



THE OHIO STATE UNIVERSITY
WEXNER MEDICAL CENTER

College of Medicine
Office of the Dean

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July 14, 2015

W. Randy Smith, PhD
Vice Provost, Academic Programs
Office of Academic Affairs
203 Bricker Hall
190 North Oval Mall
Columbus, OH 43210

Dear Dr. Smith:

The College of Medicine has reviewed and fully endorses the proposed creation of a Department of Biomedical Education and Anatomy within the College of Medicine. The Department proposal was presented to the College Assembly and received unanimous approval, with one abstention. The proposal also was endorsed by the Faculty Council within the College of Medicine. I anticipate that the proposed department will enable the development of a community of faculty who will advance the development, implementation and dissemination of innovative biomedical educational programming and research. I also anticipate that the creation of the department will unify faculty resources and support in order to help individual faculty members succeed academically and programs to advance. Providing a TIU for faculty, who identify themselves primarily as educators, will facilitate education scholarship productivity and support for faculty interested in seeking promotion along the educator pathway within the College of Medicine.

Anatomy, for the past three years has existed as a division within Health and Rehabilitation Sciences. Prior to that, and since 1914, Anatomy had existed as a department within the College. The reconstitution of Anatomy within a departmental structure returns this very important medical discipline to departmental status within the College of Medicine. The addition of Bio-ethics within the department will enable discipline specific educational program development and implementation while aligning resources within the education mission.

In summary, the College of Medicine fully endorses the proposed creation of a Department of Biomedical Education and Anatomy. The proposed new Department has been approved by the appropriate College of Medicine Faculty Committees, follows national trends in Colleges of Medicine and has my personal full support and endorsement.

Sincerely,

E. Christopher Ellison, MD
Interim Dean, College of Medicine

Proposal for the Establishment of a
Department of Biomedical Education & Anatomy

The Ohio State University

College of Medicine

August 20, 2015*

* Amended as requested March 21, 2016

Introduction

The proposed Department of Biomedical Education & Anatomy will create an academic community of faculty and staff dedicated to the development, implementation and dissemination of innovative biomedical educational programs and research. The department will improve the ability of the University and the College of Medicine to recruit outstanding faculty and learners across the spectrum of biomedical sciences. The ever-increasing complexity of educating the next biomedical workforce requires a unique expertise and a coordinated effort of clinician and research educators.

The creation of this department will enable a concentrated focus on excellence in biomedical sciences education and research in the areas of human anatomy, bioethics, biomedical research, undergraduate and graduate, medical education and biomedical sciences. The creation of this department will enhance the ability of the University to recruit top biomedical science educators and curricular experts in the domains of teaching, learning and assessment.

The vision is to become a local, regional, national and international leader in the education and training of biomedical professionals using highly integrated and innovative evidence-based approaches.

Rationale

1. Define the mission of the proposed unit: Mission statement

The mission of the Department of Biomedical Education and Anatomy is to advance basic and clinical biomedical sciences education through innovative and integrated curricula and scholarship, as well as to advance and promote basic and clinical medical science faculty in the domains of excellence in teaching and scholarship.

Scholarship is defined as the achievement of local, regional, national and international recognition in the faculty member's area of expertise including, but not limited to, education, basic science, clinical and translational research.

Through this mission, faculty in the department will strive to create and enhance innovative programs, curricula, and teaching/learning methods that facilitate the evidence-based education of the biomedical workforce.

The department will strive for excellence in the education of undergraduate, graduate, professional, and post-graduate students (i.e., post-doctoral, resident and fellow) as well as

faculty and community professionals. Dedication to the promotion of scholarship is the foundational core of the department.

Goals

1. To foster curriculum development for innovative educational programs in the biomedical sciences, bioethics and anatomy.
2. To foster faculty development and teaching excellence in biomedical education work-force
3. To direct and support inter-professional and interdisciplinary education and research that will foster and disseminate best practices locally, nationally and internationally
4. Direct interdisciplinary education programs at the undergraduate, graduate and professional level through effective implementation science strategies.

2. Define the purpose of the unit (investigate overlap with other academic units already established at the University and include letters of interest or objection):

The Department of Biomedical Education and Anatomy will bring increased visibility to the excellent educational programs within the College of Medicine. In addition this department will facilitate curricular and program support throughout the college and enable consistency in learning outcomes and provide a coordinated approach to program development.

