

## *Education Council (EC) Meeting Minutes*

*January 17, 2012*

**Members present:** *S Allen, J Andrews, M Baird, J Beattie, B Benson, K Brooks, J Chipman, J Clinton, R Cormier, C Hegarty, A Johns, S Katz, T Killeen, B Marsh, W Miller, A Minenko, P Mulcahy, J Nixon, C Niewoehner, D Power, A Severson, T Thompson, G Trachte, K Watson, P White, M Woods*

**Staff:** *L Anderson, B Clarke, K Gallagher, M Hilliard, B Sensk, M Tate, M Tuller*

**Guests:** *A Breikreutz (Dul), M Coleman- (Dul)*

**Members absent:** *M Becker, B Brandt, K Crossley, T Ebner, H Grothe G Jacobs, L Ling, M LuBrandt, J Metzger, J Miller, C Patow, L Repesh, T Stillman*

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### **Minutes**

December 20, 2011 Minutes were approved without changes or additions

### **Announcement**

Dr. James Cary invited EC members to attend Forum for Medical School Faculty with President Kaler and Dean Friedman, Upholding Academic Ethos. The event is scheduled for January 30<sup>th</sup> in Mayo Auditorium from 12:00-1:30, RSVPs are requested as an informal lunch will be served. The panel will include Drs. Carey, LeBien, Watson and Daniels. Academic ethos relates to the culture that surround faculty of the institution and has impact through its cultural role within the University.

### **Mistreatment and Harassment**

Mary Tate, Director of the Medical School Office of Minority Affairs and Diversity; spoke about harassment and mistreatment within the Medical School. An important factor is how the Medical School attempts to get information related to assisting students who have experienced mistreatment and/or harassment. The goal of UMMS is to ensure a civil, harassment free learning environment for UME students and GME residents. Students have inappropriate and difficult experiences as they learn through interactions with faculty and staff in UMMS courses, when working in labs and other academic activities.

LCME mandates that medical schools must monitor and effectively address situations of harassment and mistreatment. UMMS is also mandated by LCME to provide a safe outlet and an individual(s) assigned to handle situations reported by students. Providing adequate resources to respond to the need of individuals who perceive they have experienced abuse or humiliation while a student or resident in medical school. In addition, we are required implement programs that inform and educate students, faculty, residents and staff about expectations for appropriate treatment and interactions. Students have the right to request this education to recognize their rights, policies and solutions as part of their educational program. The objective is to provide the training to ensure an environment where they will not have to endure harassing behavior or mistreatment at UMMS.

Reporting at UMMS occurs in several ways including the following: students, faculty and administrators, family members, U of MN Office of Equal Opportunity and Affirmative Action (EE & AA), U of MN Office of Equity and Diversity, Medical School Office of Minority Affairs and Diversity, and from State agencies (i.e. MN Dept of Human Rights). We have also received notice from the Board Regents, their policy prohibits discrimination on the basis of race, color, religion, gender, age, nation of origin, marital status, disability, public assistance status, veterans status, sexual orientation, gender identity or gender expression. We are also made aware of complaints through results of the AAMC Graduation Questionnaire (GQ). Based on this reporting the School's

responsibilities, include awareness of the issues represented in the GQ and to assist students with the required adequate avenues for addressing mistreatment and harassment.

Each year there are 10 or more inquiries and investigations conducted by staff from the University's Equal Opportunity Office and/or our School's Office of Minority Affairs and Diversity. Often these are complaints received from a variety of sources and most of them are due to sexual harassment, race, color, religion, and sexual orientation.

Overall UMMS students have experienced a good or positive learning environment, however there are some who receive unwanted sexual advances, bullying public belittlement, verbal abuse, intimidation and harassment each year. For the last 3 years UMMS has prohibited sessions for students to be informed of their rights to empower and encourage them to take action to speak out if they experience of these negative behaviors. Our School has also implemented an on-line incident reporting mechanism and provides details to students on a laminated card for how to use this process to report experiences. Informative sessions take place at Orientation for both Duluth and Twin Cities students. Beginning in AY 2011-12 there were sessions provided for family members, spouses and significant others to inform them of their students' rights and to ask them to help alert UMMS of situations their family members were experiencing so they could get the assistance needed to resolve these difficult situations. During Transition Day (for MS-2s) presentations are provided, for MS1-4 there is information throughout the Medical School web pages, information in the on-line Medical Student Handbook includes the Policy for Student Mistreatment and Harassment, students are encouraged and advised to report to course and clerkship directors, faculty advisors, Drs. Kathleen Watson and Ted Thompson, use the on-line incident report, Office of EO and AA.

Solutions and outcomes that have been achieved for individuals who have violated these policies include:

- Required to use Power Of Respect To Lives (PORTL) training program located on-line to address sexual harassment
- required to attend training provided by the University's Office of EO & AA
- are no longer allowed to supervise students or employees
- more severe sanctions including termination

University of Minnesota Medical School has No Tolerance of Mistreatment and Harassment Policy, specifically when it comes to race, color, religion, gender, age, nation of origin, marital status, disability, public assistance status, veterans status, sexual orientation, gender identity or gender expression.

## **Discussion**

### **Black Bag Demonstration**

#### **Black Bag**

Central oversight of the curriculum is also part of the LCME ED-33 Standard and curriculum management provides the details for the education organization to identify what is being taught. The LCME Standard requires UMMS administration to understand, within the curriculum, the breadth and depth, and the gaps and linkages that exist both horizontally and vertically across the curriculum. It has been determined by the Education Council that Black Bag will be used to perform curriculum management functions for UMMS. Dr.

