



(Additional) CUMED 11/29/2017

Meeting was called to order at 8:01 am

Attended: K. Diebel, J. Boulger, R. Christensen, N. Jauss, A. Johns, J. Pearson, G. Simmons, P. Fernandez-Funez, K. Nordgren, E. Onello, A. Shaw, M. Statz, G. Trachte, R. Heuer

Absent: M. Conlon, A. Greminger, R. Harden, K. Haas (TC), R. Westra

The CUMED Committee is responsible for all courses under the auspices of the Duluth Medical School. It is appropriate for new course proposals to be presented at CUMED.

Background:

- Dr. Johns was contacted by the Jason Ford, Department Head of Philosophy, within the College of Liberal Arts (CLA) to gain approval for their Cognitive Science Minor (CoSc) students to take the Neurology Medicine (NMED) course.
- The Department of Philosophy has a potential need for ~40 student enrollment spots for their students to complete a CoSc Minor that has been in existence for 6 years. In these 6 years, more than 70 students have graduated with this CoSc Minor.
- CLA is looking to continue the CoSc Minor and want to add it as a Major. In order for CLA to transition the CoSc Minor into a Major, they need to add seven courses to their catalog.
- The Medical School became involved when Jason Ford was looking to see what courses were already offered at UMD and came across the NMed course. It was quickly determined the NMed course was not appropriate for the CoSc Minor/Major needs.
- Dr. Fernandez-Funez & Kevin Diebel discussed the idea of creating a new BioMedical Science (BMS) course similar to other BMS undergraduate courses: i.e. Physiology, Immunology etc.
- CoSc Minor students surveyed showed half (approx. 20 students) of the currently enrolled CogSci minor students would take the Principles of Neuroscience course. Independent from the CoSc Minor/Major, there is a hope Biology students will have an interest. This makes the development of this course worthwhile. Another caveat for the course would be to help financially augment their labs.
- After researching UMD's Course Catalogs and meeting with Jason Ford, it was reasonable to construct a course to meet the CoSc Minor/Major needs. The proposal is currently between DMED and CLA.
- Drs. Diebel and Fernandez-Funez have discussed approaching the Biology Department specifically to get the course cross-listed under their Genetics & Cell Development program. Dr. Diebel has worked with the Biology Department to have his DMED Immunology course cross-listed. The DMED Immunology course is now considered an upper division elective credit for a Biology degree in the Biology Department.
 - The new course proposal for *Principles of Neuroscience* began with meetings among the Department Heads and Administrators. Dr. Bemis and Regional Dean Termuhlen have approved.
 - There were financial negotiations with the Regional Dean, Department Head and the Administrative Center Director regarding what is considered reasonable for faculty to spend time outside of the medical school program to teach on the side.

Principle of Neuroscience:

- Dr. Diebel indicated pre-requisites have been determined based on the CoSc Minor/Minor needs. The students will not be robustly educated in biology prior to the course using the standards of getting through the CoSc Major. To capture this, the hard science component will be a little lack for them. Students should complete the pre-requisites in their junior year and be set to take the Principles of Neuroscience in their senior year.
- The proposed course content will include a few fundamental lectures to get all students up-to-speed with the cell

biology.

- Dr. Fernandez-Funez understands the course will be a challenge for students, however, these students would have already taken courses like Cognition, Perception, Behavioral Paradigms etc. The proposed course in *Principles of Neuroscience* course is designed to complement the current content in the CoSc Minor/Major in CLA. The content will be neural-based in the way the brain works, provide cellular and molecular mechanisms supporting the higher-level properties of the brain, including consciousness, attention, memory, emotion, thinking, planning, speech and language, perception, and the underlying causes of common neurological and psychiatric disorders.
- The course description is important for prospective students. A student will understand upper level courses are challenging. Dr. Diebel stated current CoSc Minor students are very diverse. These students are already taking upper division courses. The students we would attract are the ones who are doing the other upper division courses anyway.
- The *Principles of Neuroscience* course will initially be open to undergrads with the possibility of having Graduate student enrollment. The Graduate level enrollment will need to have the approval of the Graduate Program.

