

Present: Drs. Becker, Bertagnolli, Born, Burstein, Charness, Connelly, Daley, Da Silva, Donoff, Farrell, Howley, Keating, Klig, Kroshinsky, Mehrotra, Nagler, Padwa, Pauker, Podolsky, Pomahac, Poussaint, Pursley, Rexrode, Samuels, Sieberg, Tarbell, Tuomala, Weinstein

Guests: Drs. Atkins, Golan, Hundert, Muto, Westlund; Messrs. Ameen, Pahalyants; Mss. Miller and Williams

Staff: Dr. Lensch; Ms. Hecht

Dean Daley asked for and received approval of the minutes from the April 12, 2017 meeting, as submitted.

Dean Daley thanked Dr. Farrell for her leadership as the Faculty Council Vice Chair and for leading the Docket Committee. During the AY16-17, the Council addressed a number of key areas related to the HMS community – redesign of the medical education curriculum, the Harvard Catalyst, our Center for Primary Care, the 150th anniversary of the Harvard School of Dental Medicine, faculty appointments and promotions, HMS’s efforts to broaden diversity and inclusion, the annual update from our Ombudsperson Melissa Broderick, the work and goals of the Joint Committee on the Status of Women, Dean David Robert’s projects and platforms in External Education, the annual report on Admissions and Financial Aid, Provost Alan Garber’s visit, and finally, today’s discussion on LCME and the report of our HMS Student Council.

Dean Daley thanked those completing their 3-year term and encouraged them to run again:

Rick Born	Neurobiology
Michael Charness	VA
Sunny Eappen	MEEI
Jeffrey Goldsmith	BCH
Peter Howley	MBIB
Nancy Keating	HCP
Bob Kingston	Genetics
Daniela Kroshinsky	MGH
Sue Paucker	MGH
DeWayne Pursley	BIDMC
Ruth Tuomala	BWH

The election of candidates to fill the seats now vacant is getting underway. Faculty will be receiving an electronic voting ballot within the next week or two. By late June, the new slate of members for the 2017-2018 academic year will be announced. Dean Daley encouraged the Council to urge their colleagues to participate and vote.

Dean Daley stated that he looks forward to working with Dr. Hal Burstein, incoming vice chair, to plan the agenda for next year.

Dean Daley commented on the agenda for the meeting. The major topics are a discussion of LCME led by Dr. Ed Hundert, Dean for Medical Education, with contributions from Dr. Nancy Tarbell, Dean for Academic and Clinical Affairs and Dr. Maureen Connelly, Dean for Faculty Affairs. Following their presentation, the annual report from the HMS Student Council led by Vartan Pahalyants and Bishoy (Troy) Ameen, both from the HMS Class of 2020.

Dean Daley introduced Dean Hundert.

Given the request to have a “flipped classroom” approach to maximize time for discussion and meaningful input, the Council was asked to watch two video clips, do some pre-reading and provide some feedback prior to the Faculty Council meeting.

1. Link to video on LCME
<https://hms.mediasite.video.harvard.edu/Mediasite/Play/fe39120b4d91498f9d297a31d43d230c1d>
2. Link to video on HMS Curriculum
<https://hms.mediasite.video.harvard.edu/Mediasite/Play/7c3ca0ef65d84db2af536036d77476301d>
3. Charge to the Education Policy and Curriculum Committee (EPCC)
4. Draft Survey inviting faculty involvement in standing committees

Dean Hundert discussed the goal of today’s meeting- orient the Council to the LCME process. LCME comes every 8 years and there are 93 key LCME elements HMS is focusing on. Dean Tarbell showed a heat map, highlighting 3 elements to be focused on today. HMS is focusing on accreditation element that were cited on our last LCME, represent new or frequently cited elements, or are particularly challenging for HMS because of our decentralized structure with hospital affiliates.

Dean Hundert discussed Curricular Management (Element 8.1), which are the specs for the charge to the Educational Policy and Curriculum Committee (EPCC). The Faculty committee with central oversight of:

- design, management, integration, and evaluation of MD curriculum
- educational policy
- LCME monitoring

Membership expectations include faculty at-large and students from each curricular year. This Charge must be approved by Faculty Council. Dean Hundert spent a few minutes going over the track changes document, provided to the Council at the meeting, which was edited based on the Council’s feedback prior to the meeting. Dean Hundert welcomed discussion before asking for a vote to approve the amended charge to the EPCC, which will take effect in the new academic year. The Council voted unanimously to approve the

attached charge to the EPCC, which includes the amendment from the meeting to add the Associate Dean for Dental Education at Harvard School of Dental Medicine, as a non-voting ex-officio member. Working with Dr. Hal Burstein, Dean Hundert will gear up a process over the summer to identify faculty members to start on the EPCC in the Fall. This is just one example of recruiting faculty to participate in the various governance committees at HMS (next item).