The Department will enhance the development of inter-professional collaboration with the other health sciences colleges including the College of Dentistry, College of Nursing, College of Pharmacy, College of Optometry, College of Veterinary Medicine, College of Public Health and the College of Education and Human Ecology.

The Department will facilitate Discipline based research programs in Medical Education, Anatomy and Bioethics.

3. Describe the role of the new unit in relationship to the larger administrative unit of which it will be a part:

The Department of Biomedical Education and Anatomy will be housed within the existing Departmental structure within the College of Medicine. The Chair of the department will report to the Dean of the College of Medicine. Within the department there will be three divisions:

1. Biomedical Education
 - a. The Division of Biomedical Education will serve as a home for biomedical educators who dedicate their careers to educating the next generation of health

care providers through the development of innovative teaching and learning methods and methods of assessment as well as in conducting rigorous research programs that will focus on educational outcomes in biomedical education and the subsequent dissemination of best practices.

2. Anatomy

a. The Division of Anatomy will create the next generation of innovative anatomy education and research for health sciences learning and practice by becoming a national leader in: Anatomy education and pedagogy and training the next generation of anatomists and biomedical educators. Anatomy has a large teaching mission for the University and serves over 2,400 undergraduates, graduate and professional students each year. Required and elective courses are offered in human anatomy, embryology, histology, neuroanatomy and radiological anatomy.

3. Center for Bioethics and Medical Humanities

a. The Center for Bioethics and Medical Humanities stands as a forum for collaborative research, education, and clinical consultation. Ethics being a dynamic field subsequently includes multiple interprofessional disciplines and perspectives to give consideration to theoretical ethics, empirical ethics, professionalism, humanities, spirituality, religion, law, and public policy. Thus, the Center for Bioethics and Medical Humanities seeks to carry out the Medical Center vision "working as a team, to shape the future of medicine by creating, disseminating, and applying new knowledge, and by personalizing health care to meet the needs of each person." The Center for Bioethics and Medical Humanities pursues such goals through scholarship, mentorship and education, and facilitating dialogue within the community. Such cornerstones are promoted through training those who can make enriching contributions to the field of bioethics, developing increased educational opportunities at all levels of the university, and providing venues to bring together academics and healthcare professionals.

4. Describe similar units at other universities in Ohio, in the Big Ten, and in the United States and their levels of success:

Successful units from the University of Cincinnati College of Medicine, University of Michigan Medical School, Northwestern University Feinberg School of Medicine, University of Illinois College of Medicine, Southern Illinois School of Medicine, Texas Tech University Health Science Center School of Medicine, The University of Tennessee Health Science Center and West Virginia University School of Medicine were reviewed for best practices. Highlights of their units follow:

University of Cincinnati College of Medicine, Department of Medical Education:

This department serves as the tenure initiating unit for faculty who primarily identify as medical educators. These faculty excel in the area of teaching and learning and pursue excellence in these arenas. The department serves all faculty within the college through the facilitation of the development of skills in health sciences education. The department strives to foster innovation

in health sciences education and set the standard for best practices through sponsored programs and educational scholarship. The faculty within the department have a track record of securing both intramural and extramural funding for medical education research. This department also functions to recognize outstanding faculty educators within the College of Medicine.

University of Michigan Medical School, Department of Learning Health Sciences: This department serves to generate new knowledge in the education of the health professions students. The department faculty have a research focus on pedagogy as well as teaching and learning methods. As a set goal the department serves to disseminate best practices among the medical school faculty and the nation more broadly. Educational programs within the department emphasize the development of the next generation of health professions education researchers.

Northwestern University Feinberg School of Medicine, Department of Medical Education:

The role of this department is multi-faceted within the school of medicine. Many faculty within the department have a research and scholarship focus on the effective use of simulation in medical education. In addition the department plays a central resource role for educational innovation and application. The department has a robust mentorship and recognition program that extends beyond the department itself. The department facilities function as a lab for the development of innovative educational programming and for use in educational research. In addition the department serves to help faculty develop state of the art programming in health professions education.

