

**Meeting Date:** January 17<sup>th</sup> 2024  
**Time:** 4:00 – 6:00 p.m.  
**Meeting Location:** Zoom  
**Approval:** February 28<sup>th</sup> 2024  
**Recorded By:** Amy Rose

## Attendance

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Present = X, Absent = 0

### Faculty Voting Members

<b>Black, Candice</b> (Department of Pathology and Laboratory Medicine)	0	<b>Boardman, Maureen</b> (Preclinical & Clinical- Family Medicine, Community Preceptor Rep)	X	<b>Castellano, Juliana</b> (Clinical)	X	<b>Chamberlin, Mary</b> (Clinical - Medicine)	0
<b>Guthiknoda, Kiran</b> (Department of Anesthesiology)	0	<b>Hartford, Alan</b> (Clinical-Medicine)	0	<b>Hofley, Marc</b> (Clinical – Pediatrics)	X	<b>Homeier, Barbara</b> (Preclinical- Pediatrics)	X
<b>Lee, Michael</b> (Department of Medical Education)	X	<b>Matthew, Leah</b> (Clinical-Family Medicine)	X	<b>Marshall, Alison</b> (Clinical – Emergency)	0	<b>Sorensen, Meredith, Chair</b> (Clinical-Surgery)	X
<b>Pellegrini, Vin</b> (Department of Orthopaedics)	X	<b>Thesen, Thomas</b> (Department of Medical Education)	X	<b>Thompson, Rebecca</b> (Clinical – Neurology)	X		

### Student Voting Members

#### Year 1

<b>Dameron, Corbin</b>	X	<b>Darling – Mena, Addie</b>	X	<b>Gayne, Alexys</b>	X	<b>O'Brien, Wade</b>	0
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#### Year 2

<b>Hernandez, Eli</b>	X	<b>Li, Kevin</b>	X	<b>Pfaff, Mairead</b>	X	<b>Plona, Kelsey</b>	X
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#### Year 3

<b>Fong, Justin</b>	0	<b>Gil Diaz, Macri</b>	0	<b>Maosulishvili, Tamar</b>	X	<b>Thomason, Helen</b>	0
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#### Year 4

<b>Carhart, Briggs</b>	X	<b>Cheema, Amal</b>	0	<b>Fitzsimmons, Emma</b>	0	<b>Thomson, Chris</b>	0
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#### MD/PhD

<b>Emiliani, Francisco</b>	0	<b>Zipkin, Ronnie</b>	0	<b>Marshall, Abigail</b>	0	<b>Reiner, Timothy</b>	0
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### Non-Voting Members

<b>Albright, Amanda</b> (Instructional Designer)	X	<b>Borges, Nicole</b> (Chair, Dept. of Medical Education)	0	<b>Chimienti, Sonia</b> Senior Associate Dean for Medical Education	X	<b>Dick III, John</b> (Clinical - Associate Dean Clinical Curriculum)	X
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<b>Eastman, Terri</b> (Preclinical - Director, Preclinical Curriculum)	X	<b>Eidtson, Bill</b> (Director, Student Success & Accessibility)	0	<b>Fountain, Jennifer</b> (Assessment)	X	<b>Holmes, Alison</b> (Associate Dean, Student Affairs)	0
<b>Jaeger, Mikki</b> (Registrar)	X	<b>Kerns, Stephanie</b> (Associate Dean, Health Sciences & Biomedical Libraries)	X	<b>Lyons, Virginia</b> (Preclinical - Associate Dean Preclinical Curriculum)	X	<b>McAllister, Steve</b> (Director, Educational Technology)	0
<b>Vacant</b> (Director, Assessment & Evaluation)		<b>Vacant</b> (Associate Dean, Biomedical Science Integration)		<b>Pinto-Powell, Roshini</b> (Associate Dean, Admissions)	X	<b>Vacant</b> (Associate Director, Educational Technology)	
<b>Thurber, Peter</b> (Clinical - Director, Clinical Curriculum)	X	<b>Rose, Amy</b> (Administrative Support, UME Affairs)	X	<b>Cameron, Justine</b> (Director, Accreditation & CQI)	X	<b>Shaker, Susan</b> (Preclinical- Manager)	X
<b>McBride, Lisa</b> (Associate Dean, Diversity, and Inclusion)		<b>Weissburg, Paul</b> (Associate Dean, Evaluation and Assessment)	X	<b>Levy, Campbell</b> Phase 3 Director	X		

**Student Non-Voting Members**  
**Diversity and Inclusion & Community Engagement (DICE)**

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**Vice Chairs for Academics – Student Government**

<b>Cheema, Amal</b>	0	<b>Gil Diaz, Macri</b>	0				
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**Guest(s)**

<b>William Nelson</b>	<b>Sean Turner</b>	<b>Alayna Sharp</b>
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## Call to Order

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**Meredith Sorensen, MD Chair – Medical Education Committee**

Meredith Sorensen, called the meeting to order at 4:02 pm.

