2015-2016 DATA COLLECTION INSTRUMENT
FOR PRELIMINARY ACCREDITATION

STANDARD 2

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STANDARD 2: LEADERSHIP AND ADMINISTRATION

A medical school has a sufficient number of faculty in leadership roles and of senior administrative staff with the skills, time, and administrative support necessary to achieve the goals of the medical education program and to ensure the functional integration of all programmatic components.
2.1 ADMINISTRATIVE OFFICER AND FACULTY APPOINTMENTS

The senior administrative staff and faculty of a medical school are appointed by, or on the authority of, the governing board of the institution.

2.1 NARRATIVE RESPONSE

a. Briefly describe the role of the primary institutional governing board in the appointment of members of the medical school administration, including the dean, the dean’s staff, and members of the faculty. Note if the governing board has delegated the responsibility for some or all of these appointments to another individual (e.g., the university president, provost, medical school dean).

The board of regents is the primary institutional governing body of WSU. In the *WSU Board of Regents bylaws*, the institutional governing body appoints the president of the university. The president serves at the pleasure of the board. As stated in the bylaws, the president is the chief executive officer of the university and is directly responsible to the board for the management and conduct of all the affairs of the university except those which by law, by the bylaws, or other orders of the board are the specific responsibility of other persons. The bylaws delegate the selection of the dean to the president:

*The university president is the delegated authority to appoint the university’s provost, vice presidents, Deans, and other officers as may be necessary for assistance in efficiently carrying out the responsibilities of the chief executive officer of the university. All such officers of the university shall be under the general supervision of and shall exercise such powers and duties as may be prescribed by the university president.*

The WSU faculty manual states that “The administrative head of a college is a dean.” The manual further articulates the academic units and faculty structure for all units within the institution. It states (Section I.A.) that “… Academic responsibility is from the academic faculty through the chair or director, through the cognizant academic dean to the provost.” The provost provides guidance to the deans through published materials on the WSU website, standing meetings, and individual sessions, as appropriate.

The position description of the dean clearly states authority may be delegated to appropriate, qualified senior administrators:

*Working collaboratively with stakeholders, the dean will define strategic goals for the college consistent with its mission, develop specific action plans, and oversee efficient operations. While providing attentive oversight, he/she will delegate operational functions of the college to the appropriate senior administrative staff.*

The faculty and staff include all employees, except student employees, of Washington State University, regardless of their location, who have received official appointments. There are three classifications of employees: faculty, administrative and professional personnel, and classified staff. Administrative and professional personnel are nonacademic employees who are not members of the classified staff. Affiliated personnel who hold adjunct appointments with academic responsibilities are considered non-voting members of the faculty.
2.2 DEAN’S QUALIFICATIONS

The dean of a medical school is qualified by education, training, and experience to provide effective leadership in medical education, scholarly activity, patient care, and other missions of the medical school.

2.2 NARRATIVE RESPONSE

a. Provide the year of the current dean’s appointment.

2015

Note if anyone has held the dean position prior to the current incumbent.

The founding dean, John Tomkowiak, M.D., MOL, was appointed in 2015; prior to the incumbent, the position of acting dean was held by Kenneth Patrick Roberts, Ph.D. The dean’s abbreviated CV is included under the supporting documentation section below and his full CV can be found in appendix 2.2.1. The position description is also provided as appendix 2.2.2.

b. Provide a brief summary of the dean’s experience and qualifications to provide leadership in each of the missions of the medical school.

Dr. Tomkowiak received his B.S. from the University of Illinois, and completed his M.D. and residency training at Southern Illinois University School of Medicine. He is Professor of Psychiatry and Board Certified in General Psychiatry. He received a Masters of Organizational Leadership from Gonzaga University.

He started his academic career at Southern Illinois University School of Medicine where he was the Director of the Second Year of the Curriculum as well as the Director of the Geriatric Education program. At Florida State University he served as the education director for Psychiatry, as well as the director of the Year3/Year 4 curriculum. In his first tenure at Chicago Medical School at Rosalind Franklin University he served as the associate dean of education, director of simulation, and facilitator for the university strategic plan. In addition he served as the acting dean. At New York Medical College he served as the vice dean for medical education as well as the director for inter-professional education development for Touro College and University. Most recently he rejoined Chicago Medical School to serve as the dean, the president of the Rosalind Franklin University Health System and the executive vice president for clinical affairs for Rosalind Franklin University.

