



Western University

OF HEALTH SCIENCES

Dean, College of Veterinary Medicine

Leadership Profile

December 2022



WittKieffer

Executive Summary

[Western University of Health Sciences](#) (WesternU) seeks a visionary and experienced leader to serve as Dean of its [College of Veterinary Medicine](#) (CVM).

WesternU is a non-profit, private university with a main campus in Pomona, California and a second campus in Lebanon, Oregon. Founded in 1977, Western University of Health Sciences' mission is to produce, in a humanistic tradition, health care professionals and biomedical knowledge that will enhance and extend the quality of life in our communities.

WesternU is the largest graduate health professions university in the nation, employing over 1,100 dedicated faculty and staff with enrollment of more than 3,800 students in 21 degree programs across eight colleges, including: Osteopathic Medicine, Health Sciences, Pharmacy, Graduate Nursing, Veterinary Medicine, Dental Medicine, Optometry, and Podiatric Medicine. Its Lebanon, Oregon campus is known as [WesternU Oregon](#). WesternU Oregon welcomed its inaugural class of 107 osteopathic medical students in July 2011 and has grown to more than 400 students in two colleges. Occupational therapy and physical therapy are among the newer programs on the Lebanon campus. In addition to possessing program-specific professional accreditation, WesternU is accredited by the WASC Senior College and University Commission (WSCUC).

Reporting directly to the [Provost and Chief Academic Officer](#), the incoming Dean of the College of Veterinary Medicine will be a key leader on campus, heading one of the largest colleges at the University. Managing a team of five administrative executives, the Dean will have responsibility for five key areas: overall leadership of the College, administration, finances, faculty, staff, and students. The primary responsibilities are to develop and advances the College's educational, scholarly, clinical practice, and public service activities and programs; effectively manage the CVM's finances while generating new revenue; recruit and retain qualified, high-performing faculty and staff; and maintain a positive, open, collaborative, and rigorous academic environment for the College's students.

The next CVM Dean will be a leader who has the ability to bring together faculty, staff, students, alumni, and other stakeholders around a common, shared vision for the College's future. The Dean will also have the interest and ability to enhance relationships with alumni, students, donors, board members, veterinary professionals, industry leaders, and the local community to facilitate the full range of engagement, from program development to recruiting to fundraising. The qualities and qualifications of the successful individual will include effective communication skills, a commitment to and innovative vision for student-centered learning, and a strong commitment to the field of veterinary medicine.

To submit a nomination or express personal interest in this position, please see Procedure for Candidacy at the end of this document.

Role of the Dean of the College of Veterinary Medicine

Reporting directly to the Provost and serving as a member of WesternU's Deans Council, the Dean of the College of Veterinary Medicine is the chief executive and chief academic officer of the College. They report directly to the Provost and have general responsibility for implementation and coordination of all academic functions within the CVM assigned by the Provost. The Dean of the CVM derives responsibility and authority from the Board of Trustees as delegated by the President through the Provost. The Dean has the following direct reports:

- Executive Associate Dean
- Associate Dean for Academic Affairs
- Associate Dean for Clinical Services
- Associate Dean for Research
- Assistant Dean for Student Affairs
- Executive Assistant

The following are the Dean's specific responsibilities:

- 1. Leadership:** The Dean defines, articulates, disseminates, achieves, and continuously engages the College the mission and goals of the CVM within a shared governance environment. The Dean directs, guides, and provides mentorship to the Associate and Assistant Deans and other heads of academic components of the College.
- 2. Administration**
 - a. Directly supervises the Associate and Assistant Deans and ensures that their duties and responsibilities are carried out in a high quality, timely and professional manner.
 - b. Develops, implements, evaluates, and advances the College's educational, scholarly, clinical practice, and public service activities and programs.
 - c. Oversees the development and application of policies, procedures, and standard practices for all programs and services provided by the College.
 - d. Ensures that all Western University policy as well as legal requirements for the College are met.
 - e. Develops and oversees a systematic planning process to facilitate and continuously improve the achievement of the College's mission, goals, and objectives.
- 3. Financial Management**
 - a. Follows University policy and guidelines in creating and administering the approved budget for the College.
 - b. Uses best efforts to secure resources for the College; judiciously manages and allocates those resources as required to ensure program viability.
 - c. Identifies capital equipment needs.
 - d. Seeks funding from external stakeholders (e.g., alumni, corporations, philanthropic organizations) to support the continued development of the College's programs.
 - e. Seeks partnering opportunities with businesses and other universities; negotiates contracts for practice sites and other entrepreneurial activities.

