encourages research in education and evaluation. Students will be encouraged to participate in these endeavors. The plan's three interrelated strategies will focus on faculty, research programs, and the medical education program, as described below.

Faculty

Faculty Recruitment—Our first strategy will be to recruit faculty members either with a strong research interest and high research productivity or with excellent teaching skills and an interest in research in medical education. Of course, we would be pleased to identify faculty members with skills and interests in both domains, but it will be essential that future faculty members possess a strong interest and commitment to one or the other of these foundational components of modern medical education. Faculty members will be specifically recruited not only for their interest and accomplishment in their own discipline, but also for demonstrated intellectual curiosity and pursuit of original inquiry

in the science and/or the pedagogy of their discipline. Faculty retention and promotion will be based in large measure upon demonstrated academic achievement.

Faculty assignment—All faculty members will have an appointment in an academic department. Basic scientists will be appointed to a unitary Department of Biomedical Sciences composed of Sections consistent with the traditional disciplines of Anatomy and Cell Biology, Biochemistry, Microbiology and Immunology, Pharmacology and Therapeutics, and Physiology. Clinician faculty members will be appointed to one of the existing departments on the campus: Anesthesiology, Emergency Medicine, Family Medicine, Internal Medicine, Neurology/Psychiatry, Obstetrics and Gynecology, Orthopedic Surgery, Pathology, Pediatrics, Radiology, and Surgery.

In addition to these academic appointments, both basic scientist and clinician investigators will be assigned to the appropriate Research Center of Excellence, each of which will be headed by a senior scientist. The Research Centers of Excellence will have a portfolio of research programs that will include a wide range of traditional disciplines and employ several research approaches, including community-based research, epidemiologic and population-based studies, clinical studies and clinical trials, and laboratory-based bench research. Collaboration across disciplines and methodologies will be encouraged. Similarly, basic scientist or clinician faculty members with strong interests in medical education may also be assigned to the Office of Medical Education under the direction of the Associate Director of Medical Education.

Faculty promotion—Criteria for faculty promotion will include accomplishment by the faculty member of specific expectations in his/her area of stated academic interest. Scientific accomplishment will be an required for faculty members with a commitment to investigation, while scholarly accomplishment beyond strong teaching skills will be required for faculty members with a commitment to medical education.

The process of promotion will originate within the individual academic departments, but it is expected that the respective Chairs will confer with the Director of the Center of Excellence to which the faculty member is assigned in order to establish a conjoint recommendation.

Faculty development—The institution will be deeply committed to providing faculty members with opportunities to improve their teaching skills and to ground these skills in evidence-based information. New faculty members will be required to participate in a 26-week faculty development course that includes information about teaching and evaluation methods. Participants will be given opportunities to practice these skills and to receive criticism and comments from their peers. The development program will emphasize excellence and scholarship.

Research Programs

Our second strategy will be to focus research programs. Research activities of the School of Medicine will be organized around Centers of Excellence rather than traditional departments, while educational activities associated with the traditional basic science departments will be organized within the Office of Medical Education and subsequently a Department of Medical Education (to be established with Texas Higher Education Coordinating Board approval after establishment of the school.).

Each Center will be headed by a Director with the same administrative standing as Chairs of traditional departments. All members of the Centers will have appointments within those Centers, but with a primary academic appointment in either the Department of Biomedical Sciences (for basic scientists) or in the appropriate clinical department (for clinician scientists).

Collaborative efforts will be encouraged, and participation by faculty, resident physicians, and medical students will be fostered. Student fellowships and student research orientation programs will be available. Research activities will be built into the curriculum so that students may use part or all of their unscheduled self-study time for research. Students will be required to participate in research and will be instructed to identify and enroll in a faculty-sponsored research project in the first semester of the first year. To facilitate student participation, students will be provided a prospectus of research projects available for student participation. The prospectus will be available in electronic and printed formats and will be updated on an annual basis. Faculty members will also be invited to present their potential offerings to student gatherings during the noon hour.

Students will receive instruction in research ethics and in confidentiality as part of the orientation activities for entering first-year students. They will complete certification examinations in these topics so that they can participate in research activities when they begin the curriculum.