Dr. Tomkowiak has expertise in the areas of medical education, accreditation and transformational leadership. He has won numerous awards including the Nancy C.A. Roeske MD Award for Excellence in Medical Student Education; U.S. Department of Justice Award for Public Service; and the Illinois FBI National Academy Associates Citizen of the Year Award. He is a member of the Alpha-Omega-Alpha Honor Society in Medicine.

The four areas of the ESFCOM mission are education, research, community engagement, and clinical care. Dr. Tomkowiak has extensive experience with medical education including inter-professional education models as well as being the director and oversite of simulation at two previous schools. While at Chicago Medical School he was responsible for a 22 million dollar research enterprise and as Dean named two research chairs and helped recruit 5 research faculty. As President for the Rosalind Franklin Health System he was integrally involved in the successful expansion of the system, and oversaw the installation of a new medical records system as well as a successful effort to achieve compliance with
meaningful use reporting. Finally, Dr. Tomkowiak supported the maintenance of a community health care unit which successfully engaged in community health care education, service and health care. As noted in his CV and his numerous awards Dr. Tomkowiak’s strength in community engagement is what set him apart from his peers in the search for the dean of the ESFCOM. As a Board Certified physician Dr. Tomkowiak is leading the college in revolutionizing clinical care concepts.

c. Note if the dean has ultimate responsibility for all missions of the medical school or if some of these (e.g., patient care) are under the authority of another administrator.

The dean has ultimate responsibility for the education, community engagement and research missions of the ESFCOM. WSU does not own a hospital, nor operate a clinical faculty practice plan at this time, therefore the responsibility for patient care is under the respective authorities of the administration of the major clinical affiliates, or private practitioners, where applicable. When a practice plan is developed, the dean will have ultimate authority for the clinical mission related to that practice, as well. Dean Tomkowiak has ultimate authority for the medical education across all geographic campuses.

d. Describe the process that will be used to evaluate the dean, including the interval at which this evaluation will take place.

The dean is evaluated by the provost on an annual basis. The dean is expected to complete a self-evaluation and submit it to the provost. The provost’s office coordinates a 360 degree performance assessment of the dean (see example in appendix 2.2.3), whereby all faculty and staff of the college receive a confidential online survey to provide feedback to the provost about the dean’s performance. The provost then individually meets with the dean to provide feedback, set COM and individual professional goals for the next academic year, and identify development opportunities, where applicable. In addition, there is a 5 year review process for all Deans, initiated by the Provosts office. The template for the review is in appendix 2.2.4.

SUPPORTING DOCUMENTATION REQUIRED FOR ELEMENT 2.2

1. Dean’s abbreviated curriculum vitae

Curriculum Vitae
John M. Tomkowiak, M.D. MOL

EDUCATION:


RESIDENCY:
April 1993 – December 1996: Southern Illinois University School of Medicine, Springfield, IL. Department of Psychiatry, Resident

July 1992 – October 1992: Lutheran General Hospital, Park Ridge, IL. Department of Psychiatry, Resident
BOARD CERTIFICATION:
American Board of Psychiatry – 1999, Recertification 2010

LICENSURE:

LEADERSHIP PHILOSOPHY:
“I will create an environment where curiosity, learning, growing and communicating are safely pursued. I will lead by example. I will empower those I work with by appropriately delegating responsibility. I will encourage problem solving, express confidence and trust, provide the necessary resources and involve people in decisions that affect them. Finally, I will share my passion.”

John Tomkowiak, M.D., MOL

The dean’s full CV is included in Appendix 2.2.1.
2.3 ACCESS AND AUTHORITY OF THE DEAN

The dean of a medical school has sufficient access to the university president or other institutional official charged with final responsibility for the medical education program and to other institutional officials in order to fulfill his or her responsibilities; there is a clear definition of the dean’s authority and responsibility for the medical education program.

2.3 NARRATIVE RESPONSE

a. Summarize the dean’s access to university and health system administrators. Describe how the dean’s access to these administrators is ensuring that the needs of the medical education program are included in planning activities at these levels.

