

Present: Drs. Bertagnolli, Born, Burstein, Chang, Da Silva, Daley, del Carmen, Dienstag, Donoff, Ferran, Galaburda, Gaufberg, Haigis, Howley, Khoshbin, Klig, Kohane, Kroshinsky, Lovejoy, McNeil, Nagler, Nour, Podolsky, Pomahac, Poussaint, Rexrode, Richardson, Rose, Sieberg, Stone, Taqueti, Tarbell, Vleugels

Guests: Drs. Bates, Golan, Hundert, Muto, Reede, Schwartzstein, Westlund; Mss. Lewis, Vild

Staff: Mss. Hecht, Scully

Dean Daley called the meeting to order at approximately 4:05pm. He asked for and received acceptance of the minutes from both the June 13, 2018 and the October 3, 2018 meetings, as presented. Dean Daley thanked the members for their continued contributions to HMS's governance via Faculty Council participation. He also mentioned he looks forward to working with Dr. Nawal Nour, Faculty Council Vice Chair and leader of the Docket Committee, and to this year's agenda as a whole.

Dean Daley commented on the agenda for the meeting. Agenda items encapsulate several processes/practices that have been in place at HMS, but require additional formalization in preparation for our LCME accreditation visit in March 2019. Materials for each agenda item were provided in advance. The Council will be asked to provide feedback on the Resident, Fellow and Graduate Teaching Assistant as teacher policy. Quorum for this meeting was needed, and obtained, as the Faculty Council will be asked to vote to recommend that the Dean approve four policies.

Dean Daley introduced Ed Hundert, MD, Dean for Medical Education. Dean Hundert provided information about the LCME visit and preparation. Site visit occurs every eight years; Dean Hundert is the faculty accreditation lead, Ms. Aili Lewis is the staff accreditation lead for our site visit March 24-27, 2019. Dean Hundert reviewed the accreditation preparation timeline, including deliverables that will be submitted December 14, 2018. A mock site visit will be held in mid-January 2019.

Dean Hundert also reviewed and ask for feedback on the Resident, Fellow and Graduate Teaching Assistant as a Teacher policy. Faculty Council input is wanted because so many of its members come from affiliate hospitals and are familiar with the GME programs. The "Resident as Teacher" policy was endorsed by the Council, as it codifies an important obligation of residents as teachers of MD students to be adequately trained; this is now slated to be approved formally by the Educational Policy and Curriculum Committee (EPCC) on November 19, 2018.

Next, Dean Daley introduced Jules Dienstag, MD, Interim Dean for Faculty Affairs. Interim Dean Dienstag reviewed changes to the Annual Career Conference Policy. Interim Dean Dienstag answered a question regarding discussions with chairs for buy-in and templates. Dean Daley mentioned it is a LCME requirement, but it is also helpful to the community. Most departments are doing this already but without a standardized monitoring process. This policy is a start. Ms. Aili Lewis mentioned that LCME spoke on this at the recent AAMC conference. The philosophy behind the LCME's requirement is that faculty should be able to understand their expectations and responsibilities as faculty member; what are your responsibilities in different areas (teaching, service, etc.) and what are your goals accordingly?

The Dean asked for and received a motion by the Council who unanimously recommended that the Dean approve the policy. With this approval, HMS faculty policy now requires annual career conferences (versus a past “expectation” that they happen); the idea of promulgating a best practices template, with a set of basic expectations for the conferences, was also endorsed.

Interim Dean Dienstag next discussed the proposal for oversight and membership of existing faculty standing committees, which relate to the LCME’s requirement that faculty participate in their own governance. Interim Dean Dienstag reviewed the definition of a standing committee and shared a list of 11 current committees that meet the definition of standing governance committees. He said that HMS is accountable for maintaining a faculty voice in the 11 committees. Other committees that have been referred to as standing committees up to this point included administrative or ad hoc committees, but there is now a need to distinguish between these types of committees. Dean Dienstag pointed out that while those other committees are important, they are not held to this same requirement/criteria as a standing committee from an LCME stance.

