



What is a Medical University

Jon Scheinman, M.D.

President, AAUP-KUMC. 22 Feb 2007

Added material to implement shared governance 12 Mar 07

Instructions for auto-view: Click in sequence. Touch action button  at appropriate time, touch back action button  to return to previous point

MERCANTILE MEDICINE

A 2500 B.C. DEFINITION

(many courtesy Tom Andreoli, 2002 KUMC Bohan Lecture)

Socrates' question to a pupil:

Is the physician ... a healer of the sick or a maker of money? And remember that I am now speaking of the true physician.

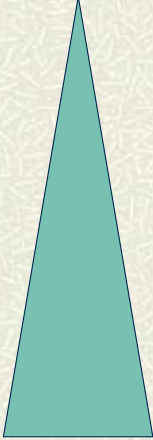
A healer of the sick, he replied.

Plato :The Republic

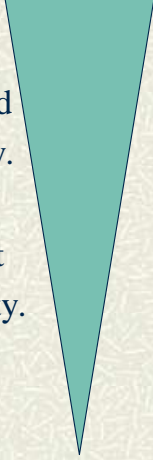


"the men of business ... pretending not even to see those whom they have already ruined, insert their sting - that is, their money ... and so they make drone and pauper to abound in the State" (Plato)

A model of Business vs Academe



The selected brilliant top
dog decides
everything, selects
all teachers. Very
uncluttered efficient.
The same consistent
philosophy.



Broad input by
carefully examined
and proven faculty.
Learners get the
benefit of the best
of the entire faculty.

The University:

"A collection of scholars, freely associated," who teach one another, and seek truth in an atmosphere of continuity"

The Medical University

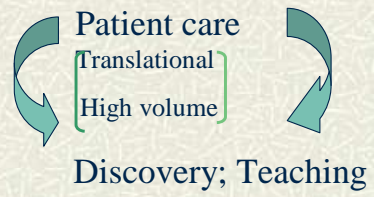
A monastic enclave having an open wall - the hospital- which sets a complex imperative: the care of the ill juxtaposed to the need for discovery and teaching

Complementary faces

ACADEMIA



PRACTICE



■ Andreoli 2002

MEDICAL SCHOOLS: 1900 -1945

- I 1901 - William Henry Welch predicts full-time *clinical professors*
- II. Abraham Flexner's Report: 1910 *Proposal: reduce U.S./Canadian schools from 155 to 31 Actually: more than half closed.*
- III. Less known is Flexner's recommendation that medical schools appoint full-time clinical professors. Holders of these appointments would become "true university teachers, barred from all but charity practice, in the interest of teaching." Flexner pursued this objective for years, despite widespread opposition from existing medical faculty.

HOW TO SUPPORT MEDICAL SCHOOLS:

ROBERT LOEB'S CAUTIONARY NOTE

"The **turning point** in medicine in this country which has given rise to our leadership stems beyond question from the introduction of the **full-time** principle, first in the basic sciences and then in the clinical departments ...

Full-time is retained in a number of institutions ... **in name alone** . . .

The so-called full-time man devotes a highly significant portion of his working hours to the care of private patients either for the purpose of earning a large part of his own salary or, yet more dangerously, to amass funds ... to defray costs."

Transactions AAP (1959)

***A NEW HORIZON* HIGHER EDUCATION GOVERNANCE AND MISSIONS IN KANSAS**

In his paper on “Prospective Governance,” Darryl Greer offers the following perspectives on effective governance:

- ✓ It is **focused on common goals**, collective purposes, and accountability.
- ✓ It **distributes responsibility and accountability** rather than centralizing it.
- ✓ It seeks **widely shared values and principles**.
- ✓ It employs **participatory processes**.
- ✓ It promotes competition but is not adversarial.
- ✓ It values effective decision-making and communication about outcomes
- ✓ Finally, it recognizes the need for continuous evaluation and assessment.

KU governance: Board of governors:

- ✦ As the major resource in the Kansas Board of Regents system for preparing health care professionals, the programs of the **KU Medical Center** must be comprehensive and **maintain the high scholarship and academic excellence on which the reputation of the University is based**.

BYLAWS OF THE MEDICAL FACULTY THE UNIVERSITY OF KANSAS SCHOOL OF MEDICINE

Article I. Preamble

The educational, service and scholarly missions of the University of Kansas School of Medicine are accomplished through the cooperative and interdependent activities of the faculty and the administration.

