



Search for The Senior Associate Dean for Medical Education
University of Michigan Medical School, Michigan Medicine
Ann Arbor, MI

THE SEARCH

The University of Michigan Medical School (UMMS) seeks a nationally recognized, innovative, and visionary leader to become its next Senior Associate Dean for Medical Education (SAD). This is an opportunity to strengthen, enrich and implement a vision for education at Michigan Medicine (MM) across the domains of medical student education, resident/fellow training, and lifelong learning, while maintaining the excellence and upward trajectory that characterize current programs. Education at Michigan Medicine benefits from a world-class patient and family-centered health care delivery organization, ground-breaking and well-funded research enterprise, and innumerable opportunities for collaboration across the University. The SAD will be a champion of education and provide cohesion, guidance, and oversight along the educational continuum.

MM is home to one of the largest health care complexes in Michigan and is comprised of the [UM Health System](#) (which includes the C.S. Mott Children's Hospital, Von Voigtlander Women's Hospital, University Hospital, the Frankel Cardiovascular Center, Kellogg Eye Center, University of Michigan Health West and the Rogel Cancer Center), [UMMS](#), and the Michigan Health Corporation, the legal entity that allows the Health System to enter into partnerships, affiliations, and joint ventures. MM serves the state, nation and world through advanced clinical care, path-breaking research on human health and disease, and a broad range of biomedical education. The 2022-2023 *U.S. News & World Report* Best Hospitals ranking places MM at 17th in the nation and 1st in Michigan, with 13 ranked adult specialties and nine ranked pediatric specialties.

UMMS is one of the largest clinical, research and medical education enterprises within the nation's top public research university. UMMS's \$746M in annual awards for FY22 represents a \$100M growth since FY19. UMMS serves as the academic engine for MM, enrolls 692 medical students, and counts approximately 1,300 graduate medical education trainees. Over 3,850 faculty have appointments in 29 clinical and basic science departments. Interdisciplinary and interprofessional innovation, a culture of collaboration, and close proximity to other top UM professional schools, including Nursing, Dentistry, Public Health, Pharmacy, Social Work, Business, Law and Engineering, are among the hallmarks of UMMS. The 2023 *U.S. News & World Report* Best Medical Schools rankings place UMMS at 17th in the nation for research and 20th for primary care, with six specialties ranked in the top ten among U.S. medical schools.

The SAD is a key member of the collaborative leadership team that oversees the education mission at UMMS. Reporting to the Executive Vice Dean for Academic Affairs and Chief Academic Officer, the SAD is responsible for the successful leadership, strategic management, and overall quality of education and

training within MM. The SAD will utilize data and define metrics to further improve educational programs that maximize value to learners and to the communities in which they serve. The SAD will provide oversight for Medical Student Education (UME), Graduate Medical Education (GME) and Continuing Medical Education and Lifelong Learning (CME) and increase connections and coordination across these domains. (For more information on UME, GME and CME, please visit the Appendix). This leader will inspire and initiate education-focused innovation and research and will focus on nurturing career development and strengthening the sense of community among medical educators. The SAD will be laser-focused on improving diversity, equity and belonging, and will foster inclusive teams while working to optimize well-being.

The successful candidate will be an institutional thinker, collaborative leader, innovator, and superb communicator who will bring a knowledge of the trends in medical education and have a deep understanding of the changing landscape of academic medicine. The selected candidate must hold a medical degree, be qualified for appointment as associate professor or above, and have a proven capacity to partner and collaborate with medical education leaders at both the strategic and operational levels.

UMMS has retained Isaacson, Miller, a national executive search firm, to assist with this search. Inquiries, nominations, and applications should be directed in confidence to the firm as indicated at the end of this document.

