



WAYNE STATE
School of Medicine

Wayne State University School of Medicine
Institutional Effectiveness Committee
Structure and Function

Definitions

IEC	Institutional Effectiveness Committee
LCME	Liaison Committee on Medical Education
WSUSOM	Wayne State University School of Medicine
OAACQI	Office of Assessment, Accreditation and Continuous Quality Improvement
Continuous Quality Improvement	A process of creating an environment in which stakeholders strive to create constantly improving quality
KPIs	A quantifiable measure used to evaluate the success of an organization, in meeting objectives for performance
Standard	A criterion established by the LCME which describes a level of educational quality for a MD educational program
Element	A sub-set within a Standard to specify the components of the Standard. Elements are statements of greater specificity than Standards that identify the variables that need to be examined in evaluating a medical education program's compliance with the Standard
Monitor	To check progress over a period of time
Review	To examine data and observe emergent patterns or trends
Oversee	To use data for the purpose of accountability
Evaluate	To make a judgement about value based on data

The Institutional Effectiveness Committee

Per LCME element 1.1: Strategic Planning and Continuous Quality Improvement - the Wayne State University School of Medicine (WSUSOM) engages in strategic planning and continuous quality improvement (CQI) processes to set goals for the institution, monitor relevant information, identify opportunities for improvement and oversee efforts that drives educational program quality.

The WSUSOM developed an executive leadership committee known as the Institutional Effectiveness Committee (IEC), which is the decision making entity focused on long-term strategic planning and achievement of organizational excellence as defined by external benchmarks and internal key performance indicators (KPIs).

The IEC is charged with making decisions on proposed strategies and approaches to solving problems, allocating resources, ensuring accountability, aligning activities with the school's strategic plan and ensuring annual reviews are completed. Additionally, the IEC fosters a culture of inquiry through regularly reviewing the organization's mission and goals, analyzing the evidence that assesses how effectively the school is accomplishing its mission and goals, and broadly communicating the results so that the school has a shared understanding of its strengths and weaknesses so as to set appropriate priorities. Such evidence includes, but is not limited to, the school's compliance with the LCME standards and institutional metrics necessary for continuous improvement.

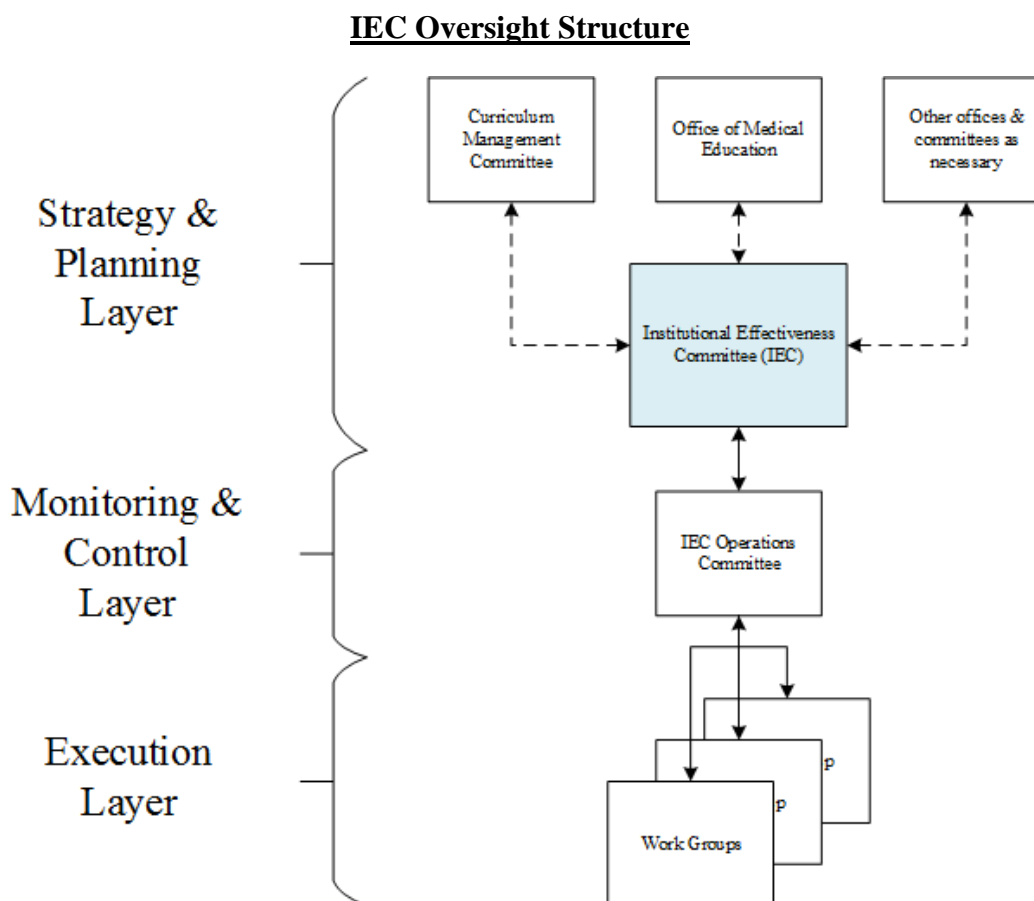
As part of the WSUSOM's strategy and planning entities, the IEC works with the school's Office of Medical Education, Curriculum Management Committee, Dean's Cabinet and other individuals/groups as necessary to evaluate the school's status on CQI initiatives related to the school's mission, vision, and commitment (See Figure 1).