4. Human Resource Management

- a. Facilitates the development of an effective process for screening and selecting faculty and staff; negotiates contracts.
- b. Leads the development of programs to retain qualified faculty and staff.
- c. Ensures that ongoing faculty and staff development programs are conducted.
- d. Participates in the annual review of faculty, staff, and administrators as appropriate. Institutes corrective actions when required.
- e. Makes recommendations for promotion and tenure decisions.

5. Students

- a. Encourages student involvement in the evaluation and development of the College's academic programs.
- b. Facilitates the lines of communication between the administration, faculty, and students to ensure a culture of mutual respect and professionalism.
- c. Represents faculty and administrators at student functions.
- d. Initiates, implements, and manages programs for the recruitment and admission of qualified students.
- e. Administers standards for academic performance and progression.



6. Other responsibilities of the Dean

- a. Working with the associate and assistant deans, implements a continuous quality improvement plan for the College by developing an annual strategic plan; assessing formative and summative indicators of student achievement; analyzing data and information to provide for the continuous and systematic evaluation of the outcomes of the College's programs; and conducting an end-of-year review of all activities related to the plan.
- b. Serves or appointments a designee to serve as an *ex officio* member of all College Committees. Serves on University committees as assigned.
- c. Represents the CVM at various meetings involving professional associations, governmental agencies, corporations, etc.
- d. Participates in professional societies and associations.
- e. Performs other duties and projects as assigned.

Opportunities and Expectations for Leadership

The next Dean of the College of Veterinary Medicine at Western University of Health Sciences will join the College at a critical time in its history. The previous dean served in the role for fifteen years and continued to refine its problem-based learning philosophy and expand enrollment. The College now achieves enviable results in its graduates – including a nearly 90% licensure exam pass rate at graduation and a 93% job offer rate for students before commencement – and is seeking a leader who will grapple with challenges and pursue the opportunities facing a veterinary school approaching its 25th anniversary. Specifically, the new Dean will be expected to take up the following opportunities and challenges during the initial years of their tenure:

- **Develop a new vision for the College that continues to focus on student-centered learning.** The CVM has achieved remarkable outcomes in its short 24-year history. Not only do students pass the licensure exam at high rates and receive job offers even before graduating, they also represent one of the most diverse veterinary medical student bodies in the US. While the CVM clearly embraces its role as a leader and groundbreaker in the field, it faces significant financial and personnel challenges in the short- and long-term. These challenges and the changes occurring at WesternU offer an opportunity to bring faculty and staff together to thoughtfully consider the next phase of the CVM's evolution, how it will continue to train veterinary students, and what avenues it can take to ensure its stability and legacy. The new Dean will have the chance to develop this new vision alongside a committed team that puts students first.
- **Diversify revenue sources beyond tuition.** One key challenge facing the CVM is the ongoing need for additional resources for a variety of worthwhile expenditures: salary increases for faculty and staff to better compete with private practice salaries, additional faculty and staff to ensure that the hands-on problem-based learning philosophy can be adequately administered, and additional instructional and administrative infrastructure to support the entire enterprise. At the top of the list is the greater need for philanthropy, especially given the wealthy donor base in the Los Angeles metro area, many of whom are passionate about animal welfare issues. In addition, the new Dean must consider new sources of revenue connected to additional academic programs (such as residencies or advanced training), executive education, or expanded clinical efforts. By thinking through the wide range of potential sources, the new Dean can develop a fair, equitable, and sustainable mix of income that will help the CVM thrive.
- **Re-build and maintain a robust faculty.** Closely tied to financial issues are personnel challenges. The CVM has lost a significant number of faculty over the past few years, as well as a large cohort of staff, to the larger salaries of private practice and the resources of other veterinary schools. A key early goal will be for the Dean to stabilize the team by developing creative solutions that will encourage longer tenures. This could come in the form of salary increases, but the next dean should also consider the full range of options that will deepen the connection that staff and faculty feel for the College and the University. After stabilizing the team, the Dean should also develop a strategic recruitment plan that will fill in the much-needed gaps and relieve some of the burden on college employees. This will need to include creative methods of attracting faculty and staff to the CVM's unique educational model and attracting new resources.

