

**Virginia Tech Board of Visitors Executive Committee Meeting  
March 13, 2018**

Agenda

Resolution: Approval of the Virginia Tech Carilion School of Medicine (VTCSOM) Doctor of Medicine (MD) Degree Program

Resolution: Approval to Incorporate the Virginia Tech Carilion School of Medicine (VTCSOM) Types of Faculty Appointments and Related Policies for Faculty

Resolution: Approval to Reaffirm the Virginia Tech Mission for the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

# **Virginia Tech Board of Visitors Meeting Executive Committee**

**Tuesday, March 13, 2018  
2:30 – 4:30 p.m.**

**13869 Park Center Drive\*  
Herndon, VA 20171**

## **Open Session Agenda**

1. Resolution to Approve the Virginia Tech Carilion School of Medicine Doctor of Medicine (MD) Degree Program
2. Resolution to Incorporate the Virginia Tech Carilion School of Medicine Types of Faculty Appointments and Related Policies for Faculty
3. Resolution to Reaffirm the Virginia Tech Mission for SACSCOC
4. Discussion of Student Representatives to the Board of Visitors

\*One member calling in from 7835 Ivanhoe Avenue, La Jolla, CA 92037.

## **Resolution to Approve the Virginia Tech Carilion School of Medicine Doctor of Medicine (MD) Degree Program**

**WHEREAS**, since 2007, Virginia Tech and Carilion Clinic have benefited from a partnership that has resulted in successfully launching the Virginia Tech Carilion Research Institute and the Virginia Tech Carilion School of Medicine, and

**WHEREAS**, the university has a strong strategic interest in continuing to advance research and education in biomedicine, neuroscience, infectious disease, cardiovascular sciences, metabolism and obesity, biomaterials and body-device interfaces; and

**WHEREAS**, the Virginia Tech Carilion Research Institute continues to exceed its goals and surpassed \$100M in total research funding awarded; and

**WHEREAS**, the Virginia Tech Carilion School of Medicine continues to exceed its goals as an accredited independent medical school; and

**WHEREAS**, the VTCSOM curriculum is innovative in its integration of research into the program of study resulting in the Doctor of Medicine (MD) degree including 126 on-going research projects with 73 VTCSOM faculty mentors; and

**WHEREAS**, 100% of the physicians who have completed their education at the VTCSOM pass the US Medical Licensing Exam Step 3, and the school has a 100% residency matching rate for each graduating class; and

**WHEREAS**, the school and the Virginia Tech and Carilion partners have agreed to integrate the school into Virginia Tech as a college; and

**WHEREAS**, Virginia Tech will confer the MD degree upon the integration of the school into the university; and

**WHEREAS**, the MD curriculum was developed and approved by the VTCSOM faculty, under the governance oversight of the VTCSOM's Medical Curriculum Committee that represents the faculty and the 11 departments that comprise the VTCSOM; and

**WHEREAS**, the MD curriculum continues to be taught and delivered solely by VTCSOM faculty and, thus, does not require resources from other colleges; and

**WHEREAS**, the VTCSOM including its MD curriculum is accredited by the Liaison Committee on Medical Education (LCME) which is jointly sponsored by the Association of American Medical Colleges (AAMC) and the American Medical Association (AMA); and

**WHEREAS**, the VTCSOM is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), the same body that accredits Virginia Tech; and

**WHEREAS**, the Virginia Tech faculty along with the students and staff have expressed their affirmation of the desire to integrate the VTCSOM and the MD degree program into the university as demonstrated by the approval of University Council on March 12, 2018; and

**WHEREAS**, the Bylaws of the Virginia Tech Board of Visitors, Article I, Section 6a, stipulate that the Executive Committee of the Board in the interim between meetings of the Board has full power to take actions on behalf of the Board and that all such actions taken by the Executive Committee are subject to ratification by the full Board at its next meeting;

**NOW, THEREFORE BE IT RESOLVED**, that the Executive Committee of the Board of Visitors of Virginia Polytechnic Institute and State University affirms and approves the integration of the VTCSOM as a college within Virginia Tech; and

**BE IT FURTHER RESOLVED**, that the Executive Committee of the Board of Visitors approves the integration of the VTCSOM's Doctor of Medicine degree and existing curriculum into the university's graduate offerings effective upon the integration of the Virginia Tech Carilion School of Medicine into Virginia Tech.

**Recommendation:**

That the resolution to approve the Virginia Tech Carilion School of Medicine Doctor of Medicine degree and existing curriculum be approved.