University of Illinois College of Medicine, Department of Medical Education:

This department has a primary focus in offering a graduate program in health professions education. This nationally recognized faculty within the department have a scholarship emphasis in the areas of clinical reasoning and decision making, simulation, medical ethics, assessment and program evaluation. In addition the faculty within the department provide service to internal and external customers in such areas as curriculum development, assessment and program evaluation.

Southern Illinois School of Medicine, Department of Medical Education:

The department is involved in student teaching, faculty development and research in health professions education. The department also has expertise in research design and the faculty within this department provide a wide range of educational services and consultations. The major areas of scholarly activity include longitudinal performance assessment, evaluation and remediation of failing students and diagnostic reasoning skill acquisition. The department is well known for its work in educational outcomes and problem-based learning to faculty and curricular units. Its major research and development programs are in the areas of educational outcomes, problem-based learning in education, performance-based assessment of professional competence, distance learning, educational technology, communication and cognitive science. The faculty of this department is willing to work with any faculty interested in any kind of educational development or research, as well as anyone wishing to improve their teaching ability.

Texas Tech University Health Science Center School of Medicine:

The Department provides leadership and innovation in medical school teaching and scholarship. Department faculty support both students and educators within the school of medicine. The primary faculty within the department are those that are responsible for administering and teaching within the medical school curriculum. The department works closely with many of the offices within the college of medicine in order to create effective faculty development experiences that advance health professions teaching and learning.

The University of Tennessee Health Science Center, Department of Medical Education:

The faculty within this department include both basic science and clinician educators. The role of the department is to unite medical educators across the college and across the medical education continuum. The primary purpose of the department and its faculty is to develop and support best practice in medical education. The department is responsible for the delivery of curricular content and has an expertise in integration. Innovation is a primary focus as is dissemination of best educational practices. The faculty within the department have an expertise in active and engaged learning across the curriculum. The department acts to disseminate best practices throughout the college through innovative faculty development programs. There is a focus on expert modeling and the mentoring of younger teaching faculty. The faculty within the department provide support for the development of curricular delivery and assessment tools.

West Virginia University School of Medicine Department of Medical Education:

This department functions to promote excellence in teaching. This is accomplished via the facilitation of educational scholarship and curricular enhancement. The department has a formal recognition program for outstanding educators and utilizes educator learning communities. The department also serves in a support role to the School of Medicine that enables the effective delivery of the medical curriculum through the undergraduate-graduate-continuing medical education continuum. The department prides themselves on being known for innovative curricular delivery methods and the monitoring of skills development. Faculty have primary or secondary appointments within the department but all must demonstrate a level of expertise in health professions education. This includes use of simulation, use of innovative teaching and learning methods, application of effective assessments and program evaluation.

Size of Faculty

University of Cincinnati College of Medicine	9 faculty + 4 emeritus
University of Michigan Medical School	18 faculty
Northwestern	48 faculty, 1emeritus
University of Illinois	18 faculty
SIU	10 faculty
Texas Tech University School of Medicine	16 faculty
University of Tennessee-Memphis	17 faculty
University of Washington Medical Center	39 faculty
West Virginia University	10 faculty
OSU (Proposed)	15 faculty

5. Enumerate proposed major programs

Educational Programs

The Department will bring together key educational programs already in existence within the College of Medicine enabling us to better align our teaching and learning methods, assessment methods and outcomes. New degree programs are currently under consideration by the office of academic affairs for a Master of Arts in Bioethics.

Biomedical Education:

