



The University of Vermont
LARNER COLLEGE OF MEDICINE

Senior Associate Dean for Medical Education

Mission: To educate a diverse group of dedicated physicians and biomedical scientists to serve across all the disciplines of medicine; to bring hope to patients by advancing medical knowledge through research; to integrate education and research to advance the quality and accessibility of patient care; and to engage with our communities to benefit Vermont and the world.

THE SEARCH

The University of Vermont's Larner College of Medicine seeks a Senior Associate Dean for Medical Education to play a vital leadership role ensuring that Vermont's only college of medicine, and one of the oldest in the nation, remains a pioneer in medical education. This is an exciting opportunity for an accomplished, collaborative physician-leader with a proven commitment to and passion for the academic mission of medical schools and demonstrated achievement advancing excellence and innovation in medical education.

The Senior Associate Dean for Medical Education (SAD) is responsible for fulfilling the College's vision by preparing college of medicine graduates who achieve excellence in their chosen fields, by ensuring the college is respected by its peers for innovative and outstanding teaching, and by demonstrating extraordinary compassion and commitment to the service of patients, the medical profession, and the community. It is in this context that the SAD will provide leadership for and engage in continuous quality improvement for medical education programs and initiatives across the medical education continuum, including pre-medical, undergraduate, graduate, and continuing medical education.

The SAD will build upon the College's strong foundation of educational innovation and will lead 50 professionals in the Office of Medical Student Education, which encompasses Admissions, Student Services, Curriculum (foundations and clinical), Active Learning, the Teaching Academy, the Simulation Center, and all other areas related to undergraduate medical education. They will also be responsible for managing the \$5-6M medical education budget.

Continuing to advance the quality of and reputation for a diverse medical education at the College and its affiliate sites will be a primary focus of the new SAD. The leading edge of medical education is already being redefined at the Larner College of Medicine – supported by record-setting philanthropy. As the College becomes among the first in the nation to complete the transition of its medical curriculum to an active learning model, assuring best student outcomes through quantitative and qualitative research and assessment will be a high priority. Ensuring sufficient clinical sites to provide excellent clinical education experiences across dispersed locations will also be critical. The SAD will also play a key role in preparing for an LCME site visit in 2021. In addition, the SAD will engage in and foster scholarship in medical education. The SAD will also play an active role in the pursuit of philanthropic support to enhance medical education across the continuum.

Professionalism is another high priority at the College. The new SAD will bring proven ability to cultivate diverse and inclusive work and learning environments that lead to the successful recruitment and retention of a diverse student body - one that embraces altruism, kindness, and respect, and one that will demonstrate professionalism through cultural humility, integrity, accountability, compassion, and social responsibility. This will be vital to ensuring a medical education at the Larner College of Medicine that is second to none in preparing the next generation of physicians.

The successful candidate will be a physician-leader with extensive experience in medical education who is excited by the opportunity to play a leadership role ensuring the highest quality medical education programs at a vital urban university serving one of the nation's rural regions. Candidates must have experience with and embrace the integration of best practice teaching modalities, in particular active learning, with advanced technology to deliver the best medical curriculum possible, and bring a deep appreciation for the importance of interprofessional education in today's medical environment. The ideal candidate will also bring experience with the LCME accreditation process. Critical to the SAD's success will be the ability to cultivate strong and enduring relationships with colleagues, faculty, staff, and students within the College, at the UVM Medical Center, across the UVM Health Network, in the College of Nursing and Health Sciences, and with affiliate sites. They will also share the institution's unwavering commitment to [Inclusive Excellence](#). An M.D. with a record of academic achievement and scholarship to meet the criteria for appointment at the rank of associate or full professor at the University of Vermont is required. The SAD will hold a faculty appointment in a department within the College appropriate to expertise and interests.

The University of Vermont College of Medicine, now the Larner College of Medicine, was founded in 1822 and is the nation's seventh oldest medical school. The College, along with the Medical Center, is part of the UVM Health Network, which also includes six hospitals located throughout Vermont and northern New York, and the Visiting Nurse Association of two local counties. The College, on the same campus as the rest of UVM and adjacent to the Medical Center, is located in Burlington on the shores of Lake Champlain between the Adirondack and Green Mountains. A vibrant community with year-round recreational opportunities, Burlington is frequently cited as one of the most livable cities in America, and one of the top college towns in the US.

The Larner College of Medicine at the University of Vermont has retained Isaacson, Miller to assist in this important recruitment. All inquiries, nominations, and applications should be directed in confidence to the firm as indicated at the end of this document.

THE UNIVERSITY OF VERMONT

UVM, the only research university in the state and Vermont's land-grant institution, enrolls 13,000 students, including more than 10,000 undergraduate and 1,300 graduate students, 450 medical students, 34 post-baccalaureate certificate, and 950 non-degree students. The University combines faculty-student relationships typically found in a liberal arts college with the scholarship and resources of a major research institution. The University is home to seven undergraduate schools and colleges, an honors college, a graduate college, a medical school, and a division of continuing education. The University has attracted an increasingly distinguished faculty and has steadily built its research enterprise, with sponsored projects now averaging \$120M per year. In the past five years, the Larner College has been responsible for 57 to 65 percent of funded research at UVM.

