Michigan Medicine invites applications and nominations for the position of Executive Vice Dean for Academic Affairs and Chief Academic Officer (EVD-AA). Michigan Medicine (M-M) is the fully-integrated academic medical center of the University of Michigan (U-M), comprised of University of Michigan Medical School (UMMS) and University of Michigan Health System. It is one of the nation’s largest clinical, research and medical education enterprises within one of the nation’s top public research universities.

The U-M is the leading public university in the United States by research volume with UMMS’s $552 million making up nearly one third of expenditures in the last fiscal year. UMMS serves as the academic engine for Michigan Medicine, one of the largest health care organizations in the world. The UMMS enrolls 720 medical students and counts 1,300 trainees. Over 3,900 faculty are in 36 medical departments. Close proximity to other University of Michigan Schools, as well as a culture of collaboration, fosters interdisciplinary and interprofessional innovation. The 2020-2021 U.S. News & World Report Best Hospitals ranking places M-M at 11th in the nation and 1st in Michigan, with 13 ranked adult specialties and 10 ranked pediatric specialties. The 2022 U.S. News & World Report Best Medical Schools rankings place UMMS at 15th in the nation for both research and primary care, with 7 specialties ranked in the top 10 among U.S. medical schools.

The EVD-AA is an integral member of the collaborative and cohesive executive team that manages the oversight of the medical school and Michigan Medicine. Reporting to the Dean and Executive Vice President, Marschall Runge, the EVD-AA is responsible for the educational mission of UMMS and M-M which includes strategic development, operational oversight, and budgetary accountability. The EVD-AA also provides oversight for faculty affairs and faculty development activities for UMMS. Under the direction of the Dean, the EVD-AA works with the clinical department chairs and designated centers and institute leadership teams to execute strategic priorities including faculty recruitment, selection, retention, and financial plan development. As part of a cohesive leadership team including the Dean, the EVD-AA works collaboratively with the Executive Vice Dean for Research (EVD-R) and Executive Vice Dean for Clinical Affairs (EVD-CA) to integrate the traditional silos of education, patient care, and research to achieve excellence in all missions.

The successful candidate will be an institutional thinker, collaborative leader, innovator, and superb communicator, who has a track record of academic accomplishment and administrative leadership as well as demonstrated experience in medical education and training. The EVD-AA will affirm and advance M-M’s commitment to diversity, equity, and inclusion and will foster and promote inclusive teams. The EVD-AA will have the ability to traverse the fields of academic medicine and education while building collaborative relationships. The EVD-AA will have a proven capacity to partner and
collaborate with other leaders at both the strategic and operational levels as well as extensive experience with medical school administration, faculty affairs, and educational programs.

M-M 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.

**MICHIGAN MEDICINE & U-M MEDICAL SCHOOL**

Michigan Medicine, the fully-integrated academic medical center of the University of Michigan, is home to one of the largest health care complexes in Michigan. Committed to a three-part mission of patient care, education, and research, Michigan Medicine is led by Dr. Marschall Runge, Dean of the University of Michigan Medical School, University of Michigan Executive Vice President for Medical Affairs, and CEO of Michigan Medicine. Michigan Medicine is comprised of the U-M Health System, U-M Medical School, and the Michigan Health Corporation. Michigan Medicine 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. More than 80 buildings on the medical campus are dedicated to research, including the Biomedical Science Research Building and North Campus Research Complex.

The U-M Medical School is home to 3,948 total faculty (955 instructional track faculty; 348 research track faculty; 1,628 clinical track faculty; 228 lecturers; 789 volunteer, adjunct, and visiting faculty). The U-M Medical School faculty includes 48 members of the National Academy of Medicine.

Among the members of the Medical School’s 2020 entering class of the M.D. program, the average age was 24.7, with 26% of the class from backgrounds under-represented in medicine, 64% women, 35% men, 1% 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 U-M 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 U-M Medical School graduates are internal medicine, anesthesiology, pediatrics, emergency medicine, and obstetrics and gynecology.

For more information on UME, GME and CME, please visit the Appendix.

**THE ROLE: EXECUTIVE VICE DEAN, ACADEMIC AFFAIRS/CHIEF ACADEMIC OFFICER**

U-M Medical School has a matrixed organizational structure led by the EVP & 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 U-M Medical School. The EVD-AA provides oversight and management of an $80 million budget and, with their leadership team, a 500 person staff supporting the operations of U-M Medical School and the academic mission of Michigan Medicine.