- **Develop a cohesive and mutually supportive culture.** The significant strains and challenges of recent years, and especially during the COVID pandemic, have taken their toll on the culture in the CVM. Upon arrival, the new Dean will want to take the opportunity to actively listen, learn, and appreciate the different viewpoints and experiences of the CVM's constituents. After obtaining a full understanding of the College, the Dean will then have the opportunity to articulate a set of shared principles around which to re-build and strengthen the CVM's culture while proactively reaching out to the full range of college constituents to engage them in this culture-building using principles of shared governance. The Dean will have passionate, committed partners with whom to work and a deeply meaningful mission to support.
- **Support and contribute to the University's culture of humanism, equity, diversity, and anti-racism.** WesternU is committed to fostering a culture of respect and equity at all levels and for all people. The CVM Dean will continue to translate this institutionally shared vision into shared actions that support inclusive learning and accessibility for students of all backgrounds. In many ways, in fact, the CVM is leading the way for WesternU: two thirds of CVM students are people of color and represent a new generation of veterinary professionals reflecting the diversity of animal owners and the communities that veterinarians serve. The Dean will continue this excellent work by championing best practices of inclusive excellence and advancing equity and diversity through hiring, development, and engagement of faculty, staff, and students.
- **Strengthen the infrastructure and day-to-day processes of the College.** One key missing component in the CVM that is tied to the financial and personnel challenges mentioned above is a sturdy infrastructure to support the work of the faculty and staff. This could mean additional personnel to instruct students, processes that support students in admissions and advising, or state-of-the-art instructional and administrative facilities that create the optimal learning environment. By buttressing each of these core elements – finances, personnel, and infrastructure – the new Dean would elevate the entire CVM to extraordinary new heights.
- **Serve as a passionate advocate and effective spokesperson for the CVM.** The Dean will be a highly visible leader and influential voice within WesternU as well as a champion for the CVM. The new leader must be a skilled and articulate communicator with the ability to translate information and perspective into a compelling narrative that will inspire internal and external stakeholders including the President, the Provost, WesternU's [Board of Trustees](#), philanthropists, alumni, and other community members. In becoming a strong voice for the CVM, the Dean will set the stage for the College's next phase of growth and a new level of excellence.



Professional Qualifications and Personal Qualities

The Dean of WesternU's College of Veterinary Medicine will be a leader who has the ability to galvanize the CVM around a shared vision of its future, within the context of the University's strategic direction. The Dean will have the interest and ability to enhance the networks of alumni, students, donors, board members and the local community to facilitate program development, recruiting, and fundraising. The qualities and qualifications of the successful individual will include effective communication skills, an innovative vision for student-centered learning, and a strong commitment to the field of veterinary medicine. In addition, the ideal candidate will have the following professional qualifications and personal characteristics:

- Ability to approach situations with positivity and flexibility.
- Ability to communicate clearly with others, both in person and via technology. Ability to effectively interact with administration, faculty, staff, students, and outside contacts.
- An understanding of and previous track record of working within a shared governance environment.
- Ability to provide leadership in policy formulation.
- Ability to handle detail-oriented assignments and maintain confidentiality.
- Organizational skills necessary in prioritizing workload and delegating responsibility.
- Ability to direct a constant and efficient flow of administrative delegation.
- Knowledge of educational needs for contemporary veterinary medical practice.