THE ROLE: SENIOR ASSOCIATE DEAN FOR MEDICAL EDUCATION

UM Medical School has a matrixed organizational structure led by the Executive Vice President for Medical Affairs and Dean. The Dean and three Executive Vice Deans—with responsibility for academic affairs, clinical affairs, and research respectively—serve as the senior leadership team of UM Medical School. The SAD reports to the Executive Vice Dean for Academic Affairs of the Medical School and will enact changes in conjunction with the broader UMMS [strategic plan](#). The SAD provides oversight and fiscal stewardship of the medical education enterprise and oversees a \$19 million budget. The role is anticipated to require 50-80% effort alongside clinical, teaching and/or research activities. Specific effort allocation will be determined with the selected candidate.

Direct reports to the SAD include the Associate Dean for Medical Student Education, Associate Dean for Graduate Medical Education, Assistant Dean of Continuing Medical Education and Lifelong Learning, Director of Academy of Medical Educators, Director of Program on Health, Spirituality and Religion, and Executive Director of [Research, Innovation, Scholarship, Education Enterprise](#) (RISE). The SAD plays an important role in mentoring these and other educational leaders. The SAD serves as a trusted and prominent face of the Medical School and participates in University, Health System and Medical School activities. The SAD will coordinate with institutional leadership of the Graduate and Postdoctoral Studies program, the MSTP program and the Office of Health Equity and Inclusion as well as the Office of Faculty Affairs & Faculty Development to promote metrics and to improve learner and faculty's ability to achieve success in their educational journey while increasing their satisfaction and professional experience.

The SAD will be charged with enhancing and growing an already robust educational program with a focus on empowering a diverse group of students and trainees. The SAD will help to nurture a community that seeks, welcomes, and supports diversity in the broadest sense. The SAD will oversee university, regulatory and Michigan Medicine policies and practices relating to education. They will convene and lead the Education Cabinet, which consists of educational leadership, to synergize educational programming and innovation across the continuum of medical education. Additionally, the SAD will serve as the lead for the Dean's Office in developing and managing educational partnerships and relationships (including the VA) and will work closely with UM's [Center for Research on Learning and Teaching](#) (CRLT) that is dedicated to the advancement of evidence-based learning and teaching practices amongst the UM community.

OPPORTUNITIES AND CHALLENGES

It is expected that the next SAD will have the ability to address a set of opportunities and challenges that include, but are not limited to:

Guide and operationalize a strategic vision for the educational mission

MM integrates the clinical, education, and research missions under a single leadership structure, which provides significant benefits. The leadership structure also reflects distributed responsibility, which is necessary and appropriate to the very large and complex enterprise. As a member of the senior leadership team, the SAD will work with the EVD-AA and peer deans to unify and integrate across missions for excellence, equity, and transparency and help to guide resource investments for the greatest good of the whole.

While UMMS underwent a recent innovative, transformative curricular reform in the undergraduate medical education space and was granted full reaccreditation by the LCME in March 2021, it is crucial that education programs do not remain static. The SAD must have a continuous improvement mindset that elevates the reputation and appeal of all UMMS educational programs and that keeps in mind nationally accepted best practices in medical education, benchmarking, and the evolution of technology. Evaluation of outcomes data related to UMMS learners will be an essential measure of the success of UMMS education programs and will inform educational enhancements. To this end, the SAD will collaborate closely with campus-wide resources like UMMS's [Department for Learning Health Sciences](#) (DLHS) and [Research, Innovation, Scholarship, Education Enterprise](#) (RISE), and UM's [Center for Research on Learning and Teaching](#) (CRLT) and [Center for Academic Innovation](#) to inform strategies for innovation within the educational mission.