1. *Biomedical Science Undergraduate Major.* This currently exists within the College of Medicine within the School of Health and Rehabilitation Sciences. The program is functionally already managed through the central college resources so there is no expected interruption. The degree will change from a Bachelor of Science in Biomedical Science from the School of Health & Rehabilitation Sciences to a Bachelor of Science in Biomedical Sciences from the College of Medicine
 - a. *Enrollment projections:* 26 students per year for a total of 104 students.
 - b. *The goals for enrollees in the proposed educational programs include:*
 - i. A curriculum that includes the traditional pre-med courses, as well as unique classes in the critical analysis of research literature; laboratory techniques; social issues in medicine; healthcare policy; leadership; and advanced multidisciplinary studies of immunology/ infectious disease, genetics/neuroscience, and cancer. Involvement in cutting edge biomedical research, starting as early as the freshman year. Opportunities for internship and apprenticeship in the finest labs at The Ohio State University Wexner Medical Center and around the world. Classes taught by the same faculty who instruct Ohio State's medical and graduate students. The major seeks to put students in an excellent position for entering a graduate program in medical research, medicine, dentistry, or just about any other area of healthcare. While students learn the basics in the sciences and the liberal arts, they also develop effective teamwork skills, excellent leadership abilities, and advanced written and oral communication skills.
 - c. *Estimate opportunities for graduates of the proposed programs.*
 - i. The Biomedical Science major is designed to prepare students for a variety of graduate and professional programs. Approximately 50% of the alumni enter medical school, 25% enter research-focused programs (i.e., MD/PhD or PhD), and the remaining 25% enter healthcare-related programs (e.g., dentistry, pharmacy, physician assistant, public health, etc.). While most alumni enter an area of patient care or research, some have also entered graduate programs in business, hospital administration, and law. The "Big 3" for BMS alumni will likely always be medical

school, graduate school (PhD in an area of biomedical science), and the dual MD/PhD.

2. Biomedical Sciences Graduate Program. This currently exists within the College of Medicine. The program is functionally already managed through the central college resources so there is no expected interruption.

a. *Enrollment projections:* 20 students per year for a total of 120 students.

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b. *The goals for enrollees in the proposed educational programs include:*

i. The theme of the Biomedical Sciences Graduate Program is "The Biology of Human Disease." This graduate program trains students to investigate human disease through a process of integrating information across several traditional biomedical research disciplines.

c. *Estimate opportunities for graduates of the proposed programs:*

i. Our graduates possess a breadth of understanding for the mechanisms underlying human disease, which coupled with intensive integrative research training, positions our graduates for success in a wide range of career opportunities.

3. Professional Degree Program (MD). This currently exists within the College of Medicine.

a. *Enrollment projections:* 200 students per year for a total of 800 students.

b. *The goals for enrollees in the proposed educational programs include:*

i. The Ohio State University College of Medicine seeks to recruit self-directed learners who are driven to become empathetic physicians providing evidence-based, compassionate medical care. The Admissions Committee will assemble a class that displays diversity in background and thought, strong intellect, and the potential to improve people's lives through innovation in research, education, and community service.

c. *Estimate opportunities for graduates of the proposed programs.*

i. The majority of graduates from the MD program will enter into Graduate Medical Education programs. With the nation facing a Physician shortage the opportunities for our graduates are great.

Anatomy:

1. Anatomy minor

2. Graduate: Doctor of Philosophy in Anatomy (PhD), and Master of Science in Anatomy (MS)

a. *Enrollment projections:* 8-10 students per year for a total of 40-50 students.

- b. *The goals for enrollees in the proposed educational programs include:*
 - 1. The Anatomy Master's Program is designed to prepare students for continuing their education in a professional degree program (e.g., MD, DDS, DPT etc.) or for dissertation work in a PhD program. The Anatomy Master's Program also prepares graduates to teach Anatomy or pursue a career in a health-related industry.
 - 2. The Doctor of Philosophy degree program in Anatomy gives students the opportunity to achieve a high level of scholarly competence and excellence in the anatomical sciences.
- c. *The Estimate opportunities for graduates of the proposed program:*
 - 1. Opportunities for graduates of both the MS and PhD programs in Anatomy exist in the broad field of health professions education where Anatomy remains a core discipline as well as in anatomical sciences related research.

Bioethics:

- 1. Bioethics minor
- 2. Graduate: Master of Arts in Bioethics

- i. *Enrollment projections:* 10-25 students per year for a total of 20-50 students.
- ii. *The goals for enrollees in the proposed educational programs include:* The program will serve as the core for bioethics graduate study at the University, facilitating teaching, research, collaboration, and advanced training for healthcare professionals, practitioners, students and all others seeking to engage in moral dilemmas and life questions in the field of bioethics.
- iii. *Estimate opportunities for graduates of the proposed programs:* Bioethics is a burgeoning field with opportunities for graduates to work in universities, hospitals, all levels of government, policy institutes etc. As an interdisciplinary and multi-disciplinary field, bioethics compliments professions within public health, health sciences, allied health, biotechnology, nursing, medicine, chaplaincy, wildlife conservation, ecology, law, social work, psychology and public policy.