Qualification Standards

1. Education: An earned doctorate in veterinary medicine.
2. Experience: Minimum of 3 years' experience in academic administration at an institution of higher education.
3. Preferences: Preference will be given to individuals with teaching experience in a veterinary medical education environment

About the College of Veterinary Medicine

The College of Veterinary Medicine at WesternU was established in 1998 as the first new college of veterinary medicine in the United States in more than twenty years, and stands as a new paradigm in veterinary medical education: innovative instructional programs, cost-effective delivery of education, and cooperation with other educational institutions and the private sector. On March 3, 2010, the American Veterinary Medical Association Council on Education granted the College Full Accreditation. Instruction and clinical opportunities are provided in a wide variety of domestic species, including livestock, equine, and companion animals.

Doctor of Veterinary Medicine

The four-year Doctor of Veterinary Medicine curriculum uses a problem-based learning approach guided by a reverence for life. Education will include wellness care, primary and tertiary care, client communication, collegial exchange, and business training. Groups of approximately seven students actively engage in the learning process with faculty.

Founding Principles

Commitment to student centered learning:

- Problem Based Learning in the first two years requires small student-group collaboration. Each group works together with a faculty or adjunct faculty facilitator for eight weeks. Groups are formed strategically so that a student seldom works with prior students or facilitators.
- Correlative seminars and laboratories take place at Western University of Health Sciences and California Polytechnic University, Pomona (equine and livestock), and various private workplace sites.
- Technology tools are used for access to veterinary knowledge resources with an emphasis on accessing the most recent and credible sources of information.
- This commitment is designed to teach students to learn independently as professionals, to find and critically evaluate information, to enhance student cooperative learning, and to provide the impetus for life-long professional development.

Strategic partnerships:

- First and second year students care for 1) contract clients and patients in the companion animal wellness centers, 2) animals in pet animal care settings such as ambulatory care or humane shelter settings (stray animal triage, vaccination clinics, behavior seminars, etc.) and 3) patients in selected private equine, farm-animal and exotic/wildlife animal facilities.
- Third year students (usually in teams of three) rotate in faculty-approved regional veterinary practices or institutions with three or more veterinarians. Students experience and interact part-time with

practitioners/ staff/ clients/ patients and work part-time on-site addressing learning objectives set by Western University faculty course leaders.

- Fourth year students individually rotate through faculty-approved sites in regional, national, or international specialty practices, veterinary teaching hospitals, or public and private institutions determined in part by students' career goals and mobility. All participate in core medicine and surgical rotations with specific faculty oversight and evaluation.
- This commitment is designed to maximize the learning experience in veterinary clinical practice or other careers and to graduate work-ready veterinarians capable of functioning independently.

Commitment to a reverence for life philosophy in the veterinary medicine curriculum:

- Willed-body program supplies all specimens for cadaver-based curricular activities.
- Veterinary Issues seminar course include ethics issues pertaining to reverence for life.
- Anesthesia and surgical training begins in years 1 and 2 and includes experiences with inanimate and dynamic models, and cadavers.
- Live animal technical training occurs in years 1-4 in low student-to-instructor ratio settings primarily using animals requiring correction of naturally occurring diseases or elective sterilization.
- This commitment is designed to enhance a reverence for life and for all animals, not limiting such reverence to owned or valued animals. This founding principle of the College is aligned with the humanistic tradition at Western University of Health Sciences.



Mission

The Mission of WesternU CVM is to educate veterinary professionals and advance knowledge to address the contemporary needs of society.