As the dean and chief academic officer of the COM, Dr. Tomkowiak directly reports to the provost of WSU, and has regular meetings with the provost (standing meeting with all deans and Provost every Monday from noon-1:00pm (exceptions noted in appendix 2.3.1) and two-hour monthly meetings – Provost Council with Provost, Deans and Vice Chancellors) and President of the university (as needed basis) to ensure that strategic initiatives, resource allocation, and student policies promote and support the medical education program. The dean also has regular and as needed access to the Chancellor of WSU Spokane, the Health Sciences campus as well as needed access to Chancellors at regional campuses... The dean provides strategic recommendations at the university level to integrate the educational, clinical and research goals of the COM with the university as a whole. Dean Tomkowiak also engages in regular meetings with affiliated clinical partners and health system leadership to fulfill his responsibility for the activities regarding the education and training of the COM medical students. The WSU faculty bylaws clearly articulate the dean’s authority and responsibility for the programs in his academic unit (here, the medical education program).

b. Describe the dean’s authority and responsibility for the medical education program based on the position description provided in the supporting documentation.

John Tomkowiak, M.D. serves as the chief academic officer for the COM and as such, has the ultimate responsibility for, and authority over, the medical education program. He is responsible for setting the vision, strategic planning, oversight and investment for education and biomedical research in the college, and is held accountable for development and management of the finances, human capital, and facilities associated with the medical education program. The dean is responsible for implementing WSU’s vision for establishing the State of Washington’s first public medical school offering the M.D. degree in over 70 years. To accomplish this responsibility, Dean Tomkowiak works collaboratively with students, faculty, staff and the health care community across the State of Washington to advance medical education and research in a unique and collaborative manner.
1. Organizational chart illustrating the relationship of the medical school dean to university administration, to the deans of other schools and colleges, and to the administrators of the health science center and affiliated teaching hospitals (if relevant). If the medical school is part of a larger non-academic entity (not-for-profit or for-profit/investor-owned), the chart should include the relationship of the dean or other senior academic officer to the board of directors or officers of that entity.

(See appendix 2.3.2 Dean’s reporting structure organizational chart.)

The organizational chart illustrating the deans reporting structure is also included in Appendix 2-02.

2. Dean’s position description. If the dean has an additional role (e.g., vice president for health/academic affairs, provost), include that position description, as well.

The dean’s position description is included in Appendix 2.2.2.

3. Relevant excerpts from the faculty bylaws describing the dean’s role and/or authority regarding the medical education program.
The WSU faculty manual states that “The administrative head of a college is a dean.” The manual further articulates the academic units and faculty structure for all units within the institution. It states (Section I.A.) that “… Academic responsibility is from the academic faculty through the chair or director, through the cognizant academic dean to the provost.” The provost provides guidance to the deans through published materials on the WSU website, standing meetings, and individual sessions, as appropriate.
2.4 SUFFICIENCY OF ADMINISTRATIVE STAFF

A medical school has in place a sufficient number of associate or assistant deans, leaders of organizational units, and senior administrative staff who are able to commit the time necessary to accomplish the missions of the medical school.

2.4 SUPPORTING DATA

Table 2.4-1 | Department Chairs
Source: School-reported

For each department, provide the requested information regarding current department chairs. Note if the chair position is vacant or filled on an interim/acting basis. Add rows as needed.

<table>
<thead>
<tr>
<th>Name of Department</th>
<th>Name of Incumbent</th>
<th>Date appointed</th>
<th>Note if the Position is Vacant/Filled on an Interim Basis*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biomedical Sciences</td>
<td>Marcos Frank</td>
<td>12/1/2015</td>
<td>Interim</td>
</tr>
<tr>
<td>Medical Education and Clinical Sciences</td>
<td>John Tomkowiak</td>
<td>12/1/2015</td>
<td>Interim</td>
</tr>
<tr>
<td>Speech and Hearing</td>
<td>Gail Chermak, Ph.D.</td>
<td>1990</td>
<td></td>
</tr>
</tbody>
</table>

*Permanent appointments are expected by spring 2016.

Table 2.4-2 | Dean’s Office Administrative Staffing
Source: School-reported

Provide the requested information regarding members of the dean’s office staff. Note if any position is filled on an interim/acting basis. Add rows as needed.