*Statement of Principles on
Academic Freedom and
Tenure*.AAUP, 1940

The text reads, "Tenure is a means to certain ends; specifically: (1) freedom of teaching and research and of extramural activities, and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability."

Back, if sent here by action button



Academic Freedom

- Academic Freedom for academic institutions and faculty operates when they ... determine
 1. Who will teach: appointment , promotion and tenure
 2. What will be taught: curricula
 3. How it will be taught: pedagogy, instructional design, modality of instruction
 4. To whom it will be taught: who will be admitted to study – admissions policies and programs

■ An argument for the creation of a Faculty Committee on Academic Freedom
Philip A. Pecorino, Ph.D., Professor of Philosophy,
Social Sciences Department, Queensborough Community College, CUNY
2006

Back, if sent
here by
action button



Academic Freedom to the Learner

- The primary influence of the peer-reviewed expert upon the
 - selection of administrative leaders,
 - balance of the curriculum,
 - material comprising expertise
 - selection of Learners

Results in the best possible education for the learner.



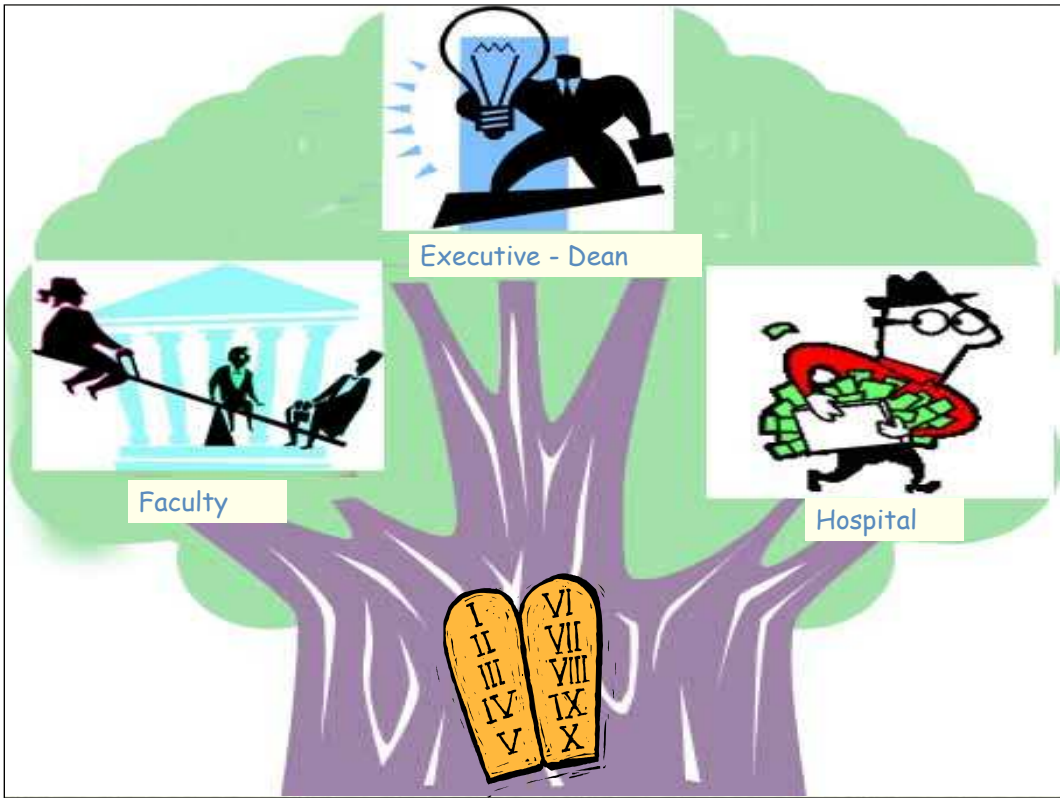
Executive - Dean



Faculty



Hospital



Shared Governance: Mission by Board of Governors, Plan by Faculty, Facilitated by executive.