THE LARNER COLLEGE OF MEDICINE

The Larner College of Medicine was established in 1822. The nation's 7th oldest medical school, the College is home to some of the newest, most innovative efforts in education, research, and the clinical enterprise, and very much reflects the attributes of UVM. It combines the ethos of a major research university with the innovative, personalized education of a smaller institution. The College has taken great pride in educating the next generation of physicians and biomedical scientists, and has trained over 35 percent of the physician providers in the state. It takes equal pride in its scientific stature and has competed successfully for significant extramural research funding, between \$70-90M annually. The clinical faculty of the College delivers outstanding patient care to the state and region through the Medical Group, UVM's partner in the Medical Center, and across the UVM Health Network.

Over the past decade, the College has made impressive strides on many fronts, including strengthening the partnership between the College and the Medical Center, and the growing health system; the recruitment of over 270 new faculty, among them a number of department chairs; and significant growth in philanthropic support, including an unprecedented commitment of \$100M in lifetime giving from late alumnus Robert Larner, M.D., '42. In addition, the College has developed new clinical training sites, including a branch campus in Connecticut, clerkship rotations based out of West Palm Beach, Florida, and two sites for longitudinal integrated curricular training in upstate New York and Central Vermont, to ensure medical students have exposure to greater diversity of patients; seen significant growth in the research enterprise from \$65.9M to \$90M between 2007 and 2016; and facilitated the revitalization of several College buildings, laboratories and medical education spaces, and plans for a \$90M renovation and expansion of the College research facilities are well underway.

In October of 2018, UVM welcomed Richard Page, MD as the 18th dean of the Larner College of Medicine. Page, who came to UVM from the University of Wisconsin School of Medicine and Public Health where he served as the George R. and Elaine Love Professor and Chair of the Department of Medicine, is a nationally-recognized specialist in cardiac arrhythmias with interest in treatment of atrial fibrillation and sudden cardiac arrest. Soon after assuming his role as dean, Page, an ardent voice for the centrality of professionalism in medicine, charged Larner College of Medicine faculty, staff, and students with development of a statement that would convey the College's deep commitment to professionalism that also captures the College's distinctive culture and context. On May 1, 2019, the following was announced with great celebration at a Professionalism Event open to the entire College community:

*Our Larner College of Medicine community upholds the highest standards of professionalism as we follow our passion for lifelong learning and improvement. We demonstrate professionalism through **integrity, accountability, compassion, altruism, and social responsibility**. We honor the trust our society has placed in us as stewards of the art and science of medicine, relying on **cultural humility, kindness, and respect** to guide our daily interactions. We expect all members of our community to embrace these principles of professionalism as we strive to conduct and support **patient care, research, and education** that are second to none.*

The College has been an active leader in University efforts to improve diversity, inclusion, and equity in its faculty, staff, and student body. The Office of Diversity and Inclusion (ODI) was formed in 2011, and the Dean's Advisory Committee on Diversity & Inclusion was appointed in 2012. A robust five-year strategic plan was developed, and in 2017, guided by the four UVM framework "pillar" areas for inclusive excellence: academics, community, environment, and operations, implementation of the plan began. The College is proud to be home to the most diverse student body at the University.

Faculty and Staff

The College has 789 full-time faculty and 432 staff, with an additional 1,567 volunteer faculty including 549 residents and fellows, in Vermont, New York, Maine, Connecticut, and Florida. The faculty has grown substantially over the past decade, with more than 50 percent growth in full-time positions, an expansion that has touched all departments and has continued to support the fulfillment of the College's mission areas of education, research, and improved clinical care. The key drivers of the College's nationally-prominent curricular reforms have been faculty members.

College faculty have also been key drivers of the effort to develop new educational programs at UVM, including certificate programs in Environmental Public Health, Epidemiology, Health Care Management and Policy, and Master's degree programs in both Public Health and Medical Sciences. Reaching to the undergraduate campus, Larner faculty help teach several of the strongest undergraduate science majors and a major UVM undergraduate campus program, the Wellness Environment, is headed by a member of the Larner faculty. The Wellness program has gained national attention with its approach, borne out of decades of research in genetics, neuroimaging, and environmental influences on behavior, to promote positive, incentive-based health promotion for undergraduates.

More than 447 staff contribute significantly to the success of the College. Over half directly support research through their work in faculty research laboratories. Others contribute to the success of the student experience through work in student education, diversity and inclusion efforts, student services, technology, business, communications, and administrative support.

Students

Each year nearly 6,000 applicants compete for about 120 places in the College's entering class. Currently, the Larner College has 473 enrolled medical students, with 120 students in the class of 2022, including 23 from the state of Vermont, 66 percent female, and 20 percent from underrepresented minority groups. The average GPA for the class of 2022 was 3.7 and score on the new MCAT was 510. This year's entering class of 2023 will enroll 124 students. In addition to medical students, 23 post-associates and 14 post doctoral fellows are trained in the College's programs.

LCME

The College's commitment to education was recognized in 2012 when it completed a highly successful LCME Accreditation Site Visit in which the reviewers noted "the remarkable level of collegiality, cooperation and transparency among administrators, faculty, staff and students," as well as responsiveness to student feedback in improving clerkship experiences, and the College's technology services team. Now the College is in the early stages of planning for its next LCME self-study in preparation for a survey visit scheduled to take place in the spring of 2021.