Goals

- The primary goal of the CVM at WesternU is the creation of an innovative, accredited, four-year professional curriculum leading to the DVM degree. Graduates will be prepared to enter employment as entry-level veterinarians in the private, public, or corporate sector, or to proceed into postgraduate training programs.
- The second goal of the College is the advancement of collaborative, clinically-based veterinary research.
- The third goal of the College is the recruitment and retention of a diverse and interactive student body, faculty, and staff within a university environment in which multiple health professions flourish and interact in instructional and research missions. In WesternU's culture of different disciplines, in which all are connected to a care philosophy, there is a unity of differences that enriches each profession.
- The fourth goal of the College is the provision of cost-effective education by maximizing the use of contemporary educational technology and utilization of shared resources among existing educational programs (private and public) and cooperative agreements with the private sector animal health care delivery system.

Commitment to Diversity

It is critical that we stand together against acts of bias, systemic discrimination, racial targeting, and fear mongering. As a revered WesternU College, we reaffirm our commitment to the principles of Humanism, Equity, and Anti-Racism. As a member of the American Association of Veterinary Medical Colleges, we reaffirm our commitment to the AAVMC Principles of Inclusion.

Accreditation

In October 2019, The American Veterinary Medical Association Council on Education renewed the Accreditation to the College of Veterinary Medicine, following the AVMA COE site visit that occurred in March 2019. The COE is the only recognized accrediting agency for colleges of veterinary medicine in the U.S. and Canada. More information about accreditation is available on the AVMA website.

Student Outcomes

The 5-year average on key performance indexes is presented below:

- 98.8% of students successfully complete the program and graduate as veterinarians.

- The passing rate at the North American Veterinary Licensing Examination (NAVLE), at the time of graduation, is 89.7%.
- 93% of graduating students receive job offers before graduation.
- In addition, every year over 40% of graduates are accepted into competitive internship and residency programs nationwide.

Recent Student Demographics and Outcomes

- 430 students enrolled for academic year 2022/2023
- Average student age is 27
- Student FTE to Faculty FTE Ratio is 7.7 to 1
- 99 students were awarded degrees / certifications in calendar year 2021
- 1,449 alumni at the end of calendar year 2021
- 94% on time graduation rate
- 2022 NAVLE pass rate: 89%



About Western University of Health Sciences

Overview

For 45 years, Western University of Health Sciences (WesternU) has had a special mission: Educating tomorrow's health-care professionals with a combination of scientific excellence and a humanistic, compassionate approach to patient care.

WesternU is the largest graduate health professions university in the nation. Alumni rank among the top leaders in health care and medicine throughout the country and the world.

The University is home to more than 3,800 students in eight health sciences colleges and 21 degree programs, as well as more than 1,100 employees, and its main campus in Southern California is one of the most thriving enterprises in the Pomona and Inland valleys. WesternU Pomona, encompassing 22 acres, has helped transform downtown Pomona into a thriving mix of retail, commercial and educational enterprises.

All of the University's health care programs are accredited through their respective professional accreditations, and the University is accredited by the WASC Senior College and University Commission (WSCUC).

Mission

To produce, in a humanistic tradition, health care professionals and biomedical knowledge that will enhance and extend the quality of life in our communities.

Vision

Transforming the Face of Health. We envision healthy people and a healthy society.

Values

Embody humanism through caring, respect, empathy, trust, and inclusion. Sustain a pioneering culture of bold innovation, courage, and passion. Display a collaborative mindset in how we operate, educate, and serve others. Achieve excellence in all we do.

Spirit

To continue to pioneer as an institution of phenomenal growth, we must build on our foundation in humanistic health sciences – The WesternU Way.

Our caring, respect, empathy, trust, and inclusion has made us innovative, audacious, and nimble. This bedrock of values informs all we do, ensuring our work is ever a beacon that reflects compassion as we serve our communities.

The University must strengthen our strategic pillars to elaborate and evolve our mission. Thus across horizons of the next five and 10 years, we can select carefully from a wonderful array of Big Opportunities.