Board of 'Governors



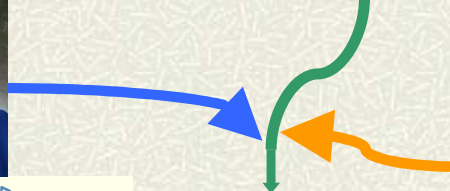
Executive - Dean



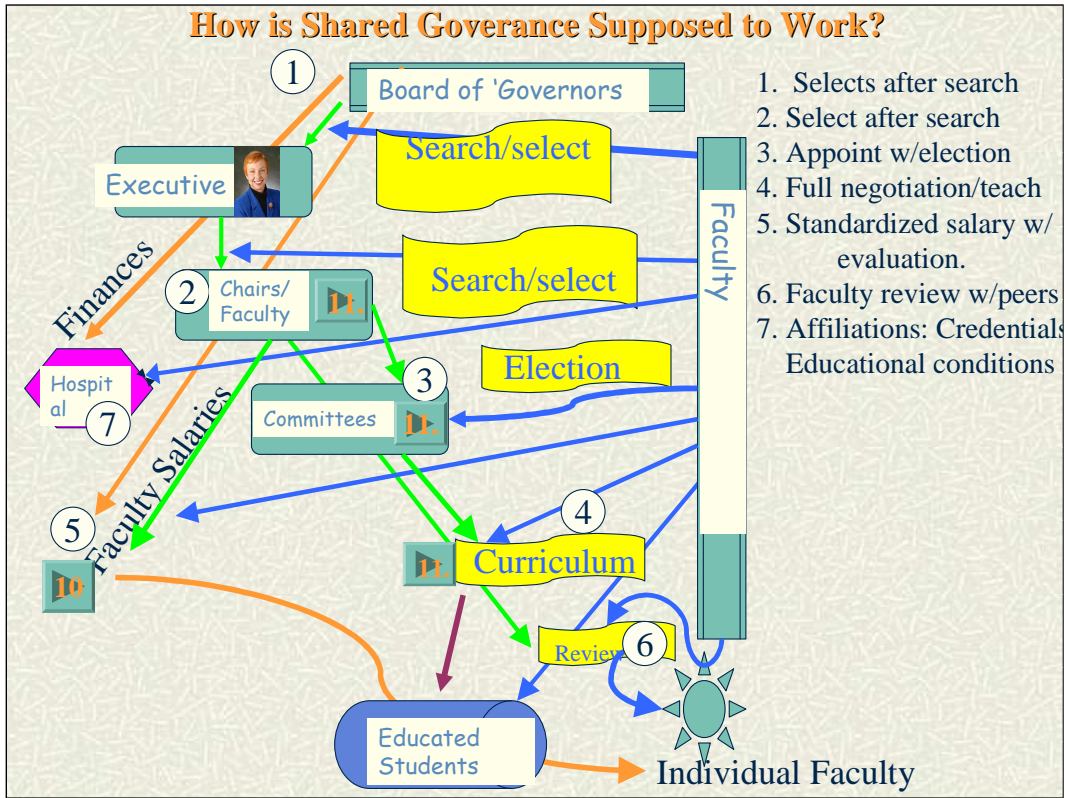
Faculty



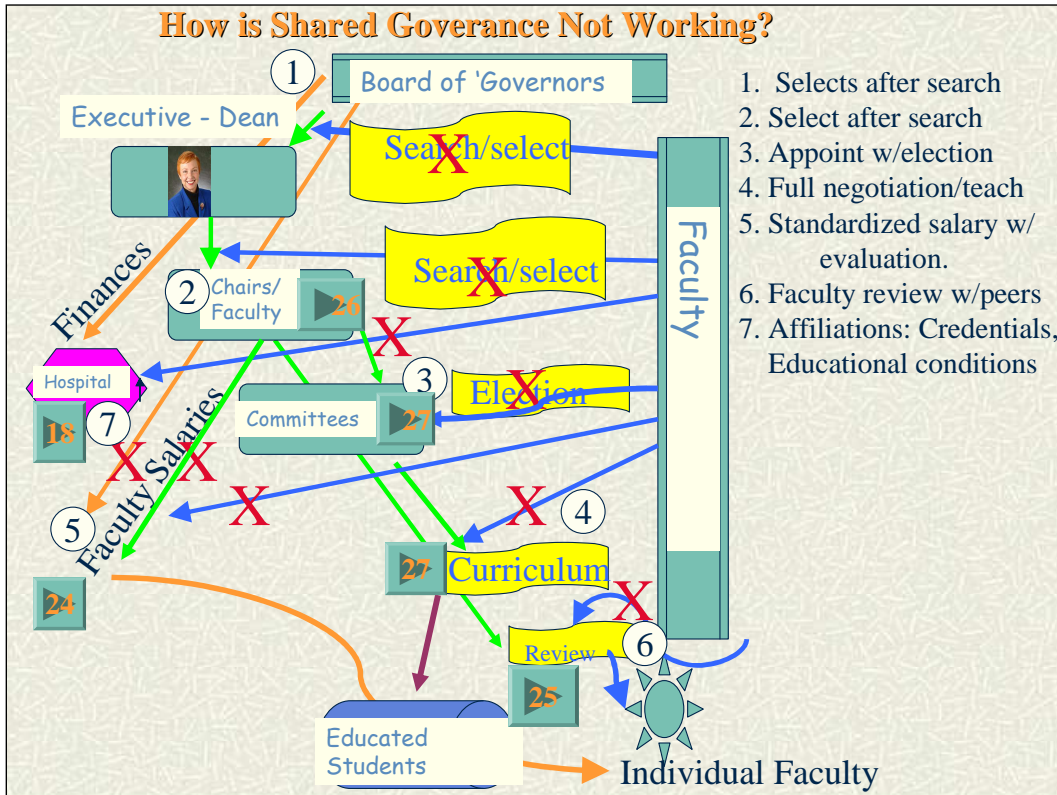
Educated Students



How is Shared Governance Supposed to Work?



How is Shared Governance Not Working?



Peer review of administrative action.

“the absence of peer review of administration action adverse to faculty members is nothing less than the elimination of tenure as it has been known”

“[peer review]... ensures that the delicate balance between the administration of university plant and business functions and the freedom of faculty to teach and to inquire is not compromised. Absent a vital functioning peer review system, faculty members would be no more than employees at will of a corporate body, where the university is meant to be more, and different, from the for-profit corporation.

Tenure is the engine that drives this machine.”

“faculty members enjoy their traditional right to have their actions judged by knowledgeable peers who understand from a lifetime of academic service the difference between administrative convenience and university necessity in the special environment of higher education, and the highest authorities in the University enjoy the ability to be informed by an enlightened academic body regarding decisions on which they would wish to have this perspective.”

✦ Dr. George E. Holmes, Chairman



Howard University OFFICE OF THE FACULTY GRIEVANCE COMMISSION [Back to flow](#)

Sources threatening Academic Freedom from inside the academy- From Administration :

❖ Attacks on Tenure = attacks on Academic Freedom

(tenure exists as a means to secure Academic Freedom)

- Limited appointments
- Post tenure review
- Non-tenured positions
- Part time faculty- adjuncts