*More about the University of Vermont and the Larner College of Medicine, as well as brief descriptions of the UVM Medical Center and the UVM Health Network and UVM Health Network Medical Group can be found in the **Appendix** at the end of this document.*

MEDICAL EDUCATION AT THE LARNER COLLEGE OF MEDICINE

For more than five decades, the Larner College has been on the forefront of improvement in medical education. Its 1967 curriculum reform was among the earliest to break the traditional rigid division between basic science and clinical experience. That spirit informed the development in the early 2000s of

UVM's award-winning [Vermont Integrated Curriculum \(VIC\)](#), a continuously-improving curricular plan that offers students early access to broad clinical experience, a firm grounding in the basic sciences, the opportunity to work with internationally known researchers, and an emphasis on community service.

Now, thanks in large measure to the generous philanthropy of the Larner family, the College is expanding its commitment to being on the cutting edge of medical education by being among the first medical schools in the country to transition to a predominantly **Active Learning** Curriculum, one that embeds the tenets of the VIC into a range of active learning modes. Already over 90 percent of the College's first and second year Foundations curriculum has been transitioned to active learning modalities.

The College's work moving toward an all-active learning curriculum gained national recognition when first announced, and was the subject of articles featured in *Inside Higher Ed*, the *New England Journal of Medicine*, *Washington Post*, *Boston Globe*, *AAMC News*, and an on-air interview on National Public Radio's "All Things Considered." Additionally, the College's curriculum work was a key factor in attracting a record-breaking turnout for the International Association of Medical Science Educators Annual Meeting, when the association chose the College as the site of its 2017 conference.

In 2014 the College established its [Teaching Academy](#), which provides resources to support faculty to become even better educators and improve the efficiency and quality of medical education. At its core, the Academy's mission is to foster a community of educators that leads educational innovation and scholarship by promoting faculty members' pursuits of education excellence and scholarship. Faculty members apply to become a part of the Academy and gain access through a rigorous peer-review process, resources for educational career development and mentoring, and institutional support in educational scholarship. Currently more than 140 faculty are members of the Teaching Academy, which includes four tiers of membership: protégé, member, master teacher, and distinguished educator.

To support its bold endeavors in curriculum reform, the College has invested in the technology and personnel needed to facilitate the transition to active learning, and the Teaching Academy has played a central role in preparing for this medical education transformation. The Academy led development of the \$2.1M Larner Learning Commons, completed in the spring of 2017 – a laboratory for teaching designed to support leading-edge medical education. The Learning Commons, co-located within the University's Dana Medical Library, is physically connected to the Larner College, the College of Nursing and Health Sciences, and the Medical Center enabling seamless interaction with library staff and resources as well as students and faculty across the health sciences enhancing opportunities for interprofessional teaching and learning. In addition, the actual curricular evolution is being facilitated by a cadre of talented instructional designers in the OMSE's Active Learning group working in close collaboration with the College's highly skilled educational technology team.

Another innovative medical education initiative is the College's [Longitudinal Integrated Clerkship \(LIC\)](#) for rural medicine. This is a 12-month clerkship that begins at the same time as traditional clerkships but with students meeting the objectives of clerkship in a longitudinal manner rather than the traditional block schedule. LIC students are embedded in primary care clinics and participate in providing comprehensive care to their patients, including wellness, acute care, and chronic care. Currently, LIC student sites include Central Vermont Medical Center in Barre, Vermont, which is a member of the UVM Health Network, and Hudson Headwaters Health Network, a UVM Health Network affiliate site headquartered in Queensbury, New York

Building on a long-standing partnership with Danbury Hospital in Connecticut, an affiliate clinical site for clerkship rotations since 2010, and a subsequent site at Norwalk Hospital, in 2017, the state of Connecticut approved the three-hospital Western Connecticut Health Network (WCHN) to serve as a branch campus of the Larner College. This expanded partnership will enable interested students to

complete their entire clinical experience in Connecticut, and the number of students there will increase from the 35 currently at the Clerkship Level to 70 in March 2021. This branch campus, which will be fully operational in the class of 2023's third year, has its own leadership team, including deans for medical education and student affairs, and shares the same basic structure of the curriculum as the main campus, with an expanded focus on community, public, and global health.

UVM medical students also have opportunities for clerkship rotations in Pediatrics, Surgery, and/or Ob-Gyn at St. Mary's Medical Center in West Palm Beach, Florida.

More information about the Larner College of Medicine curriculum can be found at: <http://www.med.uvm.edu/mededucation/curriculum>.

Established in 2011, UVM's [Clinical Simulation Lab \(CSL\)](#) is a collaborative effort of UVM's Larner College of Medicine, College of Nursing and Health Sciences, Medical Center, and Health Network. The CSL serves as a centralized hub in the training of health care professionals and is dedicated to perfecting healthcare delivery by using simulation to improve clinical skills and enhance patient safety through innovations in clinical training, educational research, and quality improvement. Through these efforts the CSL supports systems integration, interprofessional collaboration, and value-driven healthcare.

In addition to serving the UVM community, CSL services are also available to EMTs, fire departments, and the Vermont National Guard. Simulation facilities encompass approximately 9k square footage of combined space at the LCOM and the CNHS, and with a staff of eight, CSL provides 88,000 learner hours per year.