6. State opportunities provided for study or application of the subject beyond the structure of the classroom:

The educational programs offered within the Department of Biomedical Education and Anatomy have broad application outside the classroom. The field of medicine provides ample opportunity for application of the discipline in the real world. Either in the clinical or laboratory setting key skills taught in the classroom are applied to real life settings.

7. Estimate the potential to develop national or international recognition as an academic discipline:

As a discipline Biomedical Education has exceptional potential for both national and international recognition. The increased accountability of biomedical education programs has placed increased pressures on Colleges of Medicine to develop expertise in teaching and learning methods as well as in methods of assessment. Through the development and dissemination of best practices in this arena Ohio State University will be at the forefront of implementation and dissemination.

Additional Department Programming

The Office of Evaluation, Curriculum Research & Development:

This office promotes scholarship of teaching and learning to enhance the quality of health sciences education. This is accomplished by providing consultation on all aspects of medical education research (e.g., study preparation, funding, networking, IRB approval process, literature reviews, study design, methodology, instrument development, and statistical analyses). In addition the office promotes and develops skills that enhance the quality of health sciences education and assists in the development of outstanding teachers, curriculum developers, program leaders and educational scholars. The team in the office provides guidance to medical educators in turning their teaching activity into scholarly presentations and products (e.g. preparation of podium presentations, articles and proposals). In addition the team provides guidance for educational recognition and rewards and assists in the identification and/or development of guidelines to recognize excellence in educational scholarship and scholarly activity.

Faculty Development for Medical Educators (FD4ME) is a series of 24 interactive e-learning modules at <https://fd4me.osu.edu> devoted to improving the knowledge, attitudes and skills of medical and other allied health faculty in the important domains of teaching, professionalism and leadership. All technical and web development aspects of this distance education program were created by the Office of Geriatrics and Gerontology in collaboration with the Center for Education and Scholarship and subsequently with the Center for Faculty Advancement, Mentoring and Engagement, and the Vice Dean for Medical Education.

- FD4ME for LSI at <https://fd4me.osu.edu/lsi> is a single source for engagement in faculty development LSI to facilitate understanding of faculty roles critical to the success of the LSI curriculum and the best educational and training methods for faculty teaching in the LSI curriculum.
- FD4ME Learning Objectives App at <https://fd4me.osu.edu/objectives-app> is a learning objectives step-by-step tool for developing learning objectives. Users may create, edit, and delete while building learning objectives specific to their instructional goals.
- FD4ME for Longitudinal Preceptors at <https://fd4me.osu.edu/lp-preceptors> is an on-line faculty development and continuing education program for the physicians who provide education to our medical students in longitudinal practice sites

- FD4ME Wayne State Portal at <https://fd4me.osu.edu/ws> is a web portal currently being built based on a collaboration with Wayne State University to offer faculty development from the OSU FD4ME program, and Continuing Medical Education from the OSU Center for Continuing Medical Education.
- Additional FD4ME discussions continue with Rutgers University, the OSU School of Health and Rehabilitation Sciences, and the OSU Division of Physical Therapy. Further, there is a current program discount arrangement with Marshall University.

Herbs and Dietary Supplements Across the Lifespan at <https://herbs-supplements.osu.edu> is a collaboration between the Office of Geriatrics and Gerontology and the Center for Integrative Health and Wellness for online education and training through 14 interactive modules for physicians, nurses, dietitians, occupational and physical therapists as they address the needs of their patients and clients.

Mind-Body Skills Training for Resilience, Effectiveness, and Mindfulness (STREAM) at <https://mind-bodyhealth.osu.edu> is a collaboration between the Office of Geriatrics and Gerontology and the Center for Integrative Health and Wellness for online education and training through 12 interactive modules for physicians, nurses, dietitians, occupational and physical therapists, social workers and others to help care providers personally and professionally to become more resilient in the face of stress, more clinically effective in helping patients, and more mindful in their daily life through the latest scientific research about mind-body skills.

Traumatic Brain Injury at <https://tbi.osu.edu> is a collaboration between the Office of Geriatrics and Gerontology and the Ohio Valley Center for Brain Injury Prevention and Rehabilitation for online education and training through 5 interactive modules for rehabilitation counselors, social workers, medical professionals, caregivers and those who have experienced a TBI.