Dean Daley mentioned that Faculty Council has approval and veto power over the memberships. This elected body needs to have this responsibility. With our large faculty, representation is a challenge, but Interim Dean Dienstag reviewed a recently piloted process by which faculty can volunteer to serve on committees that align with their qualifications. After some discussion, the Dean asked for and received a motion by the Council who unanimously recommended that the Dean approve this policy. A new process for ensuring appropriate representation of faculty on HMS governance committees was approved; the process was immediately put into action, with a subsequent vote on the approval of the reviewed/revised charges and members of eleven HMS standing committees:

1. Committee on Admission of Students
2. Committee on Conflicts of Interest and Commitment
3. Educational Policy and Curriculum Committee (EPCC)
4. Committee on Faculty Conduct
5. Faculty Council
6. Longer Service Promotions Committee
7. Promotions, Reappointments and Appointments (P&R) Committee
8. Committee on Rights and Responsibilities
9. Subcommittee of Professors (SOP) for Professorial Appointment
10. Medical Student Promotion and Review Board (PRB)
11. Learning Environment Committee (LEC)

Dean Daley then introduced Rich Schwartzstein, MD, Director of Education Scholarship. Dr. Schwartzstein discussed a proposal to create new standing committee. He reviewed the definition of learning environment and a framework with which to understand its facets. Dr. Schwartzstein discussed how learning environment relates to professionalism, and shared learning objectives relevant to professionalism of physicians that students are expected to learn. He shared Graduation Questionnaire data (annual survey of graduating MD students) focusing on two questions related to learning environment on which HMS students rate our school lower than the national average, a concern for us as faculty as well as for LCME. In response to this data, the school has been working diligently along with hospital leadership to improve the learning environment in both preclerkship and clinical settings.

Dr. Schwartzstein went on to explain that student mistreatment is related but tracked separately. He shared how mistreatment reports are spread amongst specialties, working closely with those clinical chairs, clerkship directors to make improvements.

A Learning Environment committee was formed to help us address this problem and has been in place a little over a year; the kickoff event included hospital CEOs, major priority. Dr. Schwartzstein reviewed the committee charge.

Dr. Schwartzstein answered questions before Dean Daley asked for a motion and received unanimous approval by vote of the Council to recommend that Dean approve the proposal to create a Learning Environment Standing Committee. With the approval, the Learning Environment Standing Committee was officially charged.

Next, Dean Daley introduced Joan Reede, MD, Dean for Diversity and Community Partnership, who gave an update the HMS Diversity policy.

One of the first things Dean Daley did when he came onboard was appoint the Task Force for Diversity and Inclusion, and one of their charges was to create a diversity statement and policy. Dean Reede explained that the task force received massive input from the community and talked about different LCME requirements of these policies, including groups to target for recruitment/retention programs and evaluating/holding ourselves accountable. This policy was vetted by the Harvard Office of General Counsel (OGC) for the wording.

Dean Daley applauded Dean Reede on marshaling the policy forward and invited any comments. Dean Reede answered questions, then Dean Daley asked for a motion and received unanimous approval by the Council to recommend that the Dean accept the HMS Diversity policy. The approval of the HMS Diversity policy will be used as one tool to help move forward the School's priorities and goals in this area.

Lastly, Dean Daley asked Peter Howley, MD, to give a brief update on the status of the HMS Mission Statement following up on discussion held at the October 3, 2018 Faculty Council welcome dinner meeting.

Dr. Howley thanked the Council for their feedback on the draft Mission Statement at the October Council meeting and showed the final Mission Statement that the Mission Statement Committee are recommending to the Dean. If the dean approves, this will become the new HMS Mission Statement:

To create and nurture a diverse, inclusive community dedicated to alleviating suffering and improving the health and well-being of everyone through excellence in teaching and learning, discovery and scholarship, and service and leadership.

After some discussion, Dean Daley adjourned the meeting at 5:47pm.