Facilitate communication and cohesion among educational programs

The SAD will champion and bring thought leadership to ensure that MM trains excellent physicians prepared to adapt to dramatic changes in society, technology, and scientific discovery. While this is a familiar mission in academic health sciences centers, the executive leadership team at MM ensures that research, education, and clinical leaders explicitly engage and coordinate with each other. Opportunities exist for deeper student and trainee development outside of standard curricula. The SAD will ensure continual innovation, communication, and engagement across the education portfolio, including UME, GME, and CME. Areas of focus might include addressing the UME to GME transition, ensuring an inclusive and robust learning environment, and facilitating targeted CME for practicing physicians. There is also a tremendous opportunity to pursue programmatic collaboration that promotes meaningful interprofessional educational opportunities in concert with the University's [Center for Interprofessional Education](#). The SAD should have an eye toward removing barriers, facilitating collaboration, and inspiring and initiating innovative projects that strengthen the sense of community among medical educators and learners across MM.

Strengthen a culture of inclusion and commitment to diversity and health equity

While the Medical School has an impressive record of attracting, admitting, and supporting students from populations underrepresented in medical education (63.7% Female and 26.2% URM), intensive efforts to enhance diversity among all groups - including administrative leadership, faculty, students, residents, and fellows – are underway. The SAD will prioritize and advocate for inclusion, equity, and diversity by modeling behaviors and making conscious, actionable choices that build diverse faculty and trainee groups and strengthen a culture of belonging and engagement. The SAD will also support education programs to recruit, retain, and mentor the best learners, faculty, and staff by creating a community that seeks, welcomes, and expects diversity. Coordination with institutional leadership and the [Office of Health Equity and Inclusion](#) (OHEI) will be essential. The SAD will also work closely with educational leadership to develop faculty understanding and knowledge in the areas of social justice, racism in medicine, and health disparities as well as prioritize and champion curriculum reforms that include educational content around these issues.

Champion the growth, achievement, and well-being of medical students, GME trainees and other learners

Working in collaboration with the Associate Vice President for Health Equity and Inclusion, the Chief Wellness Officer, and other deans and educational leaders, the SAD will address the wellness, wellbeing, and sense of belonging of students and trainees. This will include ensuring safe, inclusive, beneficial, and robust educational spaces for learners. The SAD must support and promote communication, collaboration, transparency, and trust across Michigan Medicine. The SAD must have an ethos that incorporates advocacy, compassion and engagement, establishing credibility, and confidence amongst all students and trainees.

Support and promote academic clinician-educators and medical education research

In concert with the Senior Associate Dean for Faculty and Faculty Development and in collaboration with the Director of the [Academy of Medical Educators](#), the SAD will promote faculty engagement in education, assist in evaluating and strengthening existing faculty development programs, and provide mentorship to individuals interested in careers emphasizing medical education. In conjunction with the DLHS, the SAD will create the framework to support medical education research, including data infrastructure, availability of mentoring, and access to experts in study design. The DLHS and other schools and colleges have wonderful resources to utilize for strengthening the path for clinician educators, educational scholars, and learners who are interested in expanding their knowledge base and careers as educators.

Additionally, the SAD is the communication liaison between the clinical educators and the UMMS senior leadership. As an advocate for teaching faculty (which includes hospital-based and community physicians who educate medical students and trainees) the SAD will understand their contributions and needs, and work to ensure their appropriate support and recognition.

Support resource development in the educational domain

The SAD will have oversight of operations in the educational domain. They will advise on needed investments within the education mission including educational space, equipment and technology, and specialized facilities like the Clinical Simulation Center, as well as learning and social space for students and trainees and conferencing facilities. The SAD will partner with development officers to build a culture of philanthropy within the education space with the goal of providing improvements, supporting scholarships, and reducing tuition. The successful candidate will be an adept steward of resources with a strong financial acumen and experience with funds flow in a complex medical education system.

PROFESSIONAL AND PERSONAL QUALIFICATIONS

- A doctoral degree in medicine is required.
- Eligibility for the academic rank of at least Associate Professor (with or without tenure depending upon the applicant's level of experience) or Clinical Associate Professor.
- Extensive experience as an educational leader, deep knowledge of the educational environment, and a proven track record in developing programs dedicated to the tripartite mission.
- Strong record of academic accomplishment and administrative, managerial, operational, and budgetary experience in oversight of medical education programs in a matrix-based organization.
- Demonstrated ability to build collaborative relationships, partner with and mentor other leaders, maintain operational oversight, and lead change.
- Engagement in the national conversation around the transformational changes occurring in medical education.
- Demonstrated commitment to diversity, equity, and inclusion and an appreciation for their important contributions to excellence.