## Announcements

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**Meredith Sorensen, MD**

- February MEC meeting date change to Feb. 28<sup>th</sup>

## Approval of Meeting Minutes

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**Meredith Sorensen, MD**

Approval of December 2023 meeting minutes.

*Marc Hofley made a motion to approve the December 2023 MEC meeting minutes. The motion was seconded by Leah Matthew. The motion passed with 3 abstaining.*

## Student Issues & Feedback

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No issues or feedback were mentioned.

## Consent Agenda

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1. Sub-Internship Policy – Dr. Campbell Levy
  - 2 questions were mentioned –
    - How does the ER count?
    - How to address Army Sub-Is that don't necessarily meet the  $\frac{3}{4}$  inpatient requirement?
    - How to address students that have already gone into lottery?
      - Associate Dean for Clinical Education approves Sub-Is individually, so there is some flexibility.
      - The majority of student fulfill the  $\frac{3}{4}$  inpatient criteria without any issues.
      - ER Sub-Is - review to determine if, on average, are the tasks that students are required to do, more aligned with what interns following inpatients do rather than outpatients.

*Barbara Homeier made a motion to accept the revisions to the Sub-Internship Policy. Seconded by Marc Hofley. The motion was passed with 1 not in favor.*

2. Dual Degree Program Expansion – Dr. Sonia Chimienti
  - Students would not need to go on a leave of absence.
  - In the future, one of these degree program electives could be put forward to meet nonclinical elective requirements.

*Vin Pellegrini made a motion to endorse the Dual Degree Program proposal. Seconded by Barbara Homeier. The motion was passed with 1 abstaining.*

## Subcommittee Updates

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1. **LCC Update** – Dr. William Nelson

- During the December LCC meeting a motion was approved to recommend to the MEC to change the name of the following 2 LCs:
  - Cells, Tissues, Organs (CTO) to Histology (HIST)
  - Race and Health Equity (RHE) to Health Equity (HE)
- During the December LCC meeting a motion was approved to recommend to the MEC to eliminate the following 3 LCs:
  - Substance Abuse & Pain
  - Leadership & Professional Development
  - Health Care Delivery Science
    - Reasoning for elimination - none of these have current leaders and have minimum contact hours, not with integrate approach.
    - These topics can still be taught, but not an official LC
- Discussion
  - Support for clearing the deck for contemporary new things to be taught.
  - Does the LCC have any ideas around what is an ideal number of LCs?
    - No set number, working towards 2 categories – a longitudinal curriculum vs. a longitudinal thread.
    - 18 is too many, benchmarking with other schools – have 4-6 LCs.

2. **GAOC – Grade Appeal Policy Discussion** – Dr. Paul Weissburg

Challenges with current system

- Length/scope of grade appeals – issues with multiple attachments/forwarded emails/etc.
- Level 3 appeal is being used as a way to appeal for a 3<sup>rd</sup> time, which is not the intended use.
- Challenges with current deadlines in resolving grade appeals and scheduling Grade Appeals Response Team (GART) meetings.
- Questions arising if student/faculty should be a GART meetings.

Proposed Revisions:

Tracking & Material Submission Revisions	<ul style="list-style-type: none"> <li>▪ Improve the form and finding a platform (maybe Maxient) to track grade appeals and material submission.</li> <li>▪ Include timeline for additional material submission - “Any addendums must be submitted within 2 weeks of official level 1 appeal decision”</li> </ul>
Levels of Appeal Revisions	<ul style="list-style-type: none"> <li>▪ Eliminate level 3 appeal – only 2 levels of appeal.</li> <li>▪ Revised policy language – “For process improvement suggestions, please reach out to the ADAQA. For concerns about the process, please reach out to the Associate Dean for Medical Education (ADME).”</li> </ul>
Timeline Revisions	<ul style="list-style-type: none"> <li>▪ Informal conversations should occur within 3 weeks of grade being received.</li> <li>▪ Level 1 grade appeal should be submitted within 2 weeks of the conclusion of the informal conversation.</li> <li>▪ Written decisions by clerkship team within 4 weeks of level 1 appeal.</li> <li>▪ Level 2 grade appeal should be submitted within 2 weeks of receiving written decision on level 1 appeal.</li> <li>▪ GART resolves case and responds to student within 6 weeks of level 2 appeal.</li> </ul>
GART Quorum	<ul style="list-style-type: none"> <li>▪ Quorum shift from 4 to 3.</li> </ul>

### Discussion

- Any trends with grade appeals?
  - Hoping that using Maxient would capture any trends/patterns in the appeals process.
- Grade narratives – should this go up to a level 2 appeal/GART?
  - Due process issue – if GART is not involved, then there needs to be some type of process/system to navigate narrative concerns that are not settled with the clerkship team/at the level 1 appeal. It could be helpful to have a fresh set of eyes involved.
  - If GART is involved, explicit standards for the grade narrative would need to be made available to students so students aren't appealing just for more sentences or characteristics to match that of a peer.
  - Link to AAMC guidelines on editing clerkship narratives  
<https://www.aamc.org/career-development/affinity-groups/gsa/medical-student-performance-evaluation>
    - Wording from AAMC: What are the guidelines for editing clerkship narratives? Clerkship narratives should be edited at the clerkship level, not at the MSPE writer level. Set the expectation with clerkship directors that they should edit the clerkship narratives for length and succinctness and that this editing should be done before the narrative is sent to the MSPE author(s). We strongly encourage institutional leadership to consider faculty development in writing formative and summative evaluations.