Discussions:

- There have been lengthy discussions about the time to develop and teach a new course. Dr. Johns was involved with the development of the new Academic Track Standards. Undergrad teaching was not mentioned; however, teaching is part of the faculty's job. The quality of teaching shows on student course reviews, these findings are used for promotion.
- Faculty scholarship portion does come into play if other University units adopt the course. In addition, faculty who do educational research related to the course adds another level to promotion. Simply creating a course and teaching itself is not reviewed as a strong reason for promotion in the academic track, there would need to be more to it.
- The new Academic Track Standards does relate to bolstering faculty scholarships related to publication on educational techniques or basic science research labs.
- Dr. Trachte is on the Promotion and Tenure Committee and the development of a course and having other University units adopt the course is highly regarded. Traditionally over the last few years, this was the strongest activity for the teaching track promotion. This activity counts as regional impact. Publications would further support promotion but is currently not clarified by the Promotion and Tenure Committee.
 - Traditionally, teaching outside of the medical school generated considerable revenue. Dr. Trachte's physiology course started with over 100 students. Currently there are 13 students. Once a course generated \$100K in undergraduate teaching, the revenue began to be divided among all participating faculty in the course. Politics do come into play in cost recovery.
- Dr. Trachte indicated his Physiology course has experienced decreased student enrollment because it is not currently accepted in the Biology Department. Biology has since created their own Physiology course as well as a Human Biology Major.
- In past endeavors, the Biology Department has stated they are not a "Human Biology" Department, however, there are many pre-med students who take their course. There is a need for collaboration across University units.
- Dr. Greminger questioned if there were faculty in the Biology Department that could offer a similar course. Dr. Fernandez-Funez indicated their emphasis is on cell biology. It seems feasible at this time to create this course knowing there may be competition by other University units in the future. The challenge or competition is looking for ways to create and serve our expert needs to help bring students into medical school labs. This is a different conversation and one that should occur within the next year.
- Dr. Diebel indicated Biology is the largest unit at UMD (~660 declared majors). As previously stated, he already has his Immunology course cross-listed with them. The 10+ students that may take the cross-listed courses would not be a big hit to their unit budgets. We cannot stop other units from developing their own courses, however, we can try to create positive cross-course bridges. The relationships with other University units and the willingness to modify a course to meet their needs is important.
- Dr. Boulger indicated in the 40-year history at the medical school, cross-listing courses makes it an economic issue with other University units. The tuition dollars in part will come to the medical school rather than to the other units. The UMD undergrad population is enrollment driven and the medical school is not. Dr. Fernandez-Funez indicated at some point we will need to make these courses more attractive.

Cost Recovery:

Dr. Diebel and Dr. Fernandez-Funez met with Regional Dean Termuhlen about the reimbursement structure for current undergraduate courses.

Regional Dean expressed some concerns:

- There is a need for a new model for cross-listed courses.
- The proposed course and the prospective enrollment is significant larger than what DMED currently captures
 - Immunology Course averages 13-14 students
 - Physiology Course average, 13 students
- Half of the students for the proposed course will be CLA, CoSc Minor/Major students
- While researching courses at UMD, there is a Genetics and Cell Development Major in the Biology Department but is through the Swenson College Science & Engineering (SCSE). Any course proposals for cross-listed courses would need to go through both of their curriculum committees to move up through the process.
- Undergrad and Graduate courses are a good investment for DMED faculty scholarly activities. These courses can provide renewable funding to help support scholarly activities
- The tuition recovery goes into a development fund for the faculty.

Current revenue of BMS courses is as follows:

- The overall *average* tuition based on all student types is \$485 per credit, per semester.
Allocation:
 - a. 25% goes to the TC campus. Once the TC receives this funding, they determine how to reallocate it back to all regional campuses (Morris, Duluth, Crookston, TC).
 - b. 75% goes to the Regional Dean's office and used for faculty development / discretionary funds
 - i. 30% of this allocation is split: 90% goes to the instructor and the remaining 10% goes to the department.

With the current model, the more students that are enrolled, the reimbursement total does not increase significantly enough for instructors to get compensated for the work involved.