Strategic Pillars

The five strategic pillars that guided our goals development process are:

- Interprofessionalism. Becoming interprofessional and collaborative in all missions and at all levels of the University.
- Revenue Diversity. Grow new and existing sources of revenue so that at least 20% of WesternU revenue comes from non-tuition sources.
- The “WesternU Way”. Build on what has already been accomplished and further the “WesternU Way” by internalizing the “WesternU Gene” in all missions, at all levels, and in all members of the university community.
- Partnerships. Establish creative partnerships in education, health care, research, and community missions.
- Science, Caring, Humanism. Embody the WesternU values of Science, Caring, and Humanism in innovative and distinctive ways.

A Distinctive Institution

From its inception, WesternU set out not to be just another medical school, but to be distinctive. Underlying a regimen of scientific and technical course work is a strong moral, humanistic approach to education and health care. Curricula in each program include studies in the social and behavioral sciences. Community-based faculty serve as role models for students who participate in a wide variety of clinical experiences in primary care settings, including clinics in rural and inner-city underserved areas, group practices, managed care organizations, and tertiary care hospitals. In addition, the University supports an Office of Mission Integration that provides programs designed to instill within educators and students the importance of compassion, understanding, and empathy.

WesternU has created its own “Educational Power” – the power and the energy to help students become compassionate and skillful caregivers. This is WesternU’s niche, what sets it apart. We make a promise to our students that they will leave the University with the communication and scientific skills needed to function in the modern health care system; that they will have a healthy sense of self; that they will understand and embrace people who may be different; that they will know how to learn; and that they will have an appetite for encouraging healing and wellness.

WesternU at a Glance ([fact sheet](#))

Student Demographics

- Enrollment: 3,814 students in the 2020-21 academic year
- Gender: 62% female, 38% male
- WesternU graduated about 1,070 students from all programs in 2020.

- WesternU has more than 17,100 alumni from all programs.

Student ethnicity/race

- Asian 37.2%
- White 34.4%
- Hispanic 10.4%
- Two or More Races 12.1%
- Black or African American 2.8%
- Ethnicity/Race Unknown 2.5%

University Impact

- WesternU has more than 1,000 full-time employees, and is the fourth-largest employer in the Pomona Valley.
- WesternU has more than \$405 million in total assets.
- The University annually attracts about \$220 million in student financial aid and operates at less than a 1% default rate.
- WesternU awarded \$5.4 million in scholarships and grants in 2020.



Academic and Research Centers

In addition to the degree-granting programs, the University has also established other units that serve to expand its regional and national impact. These include:

- Harris Family Center for Disability and Health Policy: this nationally recognized center provides innovative “real world” solutions and training programs designed to educate health professionals and individuals with disabilities about delivery of medical care for people with disabilities.
- Center for Excellence in Teaching and Learning
- WesternU Health - Pomona:
 - Medical Center
 - Eye Care Institute
 - Dental Center
 - Foot & Ankle Center
 - Pharmacy
 - Travel Health Center

Academics

The University is home to more than 3,800 students in eight health sciences colleges and 21 degree programs.

Colleges and Degrees Offered

College of Osteopathic Medicine of the Pacific (founding college)

Doctor of Osteopathic Medicine (DO)

College of Osteopathic Medicine of the Pacific – Northwest

Doctor of Osteopathic Medicine (DO)

College of Health Sciences

Doctor of Physical Therapy (DPT)
Master of Science (MS) in Health Sciences
Master of Science (MS) in Physician Assistant Studies
Master of Science in Medical Sciences (MSMS)

College of Health Sciences – Northwest

Doctor of Occupational Therapy
Doctor of Physical Therapy

College of Pharmacy

Doctor of Pharmacy (PharmD)
Master of Science in Biotechnology and Pharmaceutical Sciences (MSBPS)