### New Business

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## 1. MEC Subcommittee Restructuring Discussion – Dr. Meredith Sorensen

### Background:

- The MEC approved restructuring proposal in June 2022. The goal of the restructuring was to improve efficiency of tasks, development shared leadership, diversifying the MEC. The current structure includes: Phase 1, Phase 2, Phase 3, GAOC (assessment) and Longitudinal Curricular Subcommittees.
- Have we met our goals? While the subcommittees have been productive in some areas, we feel that our productivity has been hindered by several factors:
  - MEC Subcommittees work independently of other curricular committees/leadership.
  - MEC Reps are not included in subcommittees.
  - Attendance issues
  - Time burden of course/clerkship reviews

### Workflow Issue:

- Necessary stakeholders are often not present or underrepresented.
- Subcommittee members might not have a deep understanding of curriculum/policy.
- Duplicating effort – multiple presentations to different committees with differing outcomes, creating tension.
- **Proposed solution** → Include membership on the phase-specific subcommittee with the role of course leader, clerkship director, LC leader.

### Student Rep Issue:

- MEC Reps do not attend the subcommittee meetings where course/clerkship reviews are happening.
- Pros – additional student voices, diversifying opinions at SMEC
- Cons – less clear role for MEC Reps, more layers of communication, additional meetings
- **Proposed Solution** → collaborate with student government to refine and find the “right” balance.

### Attendance Issue:

- When members can't attend every meeting, there is time spent catching people up.
- Delayed voting if there is not a quorum.
- **Proposed solution** → Shift to already existing meetings such as CECD and Phase 1 Course/LC Leaders, require attendance.

### Course/Clerkship Reviews:

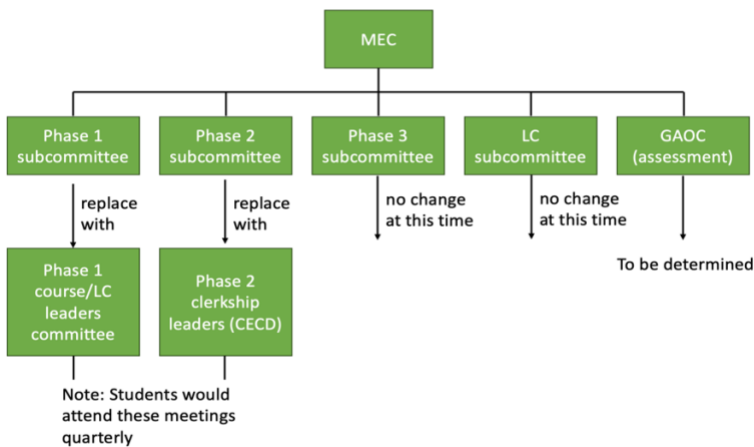
- Reviews happen at subcommittee level, often taking up the entire meeting. There are about 4-6 reviews each year for Phase 1 and Phase 2 subcommittees.
- Minimizes the time the subcommittee has to work/discuss other important topics.
- **Proposed Solutions** →
  - Eval & Assessment Office considering other options to do the reviews outside of a subcommittee structure (e.g., focus groups and/or individual meetings with stakeholders).
  - Student representation essential.

Proposed Modifications:

**Short term** – revise Phase 1 & Phase 2 to include necessary stakeholder, specifically course leaders, clerkship directors.

**Coming Soon** – modifications to GAOC and an alternative plan for course & clerkship reviews.

**TBD** – Phase 3, who are the right stakeholders? LCC – all LC leaders?

Discussion:

- Replace rather than merge subcommittee with phase 1 course leader meeting.
- Finding a balance between diversifying and making sure the necessary stakeholders are involved in the discussion/decisions. Need to figure out a way to get other voices involved in a discussion that may not be knowledgeable on topic/phase specific issues.
- Review charges of each subcommittee – to make sure to accomplish the goals are laid out in the charge.
- Smaller committee size - making sure to create an environment where everyone feels they can speak up.
- CECD specific – making sure to incorporate the clerkship teams, including the clerkship coordinators as they are an integral part of the curriculum.
- TBD on naming the committees.
- Asking MEC to move forward with revising the Phase 1 and Phase 2 subcommittees.

## Ongoing Business

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- Policy working group
- MEC Bylaws/Charge working group

## Future Meetings

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**MEC meetings are the 3<sup>rd</sup> Wednesday of each month from 4:00 – 5:30 p.m.**

- February 28<sup>th</sup>
- March 20<sup>th</sup>