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### VTCSOM Medical Doctor (MD) Degree Curriculum

The Virginia Tech Carilion School of Medicine (VTCSOM) offers a program of study leading to the MD degree (MD). After the VTCSOM becomes an academic unit of Virginia Tech, the MD will be awarded by Virginia Tech.

The curriculum for the VTCSOM Doctor of Medicine degree (MD) is a 169-week, four-year program. The curriculum is designed around four “value domains” that shape course delivery and instruction. The four value domains are: basic science, clinical science, research, and interprofessionalism.

In addition to the four value domains, the VTCSOM’s curriculum places patient care at the center of all learning. This approach trains students to be physicians who place patients at the center of medical practice. The VTCSOM’s pedagogical approach is active and reduces passive learning, and uses patient case-studies in facilitator-guided, small-group discussions. As life-long learners, the medical students at the VTCSOM acquire, integrate, and apply knowledge in pedagogically active settings that include peer teaching, communication, and professionalism.

The VTCSOM curriculum is divided into two phases with Years 1 and 2 referred to as Phase I and Years 3 and 4 referred to as Phase II. During Phase I, the curriculum is separated into units of study referred to as blocks. Each block in Year 1 lasts eight weeks and each block in Year 2 lasts six weeks. The four value domains form the cornerstone of student instruction in blocks, rotations, and clinical practice. The curriculum will remain unchanged upon integration of the school into the university. See Appendix B for a sample plan of study.

VTCSOM Doctor of Medicine Curriculum Value Domains: basic science, clinical science, research, and interprofessionalism		
Phase I	Year 1	4, 8-week blocks of study
	Year 2	4, 6-week blocks of study
Phase II	Year 3 Carilion Clinic clerkships/clinical practice	Six-week rotations: internal medicine, surgery, family and community medicine, pediatrics, psychiatry, and OB/GYN. Two-week rotations: radiology, neurology Four-week block: research Electives
	Year 4 Carilion Clinic clerkships/clinical practice	Four-week: emergency medicine Three, two-week electives: medical subspecialty, surgical subspecialty, ICU/critical care 18 to 26 weeks additional electives Two-week “Transition to Residency I” requirement Time for residency program interviews Two-week research rotation

## VTCSOM -- Sample Plan of Study

### PHASE I - Year 1 Block Schedule: Normal Structure and Function

#### *Block I: August - October (8 weeks)*

**Functional Biology of Cells and Tissues:** Molecules, Genes, Chromosomes, Proteins, Cells, Tissues, Metabolism, Transcription, Translation, Early Development, Pharmacodynamics, Pharmacokinetics

**Interviewing and Professionalism:** Interviewing Skills, Relationships with Colleagues, Medical Student Professionalism, Medicine as a Profession, Physician Privileges and Responsibilities, Medical Humanities

**Fundamentals and Foundations of Research:** Scientific Method, Thinking like a Researcher, Quantitative / Quantitative Research, Basic Clinical Translational Research Principles, Hypothesis Generation, Introduction to Medical Literature, "Research Live"- Intro

**Interprofessional Healthcare:** Introduction to Team Building Concepts, Interpersonal Relationships and Development of Camaraderie and Partnerships

#### *Block II: October - December (8 weeks)*

**Human Body I:** Immunology, Cardiovascular, Respiratory, Musculoskeletal, Autonomic Nervous System, Nutrition

**Physical Exam and Human Life Cycle I:** Major Body Regions, Cultural Diversity in the Medical Interview, Vital Signs, Heart and Lungs, Infancy and Early Childhood Development, Medical Humanities

**Research Tools:** Biostatistics, Epidemiology, Keys to Successful Collaboration, "Research Live" - Block Topics, Research Rotations

**Interprofessional Healthcare:** Theoretical Foundations and Models of Healthcare, Public Health, Population Health, Normal Structure and Function of Society, Experiential Team Learning (e.g., following a family)

#### *Block III: January - March (8 weeks)*

**Human Body II:** GI Tract, Liver & Biliary, Renal, Endocrine, Reproduction, Nutrition

**Physical Exam and Human Life Cycle II:** Abdominal, Male and Female Genitourinary Exams, Sexuality, Difficult Patient Interview - Sensitive Topics, Adolescent to Adult Development, Medical Humanities

**Research Application:** Biostatistics, Epidemiology, Research Design and Methods, Law and Medicine, Regulatory Principles, Research Rotations, "Research Live" - Block Topics

**Interprofessional Healthcare:** Healthcare Professional Roles, Conflict Resolution, Negotiations, Leadership, Clinical Skills Team Training (simulation), Experiential Team Learning, Patient Safety, Quality Improvement