UVM's CSL is an invaluable resource that holds the distinction of being one of just ten sim labs in the world dually accredited by the Society for Simulation in Healthcare (SSH) and the American College of Surgeons' Accredited Education Institutes (ACS-AEI), and the University has an accredited ACS-AEI Simulation Fellowship that is entering its fourth year. The CSL's accomplished staff and faculty are actively involved at both the national and international level holding leadership roles within the Association of Standardized Patient Educators (ASPE) and the SSH.

The College is deeply committed to engaging medical school applicants from diverse backgrounds and with a broad and balanced education. Starting in 2014, as part of the admissions process for the Class of 2019, the College's **Admissions Team** led the switch from a traditional one-on-one 45-minute interview format to the multiple mini-interviews (MMI) model. With a cadre of 120 active interviewers, including faculty, community members, and students, this collection of assessments provides the College with a more complete and less biased picture of a prospective medical student. In the process of recruiting and building the Class of 2022, 618 interviews were conducted. The MMI is one of several strategies in the admissions process aimed at ensuring an increasingly diverse student body.

The College's **Medical Student Services Team** within the Office of Medical Student Education provides a range of services for the College's aspiring physicians. This multi-faceted group includes specialized faculty and staff who deliver student support in academics, personal health and well-being, and career planning. The team provides these services directly to students and also provides services in support of students in collaboration with other Office of Medical Student Education teams, as well as the Office of Diversity and Inclusion, Student Accessibility Services, Student Financial Services, the Office of the General Counsel, and other institutional and external constituents when appropriate.

The College is committed to ensuring that interested students have opportunities to participate in some form of research activity during their time there. The summer research program, sponsored by the Office of the Associate Dean for Research, encourages students by providing funding to support participation in

research projects with faculty across the university for the summer between their first and second year. Typically 20 students are awarded these stipends to engage in basic science, biomedical, clinical, and health services research spanning wide ranging areas of inquiry.

THE ROLE

The Senior Associate Dean for Medical Education reports to the Dean of the Larner College of Medicine and is an integral member of the College's senior leadership team. Key colleagues within the Office of the Dean are the Senior Associate Dean for Finance and Administration, the Associate Dean for Faculty, and the Associate Dean for Diversity and Inclusion. The SAD will hold a faculty appointment in a department within the College appropriate to expertise and interests, and may carry up to a 20 percent teaching, research and/or clinical commitment.

The SAD is responsible for all activities of the Office of Medical Student Education (OMSE) composed of 50 staff, including ten direct reports who comprise the Medical Education Leadership Team: associate deans for Students, the Western Connecticut Health Network, Clinical Education, and Admissions; directors of the Teaching Academy, Active Learning, Foundations and Pre-Clinical Assessment; Education and Clinical directors for the Simulation Lab; and a Human Resources/Business Manager. Also reporting to the SAD is an Executive Administrative Assistant. In leading OMSE, the SAD is also responsible for the effective management and allocation of the undergraduate medical education budget of \$5-6M.

In addition, the SAD provides leadership for and participates in various committees related to the College's mission and medical education vision, including serving as chair of the Medical Curriculum Committee; serving as a member of the College of Medicine Advisory Council, and as an ex-officio member of the Committee on Advancement. The SAD will also join other standing and ad hoc committees as appropriate. Early on, this will include playing a key role on the institutional self-study task force in preparation for LCME's spring 2021 site visit as part of their role providing leadership for continuous quality improvement and compliance with accreditation standards directly related to medical education. The SAD will also participate in strategic planning for the College and will lead planning efforts specific to medical education.

KEY OPPORTUNITIES AND CHALLENGES

The overarching charge for the new SAD will be to collaborate extensively with internal and external colleagues and constituents within the College, at the University, at the Medical Center, across the Health Network, and with both current and potential affiliate clinical sites on a wide range of activities related to the design, implementation, and maintenance of comprehensive education programs and initiatives across the medical education continuum, including pre-medical, undergraduate, graduate, and continuing education. The SAD's primary focus will be on ensuring an undergraduate medical education at UVM that is comparable in all teaching sites and that is second to none. In addition, it is anticipated that over time this SAD will assume expanded leadership responsibilities for medical education across the continuum and throughout the UVM Health Network.

It is in this context that the new Senior Associate Dean for Medical Education will lead a range of efforts related to the following key opportunities and challenges:

Serve as a key leader in the College's LCME accreditation process

In preparation for the spring 2021 LCME site visit, the College has already mapped out a schedule for each stage in the preparations. Assignments have been made to members of the medical school community, including heads of self-study task force sub-committees. College leadership is particularly grateful that Jan K. Carney, MD, MPH, Associate Dean for Public Health and Health Policy and Senior Advisor to the Dean, who so ably served as the College's Self-study Coordinator for the last survey, has agreed to serve in that capacity for this review cycle. They are also pleased to have Katie Huggett, Ph.D., Assistant Dean for Medical Education, Director of the Teaching Academy, and Robert Larner, M.D. '42 Professor in Medical Education, serve as their LCME faculty fellow. It is with great anticipation that the entire community is looking forward to the arrival of and to working with the new SAD who will serve as the lead and primary College representative for all aspects of the LCME self-study and the site visit related to medical education, ensuring that related requirements and standards are being met.