<table>
<thead>
<tr>
<th>Name of Incumbent</th>
<th>Title</th>
<th>% Effort dedicated to administrative role</th>
<th>Date appointed</th>
<th>Note if the Position is Filled on an Interim Basis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dawn DeWitt</td>
<td>Vice Dean for Student and Faculty Experience</td>
<td>100%</td>
<td>5/16/2016</td>
<td>I</td>
</tr>
<tr>
<td>Yvette Roubideaux</td>
<td>Associate Dean for Diversity, Inclusion and Leadership</td>
<td>100%</td>
<td>12/1/2015</td>
<td></td>
</tr>
<tr>
<td>Kenneth Roberts</td>
<td>Vice Dean for Academic and Community Partnerships</td>
<td>100%</td>
<td>11/18/2015</td>
<td></td>
</tr>
<tr>
<td>James Zimmerman</td>
<td>Vice Dean for Administration, Accreditation and Finance – Chief Operating Officer (COO)</td>
<td>100%</td>
<td>11/2/2015</td>
<td></td>
</tr>
<tr>
<td>John Roll</td>
<td>Vice Dean for Research</td>
<td>25%</td>
<td>01/31/2015</td>
<td>Interim</td>
</tr>
<tr>
<td>Vacant</td>
<td>Associate Dean for Regional Campus Everett</td>
<td>80%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vacant</td>
<td>Associate Dean for Regional Campus Spokane</td>
<td>80%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vacant</td>
<td>Associate Dean for Regional Campus Tri-Cities</td>
<td>80%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vacant</td>
<td>Associate Dean for Regional Campus Vancouver</td>
<td>80%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vacant</td>
<td>Associate Dean for Educational Best Practices</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Christopher Coppin</td>
<td>Associate Dean for Curriculum for Entrepreneurship, Commercialization and Business Development</td>
<td>100%</td>
<td>9/18/2015</td>
<td></td>
</tr>
<tr>
<td>George Novan</td>
<td>Associate Dean for Student Affairs</td>
<td>100%</td>
<td>9/18/2015</td>
<td>Interim</td>
</tr>
</tbody>
</table>
Table 2.4-3 | Number of Department Chair Vacancies

<table>
<thead>
<tr>
<th>Title</th>
<th>Recruitment Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Dean for Regional Campus Everett</td>
<td>Summer-Fall 2016</td>
</tr>
<tr>
<td>Associate Dean for Regional Campus Spokane</td>
<td>Summer-Fall 2016</td>
</tr>
<tr>
<td>Associate Dean for Regional Campus Tri-Cities</td>
<td>Summer-Fall 2016</td>
</tr>
<tr>
<td>Associate Dean for Regional Campus Vancouver</td>
<td>Summer-Fall 2016</td>
</tr>
<tr>
<td>Associate Dean for Clinical Affairs</td>
<td>Fall 2016</td>
</tr>
<tr>
<td>Associate Dean for Educational Best Practices</td>
<td>Winter 2016</td>
</tr>
<tr>
<td>Associate Dean for Recruitment and Admissions</td>
<td>Spring 2016</td>
</tr>
<tr>
<td>Associate Dean for GME / CME Administration</td>
<td>Fall-Winter 2016</td>
</tr>
<tr>
<td>Associate Dean for Faculty Talent, Recognition and Enhancement</td>
<td>Summer 2016</td>
</tr>
<tr>
<td>Assistant Dean for Medical Education Research</td>
<td>Summer 2017</td>
</tr>
<tr>
<td>Assistant Dean for Assessment and Student Support</td>
<td>Summer 2017</td>
</tr>
</tbody>
</table>

2.4 NARRATIVE RESPONSE

a. List any unfilled dean’s staff positions and describe the timing and status of recruitment efforts. If any members of the dean’s staff hold interim/acting appointments, describe the status of recruitment efforts to fill the position(s).

<table>
<thead>
<tr>
<th>Title</th>
<th>Recruitment Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Dean for Regional Campus Everett</td>
<td>Summer-Fall 2016</td>
</tr>
<tr>
<td>Associate Dean for Regional Campus Spokane</td>
<td>Summer-Fall 2016</td>
</tr>
<tr>
<td>Associate Dean for Regional Campus Tri-Cities</td>
<td>Summer-Fall 2016</td>
</tr>
<tr>
<td>Associate Dean for Regional Campus Vancouver</td>
<td>Summer-Fall 2016</td>
</tr>
<tr>
<td>Associate Dean for Clinical Affairs</td>
<td>Fall 2016</td>
</tr>
<tr>
<td>Associate Dean for Educational Best Practices</td>
<td>Winter 2016</td>
</tr>
<tr>
<td>Associate Dean for Recruitment and Admissions</td>
<td>Spring 2016</td>
</tr>
<tr>
<td>Associate Dean for GME / CME Administration</td>
<td>Fall-Winter 2016</td>
</tr>
<tr>
<td>Associate Dean for Faculty Talent, Recognition and Enhancement</td>
<td>Summer 2016</td>
</tr>
<tr>
<td>Assistant Dean for Medical Education Research</td>
<td>Summer 2017</td>
</tr>
<tr>
<td>Assistant Dean for Assessment and Student Support</td>
<td>Summer 2017</td>
</tr>
</tbody>
</table>

b. If there are any department chair vacancies, describe the status of recruitment efforts to fill the position(s).