Direct reports to the EVD-AA include the Senior Associate Dean for Faculty and Faculty Development, Associate Dean for Regulatory Affairs, Associate Dean for Medical Student Education, Associate Dean for Graduate Medical Education, and Assistant Dean for Continuing Medical Education and Lifelong Learning. The Executive Director for Administration/Chief Operating Officer and the Director of Wellness report directly to the EVD-AA, and they also have a matrixed reporting to the EVD-R and
Chief Human Resources Officer, respectively. The EVD-AA is also supported administratively by the Chief of Staff for Academic Affairs who has a dual reporting relationship to the Executive Director for Administration/COO.

Chairs of the twenty clinical and nine basic science departments of the Medical School report to the Dean with functional leadership support and guidance from the EVD-AA for clinical departments; the EVD-R plays this role for basic science departments. Additionally, the EVD-AA provides leadership to facilitate the alignment of the educational and clinical priorities of key centers and institutes including the Center for Bioethics and Social Sciences in Medicine, Center for History of Medicine, Rogel Cancer Center, Clinical Simulation Center, and other units as assigned by the dean.

One of the key responsibilities of the EVD-AA, in collaboration with the Dean and other Executive Vice Deans, particularly the Executive Vice Dean for Clinical Affairs (EVD-CA), is maintaining the focus, identity, and investment in the academic mission of Michigan Medicine as the academic medical center of the University of Michigan. In recognition of the integrated relationship of Michigan Medicine with the University of Michigan, and the U-M Medical School as a degree-granting graduate and professional school of the University, the EVD-AA has a critical relationship to the University Provost and represents the Medical School as a member of the Provost’s Academic Program Group.

OPPORTUNITIES AND CHALLENGES

It is expected that the next Executive Vice Dean, Academic Affairs/Chief Academic Officer will have the ability to address a set of opportunities and challenges that include, but are not limited to:

Forge partnerships and unify missions

Michigan Medicine integrates the clinical, education, and research missions under a single leadership structure, which provides significant benefits. The enterprise remains very large and complex for which the current distributed leadership structure is well suited. The EVD-AA is the hub for all academic affairs and education related matters connecting across the leadership team of the Executive Vice President and Dean; the Executive Vice Dean for Research; and the Executive Vice Dean for Clinical Affairs. As a member of this senior leadership team, the EVD-AA will work with the Dean and peer Executive Vice Deans to unify and integrate across missions for excellence, equity, and transparency and then determine resource investments for the greatest good of the whole.

Facilitate the success of clinical department chairs

The twenty clinical department chairs are self-directed and high achieving. The pandemic and organizational changes at Michigan Medicine have compounded the chairs’ already demanding work of balancing multiple missions in each department. EVD-AA is uniquely positioned to add value to the chairs’ work by supporting them through change management, developing their capacity to lead world-class departments, supporting recruiting, and removing barriers to operational effectiveness and continuity of culture across Michigan Medicine.

Advance Academic Affairs as one of three essential and inter-woven missions

The EVD-AA will champion and bring thought leadership to ensure Michigan Medicine trains excellent physicians and investigators 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 requires the ethos that research, education, and clinical affairs
explicitly engage and coordinate with each other. UME is strong and current, but not static. UMMS was granted full reaccreditation by the LCME in March 2021 and opportunities exist to more deeply integrate student and trainee development in patient care and research missions, to champion civility across the enterprise, and to optimally align resources to priorities in educational, research, and clinical missions. The EVD-AA will ensure continual innovation across the Academic Affairs portfolio, including UME, GME, CME and Faculty Affairs. Subject matter expertise is key as is an appetite to engage across the University where the EVD-AA represents Michigan Medicine with the University Council of Deans and Health Sciences Dean Groups.

**Champion equity, diversity, and inclusion**

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), there remains work to do to ensure administrative leadership, faculty, and trainees similarly reflect the diversity of the region and the country. MM’s challenges here have been intensified by the events of 2020. Consequently, a deep reaffirmation of equity, diversity and inclusion has ignited across Michigan Medicine and the EVP’s office is uncompromising in advancing these principles. The EVD-AA 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.