IEC Meetings & Annual Retreat

The IEC meets biannually to (1) review the LCME/CQI dashboard, (2) make decisions on proposals related to allocation of resources and approaches to issues and (3) to engage in long-term strategic planning. During the IEC's annual retreat, the committee evaluates compliance with each standard/element and determines high-priority areas to focus on during the upcoming academic year. The IEC incorporates the LCME suggestions for elements to be monitored:

- a. Elements that include language that monitoring is required or involve a regularly-occurring process that may be prone to slippage
- b. New Elements or Elements where LCME expectations have evolved
- c. Elements that include policies that must be congruent with current operations
- d. Elements that directly or indirectly affect the core operations of the school
- e. Standard/elements that were cited in the medical school's previous full survey

Figure 1

**IEC membership includes:**

- Ex Officio Chair, School of Medicine Dean
- Chair, Vice Dean of Medical Education
- Co-Chair, Assistant Dean of Compliance and CQI
- Assurance officer, Director of Accreditation
- Member, Associate Dean of Medical Education
- Member, Vice Dean of Finance
- Member, Vice Dean of Faculty Affairs
- Member, Vice Dean of Diversity and Inclusion
- Member, Vice Dean of Clinical Affairs
- Member, Vice Dean of Research
- Member, Associate Dean of Graduate Medical Education
- Member, Chief of Staff to SOM Dean
- Member, Student Senate President

* Designees may be assigned

IEC Operations Committee

The IEC is supported by an operations committee (OC) that comprises of a mixture of senior leaders and area specific specialist. The OC that meets on a monthly basis is charged with providing proposals to the IEC regarding approaches to solving problems, allocating resources, and aligning activities with the school's strategic plan. The OC is the liaison between the IEC and work groups - who are responsible for specific LCME elements and CQI initiatives. The OC determines chairs and membership of work groups and advises and oversees said groups' progress. The OC provides quarterly reports to the vice dean of medical education and dean of the medical school.

IEC Operations Committee membership includes:

- Chair, Vice Dean of Medical Education
- Co-Chair, Assistant Dean of Compliance and CQI
- Assurance Officer, Director of Accreditation
- Member, Director of Enrollment
- Member, Director of CQI
- Member, Director of Communications
- Member, Associate Director of Special Projects
- Member, Project Director II
- Member, Chief of Staff to SOM Dean
- Member, Student Senate President

Work Groups

The Execution Layer of the IEC oversight structure comprises of work groups that meet on a regular bases. Work groups which are based on LCME standards, are charged with developing and implementing solutions to area specific compliance and CQI initiatives as assigned by the IEC Operations Committee. Work groups are composed of faculty, students and administrative staff and are co-led by OAACQI.