The chair of the medical education and clinical sciences and biomedical sciences departments are currently filled on an interim basis. These positions are expected to be filled permanently by fall-winter 2016.
c. Briefly describe how, how often, and by whom the performance of dean’s office staff and department chairs is or will be reviewed.

Chairs and senior administrators are evaluated by the dean on an annual basis. Annually, each staff member is required to submit to the dean a self-evaluation based on performance against goals mutually agreed upon in the prior evaluation cycle. The report must also contain proposed professional and personal goals for the upcoming academic year. The evaluations will note scholarly productivity, presentations, committee service, and community engagement. (See example evaluation appendix 2.4.1

**SUPPORTING DOCUMENTATION REQUIRED FOR ELEMENT 2.4**

1. Organizational chart of the dean’s office, indicating positions that are vacant or filled on an interim basis.

![Organizational Chart]

The Dean’s Office Organizational Chart is also included in Appendix 2.4.2.
2.5 RESPONSIBILITY OF AND TO THE DEAN

The dean of a medical school with one or more geographically distributed campuses is administratively responsible for the conduct and quality of the medical education program and for ensuring the adequacy of faculty at each campus. The principal academic officer at each campus is administratively responsible to the dean.

Note: only schools planning to operate (one or more) geographically distributed campus(es) should respond to element 2.5.

2.5 SUPPORTING DATA

Table 2.5-1 | Geographically Distributed Campus(es) (Clinical Years 3 and 4) Source: School-reported

<table>
<thead>
<tr>
<th>Campus</th>
<th>Location</th>
<th>Name and Title of Principle Academic Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vancouver</td>
<td>Vancouver, WA</td>
<td>Associate Dean for Regional Campus</td>
</tr>
<tr>
<td>Tri-Cities</td>
<td>Richland, WA</td>
<td>Associate Dean for Regional Campus</td>
</tr>
<tr>
<td>Everett</td>
<td>Everett, WA</td>
<td>Associate Dean for Regional Campus</td>
</tr>
<tr>
<td>Spokane</td>
<td>Spokane, WA</td>
<td>Associate Dean for Regional Campus</td>
</tr>
</tbody>
</table>

2.5 NARRATIVE RESPONSE

a. Describe the role of the medical school dean/designated chief academic officer in overseeing the conduct and quality of the medical education program at all geographically distributed campuses. How will the adequacy of faculty at distributed campus(es) be monitored?

The ESFCOM is organized as a “Community Campus” organization. The dean, who is the chief academic officer, is responsible for the conduct and quality of the medical education program, as well as for ensuring the adequacy of faculty and resources at each of the regional campuses. To support the ESFCOM dean in this role, the Vice Dean of Academic and Community Partnerships has been created. This position (see appendix 2.5.1 Vice Dean Academic and Community Partnerships Position Description) has direct oversight over the Associate Deans of Regional Campuses. The Associate Deans for the Regional Campuses provide the direct oversight of the components of medical education being offered at each site, and foster a culture of collaboration to achieve a “one school” mindset.
b. Using the organizational chart requested in the supporting documentation, describe the reporting relationship between the medical school dean/chief academic officer and the principal academic officer at each geographically distributed campus. Also include a description of the reporting relationship(s) of other campus administrators.

In addition to the reporting structure and processes described above, each regional campus is organized into collaborative administrative and educational units supported by campus operations.

For the pre-clinical years, students in the medical education program will be based on the Spokane campus, and may have occasional clinical experiences on one of the regional campuses. It is anticipated that each regional campus will provide clinical education at community based affiliates. An education director for each of the core disciplines Family Medicine, Internal Medicine, Pediatrics, Obstetrics and Gynecology, Surgery and Psychiatry will be hired and have oversight over the curriculum for those areas at all campuses. At each main regional campuses there will be primary contact faculty in each of the core areas who will help maintain the continuity and comparability of the education of students at the sites. Regional campus clerkship administrators will provide formal connectivity to the centrally located department of medical education and clinical sciences. Specifically, the regional clerkship administrators work with the clerkship coordinators and education directors for each core discipline to implement the clinical education program in their region. Clerkship administrators will be included in all medical education and clinical sciences departmental meetings, Grand Rounds, training and development opportunities, and seminar series.