- Commitment to promoting a culture that nurtures diverse forms of inquiry and scholarship.
- Experience with philanthropy is desirable.

In addition, the University seeks an individual who demonstrates the following attributes:

- Exemplary interpersonal skills that demonstrate diplomacy, accessibility, and objectivity.
- Forward thinking, responsive to needs of the physicians, scientists, learners, staff, patients, and health system.
- Outstanding communication skills with ability to convey a clear, shared vision and alignment of efforts.
- Highly collaborative and motivated. An ability to build, lead and unify diverse teams.
- Skills to build consensus and collaboration among strong, diverse individuals and the ability to make decisions when consensus doesn't exist.
- Combines a sense of equanimity with humor to sustain intense, productive and collaborative leadership effort.
- Ability to successfully navigate competing agendas and engaging individuals in a single purpose while encouraging transparency, service to each other, respectful behavior, candid conversation, and achievement.
- Invested in trying to optimize the work environment, including trying to address areas of dissatisfaction while celebrating growth and achievement.
- Ability to drive cogent planning, implementation, and establishment of robust management systems
- Ability to lead innovation and catalyze change by recognizing its need, challenging the status quo, energizing stakeholders, and championing experiments to improve.
- Collaborative and inclusive, generating an atmosphere of collegiality and modeling respect, helpfulness and cooperation.
- Achieves results through high personal standards and an orientation toward continuous improvement – personally, and for those they lead.
- Creates an atmosphere in which timely information flows smoothly and reflects diverse thinking.
- Ability to be objective while handling sensitive matters; to advocate for individuals while maintaining the highest ethical standards and the interests of Michigan Medicine.

ANN ARBOR, MICHIGAN

The vibrant and active city of Ann Arbor is a cultural hub and urban oasis in the heart of the Midwest that is consistently rated as one of the nation's top college towns. In addition to its world-class university, Ann Arbor is home to high-tech research companies and charming neighborhoods with a rich mix of cultures. People from across the country and around the world come to Ann Arbor to study, work and thrive.

Downtown Detroit—with its eclectic mix of entertainment and professional sports—is less than an hour’s drive away, and Detroit Metro Airport (DTW) offers a nearby gateway to the globe.

Although geographically small, the Ann Arbor area is perhaps most renowned for its cultural offerings and nightlife. It boasts a vibrant arts sector with renowned galleries, museums, and arts non-profits as well as theatrical and musical organizations, such as the Ann Arbor Symphony. The University Musical Society is among the top three or four university presenters in the nation and features 70–80 performances by world class artists each season, such as the Berlin Philharmonic, Ballet Preljocaj, and the Royal Shakespeare Company. From independent bookstores and cutting-edge art exhibits to performances by local, regional, and international artists, there are abundant opportunities to enjoy arts and culture throughout the community. Every July, the award-winning Ann Arbor Art Fair transforms the campus and downtown into an art gallery featuring thousands of juried artists and drawing nearly 500,000 visitors. The Ann Arbor Summer Festival hosts a month-long schedule of performances, many of which are outdoors and free each June.

TO APPLY

All inquiries, nominations, and applications, should be directed in confidence to:

Jamie Sands, Partner
Jane McInerney, Senior Associate
Lileana Sethares, Search Coordinator
Isaacson, Miller

<https://www.imsearch.com/search-detail/8722>

Electronic submission of materials is strongly encouraged.