#### *Block IV: March - May (8 weeks)*

**Biology of the Nervous System:** Central Nervous System, Peripheral Nervous System, Special Sensory Structures, Nutrition

**Neurological Exam - Biopsychosocial Aspects:** Aging, Death and Dying, Palliative Care, Lifestyle Modification and Stages of Change, Medical Humanities

**Research Outcomes:** Manuscript Preparation, Journal Selection, Manuscript Revision, Grant Writing, Grant Review Process (Study Sections), Research Mentor Selection Deadline, Project Identification Deadline, "Research Live" - Block Topics

**Interprofessional Healthcare:** Clinical Skills Team Training (simulation), Introduction Health Delivery Systems, Experiential Team Learning, Patient Safety, Quality Improvement

## PHASE I - Year 2 Block Schedule - Abnormal Structure and Function

*Block V: July - August (6 weeks)*

**Fundamentals of Pathobiology:** Cells and Tissues, Necrosis, Neoplasia, Inflammation, Genetic Disorders, Immunological Diseases, Infection, Microbiology, Virology, Pharmacology, Therapeutics

**Communicating with Patients and Families:** Enhancement of Interviewing Skills, Fundamentals of Case Presentations, Psychosocial Aspects of Disease, Domestic Violence, Ambulatory Care Experience

**Research Project:** Individual Student Research Project (hypothesis generation / specific aim), Ethics, "Research Live" - Block Topics

**Interprofessional Healthcare:** Global Health Issues, Team Training in Disaster Preparedness, Patient Safety, Quality Improvement

*Block VI: September - October (6 weeks)*

**Pathobiology of the Human Body I:** Hematology, Bleeding disorders, White Cell Disorders, Vascular Diseases, Heart, Pulmonary, ENT, Lymph Nodes and Spleen, Microbiology, Virology, Pharmacology, Therapeutics, Nutrition

**The Physician & Society and Clinical Skills:** H & P and Psychosocial Aspects of CV and Pulmonary Diseases, Stress management for Physicians, Medical Marriages, Lifestyle Balance, Changing Healthcare Systems, Managed Care, Medical Legal Issues, Ambulatory Ca

**Research Project:** Individual Student Research Project (research design, tests), IRB, Ethics, "Research Live" - Block Topics

**Interprofessional Healthcare:** Case Studies in Acute and Chronic Disease Management, Patient Safety, Quality Improvement

*Block VII: November - December (6 weeks)*

**Pathobiology of the Human Body II:** GI Tract, Liver, Pancreas, Renal, Male and Female GU, Breast, Microbiology, Virology, Pharmacology, Therapeutics, Nutrition

**Health Promotion, Disease Prevention and Clinical Skills:** H & P and Psychosocial Aspects of GI, Renal, and Urogenital Diseases, Ambulatory Care Experience, Writing Orders and Prescriptions

**Research Project:** Individual Student Research Project (anticipated outcomes and preliminary data), IRB, Ethics, "Research Live" - Block Topics

**Interprofessional Healthcare:** Case Studies in Acute and Chronic Disease Management Experiential Team Learning

*Block VIII: January - February (6 weeks)*

**Pathobiology of the Human Body III:** Endocrine, Skeletal and Soft Tissues, Skin, Environmental and Nutritional Diseases, Central and Peripheral Nervous Systems, Nutrition

**Psychobiology and Substance Abuse:** H & P and Psychosocial Aspects of Neurological Diseases, Clinical psychiatric syndromes and their underlying neurobiological dysfunctions, Ambulatory Care Experience,

**Research Project:** Individual Student Research Project (proposal in grant format), "Research Live" - Block Topics

**Interprofessional Healthcare:** Health Policy Analysis, Case Studies in Acute and Chronic Disease Management, Experiential Team Learning

The basic science curriculum taught in the first two years of the medical school's curriculum prepares students to enter into the more formal clinical phase in their third and fourth years.

**PHASE II - Year 3** is spent at Carilion Medical Center with clinical faculty who are largely members of Carilion Clinic. There, students complete a year of required clerkships consisting of six-week rotations in the core clinical disciplines (internal medicine, surgery, family and community medicine, pediatrics, psychiatry, and OB/GYN) and two-week rotations in radiology and neurology. Research continues to be integrated into the clerkship year with a dedicated four-week block. In addition, there are four weeks available for electives in Year 3.