Dr. Diebel and Dr. Fernandez-Funez met with the Regional Dean about the time that these courses take away from primary responsibilities of teaching medical students and furthering the development of the medical school for medical students.

- Regional Dean Termuhlen came up with a system to buy back time using the tuition generated from these types of undergrad/graduate courses.
- The current model is a set percentage on what comes back in tuition.

- 25% goes to the TC campus
- .025 FTE per credit per semester + \$500 will go to the Regional Dean's Office. This would cover administrative support. This is capped or a set fee.
- A course cannot be run without meeting this cap as the instructor would not be able to buy their time back.
- Funds above the set cap goes 100% (of the 75%) back to the instructor; example: a 4-credit course is worth a .1 FTE + \$2000 in administrative support this equates to \$13,000. This is met with 10 students. The Instructor would receive little extra
- For every student beyond 10 enrollees, 75% of that tuition goes into the instructor's professional development fund. This provides the instructor an approx. \$1500 more for every student beyond 10.

With this model and an enrollment of 20 students, the instructor receives double the amount of funds compared to the old formula where the Regional Dean's amount was set as a percentage of income.

What has been negotiated and approved for the *Principle of Neuroscience* course is

Discussions:

- Dr. Diebel recognized the cost recovery of his Immunology course and even the Physiology course, with an enrollment of 13-14 student mark, both the old and the new deal, equals approximately the same amount going back to the instructor's development fund.
- The negotiated model mentioned is for the *Principles of Neuroscience*. Dr. Lynne Bemis, Department Head for BMS, agreed to give up the department fund allocation for this course. Although it may be a small fraction of department funds this would require further discussion regarding other departments/courses.
- For faculty wanting to propose a new course; they should expect to factor in the possibility of having to buy back their faculty time with the Regional Dean.
- Cost recovery structure for Graduate and Master programs in house may/would be different do to the low enrollment.
- Dr. Pearson adds the DMED faculty have been functioning for several years without enough faculty. For faculty wanting to expand their teaching to augment development funds for their labs does affect medical student teaching. New courses take a lot of time and energy. With DMED changes in the past few years, there are fewer and fewer faculty to carry the medical school teaching load. Dr. Diebel feels he is able to take on the additional teaching.
- Dr. Fernandez-Funez indicated the theory is to run these courses opposite of when they are heavily involved in the medical school courses. The other motivation is the additional funds to put towards additional workers in your lab. This will create enough productivity in the lab that helps in getting publications out or more grant proposals.
- Dr. Nordgren indicated other courses have a difficult time to find facilitators to participate in small group activities.
- Dr. Diebel indicated all these scenarios were discussed. The *Principles of Neuroscience* can be run in the early evening outside of medical school courses.
- The other discussion is determining the qualifications of those allowed to teach in these courses.
- The annual faculty review process must show satisfaction in all their required duties to the medical school including adequate medical student evaluation on their performance. Any decline in the pursuit of grant dollars, scholarship activities or in the medical school curriculum, the instructor will be asked to step out of the additional teaching until they bolster that part of your job back up.

- ❖ Dr. Trachte entertained a motion to approve the new course proposal for the *Principles of Neuroscience*.
- ❖ Dr. Onello seconded the motion.
- ❖ All in favor, none opposed.

Other:

- Changing a course name vs, a new course proposal is not as complex. Changes to an undergrad course do not need to go through the same approval process as a new course. Graduate approved courses will need to go through CUMED and the Graduate Curriculum Committee.
- Dr. Boulger suggested adding "Regional" to the signature portion of the Course Proposal form
- Dr. Boulger brought up that not all Department Heads would have been as generous as Dr. Bemis. This would have ramifications across faculty for extra teaching. This topic is broader than CUMED. Dr. Diebel will update CUMED members on how the course does.

Meeting adjourned at 9:01 am. Next CUMED meeting: **Tuesday, Dec. 12th @ 8am (165 Med).**

Minutes transcribed by Brenda Doup and reviewed by Dr. Diebel (Chair) & Dr. Johns (ex-Officio)