❖ Usurpation of faculty prerogatives in making the effective decisions concerning:

- What is to be taught?
- How it is to be taught?
- How grades are to be assigned?
- Who is to be taught?

■ Sources threatening Academic Freedom from inside the academy- From the Faculty

- a. Failure to be vigilant
- b. Failure to act collectively
 - i. Failure to defend their freedom
 - ii. Failure to participate in shared governance -

Faculty participation in governance and in the mechanisms for preserving Academic Freedom has been weakening due to a number of factors:

- Faculty indifference
- Administrative actions to circumvent or dismantle means of shared governance
- Increased use of contingent faculty

The Market Economy Influence on Higher Education and Academic Freedom

The Corporate University, Cary Nelson

- # “greatest present threats to Academic Freedom ... result from the transformation ...within and to a market economy.
- # The values of knowledge and truth and education ...recede from their positions of primacy.
- # The provision of instruction is ...a supply of labor ...provide delivery of service ...leads to an increase in provisional employees; the contingent labor force of non-tenure track and adjunct appointments. Little is expected of such employees in terms of the advancement of knowledge.
- # The market economy will have ...health care provision impinge upon budgeting of educational programs.
- # With a market oriented approach the corporate model ... is a direct threat to the autonomy of faculty as professional educators and scholars.
- # The extravagant salaries paid to CEO's appear in higher education and diminish ...valuing of faculty.
- # ...widening of the gap between administration and faculty .. threatens Academic Freedom as it threatens Shared Governance and the attractiveness of the profession itself.