College of Graduate Nursing

Doctor of Nursing Practice (DNP)
Master of Science in Nursing/Family Nurse Practitioner (MSN/FNP)
Master of Science in Nursing/Psychiatric Mental Health Nurse Practitioner (MSN/PMHNP)
Master of Science in Nursing (MSN)
Master of Science in Nursing Entry (MSN-E)
Post-Master's Family Nurse Practitioner (FNP) Certificate
Emergency Nurse Practitioner (ENP) Certificate
Post-Masters Psychiatric Mental Health Nurse Practitioner (PMHNP) Certificate

College of Veterinary Medicine

Doctor of Veterinary Medicine (DVM)

College of Dental Medicine

Doctor of Dental Medicine (DMD)

College of Optometry

Doctor of Optometry (OD)

College of Podiatric Medicine

Doctor of Podiatric Medicine (DPM)



Student Life

University Student Affairs is an integral part of the support, education, and advancement of applicants, students, and alumni as they pursue their professional goals. The staff commitment to WesternU is modeled in the following list of commitments:

- **WE BELIEVE** that students are the lifeblood of our university, and providing support for students' academic and non-academic needs are the reasons for the existence of University Student Affairs.
- **WE BELIEVE** that we should create a "student-centered" institutional culture that effectively supports the professional and personal growth of students.
- **WE BELIEVE** that our division should strive to provide a "seamless service" to our students by providing accurate and timely information, communication, referral, and follow-through for the services we offer.
- **WE BELIEVE** that our success is achieved by each employee in the division being committed to serving student needs.
- **WE BELIEVE** that we provide the most effective and efficient service to students when we coordinate our efforts and work as a team.
- **WE BELIEVE** that students have a shared responsibility to help us, help them by providing timely and accurate information.
- **WE BELIEVE** that creativity and change is important to the survival and success of our division.



Leadership

Robin Farias-Eisner, M.D., Ph.D., M.B.A., FACOG **President**



The Western University of Health Sciences Board of Trustees appointed Dr. Robin Farias-Eisner as WesternU's third president effective March 1, 2022. Most recently, he came from Creighton University in Omaha, where he was director of the Henry Lynch Comprehensive Cancer Research Center and chief academic officer in the Creighton University School of Medicine. He was also dean of Women's Health and professor and chairman of the Department of Obstetrics and Gynecology.

Prior to his appointment at Creighton, and after graduating from medical school at the Royal College of Surgeons in Ireland, Dr. Farias-Eisner was recruited to the University of Illinois' Emergency Medicine Residency training program, with a focus on surgical critical care. Recognizing his love for education, the University of Illinois offered him a faculty position to train future resident physicians in emergency medicine and critical care.

UCLA recognized Dr. Farias-Eisner's unique clinical skills in critical care medicine and recruited him to continue training in the greatly needed area of women's health. In 1990, Dr. Farias-Eisner completed residency training in obstetrics and gynecology at UCLA, and in 1992, he completed a fellowship in surgical oncology for women - gynecologic oncology - at UCLA.

In 1999, Dr. Farias-Eisner completed a Ph.D. in molecular biology at the UCLA Molecular Biology Institute, and then immediately established the highly productive UCLA Farias-Eisner Laboratory and Center for Biomarker Discovery and Cancer Research. While at UCLA, Dr. Farias-Eisner commercialized new diagnostic platforms for the early detection of various cancers and discovered new anti-cancer drugs. As a result of this work, and in partnership with the University of California, he shares numerous active patents.

Dr. Farias-Eisner then spent the next 30 years working in leadership positions at UCLA to improve the health of women through the establishment of successful delivery models for high quality patient care and high-level cancer research.

Over the past decade he has served as the principal investigator for a highly impactful NIH grant to eliminate health care disparities in cancer cohorts in underserved populations in Los Angeles.

The UCLA Farias-Eisner laboratory, and later the Farias-Eisner laboratory at Creighton University, achieved numerous innovative discoveries that proved to be highly clinically important, including the commercialization of biomarkers for the early diagnosis of ovarian cancer and the discovery of novel and innovative new anti-cancer drugs.