Medical Education Program

Our third strategy will be to develop a program of medical education which promotes close working relationships between students and faculty members and emphasizes multiple teaching modalities and the concept of life-long learning

College System—The medical student College system will be specifically designed to promote intellectual challenge and inquiry. At the beginning of their first year, students will be assigned to small groups of twenty. These groups will be identified as Colleges, and each College will be mentored by two senior academicians—one a clinician and one a basic scientist. These mentors, known as the College Masters, will encourage self-learning and intellectual inquiry. Students will remain in the same College throughout their four years in medical school, and interaction among college members from different classes will further promote intellectual challenge. In addition, junior faculty members who will assist the College Masters will also contribute to the sense of a community of scholars within each College. A substantial portion of the instructional program will be provided through the College system, especially during the first two years. Topics of weekly College sessions (called Masters' Colloquia) will include professionalism, physician-patient interactions, medical ethics, medical jurisprudence, and access to health care. These topics will be presented in such a fashion as to require student involvement and open discussion of controversial issues that face modern physicians. (See Section II, Educational Program for more information about the College system.)

Educational Experiences—All elements of the curriculum, including the Scientific Principles of Medicine (first year), the Clinical Presentation Modules (first and second years), and other elements of the curriculum in third and fourth years will use the evidence-based approach to learning. In this approach, both students and faculty members will be expected to use evidence drawn from the literature to support a point of

view. The curriculum will also encourage intellectual challenge through diverse teaching methods and expectations for self-learning. Numerous oral and written presentations will be incorporated into the curriculum at every level.

Communication—Seminars, research presentations, topical lectures, and other demonstrations of intellectual challenge and inquiry will be regular elements of the academic week. These programs will encourage discussion, questioning dialogue, and collaborative participation. Individual departments will offer weekly conferences structured as grand rounds in which individual faculty members, invited guests, residents, and students present scholarly reviews of timely subjects. The Founding Dean has already instituted a monthly institutional conference, the Dean’s Forum, in which invited speakers will talk about topics of broad interest to the entire academic community.

IS-14. Medical schools should make available sufficient opportunities for medical students to participate in research and other scholarly activities of the faculty, and encourage and support student participation.

It is expected that medical schools will provide an appropriate number and variety of research opportunities to accommodate those students desiring to participate. To encourage participation, medical schools should do such things as provide information about available opportunities, offer elective credit for research, hold research days, or include research as a required part of the curriculum. Support for student participation could include offering or providing information about financial support for student research (such as stipends).

Briefly describe planning to assure that there will be opportunities for medical students to participate in research, including the times that will be available for students to do so and the funding that will be available for such activities.

We are currently seeking to fill the position of Associate Dean for Research. We anticipate filling the position before July, 2007. The Associate Dean will be charged with the responsibility of organizing and implementing our research program. This will include the establishment of the research centers of excellence, the recruitment of strong investigators, the development of a technologically current research infrastructure, and the establishment of an educational program that will foster medical research among medical students. This program will contain several elements described below.

The College System and the curriculum will be specifically designed to encourage research and scholarly activity. At least one afternoon each week during the first two years may be devoted to research. Each student will be expected to identify an area of interest and a faculty mentor. To encourage this process, each department will maintain a listing of active and potential research projects and scholarly activities. These lists will be made available to all students. In addition, each department will be invited to make a presentation early in the academic year to familiarize the students with research opportunities. Students will be encouraged to begin a project that can be continued throughout the medical school experience and can be used as the basis for the scholarly product that will be a requirement for graduation

The College Masters will be directly responsible for ensuring that individual students select a project, identify a mentor, and begin working on the project. At the same time, the Associate Dean for Research will be expected to work directly with the individual departments to ensure that their lists of potential research projects are up to date and that a cadre of willing faculty research mentors has been identified.

Student progress on the research project will be reviewed at least on a monthly basis by the College Masters during the first two years and at least quarterly during the third year.

The curriculum will emphasize the community and the relationship and interaction of medicine and public health. Students will work directly in communities and clinics affiliated with each of the Colleges. This community setting will afford the students ample opportunities to participate in community-based research—either as their sole research effort or as a complementary activity to bench research.

END OF SECTION I

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