Michigan Medicine seeks to recruit and retain a diverse workforce as a reflection of our commitment to serve the diverse people of Michigan and to maintain the excellence of the University. We welcome applications from anyone who would bring additional dimensions to the University’s research, teaching, and clinical mission, including women, members of minority groups, protected veterans, and individuals with disabilities. The University of Michigan is committed to a policy of nondiscrimination and equal opportunity for all persons and will not discriminate against any individual because of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status. The University of Michigan is an Equal Employment Opportunity/Affirmative Action Employer.

APPENDIX

UMMS UNDERGRADUATE MEDICAL EDUCATION AND CURRICULUM

Among the members of the Medical School's 2022 entering class of the M.D. program, the average age was 24.7, with 41% of the class from backgrounds under-represented in medicine, 58% women, 40% men, 2% non-binary representing 27 states (43% Michigan residents, 57% non-residents). The Medical School takes pride in its record of student placement and professional outcomes. In 2020, 98% of med students matched into one of their ranked programs, well above the national average of 94%. 40% of UM Medicine grads enter fields that lead to primary care careers. 38% of graduates remain in Michigan for residency, with 16% remaining at Michigan Medicine. The top five specialties for UM Medical School graduates are internal medicine, anesthesiology, pediatrics, emergency medicine, and obstetrics and gynecology.

Trunks and Branches Curriculum Model

The Scientific Trunk provides a strong scaffolding of foundational knowledge that sets students up to apply what they learn in the classroom to what they encounter in the Clinical Trunk. As students progress through the Branches, scientific learning relates more directly to clinical activities. Branch years are built around focused clinical competencies and opportunities to initiate impact in specific areas of interest.

First Year (Scientific Trunk)

The Scientific Trunk is the single preclinical year. Six blocks organized into two themes, Foundations of Medicine and Vital Functions, feature normal and abnormal organ functions and pathologies side by side. These blocks are presented with several longitudinal elements, including the Doctoring course and other courses designed to foster clinical reasoning skills, systems thinking, evidence-based medicine skills, cultural competency, leadership and interprofessional collaboration.

Second Year (Clinical Trunk)

The Clinical Trunk features two phases of learning: in Transition to Clerkships, students prepare to enter the clinical environment, focusing on linking their scientific foundations to clinical skills and patient care; and in Core Clerkships, students are immersed in required departmentally organized clinical rotations. The clerkships include Internal Medicine, Surgery and Applied Sciences (a combination of Surgery, Pathology, Anesthesiology, Anatomy and Radiology), OBGYN, Pediatrics, Family Medicine, Neurology and Psychiatry.

Third Year (Early Branches)

Just prior to starting M3, students choose one of four Branches to match their career interests and focus the remainder of their medical education. Once they choose a Branch, they meet with their Branch Advisor, a faculty member ready to help them attain their goals. This is the place in the curriculum where they may elect to start a dual degree, do international rotations, develop primary research projects, create and manage health programs, or embark on other individualized

projects that interest them. They'll also do their Emergency Medicine rotation. Most med students begin their Capstone for Impact project during this phase.

The Branches:

- Patients and Populations
- Diagnostics and Therapeutics
- Procedure-Based Care
- Systems and Hospital-Based Care

Fourth Year (Late Branches)

This finishing phase of the Branches is all about honing med students' clinical skills through two sub-internships including one in the ICU, Residency Prep Courses, integrating their scientific knowledge into the care they provide to patients on the wards, and exploring opportunities on how they can impact health and health systems for the greater good through their Capstone for Impact project.

M-Home

[M-Home](#) exists to build strong walls of personal and professional support around students. Medical school is a time of tremendous growth, new experiences and challenges unique to every individual.