Ensure clinical experiences that prepare students for residency and beyond

As competition for clinical sites to train medical students and other health care professionals remains an ever-growing challenge, the SAD will play an active role networking and fostering lasting relationships with current and potential clerkship sites. This will become particularly important as existing sites, like Western Connecticut Health Network, which recently became Nuvance Health when it merged with Health Quest, become part of larger health systems, and new medical schools are launched in the region and around the nation. Integral to the challenge will be developing new strategies for assuring that students are afforded the requisite clinical experiences in areas such as pediatrics and Ob/Gyn. Expanding clerkship opportunities through innovative clinical experiences, achieved by leveraging the human and physical resources of the UVM Health Network, will be a critical part of the equation. Creative approaches to compensating and incentivizing potential clerkship sites to partner with the College must be considered. It will be also be essential to factor in time and resources for professional development to ensure that new preceptors are well prepared and confident in assuming these additional responsibilities. Similarly, ensuring consistency in clinical training and that students are getting comparable experiences at affiliate sites are ongoing priorities.

Continually assess learning outcomes and the efficacy of active learning, and expand faculty engagement

Having begun the transition to an active learning curriculum just three years ago, the College is now well over 90 percent of the way toward achieving an all-active learning model. Overall the College community has embraced the transition, at the same time however, leadership and faculty are eager to understand where active learning has proven particularly valuable and what areas require greater consideration of its merits or fine tuning. There are indications that the transformation is having a positive impact on learning but it is just approaching a point where true learning outcomes can be measured. The new SAD will provide timely and transparent communication of data collected and assessment of the effectiveness of active learning modalities to College leadership, and will work closely with the active learning team to address curricular issues. As data is collected and outcomes are measured a, consideration of whether or not 100 percent active learning is ideal for all disciplines, and recognition that greater flexibility in the definition of what is "active learning," may be appropriate and important conversations for the SAD to lead. Identifying strategies to more fully engage faculty less enthusiastic about active learning, especially basic science faculty who play an essential role in helping to ensure that the Vermont Integrated Curriculum continues to serve as a model for excellence in medical education, will also merit the new SAD's attention.

Advocate for resources to ensure that standardized patient and simulation programs are well positioned for the future

The demand for access to two critical tools in the medical education process, the standardized patient and clinical simulation lab (CSL), expands significantly each year at UVM. Serving a range of health care trainees and professionals within the UVM community and beyond, current human and physical resources for these activities have reached or exceeded capacity in terms of staffing, space, and number and age of interactive mannequins and other technological resources. At the same time, the dually accredited CSL continues to provide the highest quality of training and service and serves as a vital hub for interprofessional learning. The new SAD will play an active role maintaining and further developing these invaluable assets. This will require resolute pursuit of funding and additional space to meet and sustain growing needs. In addition to supporting current programming, these efforts will also ensure that health learners across departments and throughout the network will have expanded opportunities for interprofessional activity.

Enhance and safeguard academic rigor of current structure and explore the feasibility of alternative medical training models

Once clinical experiences are completed, and students are in the process of pursuing residency placements, the fourth year has evolved to become increasingly less structured. Leadership, faculty, and OMSE staff will welcome working with the new SAD to develop more structured fourth-year learning opportunities, recognizing the need to build in flexibility for the scheduling challenges of students preparing for residency.

At the same time, primary care and family medicine physicians are in growing demand across the nation, especially in Vermont and other areas of the country with large rural populations. Many students attracted to the Larner College of Medicine make an early commitment to these high-demand areas of medicine, so there is interest in expanding LIC opportunities. The SAD will have an integral role in identifying opportunities to establish more LIC sites. The SAD will also be expected to stay apprised of other emerging trends in medical education worthy of consideration in the UVM context.

Further promote a diverse and inclusive culture and environment that places a high value on professionalism

The SAD will provide leadership to advance the College and University's long-standing commitment to sustaining a culture that supports diversity, inclusion, and equity in the broadest sense for all students, faculty, and staff. This can be achieved by ensuring that College admissions policies and practices, including the MMI and allocation of financial assistance, along with well-organized and functioning student services, effectively support recruitment and retention of an increasingly diverse student body. The College will benefit from focused efforts on recruiting more students from socio-economically disadvantaged backgrounds and underrepresented minority groups, and greater geographic diversity.. Collaborating with colleagues in the Office of Diversity and Inclusion, the Associate Dean for Academic Affairs, as well as with clinical affiliates and department chairs to recruit and retain faculty engaged in teaching, will all contribute to promoting a diverse and vibrant medical education community that will be enriched by faculty, staff, students who share the College's deep commitment to professionalism.

Additional priorities for the new Senior Associate Dean for Medical Education include:

- Effectively manage the medical education budget, including careful review, modification, and implementation of a sustainable formula for allocating funds for teaching to departments; developing and implementing policies and procedures for allocating scholarships and other forms of financial aid

to recruit a diverse and qualified student body; as well as manage enrollment to maintain a relatively stable number of students across the four-year curriculum.

