

EC members present	Brad Benson	
Matt Wagar	James Nixon	
Connie Bongiorno	Kevin Diebel	
Yoji Shimizu	Ray Christensen	
Kirby Clark	Nersi Nikakhtar	
Bob Englander	Badri Konety	
Dimple Patel	Arlen Severson	
Austin Calhoun	John Andrews	
Claudio Violato	James Pacala	
Maggie Flint	Robin Michaels	
Heather Peterson	Katherine Bartz	
Maggie Flint	George Trachte	
Pat Schommer		
Anne Pereira		
Mark Rosenberg		
Nacide Ercan Fang		

Minutes for August approved

Data Transparency

- ❖ Will comments be included? Yes, however, it will be scrubbed for any inappropriate comments.
- ❖ For clerkships with a low number of students, how will anonymity be ensured? Data will only be included if at least five students have responded.

Motion to approve the proposal: All in favor

Federal Financial Aid Compliance/First Semester Calendar

Guidelines:

- ❖ All schools of a university must start within 2 weeks of each other
- ❖ Semesters cannot overlap between classes
- ❖ Courses cannot cross into the next semester

The University of Minnesota undergraduate program is currently 16 weeks in length. The medical school is currently 19 weeks in length and begins 4 weeks before the undergraduate college. MS1 & MS2 students’ Fall semester overlaps with our MS3 and MS4 Summer semester.

Solutions:

- ❖ Eliminate 2 weeks from 1st semester:
 - Least disruptive
 - We will have to add 1 week at the end of the semester to accommodate the change, resulting in overlap of our finals week with the college's finals week. This would result in more limited resources for our students (especially study space and the disability resource center)
- ❖ Eliminate 3 weeks from 1st semester:
 - Best start date to be in compliance with 2 regulations - MS1's will start the week before the undergrads
 - Course directors will have a challenge to cut material

Other considerations/notes:

- ❖ We have 19 week semester with no breaks
- ❖ We are already at the high end of total contact hours nationally
- ❖ Cannot cut and redistribute materials
- ❖ All other medical school classes (MS2-MS4) are in compliance
- ❖ There is a need to communicate with 3rd and 4th year directors of this change as well

Motion made to decrease the first semester by 3 weeks: All in favor

LCME Update

- ❖ All 2017 Twin Cities student satisfaction scores on accessibility, awareness, responsiveness of the Office of the Dean of Students/Associate Dean for Student Affairs were above a 4/5 rating. All categories improved from 2016 to 2017
- ❖ The 2017 Duluth student satisfaction scores on accessibility, awareness, responsiveness of the Office of the Dean of Students/Associate Dean for Student Affairs did have a slightly lower satisfaction rate to awareness/responsiveness to student concerns, which is during their transition to the Twin Cities campus
- ❖ We have made little progress in Narrative Assessment (specifically years 1 & 2); Duluth has improved significantly in 2016 for the 1st years
- ❖ The assessment and evaluation team would like to implement a data tracking system in which professors and students meet for feedback and then the students acknowledge the feedback electronically
- ❖ Timeliness of grades has improved over the last 2 years; The LCME requires grades to be submitted within 6 weeks of the end of the course and the medical school has a 4 week requirement for clerkships; Grades that have been late in the last 2 years have mostly been due to systems issues which have been resolved

Funds Flow

Funds flow occurs differently in the Twin Cities and Duluth; Austin has worked to make this as transparent as possible to the chairs in the last two years

- ❖ Tuition has been held flat the last 4 years, however, allocation has increased
- ❖ Allocation dollars are based on:
 - Years 1 & 2: Contact hours
 - Years 3 & 4: Amount of time students are in a clerkship/elective
- ❖ The first funded areas are course/clerkship directors, followed by faculty advisors, critical themes
- ❖ All educators are allocated the same amount of money per unit contact time (i.e. basic scientist, vs. MD, etc)
- ❖ The medical school allocates who departments, who in turn allocate to the outside sites
- ❖ Teaching in years 1-4 are somewhat based on quantity. How do we transform the model based on what we value and outcomes? This will be a major focus going forward