His unique medical education at the Royal College of Surgeons in Ireland established his commitment to the concept of physical diagnosis, which is solidly based in the humanistic tradition dating back to the founding of the medical school in 1784, drawing him closely to the osteopathic tenets.

Dr. Farias-Eisner has a Bachelor of Science in Biochemistry from UCLA, a medical doctorate degree from the Royal College of Surgeons in Dublin, Ireland, a Ph.D. in molecular biology from the UCLA Molecular Biology Institute and an M.B.A. from Pepperdine University. Dr. Farias-Eisner is board certified in emergency medicine, obstetrics and gynecology and gynecologic oncology. He is professor emeritus at the University of California and professor at Creighton University School of Medicine.

Dr. and Mrs. Farias-Eisner have an apartment in Pomona and a home in Calabasas. At their family home in Calabasas, they raised five children, and they now have three grandchildren.

Dr. Farias-Eisner speaks multiple languages, including Italian, French, and Spanish. President Farias-Eisner takes the lead at a transformative time in health care and health care education and a transformational time for WesternU.

Paula Crone, D.O.
Interim Provost and Chief Academic Officer



Dr. Paula Crone was appointed interim provost and chief academic officer, effective April 22, 2022. She will serve in this capacity pending the conclusion of the national search for the permanent Provost and chief academic officer and their onboarding.

Dr. Crone joined WesternU as the executive associate dean of the College of Osteopathic Medicine of the Pacific (COMP)-Northwest in 2010. In 2012, she was named vice president of Oregon campus operations and her leadership was integral to the founding of COMP-Northwest, serving as founding site dean from its inception until 2013, when she was instated as dean of COMP and COMP-Northwest and vice president of the Oregon campus. She was appointed interim provost and chief academic officer on April 22, 2022.

As a national leader in medical education, Dr. Crone has dedicated much of her career to the success of her fellow physicians. From their application to medical school, to achieving residencies of choice, to advocating industry standards and policy across the medical education community, Dr. Crone's passion for her profession and the patients it serves has established her legacy as a dynamic and innovative dean.



Pomona

On January 6, 1888, Pomona was incorporated as a city and became a charter city in 1911. Today, Pomona is the seventh largest city in Los Angeles County, with a population of over 151,000 residents. Pomona boasts a progressive economy, business opportunity and a strong workforce with attractive shopping, recreational and real estate offering. The Pomona Valley had been a fruitful valley in the past and is now fruitful from the strength and efforts of its people. With a vision to promote harmonious diversity and economic prosperity, Pomona is a vibrant community with progressive citizens leading, testing the limits of progress, and striving to provide a high quality of life for all of Pomona.

The City of Pomona has a rich past and exciting future. Pomona is a city with a bright vision for its future, and is dedicated to the quality of life for its diverse community.

"About Pomona," *City of Pomona California*, <https://www.pomonaca.gov/our-city/about-pomona>.



Procedure for Candidacy

All applications, nominations, and inquiries are invited. Applications should include, as separate documents, a CV or resume and a letter of interest addressing the themes in this profile.

WittKieffer is assisting Western University of Health Sciences in this search. For fullest consideration, candidate materials should be received by **Monday, February 27**.

Application materials should be submitted using WittKieffer's [candidate portal](#).

Nominations and inquiries can be directed to:

Greg Duyck and Jenna Brumleve
WesternUniv-VetMedDean@wittkieffer.com

Commitment to Equity, Diversity, and Inclusion and Anti-Discrimination Statement

The variety of unique identities, perspectives, beliefs, experiences, and talent our employees pour into WesternU comprises our culture, our reputation and is the most valuable asset we have. WesternU is proud to be an Equal Employment Opportunity employer. We do not discriminate based upon race, religion, color, national origin, gender (including pregnancy, childbirth, or related medical conditions), sexual orientation, gender identity, gender expression, age, status as a protected veteran, status as an individual with a disability, other non-merit factor, or status otherwise protected by law.