Next, Dean Tarbell discussed Participation of Faculty in the School Governance (Element 1.3). The Office for Faculty Affairs has been working on ideas to meet these expectations that the school have more faculty governance than just Faculty Council. LCME expects faculty to participate in School governance/decision-making via standing committees, with most committees including some members who are elected or nominated via a faculty-administered process. The School must also have effective mechanisms of obtaining individual faculty feedback into major policy changes and communicating major policy changes.

Dean Tarbell stated that this is an opportunity for HMS to think a bit more deeply about what else should be considered, including how to disseminate information to faculty. HMS needs a process that shows what governance roles faculty are eligible to run for what and what activities they can volunteer for. Faculty Council is the only elected body.

Dean Connelly discussed the draft Survey of Standing Committee Chairs/Ex-officio Administrators the office for Faculty Affairs has been working on to collect information about current leadership, membership, terms, and authority from each Standing Committee. The proposed approach includes identifying those committees for which new membership rosters would be helpful; documenting requirements for participation (e.g. involved in animal research, professor rank), surveying entire faculty to invite them to volunteer for specific committees, sharing those lists with committee leadership, and implementing this approach as an annual procedure.

Questions were then proposed to the Council, asking if outreach makes sense. The consensus supported a survey campaign. Questions to consider might include: how many open seats are there and can we open more spots?

Next, Dean Hundert discussed the Learning Environment. LCME element 3.5 states the school must have a learning environment that supports student development of positive professional attributes with an expectation that the School and Affiliates work together, as codified in affiliation agreements.

Dean Hundert discussed data collection by the AAMC from fourth year student questionnaires. These questionnaires, collected annually, give schools data relative to national benchmarks and they started a few years ago to do a second year questionnaire. The year two questionnaire is the benchmark for the new curriculum as they took the survey for first time to see if this class looked different than the past. The data collections provides an opportunity to think more broadly about community.

Dean Daley stated that these are biomarkers in the community, while we are privileged, so many feel increasing pressure for doing more with less, so much negativity right now and that is being felt at the physician level.

Dean Hundert reviewed data of questions asked on survey including:

“Overall, I am satisfied with the quality of my medical education.” Saw an increase in 2016 for HMS, which was the first year of the new curriculum, with 88% either agree or strongly agree – above the national average.

“My medical school has done a good job of fostering and nurturing my development as a person.” Again, saw an increase with HMS students for 2016 with 78% agreeing or strongly agreeing, again above the national average. This speaks to input/advances made that supports students such as mentoring and advising.

“My medical school has done a good job of fostering and nurturing my development as a future physician.” Again, an uptick for 2016 with 96% of HMS students agreeing or strongly agreeing. The flipped classroom model sets a high expectation to be prepared before class with content and quizzes taken before class.

“Please describe how often you attend in-person pre-clerkship courses/lecturers at your medical school.” Essentially, a “do you go to class” question. 97% selected often and most of the time, compared to only 50% nationally and in our former curriculum. This shows the level of engagement and that students are there.

Next, Dean Hundert showed data where there is a clear disconnect regarding what is being taught about professional behaviors/attitudes and what students perceive is being demonstrated by faculty, which leads to a discussion regarding learning environments. Dean Hundert passed around a narrative vignettes about learning environment.

A general discussion followed primarily focused on reporting at the hospital level.

Dean Daley introduced Troy Ameen (HMS '20) and Vartan Pahalyants (HMS '20) to give the student council report.

Messrs. Ameen and Pahalyants gave a broad overview of the Student Council. The purpose of the Council is to foster community among students, serve as an umbrella for student organizations, and advocate on behalf of students. There are 24 general members representing Pathways, HST and Dental who have different roles (society representatives, treasurer, student organizations manager, financial aid representatives, graduate council representatives, media representative, and community affairs representative).

They discussed the 2016-2017 student council goals. They created a website with a centralized database, allowing students to upload new material including flash cards and study notes. Messrs. Ameen and Pahalyants gave a snapshot of the student groups on campus. There are seven main categories of groups that the Council funds – specialty,

dental, academic, service, advocacy, identity, and social. In 2016-2017, they restructured funding and increased support for active student groups.

The Student Council received many requests for mentoring, so they worked to increase mentorship opportunities. The Class of 2017 Mentor Survey identified 75 mentors who matched 18 different specialties.

They showed what types of social events the students participated in this year. Including: trips to Cape Cod, New York City and upstate New York for skiing; themed parties; potlucks; tailgating; formal; FABRIC- number one event brought the class together with diversity.

Messrs. Ameen and Pahalyants ended their presentation discussing their current initiatives:

1. Transition for incoming students- 2nd year students not on campus first two weeks for 1st years, working on helping plan events for first years
2. LCME Accreditation
3. Electronic payment system- previously only cash was accepted for events
4. Student housing budget- talking with Deans Hundert and Saldaña about issues around different expenses for students who choose to live in different neighborhoods to be near their PCE site
5. Vanderbilt Lease Duration- ends in June and students can be left with a few weeks between leases

After some questions concerning the Student Council budget, guidelines and policies for groups, Dean Daley adjourned the meeting at approximately 5:39 p.m.