- ✚ In a market economy members of boards of trustees of educational institutions come from the market place,
- ✚ Those interests ...not consonant with higher education. Many ...accept ...market place model: Recipients of goods and services pay for them with their own resources.
- ✚ We are faced, then, with several overlapping meanings for the notion of "the corporate university":
 - 1) universities that perform contract services for corporations.
 - 2) universities that form financial partnerships with corporations.
 - 3) universities that design curricula and degree programs to serve corporate hiring needs.
 - 4) universities that condone corporate influence over curriculum and program development by accepting corporate funded programs, fellowships, and faculty lines.
 - 5) universities that adopt profit-oriented corporate values.
 - 6) universities that adopt corporate style management and accounting techniques.
 - 7) universities that effectively sell portions of their enterprise to corporations.
 - 8) universities that sell faculty or staff time to corporations.
 - 9) universities whose faculty members are co-opted by corporations that hire them as high-paid consultants and fund their research.
 - 10) universities that engage corporations to market the products of faculty/staff labor.
 - 11) universities that instill corporate culture in their students and staff.
 - 12) universities whose top level of governance—boards of regents or trustees—is dominated by executive officers of corporations.

✚ **The Corporate University**

✚ Cary Nelson <http://www.cary-nelson.org/nelson/corpuniv.html>

From Cary Nelson and Stephen Watt, Academic Keywords: A Devil's Dictionary for Higher Education (Routledge, 1999).

More to come

Thanks for thinking.

Jon Scheinman

Addendum: implementing shared governance



Economic Credentialing: Are Hospital Privileges Contingent Upon Skills—Or Economics?

A growing number of hospitals around the country are engaged in economic battles with physicians using medical staff privileges as both a carrot and club. Hospitals are increasingly instituting credentialing policies wherein a primary consideration is not the physician's skills, but his or her practice's impact on hospital revenues.



As one expert has put it, **Increasingly, physicians are evaluated on criteria such as number of patients treated**, time allotted to each patient, amount of insurance reimbursement received, number of referrals and consultations, medication costs, liability claims, patient satisfaction surveys, and other similar economic factors.

The terms “economic efficiency” and “cost containment,” frequently touted by hospitals are merely euphemisms for economic credentialing.

<http://www.semmelweis.org/>

VOLUME 67, NO. 4 225



Due Process:

- There is no federal statute that requires peer review committees to observe due process, which the Supreme Court has defined as (1) giving written notice of the actions contemplated, (2) convening a hearing, (3) allowing both sides to present evidence at the hearing, and (4) having an independent adjudicator (2).
- Prior to the Health Care Quality Improvement Act of 1986 (HCQIA) (3), the effects of an adverse peer review finding were restricted to the hospital involved. Because the HCQIA mandates the reporting of disciplinary actions of peer review committees to the National Practitioner Data Bank, such a report could harm a physician's career throughout the nation (1-4).



Letter of Intent Between KUMC and SLH 2/20/07

22.

2. All faculty appointments in the University of Kansas School of Medicine (School) will be determined by the Executive Dean of the KU School of Medicine (“Executive Dean”). The Executive Dean will grant faculty titles--either modified or unmodified -- as appropriate to members of the SLH medical staff based on academic qualifications and education/research/scholarly activity.

[Back to flow](#)



Letter of Intent between KUMC and SLH 2/20/07

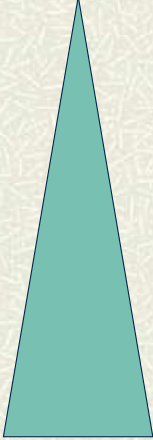
4 Teaching, Residency and Fellow Programs

- a. GMEC Executive Committee. KUMC will provide for the oversight of GME programs sponsored by KUMC in accordance with the accreditation standards of the Accreditation Council for Graduate Medical Education (ACGME). The KUMC **GME committee** structure will be **modified** to establish an Executive Committee of the existing Graduate Medical Education Committee (GMEC). The Executive Committee for GMEC shall include the **Vice Dean for Medical Education** as its chair. The other members of the Executive Committee will be the **Associate Dean for Graduate Medical Education**, and the **Senior Associate Dean for Finance** of the School and a **senior officer** from each of the other affiliated institutions (including KUH, SLH, the VA, and other major participating institutions and organizations). Responsibilities of the Executive Committee will include the identification and allocation of resources sufficient to develop, implement and sustain the operations of the residency programs in accord with the KUMC Resident and Fellow Program Sizing Master Plan.