**PHASE II - Year 4**, students complete a four-week required clinical experience in Emergency Medicine as well as electives that must include one medical subspecialty, one surgical subspecialty, and one ICU/critical care rotation, each for two weeks. Students have 18 to 26 weeks of additional elective time, a two-week “Transition to Residency I” requirement, and additional flexible time for interviewing for residency programs and vacation. Finally, there is a required two-week research rotation, which can be lengthened for students whose research requires additional time.

**RESOLUTION TO INCORPORATE INTO THE VIRGINIA TECH FACULTY  
HANDBOOK THE TYPES OF FACULTY APPOINTMENTS AND RELATED POLICIES  
FOR FACULTY IN THE VIRGINIA TECH CARILION SCHOOL OF MEDICINE**

**WHEREAS**, the Virginia Tech Board of Visitors has voted affirmatively to acquire and integrate the Virginia Tech Carilion School of Medicine (VTCSOM) as a college within the university; and

**WHEREAS**, upon approval by all entities of the integration into the university of the VTCSOM, the VTCSOM faculty will be subject to Virginia Tech's faculty policies and resolutions approved by the Board of Visitors; and

**WHEREAS**, the vast majority of VTCSOM faculty members of all types, tracks, and ranks are not and will not be employed by Virginia Tech; and

**WHEREAS**, by September of 2018, at the time of annual approval by the Board of Visitors of the 2018-2019 Faculty Handbook, a new chapter will be added to the faculty handbook to include policies exclusive to VTCSOM faculty members who are not university employees; and

**WHEREAS**, in addition to the VTCSOM faculty appointments, additional policy language related to VTCSOM faculty listed below necessarily accompanies the adoption of the VTCSOM faculty appointment types; and

**WHEREAS**, as it is developed, additional policies related to VTCSOM faculty will be included in the chapter in the Faculty Handbook that is dedicated to individuals not employed by the university; and

**WHEREAS**, the Bylaws of the Virginia Tech Board of Visitors, Article I, Section 6a, stipulate that the Executive Committee of the Board in the interim between meetings of the Board has full power to take actions on behalf of the Board and that all such actions taken by the Executive Committee are subject to ratification by the full Board at its next meeting;

**NOW, THEREFORE, BE IT RESOLVED** that the Executive Committee of the Board of Visitors of Virginia Polytechnic Institute and State University approves the VTCSOM faculty appointment types, tracks, and ranks and other related VTCSOM policy statements listed below; and

**BE IT FURTHER RESOLVED**, that the VTCSOM faculty appointment types, tracks, and ranks are available exclusively to individuals not employed by Virginia Tech; and

**BE IT FURTHER RESOLVED**, that related policy language listed below regarding eligibility for VTCSOM appointment types, tenure to title, conflicts of commitment and interest, and additional policy obligations be included in the Faculty Handbook chapter dedicated to VTCSOM faculty; and

**BE IT FURTHER RESOLVED**, that all appropriate university policies including the Faculty Handbook be amended to reflect the adoption of the VTCSOM faculty appointment types, tracks, and ranks; and

**NOW, BE IT FINALLY RESOLVED**, that the adoption by the university of the VTCSOM's faculty appointment types, tracks, and ranks be effective upon final approval by all appropriate entities of the integration of the VTCSOM into Virginia Tech.

**Recommendation:**

That the resolution to incorporate into the Virginia Tech Faculty Handbook the types of faculty appointments and related policies for faculty in the Virginia Tech Carilion School of Medicine be approved.

March 13, 2018

## Virginia Tech Carilion School of Medicine (VTCSOM)

### Policies Governing Employment

All faculty employed by Virginia Tech, fully or in part, will be subject to employment policies stipulated in the Faculty Handbook. Faculty with assigned duties in the VTCSOM, but not employed by Virginia Tech, will be subject to the employment policies of their employer(s), but the VTCSOM will have sole responsibility for assigning duties, including discontinuation of assignments, in accordance with governance procedures stipulated in VTCSOM bylaws.

### VTCSOM Faculty Appointments

Appointment to teach in the school is not coupled with an individual's primary employment.

**Regular Faculty.** Regular faculty have a primary or secondary appointment to the VTCSOM in a tenure-to-title track or non-tenure-to-title track. Ranks are assistant professor, associate professor, or professor.

**Regular Primary.** A primary appointment includes a substantial commitment to the education mission of the VTCSOM with regular engagement in teaching and service to the VTCSOM, and the pursuit of scholarship in medicine.

**Regular Secondary.** A secondary appointment at the VTCSOM is for an individual whose primary appointment (and/or employment) is in another college at Virginia Tech or at another academic institution (e.g. Jefferson College of Health Science or Radford University). Regular faculty with a secondary appointment are not eligible for tenure-to-title at the VTCSOM.