8. Describe previous submittals of the same or similar unit proposals (indicate reasons for withdrawal or disapproval)

Not Applicable

Demand

1. Give evidence of sufficient demand by students, faculty, general public, and/or business.
 - a. Educating the next generation of the Biomedical workforce has had National and International attention in the past decade. This has left Biomedical Educators at a loss in the development of new teaching and learning methods and methods of assessment. Promoting excellence in the education of health professionals throughout a faculty members career has been fragmented and often times without direction. The creation of the Department of Biomedical Education and Anatomy will foster not only excellence in our educational programs but also in the ongoing development of our Biomedical Educators through collaboration, innovation and research. The department will foster the development of

and advocacy for continuing education and improvement programs to enhance the continuous development of biomedical educators that will ultimately facilitate hiring and promotion through the faculty ranks. The development of faculty educators through collaboration will advance our research in biomedical education, curricular outcomes, implementation science, and related fields, and the dissemination of the results of that research. The policies and procedures within the department will foster and recognize the fundamental importance of Anatomy and Bioethics to health professions education, as well as the fundamental importance of excellence in faculty education competencies.

2. *Estimate the duration of demand (long/short term).*

a. The National trends identified by the American Association of American Medical Colleges including the development of similar departments across the country supports the long-term need of this department. Educational programs are consistently being held more and accountable by our accrediting bodies for our learner outcomes. The creation of this department will facilitate our ability to improve consistency in our learner outcomes across multiple programs while maintaining faculty freedom in developing their areas of research and teaching interest.

3. *State the reasons that other units are not able to meet the demand:*

a. Although biomedical educators exist across all departments within the College of Medicine, there is no unifying collaborative community that supports the development of faculty who have their area of emphasis in biomedical education. There is extreme variability within departments regarding the appreciation of the needs for faculty who have education as their priority. In addition program support is spread throughout multiple units watering down expertise and support within unit silos. The proposed department will unify the faculty, facilitate the development and dissemination of best practices and facilitate faculty mentoring and engagement.

Cost:

The Ohio State University College of Medicine has pledged its full support to the Department of Biomedical Education and Anatomy. In combining various education offices, the opportunity exists to streamline processes and improve services for our students. The Department will be fully staffed upon the merger of various programs with the exception of two faculty Anatomists. Below is the proposed financial outline for these two instructor positions:

	Salary	Benefits	Total Salary & Benefits
Instructor 1	\$65,000	\$19,495.0	\$84,495
Instructor 2	\$65,000	\$19,495.0	\$84,495
		Total	\$168,990

Funding for the remainder of the programs included in the Department of Biomedical Education and Anatomy will remain at their current budgeted and staffing levels as outlined below:

	Program Type	Staff	Faculty	PBA Base	Org/fund
Administration UGME	Administration	1-2	2	\$ 9,183,377	25026
Admissions	Administration	3		\$ 290,024	25022
Anatomy	Clinical			\$ 1,495,809	25101
BMS Grever Interns	undergrad	1: Steven Mouseses	1: John Gunn (.19 FTE)	\$ 146,214	25049
BSGP (IBGP)	Grad students	2: Amy Lahmers, Lauren Graham		\$ 366,228	25071
Center for Bioethics	Administration	2: Matthew Vest, Kelly Bolt	1: Ryan Nash	\$ -	46006
CSEAC	Administration	8		\$ 610,614	25025

Discovery Prep	undergrad students from other universities/hired as staff			\$ -	25071-user def PREP
HHMI	Grad students	0		\$ 72,047	25070, programs 17720 and 17876
Medical Stud Research Trainees (MDSR)	Grad students	0		\$ -	25073
Medicine and the Arts	Administration		1	\$ 6,000	25026
MSTP (MD/PhD)	Grad students	1.5: Ashley Bertran, Meg Sprague	1: Lawrence Kirschner (.30 FTE)	\$ 1,129,285	25028, no program
OD&I/Outreach	Administration	3		\$ 449,637	25023
OECRD	Administration	7		\$ 453,445	25027
OME	Undergrad Med Ed	15	1	\$ 669,571	25024
Research Education	Administration	2: Cindy Fox, Bianca McArrell	1: Joanna Groden (.13 FTE)	\$ 768,550	25070
Student Life	Administration	8		\$ 537,296	25021
SUCCESS	non-osu HS students	.5: Meg Sprague		\$ -	25028, program 19330
Vice Dean's Staff	Administration	2	6	\$ 1,279,031	25024