Staff at each site report directly to the regional dean. These include administrators, student services support, research and outreach coordinators, and library/technology services.

See appendix 2.5.2 Geographically distributed campus organization structure.

c. Describe the ways in which the principal academic officer(s) at geographically distributed campus(es) will be integrated into the administrative and governance structures of the medical school.

The associate deans for regional campuses will report to the Vice Dean of Academic and Community Partnerships. For COM activities (i.e. standing meetings, professional development, college functions, committee participation, etc.), the associate deans for regional campuses participate as equals with other associate dean colleagues. Participation may be face-to-face or virtual through communications technologies. The associate deans for regional campuses may also be elected to any of the standing committees.
SUPPORTING DOCUMENTATION REQUIRED FOR ELEMENT 2.5

a. Organizational chart illustrating the current or anticipated reporting relationship of each campus principal academic officer and other campus administrators to the medical school dean/chief academic officer and/or other members of the central medical school administration.

Reporting Structure for the Regional Campus Associate Deans of the Elson S. Floyd College of Medicine

b. Position description for the role of principal academic officer at a geographically distributed campus.

The associate deans for regional campuses will coordinate the medical education program requirements across the different geographic locations, monitor comparability of experiences and associated outcomes at the regional campuses, and represent their respective campuses in reporting to the dean. The draft position description is located in appendix 2.5.3 Regional Campus Associate Dean Position Description.

These positions are expected to be filled in Summer/Fall of 2016/2017.
2.6 FUNCTIONAL INTEGRATION OF THE FACULTY

At a medical school with one or more geographically distributed campuses, the faculty at the departmental and medical school levels at each campus are functionally integrated by appropriate administrative mechanisms (e.g., regular meetings and/or communication, periodic visits, participation in shared governance, and data sharing).

Note: only schools planning to operate (one or more) geographically distributed campus(es) should respond to element 2.6.

2.6 NARRATIVE RESPONSE

a. Describe the means by which faculty members in each discipline will be functionally integrated across geographically distributed campuses, including anticipated activities such as faculty meetings/retreats and visits by departmental leadership.

Faculty members in each discipline are functionally integrated across the distributed campuses primarily through the education director. The education director has a centralizing role and is responsible for maintaining comparability across all sites. There are a variety of communication channels by which Education directors will insure that faculty members in each discipline and functionally integrated. There will be regular meetings with the education director and faculty within that discipline, with the option to participate virtually through web-based teleconferencing. In addition, through a common centralized curriculum, common clinical encounter reporting system, and through support of the office of curriculum, dash boards will be kept that will report outcomes at each clinical site, allowing faculty to appreciate strengths and weaknesses and opportunities to better integrate curricular elements at their site. SharePoint and one45 will be used to facilitate information exchange and to create transparent and seamless communications.

In addition, Education Directors will visit each campus on a quarterly basis, with reciprocal opportunities for administration and faculty to visit the other campuses, including Spokane. Periodic meetings will rotate by campus, to underscore that each of the four campuses functions as part of one medical college.

All faculty will also participate in an annual planning retreat convened by the Curriculum Committee. In future years, that meeting will provide a forum for integrated institutional oversight of the medical education program, evaluating the whole curriculum based on outcome data from throughout the academic year.

b. Describe how institutional policies and/or faculty bylaws will support the participation of faculty based at geographically distributed campuses in medical school governance (e.g., committee membership).

The faculty handbook, containing the COM bylaws, will include the list of standing committees, and will prescribe the membership requirements. Faculty from each geographically distributed campus will be invited to be represented on the standing committees. In some cases, such as the Curriculum Committee there is a requirement in the bylaws for such representation. After soliciting nominations for representation to the committees, the associate deans for regional campuses will make recommendations to the Faculty Executive Committee, who then will work collaboratively with the dean to constitute the
committee membership. The dean will then formally appoint the faculty. All faculty are eligible for election to the at-large seats on any of the committees.

Faculty bylaws permit being present by telephone or video-conference links for all standing committee meetings.

c. Provide examples of faculty or senior administrative staff based at geographically distributed campuses serving on the medical school’s executive committee.

Each of the campuses will be represented on the dean’s cabinet by an associate dean for regional campus.
1. If pre-clerkship courses are offered at the geographically distributed campus, provide an organizational chart illustrating the relationship of site directors for pre-clerkship courses to the course directors.

Not applicable; pre-clerkship courses will be offered only on the Spokane campus.