**Instructional Faculty.** Instructional faculty include faculty members with an adjunct appointment to the VTCSOM in the rank of adjunct assistant professor, adjunct associate professor, adjunct professor, clinical preceptors, instructors or senior instructors.

Definitions of Faculty Appointments in the VTCSOM			
Appointment		Track	Rank
Regular*	Primary	Tenure-to-title	Asst, assoc, Prof
	Primary	Non-tenure-to-title	Asst, assoc, Prof
	Secondary	No/might have tenure at primary institution	Asst, assoc, Prof
Instructional	Adjunct	No	Asst, Assoc, Adjunct
	Clinical Preceptor	No	No ranks
	Instructor	No	Instructor, Sr instructor, Visiting

\*Use of the term "regular" for VTCSOM faculty appointments is distinct from the use of the same term in section 2.6.4 where it is used to distinguish faculty appointments with opportunity for renewal from those appointments that are "restricted" and that have an end date such as research faculty whose salaries are paid from external funding, visiting professorships or other temporarily available faculty positions.

### Tenure-to-title

Tenure-to-title is granted at the discretion of the school without any right to, interest in, or expectation of any compensation or guarantee for compensation or future employment and is granted only in the VTCSOM to individuals who are not employed by Virginia Tech. Tenure-to-title is recognition of a faculty member's significant accomplishments in teaching, clinical care (if relevant), scholarship, and service to the school.

Once conferred, tenure-to-title is subject to review by the department and school committees on appointment, retention, promotion and tenure (to title) and can be rescinded for imposition of a severe sanction or dismissal for cause.

The tenure-to-title and/or promotion in rank dossier is reviewed at three levels: (1) by an appropriately charged

departmental committee and the department head or chair, (2) by an appropriately charged college-level committee and the dean, (3) and by the provost. The department head or chair and dean make separate recommendations to the subsequent review levels. The provost reviews college and dean recommendations and makes recommendations to the president. The Board of Visitors grants final approval.

#### **Conflicts of Commitment and Interest**

In addition to university policies, VTCSOM faculty members are subject to the Standards for Commercial Support as promulgated by the Accrediting Council for Continuing Medical Education (AACME).

#### **Source URL:**

<http://www.accme.org/requirements/accreditation-requirements-cme-providers/standards-for-commercial-support>

#### **Additional Policy Obligations**

Individuals with appointment to the VTCSOM faculty are subject to all relevant and appropriate sections of the Virginia Tech Faculty Handbook and university policies. Including Faculty Handbook section 2.7.1, Professional Responsibilities and Conduct; and section 3.6 Imposition of a Severe Sanction or Dismissal for Cause.

**RESOLUTION TO REAFFIRM THE VIRGINIA TECH MISSION FOR THE SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS COMMISSION ON COLLEGES**

**WHEREAS**, the Virginia Tech Board of Visitors desires to acquire the Virginia Tech Carilion School of Medicine; and

**WHEREAS**, to this end, the university has submitted a Significant Change prospectus to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) for their approval at their June, 2018 meeting; and

**WHEREAS**, the prospectus outlines the manner in which Virginia Tech will integrate the school into the university; and

**WHEREAS**, the SACSCOC requires that the university identify the ways in which the acquisition will or will not change or alter the university; and

**WHEREAS**, the Bylaws of the Virginia Tech Board of Visitors, Article I, Section 6a, stipulate that the Executive Committee of the Board in the interim between meetings of the Board has full power to take actions on behalf of the Board and that all such actions taken by the Executive Committee are subject to ratification by the full Board at its next meeting;

**NOW, THEREFORE, BE IT RESOLVED** that the Executive Committee of the Virginia Tech Board of Visitors reaffirms the university's mission:

Virginia Polytechnic Institute and State University (Virginia Tech) is a public land grant university serving the Commonwealth of Virginia, the nation, and the world community. The discovery and dissemination of new knowledge are central to its mission. Through its focus on teaching and learning, research and discovery, and outreach and engagement, the university creates, conveys, and applies knowledge to expand personal growth and opportunity, advance social and community development, foster economic competitiveness, and improve the quality of life.

**AND, BE IT FURTHER RESOLVED**, that the Executive Committee of the Virginia Tech Board of Visitors affirms that the mission of the university is appropriate as written and requires no changes to accommodate the acquisition of the Virginia Tech Carilion School of Medicine.

**RECOMMENDATION:**

That the resolution reaffirming the mission of the university be approved.

March 13, 2018