The M-Home debuted in 2015 with the primary mission of establishing a learning community framework for medical education. Each incoming medical student is assigned to one of four houses. Within each house, students join smaller doctoring groups comprised of 10-12 students each led by two faculty instructors. One of these faculty members is assigned to each student as their personal leadership coach. These "homes" serve as centers for community building, coaching, leadership development, and service learning. Current and incoming students are sorted into the following four houses:

- **House A: The Dr. William Henry Fitzbutler House**, named for UMMS's first African American graduate who founded one of the first medical colleges that did not permit discrimination based on race.
- **House B: The Dr. Jonas Edward Salk House**, named for U-M faculty member and virologist who pioneered one of the first influenza vaccines, and later co-developed the historical polio vaccine.
- **House C: The Dr. Alice Hamilton House**, named for UMMS graduate and renowned industrial and occupational researcher who was heavily engaged in social reform and improving the lives of the working poor.
- **House D: The Dr. Amanda Sanford House**, named for UMMS's first female graduate, whose innovative research and description of puerperal eclampsia greatly advanced obstetrical care and women's health.

GRADUATE MEDICAL EDUCATION

Michigan Medicine offers Accreditation Council for Continuing Medical Education (ACCME) accredited training in 28 residency and 82 fellowship [training programs](#). These programs matriculate more than 400 incoming future board-certified physicians annually and include approximately 1,300 unionized trainees in 113 accredited residency and fellowship programs at any one time. A number of non-ACGME accredited subspecialty training programs are also offered, but not under the current auspices of GME. Led by the Associate Dean of Graduate Medical Education, the Office of GME has a 13-member team.

The [Doximity Residency Navigator](#) ranked 13 of UMMS's residency programs in the top ten, with an additional six residency programs ranking in the top 20. These results highlight the broad recognition of the excellence of MM's GME programs and the commitment of the UMMS faculty.

More than 9,000 MD, DO, and MD/PhD's have completed their residencies and/or fellowships at the UMMS and taken advantage of MM's incredible array of resources in the areas of education, patient care and research. MM is the largest training site in the state, and they train 1% of all the trainees in the country.

CONTINUING MEDICAL EDUCATION

The Assistant Dean for Continuing Medical Education and Lifelong Learning leads a team of seven within the [Office of Continuing Medical Education and Lifelong Learning](#) which encourages high quality continuing medical education designed to improve patient care through increasing the knowledge, competence, and performance of physicians. The mission is to provide physicians and healthcare professionals with innovative, unbiased, and evidence-based continuing medical education activities to enhance their knowledge, skills, and practice behaviors that assist them in meeting professional requirements and demonstrating personal commitment to their professional development. The CME office also promotes new and transformative methods of educating practicing physicians through support of the Innovation Grants for CME program.

The CME office provides service and support to the institution, clinical departments, CME planners, and individual CME participants within and beyond Michigan Medicine in their achievement of clinical excellence. Each department, institute, and center at MM has a liaison to the CME office who supports continuing education within those units. UM is accredited by the ACCME to provide continuing medical education for physicians.

CLINICAL SIMULATION CENTER

Housed in the Department of Learning Health Sciences, the [Clinical Simulation Center](#) (CSC) is a comprehensive simulation space providing state-of-the-art learning environments for Michigan Medicine health care professionals and students to train in groups or individually. This innovative instructional environment and learning laboratory provides challenging, immersive simulation training for students, physicians, nurses, and other health care professionals at the University of Michigan. Housed in two locations the CSC consists of 13,500 square feet of easily accessible training spaces. The CSC Towsley is in

the heart of the health center at G2400 Towsley Center. This 6,000 square foot facility houses hi-fidelity adult and pediatric Human Patient Simulation (HPS) Labs, Multi-function Task Training Labs, Operating/Patient Room training space and ample Debriefing/Conference Rooms. The new CSC Med Sci II is a 7,500 square foot state-of-the-art space that offers two fully equipped replica Adult Patient Rooms with hi-fidelity adult manikins as well as two “Crossover Rooms” for Pediatric or Obstetric simulations that utilize hi-fidelity pediatric and birthing-mother manikins. Multi-functional Table-Top Task Trainers are also available as well as an ICU room and an Emergency Medicine resuscitation room.