Vitals	Administration	6		\$ 150,000	25026
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TOTAL \$ 17,607,128

Other :

The Department of Biomedical Education and Anatomy will by its nature be a collaborative hub. It is anticipated that the department will have a core set of 15-20 faculty with this unit being their home TIU. However, because of it's mission it is anticipated that the department will have faculty with a partial appointment in accordance with their interests in curriculum/program development, teaching excellence, Anatomy, Bioethics, and research. For faculty not interested in a full or partial appointment within the department the development of a Memorandum of Understanding with the department can serve as a mechanism to establish the foundation for engagement with the activities of the Department. We have identified key faculty on both the regular track and clinical track who have the support of their current chair to transfer their TIU to this department. In addition we have committed faculty to serve on the graduate studies committee within the department.

All of Anatomy courses offered in the College of Medicine will be listed and taught through this department. For the faculty currently in the division of Anatomy in the School of Health and Rehabilitation sciences who would like to remain within the school and not join the department we have worked with Dr Larsen the Director of the School of Health & Rehabilitation Sciences to create a Memorandum of Understanding (MUO) to assure that these faculty can continue to teach anatomy courses listed within the new department. This MOU is included within this proposal. In addition we have included a letter of concurrence from the Deans of the other Health Science Colleges

MEMORANDUM OF UNDERSTANDING
School of Health and Rehabilitation Sciences
And the
Department of Medical Education and Anatomy

Whereas, the proposed Department of Medical Education and Anatomy wishes to continue the high quality of teaching and program oversight for the anatomy courses and programs, and 3 of the anatomy faculty wish to remain as faculty members within the School of Health and Rehabilitation Sciences, .

BE IT RESOLVED: The School of Health and Rehabilitation Sciences and the Department of Medical Education and Anatomy enter into a partnership agreement as follows:

The School of Health and Rehabilitation Sciences (School)

- Agrees to commit the teaching of Dr. John Bolte, and associated TA's and graduate students toward the following courses:
 - Anatomy 2220 (4 credits)- assist with lectures
 - Anatomy 6220 (5 credits)- director
 - Anatomy 6900 (8 credits) – contribute to lectures
 - Anatomy 7892 (Inj. Biomech Sem., 2 credits) - director
 - Additional credits as needed to supervise dissections (Anat 8140) or mentor students in independent study or graduate student research or teaching (Anat 6193, 7999,8999, 7289, 8289);
- Agrees to commit the teaching of Dr. Amanda Agnew and associated TA's and graduate students toward the following:
 - Anatomy 6000 (4 credits) – co-director, assist with lectures
 - Anatomy 6220 (5 credits) - assist with lectures
 - Anatomy 6900 (8 credits) – contribute to lectures
 - Anatomy 7891 (1 credit) - director
 - Additional credits as needed to supervise dissections (Anat 8140) or mentor students in independent study or graduate student research (Anat 6193, 7999,8999, 7289, 8289);
- Agrees to commit the teaching of Laura Boucher toward the following and associated TA's and graduate students:
 - Anatomy 6000 (4 credits) – co-director, lab director, assist with lectures
 - Anatomy 2220 (4 credits) – director, lecture and lab
 - Med 7763 – Anatomy content director of MSK block 3, lecture and lab
 - Anatomy 6900 (8 credits) – contribute to lectures and lab
 - Anatomy 6220 (5 credits) – assist with lectures and lab
 - Additional credits as needed to supervise dissections (Anat 8140) or mentor students in independent study or graduate student research or teaching (Anat 6193, 7999, 7289, 8289);
- Agrees to support GTAs or lecturers to cover the lab sections of the above courses

The Department of Medical Education and Anatomy will:

- Provide laboratory set-up and support, as well as and cadaver preparation for all classes;
- Provide cadavers to support research activities of the above mentioned faculty per funding demands;
- Maintain the Anatomy “P” status of Drs. Bolte and Agnew for the supervision of graduate students;
- Maintain the Anatomy “M” status of Dr. Boucher for the supervision of MS students and participation in the PhD program;