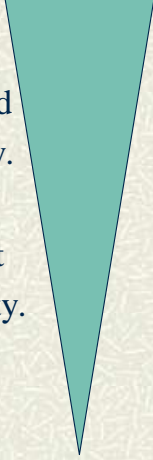


Implementing shared governance

A model of Business vs Academe



The selected brilliant top
dog decides
everything, selects
all teachers. Very
uncluttered efficient.
The same consistent
philosophy.



Broad input by
carefully examined
and proven faculty.
Learners get the
benefit of the best
of the entire faculty.

Business

vs

Academe

The selected brilliant top dog decides everything, selects all teachers. Very uncluttered efficient. The same consistent philosophy.

Idea: Expand sales in new area, limited budget, some areas not profitable.

Decision: CEO: Close losing divisions, open new. Offer transfer or layoff to workers, hire others. (Employment at will)

Broad input by carefully examined and proven faculty. Learners get the benefit of the best of the entire faculty. Sometimes messy.

Idea - Expand program i.e. Cancer, to become Ca ctr designation, become ctr of Bioscience. Some depts not self-funded

Decision: Input from faculty on mission itself. Cannot close department w/o ACGME approval. Cannot close losing divisions, w/o financial exigency. Cannot rid of tenured faculty.

Business

Idea: Expand sales, cont

Work=around:

No problem, if not unionized.

vs

Academe

Idea - Expand program, cont.

Work=around: Increase contingent faculty, to whom little is owed, to cover skeleton of Dept. Try to push out tenured faculty – no new tenure-track hires, push early retirements.

To do this, must *control* all *curricula*, all *administrators*.

Therefore no search or consult on *Chair appointments*. *Strengthen Chair power* (assessment power).

Business model of Academe

Idea: Expand sales, cont

To minimize losing Dept:

Increase contingent faculty, to whom little is owed, to cover the skeleton of Dept. Try to push out tenured faculty

(salary cuts =“low earners lose”) – no new tenure-track hires, push early retirees.

To do this, must *control* all *curricula*, all *administrators*.

Therefore no search or consult on *Chair appointments*.

Strengthen Chair power (assessment power).

Academic model of Academe

Idea - Expand program, cont.

To minimize losses of Dept:

Faculty given problem of assessing what is essential mission. Stop hiring of new faculty if not vital to mission. Seek areas of low efficiency: Underutilized faculty manpower, among qualified faculty (specialists cover general).

Examine salary structure: level toward a common percentile, nationally. Seek faculty volunteer to decrease ancillary help. If faculty goes, contingent first.

No Chair power without faculty acceptance.

Business model of Academe

Idea: Expand sales, cont

To minimize losing Dept, cont:

Specifics: Changing Dept character by boosting “division” vs “Dept”. A strong Division can push out weak ones by competition. Division will gain more “productivity” by increased contingent faculty, allowing few Academics of Division time to produce. Other Divisions gutted if “non-productive”. Push out tenured faculty by salary cuts for impossible productivity demands. Push out by “economic profiling” type of evaluation = non-performance, unopposed.

Academic model of Academe

Idea - Expand program, cont.

To minimize losses of Dept, cont:

Specifics: Dept is the authority. Faculty is not in competition, but colleagues. Boost total, not individual “RVUs”. Decide what total teaching effort is for primary vs different specialties. Cross-cover where needed. Do with less “perks” by common decision. Any salary bonus from usual level only by agreed criteria.

Final conclusion: If we can use power within the Dept to change it for our own or Divisional interest, the SOM will do the same to this losing Department.

Personal Experiences of the Author (Au) with the “Imperial Executive” at KUMC

What did KUMC do?

Curriculum decisions:

From 1999-2003 Au continuously requested sub-specialty input into curriculum for residents, to comply with letter and spirit of ACGME requirements. Showed total hours exposure as deficient. No sub-specialists on residency committee (devoted to evaluations only), no curriculum committee. Requested more teaching hours (breast-feeding had more total hours than all of Nephrology).

Requested sub-specialty inpatient rounds: All refused by head of Residency committee, AU removed from committee. After 3 years, AU demanded Dean conference as part of Annual Assessment. Assoc-Dean: Chair & committee chairs “own” the program – “be more quiet, cause less trouble”.

What would Academe do?

Curriculum decisions:

All willing members of teaching department on curriculum committee, Design by consensus with requirements. Chair of committee elected/rotating. Formula developed for time-allotment of all exposure.

Dean would promote faculty involvement in design.