Approved by Faculty Council 05.22.17

EDUCATIONAL POLICY AND CURRICULUM COMMITTEE (EPCC)

The EPCC succeeds the former “Curriculum Cabinet,” effective with the start of Academic Year 2017-2018

Charge

Reporting to the Dean of the Faculty of Medicine, the HMS Educational Policy and Curriculum Committee (EPCC) is a faculty standing committee and representational deliberative body that has collective responsibility for the oversight and conduct of the four-year MD curriculum (including both preclerkship curricula – Pathways and HST) and educational policies for the MD program at Harvard Medical School. The EPCC’s oversight responsibilities include:

1. Curriculum integration (vertical and horizontal) and cross-phase (Preclerkship, PCE and Post-PCE) planning;
2. Development and periodic review of MD program objectives, to which course- and clerkship-level objectives are tied;
3. Review and approval of criteria, tools and policies for the assessment of students, including formative and summative assessment, as developed by the Assessment Committee;
4. Review and approval of changes in pedagogical philosophy and practice in core courses/clerkships, as developed by the curriculum steering committees;
5. Oversight of programs for development of faculty teaching and assessment skills designed and conducted by the Academy;
6. Review and approval of curricular, education and student policies;
7. Continuous quality improvement of the educational program and assurance of compliance with LCME standards and elements for the MD curriculum and educational policies, supported by the Office of Educational Quality Improvement (OEQI);
8. Course and Clerkship evaluation – periodic review of annual course and clerkship evaluations conducted by each relevant working committee to monitor horizontal and vertical integration;
9. Program and outcome evaluation, including regular reviews of each major component of the curriculum and a comprehensive review of the entire four-year curriculum every four years;
10. Approval of new core/required courses and/or substantial revisions to required courses or major components of the core curriculum (approval of elective courses is the responsibility of the relevant working committees);
11. Appointment and oversight of education-relevant *ad hoc* Task Forces;
12. Development and approval of charges to the seven working committees that report to the EPCC;
13. Recommendation of changes in EPCC governance and working committee structures to the Faculty Council.

Reporting to the EPCC are five curriculum working committees and two committees that oversee academic advising and performance:

Curriculum Working Committees:

- Pathways Preclerkship Steering Committee
- HST Curriculum Committee
- Principal Clinical Experience (PCE) Steering Committee
- Post-PCE Steering Committee
- Assessment Committee

Academic Advising and Performance Committees:

- Council of Academic Societies (CAS)
- Promotion and Review Board (PRB)

The EPCC meets monthly throughout the academic year and receives timely reports and proposals from the working committees that report to the EPCC. The membership of the EPCC is joined semi-annually by all preclerkship course directors, chairs of the core clerkship committees, and post-PCE leadership, along with other faculty leaders of the MD program, for important reports and updates, including the results of Admissions, Match, Residency Program Director Surveys, USMLE Exams, Comp Exam and Y2Q and GQ surveys; joint program reports (MD-PhD and MD-MBA); Promotion and Review Board report; and policy updates. All core course and clerkship leaders and MD program faculty and staff leadership assemble annually at the Medical Education Leadership Retreat to work on topics that cut across the entire curriculum. Every four years the agenda of the Retreat is focused on a comprehensive review of the four-year MD curriculum.

EPCC Voting Members

- Dean for Medical Education, chair
- Five teaching faculty representatives selected by the Chairs of the Faculty Council and the EPCC from a slate of nominees identified jointly by the Faculty Council and by the EPCC working committees to ensure faculty participation across the medical education continuum, including each phase of the MD curriculum; GME; the basic sciences and core clinical disciplines; the affiliated hospitals that host core clerkships; and a spectrum of careers in medicine and health sciences
- Five student representatives, with alternates for each, chosen by students to ensure representation from each of Years I-IV, from Pathways and HST, and including at least one joint degree candidate
- Faculty Council representative
- Chairs of the working committees reporting to the EPCC:
 - Chair, Pathways Preclerkship Steering Committee
 - Chair, PCE Steering Committee
 - Chair, Post-PCE Steering Committee
 - Chair, HST Curriculum Committee
 - Chair, Assessment Committee, and Director of Assessment, Professionalism and Humanism in Medicine
 - Dean for Students and Chair, Council of Academic Societies
 - Chair, Promotion and Review Board
- One Society Advisory Dean
- HMS Director of HST
- One PCE Director
- Director of the Academy
- Director of Scholarship in Medicine

Non-voting *ex officio* members

- Associate Dean for Medical Education Planning and Administration
- Society Advisory Deans who are not voting members
- Faculty Associate Dean for Admissions
- Director of Curriculum Services
- Director of the Office of Educational Quality Improvement

Faculty Council Meeting Minutes
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- Registrar
- Director of Advising Resources
- Director of the Countway Library
- Director of Institutional Planning
- Associate Director of Faculty Development
- Director of Education IT
- Associate Dean for Dental Education, HSDM

Staff

- PME Program Coordinator