- Expand the College's collaboration with biomedical Ph.D., M.S., and other graduate programs to integrate and leverage education and experiences in medical and biomedical education.
- Work in close collaboration with the College of Nursing and Health Sciences, Medical Center, and Health Network to develop strategies for capitalizing on the unrealized potential for interprofessional learning among health care students, interns, residents, and licensed professionals; and ensure that the Teaching Academy is well positioned to serve as a primary bridge.
- Engage in, support, and encourage medical education scholarship, especially among members of the Teaching Academy, to advance medical education across the academic continuum within the UVM health care community, nationally, and internationally.
- Collaborate with the Foundation Office of Medical Development and Alumni Relations, as well as the Dean, to fundraise and steward philanthropic donations and initiatives, including the Larner gift, to support student educational expenses and a broad range of medical education activities across the continuum.
- Encourage and support enhanced communication, cooperation, and collaboration between undergraduate medical education and the graduate medical education leadership and team at the Medical Center; ensure that residents, sponsored by the Medical Center but providing many hours of instruction to medical students, feel valued and are recognized for their significant contributions to the College.
- Collaborate with the Senior Associate Dean for Finance and Administration to ensure that medical education activities continue to be well supported by the College's IT team, and that faculty and staff have the technological tools needed to effectively manage the unique requirements of medical education, with the added complexities of active learning modalities.
- Ensure that the Office of Medical Student Education is optimally structured and organized to meet evolving needs and expectations, and that there is effective communication within and between functions, and clarity around roles, to enable high levels of support for the College's medical education community of students, faculty, and staff.

QUALIFICATIONS

The ideal candidate will bring many of the following personal and professional qualifications and experience:

- An M.D. combined with a record of academic achievement to meet the criteria for appointment at the rank of Associate of Full Professor at the University of Vermont are required;
- At least 5-10 years of experience in medical education, including relevant leadership roles;
- An ability to inspire, mentor, guide, and encourage new ways of thinking;
- An accessible physician leader with experience in a comparably complex environment and demonstrated commitment to advancing all three academic medicine missions: research, education, and patient care;
- A strong grasp of the challenges facing medical education today and understanding of the financial issues confronting medical schools and their clinical partners.

- Well-versed in trends in medical education combined with an excitement for and demonstrated success advancing excellence and innovation in medical education across the continuum; familiarity with and an appreciation for the potential of active learning in medical education;
- Committed to evidence based pedagogy; expertise in curriculum assessment and implementation;
- Familiarity with accreditation requirements and reporting;
- Demonstrated ability to communicate effectively and work well with clinical faculty in both academic and community settings;
- A deep and demonstrated commitment to fostering and supporting programs that address inclusion and diversity goals and initiatives;
- A deep and proven commitment to educating the next generation of physicians who, as stewards of the art and science of medicine, are committed to the highest standards of professionalism;
- Exceptional organizational and managerial skills, including strong budget management experience;
- A collaborative leadership style combined with, curiosity, creativity, integrity, transparency, intellectual flexibility, and a supportive attitude;
- Enthusiasm for working with alumni and experience and/or an appetite for fundraising;
- Proactive, strategic thinking that facilitates successful long- and short-term outcomes;
- Excellent interpersonal and oral and written communication skills, including effective listening and speaking abilities;
- An enthusiasm and appreciation for the distinct culture of Vermont and the university community.

TO APPLY

The University of Vermont is especially interested in candidates who can contribute to the diversity and excellence of the academic community through their research, teaching, and/or service. *Applicants are requested to include in their cover letter information about their track record in this area and how they will further this goal at the University of Vermont.*

The Larner College of Medicine at the University of Vermont has retained Isaacson, Miller, a national executive search firm, to assist in this search. All inquiries, nominations and application materials (including CV and cover letter), should be directed in confidence to:

Sarah Herman, Principal
Carrie Alexander, Senior Associate
Isaacson, Miller
263 Summer Street
Boston, MA 02210
www.imsearch.com/7002

Electronic submission of materials is strongly encouraged.

The University of Vermont is an Equal Opportunity/Affirmative Action Employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability, protected veteran status, or any other category legally protected by federal or state law. The University encourages applications from all individuals who will contribute to the diversity and excellence of the institution.

Addendum to the Position Profile for the Senior Associate Dean for Medical Education at the Larner College of Medicine at the University of Vermont

More about the University of Vermont

UVM is consistently recognized for its academic excellence and great overall value. The University is ranked among the top 10 Rising Stars by *Forbes* magazine and among the top 14 up-and-coming universities by *U.S. News & World Report*. In 1985, it was named a “Public Ivy” and continues to hold this distinction. Embracing both a strong teaching mission and a dedication to advancing fields of knowledge through research, UVM has been consistently ranked among the nation’s top 50 public universities in *U.S. News & World Report*, providing a rich environment for teaching, research, and scholarship in many realms of human inquiry, achieved in large measure through a distinguished faculty of accomplished teacher-scholars.

UVM is classified as a higher activity research university by the Carnegie Foundation for the Advancement of Teaching. The University offers an unusually rich complement of academic programs, including more than 100 undergraduate majors, 46 master’s programs, 8 graduate certificate programs, 21 doctoral programs, and an M.D. program. The University’s academic units include: the Colleges of Agriculture and Life Sciences, Arts and Sciences, Education and Social Services, Engineering and Mathematical Sciences, Medicine, and Nursing and Health Sciences; The Rubenstein School of Environment and Natural Resources; the Grossman School of Business; the Honors College; the Graduate College; the University of Vermont Extension; the Vermont Agricultural Experiment Station; the Division of Continuing and Distance Education; and the UVM Libraries. UVM has invested \$418M in the campus over the last decade, increasing its physical space by 25 percent.