Watson provided a snap shot of steps taken on the TC campus and the timeline involved, which began in 2002 (see attached Timeline document).

## Black Bag

### **History**

To accomplish curriculum management at the level required by LCME, much effort was devoted to finding a system that would meet all of the areas that need to be tracked, monitored and reviewed. The first iteration of a management database was home-grown and searchable, but after a period of time the level of complexity needed wasn't available in this system. Once this system was no longer usable a number of systems were identified and researched in depth. As indicated in the "Timeline" many factors were considered as part of the research. As the search for a system continued and as each option became unworkable, Matt Coleman at Duluth developed Black Bag to meet the LCME Standards.

In November of 2010 it became known that LCME required a more sophisticated look at learning objectives at the course level and the ability to map those for the demonstration of curriculum management, integration and oversight. A comparison was begun between systems that were being researched and what Duluth was able to accomplish with Black Bag. Over the next months at weekly sessions with IT staff on both campuses, they reviewed Black Bag. When a detailed review was completed by Medical Education Administration (including the Dean), it was clear that Matt Coleman's program design of Black Bag provided many advantages over other possibilities

### **Feature comparison**

Mark Hilliard is the instructional design specialist who works with course directors and coordinators in implementation of Moodle for courses across Yr 1-4. He spoke as an expert in application of Moodle 1.9 and 2/0 in managing individual courses. He noted Moodle has worked well for most course directors but it is not a learning management system, and the needs of a professional school are very different from those in undergraduate programs where Moodle is a good fit. In his observation the application of Black Bag will be much more effective in managing Medical School courses and curriculum with much more complex, requiring closely managed content and outcomes.

### **Demonstration**

Matt Coleman, a member of the Medical School - Duluth IT staff, developed his system based on the needs of students and faculty at Duluth. A focus group of Duluth and TC students concluded students wanted their information all in one place for schedules and to get all learning assets. This system provides a number of different capabilities when compared to other systems, which include the following:

- need for long term data on high stakes exams that test cumulative knowledge over years, Moodle data is archived after 2 years (all MS need access to 4 years)
- access to reporting of data
- mapping of the curriculum with objectives as an integral part of the complex course materials
- calendar which links to the course materials and displays schedules clearly
- Step 1 USMLE study preparation: students can search for topics where they have weaknesses
- course and course asset size is not an issue
- we have a in the design of the system so can tailor it to meet our needs
- One-stop access to the calendar and course materials
- existing assessment items can be imported and Black Bag provides an analysis of student outcomes by item
- we have access to the data
- Black Bag is user friendly for the students and faculty
- Flexible – faculty and students can have input into the functions needed
- Faculty can review the curriculum from the other campus, with the potential to further integrate and understand the entire medical school curriculum

Faculty development will be provided on-line for each feature; Dr. Alan Johns noted that he found Black Bag to be very intuitive

E\*Valu and CoursEval will remain as evaluation systems for at least the next year on the TC campus. They will either be incorporated through Black Bag or it will be determined how Black Bag will take over the features. It is a priority to make it possible for current MS-1s to be able to look at their Year-1 materials through Black Bag. If this isn't possible it will remain available in Moodle in the archives.

Database, server support and maintenance at Duluth are very positive and service oriented. Matt and the other IT staff at the UMMS-Duluth have a strong working relationship and open and frequent communication. The Black Bag database is backed up daily, weekly, monthly, etc. The entire disk image gets backed up, if there were a crash they would just restart the program and reload the backed up data. The system supports fully usage from many different remote locations. Matt noted there hasn't been an unscheduled outage in the past six or seven years. Josh Richards and the other Duluth IT staff regularly communicates with Matt and the other Medical School staff to be informed of the service needs for Black Bag, scheduling of server fixes and/or other service needs is done at the convenience of the students and the School's convenience. Once the School is consulted, emails and banners are posted to alert users to timing of a shut down. Typically work-times are scheduled for a two-hour period, but often only require a short period of 5-10 minutes before the system is back on-line.

#### **Q & A**

Due to UMMS past experiences with various systems, concerns were voiced regarding the Black Bag system's ability to handle the increased data generated when the TC Yr 1-4 students are added. Matt responded that the system can readily handle the total 2-campus number of students enrolled in the School; there would be concerns if the numbers were in the 100 thousands. To meet the needs of the MD Program enrollment, a process called load balancing (more than 1 server) will help to prevent issues.

Regarding concerns for the size of Duluth's development team, Matt is the primary developer and he has communicated these same concerns to the Medical School administration. Several things are taking place to resolve those concerns in case there would be an emergency;

- B Senske (UMMS-TC IT staff) has the software installed on his laptop, he has full access to the source code and has been working with it for several months
- A Breitzkreutz is a new programmer who actually works for the TC campus, is located on the Duluth campus and will work directly with the TC campus.
- The source code is in PHP, using a home built framework which is a standard industry format (the system is built in a very modular setup).
- All security goes through this framework, if there is a security issue the form library is fixed
- The form library takes care of Black Bag and other software such as the Admissions software
- Matt has worked in Moodle source code and the code for Black Bag is easier to understand.

### **Next Education Council Meeting – February 21, 2012**