**Build and guide a high performing, innovative team in Academic Affairs**

The EVD-AA office has exceptional administrators and staff eager for leadership roles and a hunger to realize their full potential. The EVD-AA will support their excellence as an inspirational, transparent leader with both the expertise in medical education, and the leadership approach to empower and delegate. The team is data driven and the EVD-AA office has an established culture using multiple inputs to drive priorities and performance. Several key recruits will be required as the next EVD-AA forms their team for the future. Success will be a team that stays one step ahead in providing innovation and modeling a culture of collaboration and shared purpose.

**PROFESSIONAL AND PERSONAL QUALIFICATIONS**

- A doctoral degree in medicine is required.
- National recognition as a scholar.
- 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 with medical school administration, faculty affairs and educational programs.
- Strong record of academic accomplishment and administrative, managerial, and operational experience in oversight of medical education programs.
- An ability to traverse the fields of academic medicine and education while building collaborative relationships and a proven capacity to partner and collaborate with other leaders at both the strategic and operational level are required.
- Space and budget management experience in an academic environment.
- Commitment to promoting a culture that nurtures diverse forms of inquiry and scholarship.
- Strong interpersonal and communication skills.
- Strong commitment to cultural diversity and inclusivity.
• Maintains and supports an effective group of associate deans and clinical chairs to support the academic priorities for the medical school.
• Promotes and assures ongoing faculty development.

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

• Creates value for the diverse communities by fostering a climate of excellence.
• Crafts a shared, compelling vision and leads faculty, staff, and students through consensus.
• Leads innovation and catalyzes change by recognizing its need, challenging the status quo, energizing stakeholders, and championing experiments to improve.
• Fosters and promotes inclusive teams by pulling together diverse groups of people and engaging them in a single purpose while encouraging transparency, service to each other, respectful behavior, candid conversation and achievement. Collaborates and builds inclusive relationships by generating an atmosphere of collegiality and models respect, helpfulness and cooperation.
• Coaches and develops others by cultivating people’s abilities.
• Achieves results through high personal standards that drive them to constantly seek performance improvements – for themselves and for those they lead.
• Solves problems by conducting scientific root cause analysis based on firsthand observation.
• Aligns culture by guiding the appropriate combination of people, resources, practices, policies and technology to reinforce change and to uphold the mission.
• Acts with courage and confidence even in the face of adversity.
• Creates an atmosphere in which timely information flows smoothly and reflects diverse thinking.

ANN ARBOR, MICHIGAN

The vibrant and active city of Ann Arbor is an eclectic 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:

Philip Jaeger, Partner
Jamie Sands, Partner
Ernest A. Brook III, Senior Associate
Isaacson, Miller

https://www.imsearch.com/7899
Electronic submission of materials is strongly encouraged.

The University of Michigan as an equal opportunity/affirmative action employer, complies with all applicable federal and state laws regarding nondiscrimination and affirmative action. The University of Michigan is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status in employment, educational programs and activities, and admissions.
APPENDIX

UMMS UNDREGRADEUT MEDICAL EDUCATION AND CURRICULUM

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 you 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 our 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, you will choose one of four Branches to match your career interests and focus the remainder of your medical education. Once you choose a Branch, you will meet your Branch Advisor, a faculty member ready to help you attain your goals. This is the place in the curriculum where you 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 you. You’ll also do your 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 your clinical skills through two sub-internships including one in the ICU, Residency Prep Courses, integrating your scientific knowledge into the care you provide to patients on the wards, and exploring opportunities on how you can impact health and health systems for the greater good through your 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 a 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 a 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
Led by the associate dean of graduate medical education, the 13 member GME team provides institutional support for all accredited residency and fellowship programs. These programs encompass more than 400 incoming future board-certified physicians annually, totaling more than 1,250 learners in 110 accredited residency and fellowship programs at any one time.

CONTINUING MEDICAL EDUCATION
A team of 7, led by the assistant dean for continuing medical education and lifelong learning, the Office of Continuing Medical Education and Lifelong Learning encourages high quality continuing medical education designed to improve patient care through increasing the knowledge, competence, and performance of physicians. The office of CME 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. The University of Michigan is accredited by the Accreditation Council for Continuing Medical Education (ACCME) to provide continuing medical education for physicians.

GRADUATE PROGRAMS IN BIOMEDICAL SCIENCES
Under the leadership of the EVD-R, the Medical School offers master's and Ph.D. programs in 13 disciplines through the program in biomedical sciences (PBIS), the M.D./Ph.D. Medical Scientist Training Program (MSTP), and a postdoctoral fellows program. The Medical School also offers biomedical research summer programs, and non-degree postbaccalaureate premed and research education programs.