More about the Larner College of Medicine

Research

The Larner College of Medicine has a long history of research excellence. For FY 2017 the faculty published 1,220 peer-reviewed publications – a remarkable number for the size of the institution. The faculty, including nationally and internationally recognized investigators, are especially adept at successfully navigating an increasingly competitive funding landscape. While producing transformative milestones of discovery in the basic, clinical, translational, and behavioral sciences, they have garnered \$70-90 million in research funding annually over the past several years, including \$84.5 million in extramural funding in FY18. Of this, \$73 million was awarded by federal sponsors, largely the National Institutes of Health (NIH). In the past five years, Larner has garnered 57-65% of all funded research at UVM and better than 90% of all NIH-funded research at UVM. Our current NIH grants include the Northern New England Clinical and Translational Research Network (NNE-CTR); three Centers of Biomedical Research Excellence (COBRE); one R37 Career Merit award, two R35 Outstanding Investigator awards, two R61 clinical trial awards, 62 R01 grants, four training grants, and NCI-

funded program project and consortium grants.

The College takes an innovative, cross-disciplinary approach to medical research, building on its strengths in several key areas: cardiovascular disease; cancer; neuroscience and behavior; lung disease; infectious disease/immunobiology; health services; and education research. The College has been notably successful in its pursuit of NIH-funded COBRE awards, which support thematic, multidisciplinary centers that augment and strengthen institutional biomedical research capacity by enhancing research infrastructure, including the establishment of core facilities. As noted above, the College is home to three COBRE grants, the maximum allowed, totaling nearly \$45 million in federal funding. Our current COBRE grants span infectious disease, behavior and health, and immunobiology. COBRE support comes in three sequential five-year phases, and as each COBRE program sunsets, we have applied for and received new funding to continue support for three Centers, with 17 successful applications in the last 20 years. In the fall of 2018, the College was awarded \$12.3 million for a new COBRE, the Translational Global Infectious Disease Research Center.

It was the high quality of research that helped the College receive major recognition by NIH in July 2017 with the awarding of the five-year, \$20 million NNE-CTR grant in collaboration with Maine Medical Center in Portland, Maine. This grant is focused on developing and sustaining a clinical and translational research infrastructure that will improve rural and community health for residents of northern New England, particularly health problems endemic to the region, including cancer, cardiovascular disease, and substance use disorders, as well as the unique challenges of effective rural health care delivery.

Vermont and northern New England provide unique opportunities to test highly innovative models of healthcare delivery in a rural setting, and UVM is well-positioned to play an increasingly important role in addressing the region's public health priorities. With nearly all health care providers in Vermont's statewide Accountable Care Organization, OneCare Vermont, regardless of the future of the Affordable Care Act, Vermont's unwavering commitment to its goals will mean unparalleled opportunities in health services research, especially as it relates to rural health. It is in this context, and with more than \$24 million in extramural funding supporting current health services research, that the College established a new Health Services Research Center in 2018 and recruited national expert Dr. Adam Atherly as its director. In support of these opportunities the College has recently embarked on a collaboration with the UVM Medical Center and Health Network to create an electronic health record data repository to further enhance population health and health services research capabilities.

The College is also home to renowned collaborative efforts such as the Vermont Oxford Network, an interdisciplinary association of more than 1200 hospitals working to improve the worldwide landscape of neonatal care, and ImproveCareNow, a national collaboration to improve Inflammatory Bowel Disease care for children and youth. Recent developments affecting research and patient care include the growth and the enhancement of the Office of Clinical Trials Research, allowing the College to successfully compete for clinical trials that increase our patients' access to the newest treatments and therapies.

The majority of commercial start-ups associated with UVM had their genesis at the Larner College of Medicine. To help bridge the divide between biomedical research and the market, in 2012 the Department of Medicine launched the pilot program SPARK VT, bringing promising researchers together with business innovators and biotech leaders. The goal was to address the challenge of translating novel research from bench to bedside. Faculty and researchers submitted proposals aimed at translating innovative ideas into therapies, diagnostics, or devices that could “advance rapidly into clinical care through commercialization or other pathways” and two projects were awarded \$50,000 seed grants. In 2014, a second round of SPARK VT proposals, presentations and awards were made, this time including faculty and researchers from additional College departments. The early success of this program caught the attention of University leadership, and SPARK VT is now a university-wide program to promote innovation and commercialization in schools and colleges across the campus.

Finances

The College has a \$214M expense budget, and along with the rest of the University, has moved to an incentive-based budgeting model. As of June 2018, College endowment totaled approximately \$164.5M. The College’s four main sources of revenues include: research dollars totaling \$84.5M for FY18 plus ~\$5M clinical trials research awarded to its affiliated teaching hospital; general funds from the University of \$84.7M for FY19; philanthropy, which in FY18 included \$7.2M in private gift revenue and new commitments of \$19.7M; and \$16.5M from a combination of academic support payments from the Medical Center, a Dean’s tax of 2% of net patient revenue, approximately \$1M per year in lieu of what would have been additional Dean’s tax revenue if the employees of acquired hospitals in the network were in the Medical Group, and \$2M in intergovernmental transfer support. The College also receives a state appropriation of close to \$10M.