- Maintain a Body Donor Program Advisory Committee with at least one of the above three named HRS faculty as a member;
- Maintain a Graduate Studies Committee with at least one of the above three named HRS faculty as a member;

Length of Agreement – This memorandum of understanding (“MOU”) is effective Xxxx, xx, xxxx and will be ongoing. Changes in this agreement must be negotiated and approved by representatives of both parties and the faculty, named above. If one of the aforementioned faculty members should leave the School or University, the portion of the agreement for that faculty member would be terminated.

SIGNATURE OF RESPONSIBLE AUTHORITIES AT THE COOPERATING INSTITUTIONS

For the School of Heath and
Rehabilitation Sciences

For Department of Medical Education and Anatomy

Deborah S. Larsen, PhD
Director, SHRS
Associate Dean

Daniel Clinchot, MD
Vice Dean of Education, College of Medicine
Chair, Department of Medical Education and Anatomy

Date: _____

Date: _____



THE OHIO STATE UNIVERSITY

WEXNER MEDICAL CENTER

Sheldon M. Retchin, MD, MSPH

Executive Vice President of Health Sciences
Chief Executive Officer

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July 28, 2015

W. Randy Smith, PhD
Vice Provost for Academic Programs
Office of Academic Affairs
203 Bricker Hall
190 North Oval Mall
Columbus, OH 43210

Dear Randy:

As Executive Vice President for Health Sciences and with the Deans of the Health Sciences Colleges, we have reviewed and fully endorse the proposed creation of a Department of Biomedical Education and Anatomy within the College of Medicine. We anticipate that the proposed department will enable the development of a community of faculty who will work together to increase the implementation and dissemination of innovative biomedical educational programming and research. It is anticipated that this will facilitate the development of cutting edge programming that will prepare the next generation of the biomedical workforce. The synergy created by the new department and units within Anatomy and Bioethics, will expand innovative educational programming for learners across the spectrum of biomedical sciences within the College of Medicine. In addition, having a focused area of emphasis on education within the college enhances collaboration across health sciences colleges to improve inter-professional education and practice opportunities.

The incorporation of Anatomy and Bioethics within the department will enable areas of emphasis for discipline specific educational program development and implementation while aligning resources within the education mission. Providing a home for faculty, who identify themselves primarily as educators, will facilitate scholarly productivity and support for faculty interested in seeking promotion along the educator pathway within the College of Medicine.

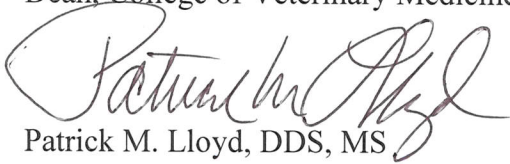
In summary, the undersigned fully endorse the proposed creation of a Department of Biomedical Education and Anatomy within the College of Medicine. We feel it will be a unique environment for the creation of new and innovating programming that has the potential to facilitate the development of a national and international reputation as thought leaders in biomedical education.

Sincerely,

Sheldon M. Retchin, MD, MSPH
Executive Vice President for Health Sciences
Chief Executive Officer, OSU Wexner Medical Center



Lonnie J. King, DVM, MS, MPA
Diplomate ACVPM
Dean, College of Veterinary Medicine



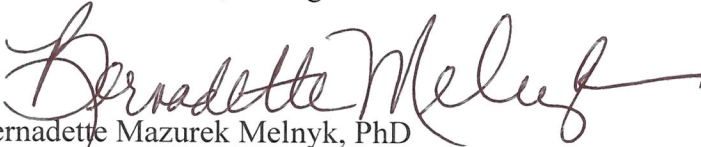
Patrick M. Lloyd, DDS, MS
Dean, College of Dentistry



Henry J. Mann, Pharm.D., FCCP, FCCM, FASHP
Dean and Professor, College of Pharmacy



William J. Martin II, MD
Professor and Dean, College of Public Health



Bernadette Mazurek Melnyk, PhD
Dean of the College of Nursing and University Chief Wellness Officer



Karla Zadnik, OD, PhD
Dean, College of Optometry