An affiliation agreement, generally negotiated every five years, codifies the relationship, including funds flow and recruitment support, among the College, the Medical Group, the Medical Center, and the College of Nursing and Health Sciences. The intent and core of this agreement is to structurally unify the academic and clinical activities that are governed by two different not-for-profit corporations. The clinical chairs, who are recruited by the Dean and approved by the CEO of the Medical Group, hold the dual titles of Chair in the College of Medicine and Clinical Leader in the Medical Group. Clinicians report to both the Dean and the CEO of the Medical Group in these respective capacities, and together, the Dean and the CEO of the Medical Group make personnel decisions and collaborate on large initiatives.

Fundraising

Philanthropically, the College has been very successful. Its alumni are extremely and consistently loyal, with over 30 percent making donations each year. Despite its relatively small size, the Larner College consistently ranks in the top ten medical schools in the nation for alumni percentage in annual support. Robert Larner, MD, who passed away in 2017, embodied and helped grow that loyalty by making strategic commitments that ultimately totaled \$100M, the University’s largest gift in its history. Larner’s final commitment of \$66M to support educational innovation is the largest single donation to a public university in New England. In recognition of

and with great gratitude for this extraordinary lifetime giving to medical education at UVM, in 2016 the University of Vermont Board of Trustees voted to name the College in honor of Dr. Larner, officially changing its name to The Robert Larner, M.D. College of Medicine at The University of Vermont. This marked the first occasion in the United States for which a medical school was named to honor an alumnus physician and donor.

The fundraising structure for the College is unique among medical schools, with an Academic Health Sciences Development Unit supporting development efforts around shared goals among the College, the Medical Center, and College of Nursing and Health Sciences. In this context, the Dean works collaboratively with the President of the UVM Foundation, the Chief Development Officer of the Academic Health Sciences, the President and CEO of the Medical Center and the Health Network, and the Dean of the College of Nursing and Health Sciences.

The University is just completing a \$500M campaign, *Move Mountains: The Campaign for The University of Vermont*, and the College had a goal of raising \$125M to support medical student aid, create more endowed professorships, and advance interdisciplinary education. That goal was met in 2016, and as of May 31, 2019 the College has raised \$203,873,783, which is 162% of its original goal.

The University of Vermont Medical Center (The Medical Center) and Health Network

A critical feature of UVM's academic profile and future potential is the strength of its partnership and shared mission with the Medical Center. The UVM Medical Center is a full-service, sophisticated tertiary care, vertically integrated health care system that serves as a regional referral center—providing advanced care to approximately one million people in Vermont and northern New York—and as a community hospital for approximately 150,000 residents in Vermont's Chittenden and Grand Isle counties.

The Medical Center, whose physicians have faculty appointments at UVM, is the main teaching hospital for the College, and contains within it a full-service children's hospital. Much of the College's clinical and health services research is conducted in collaboration with the Medical Center, and facilities there for biomedical research and patient care have dramatically expanded and improved over the last 15 years. Over the last several years, the Medical Center has expanded to capture a truly regional patient population. The University of Vermont Health Network is the parent organization of a six-hospital, cross-lake partnership that establishes a highly integrated health care system serving the communities of Vermont and northern New York. The hospitals include: The University of Vermont Medical Center in Burlington, Vermont; Alice Hyde Medical Center in Malone, New York; Central Vermont Medical Center in Barre, Vermont; Porter Medical Center in Middlebury, Vermont; Champlain Valley Physicians Hospital in Plattsburgh, New York; and Elizabethtown Community Hospital in Elizabethtown, New York. In January, 2018, the Visiting Nurse Association of Chittenden and Grand Isle Counties also became part of the health network. This integrated health delivery system includes more than 1,000 physicians, more than 2,000 nurses, and countless other health care

professionals. Over the next several years, the UVM Health Network will carry out centralized activities for the benefit of patients of all the partner organizations.

Currently, the Medical Center, together with the College, offers post-graduate residencies in 15 areas: Anesthesiology, Dermatology, Family Medicine, Internal Medicine, Neurology, Neurosurgery, Obstetrics and Gynecology, Orthopedics, Otolaryngology, Pathology, Pediatrics, Psychiatry, Radiology, Surgery, and Urology. A new residency program in Emergency Medicine was added this year. Currently, 330 residents and fellows participate in these programs. Fellowship opportunities are offered in 43 programs.

The Medical Center is recognized for high-quality, cost-effective care, and routinely benchmarks its performance with Vizient, the Association of American Medical Colleges, the Council on Teaching Hospitals, and several other national organizations. On cost and many quality metrics, the Medical Center's performance consistently ranks well above the median and frequently among the top performers. State reports show the medical center having among the lowest utilization of services in northern New England, including the lowest Emergency Department use and lowest per-capita costs for residents in its catchment area.

The University of Vermont Health Network Medical Group (The Medical Group)

The Medical Group is a growing multi-specialty practice that includes more than 800 physicians. The faculty practice division members are jointly employed by the College and the Medical Group and the majority are based at the Medical Center. As academic physicians at a university hospital, the faculty practice physicians provide services of extensive breadth and depth to the people of Vermont and northern New York. Together with the roughly 170 advance practice providers, the faculty have over 1 million patient encounters each year and serve a population of 1 million people. The Medical Group is expanding and has been joined by community practice divisions from Central Vermont Medical Center, Porter Medical Center in Vermont and Champlain Valley Physicians Hospital, Elizabethtown Medical Center and Alice Hyde Medical Center in New York. The Medical Group is a self-governed body, subsidiary of the Health Network where physicians are involved in teaching and research as well as providing clinical care.