

**Meeting Date:** Tuesday, May 17th, 2021  
**Time:** 4:30 – 6:00 p.m.  
**Meeting Location:** Zoom  
**Approval:** June 16<sup>th</sup> 2021  
**Recorded By:** Terri Eastman

## Attendance

Present = X, Absent = 0

### Faculty Voting Members

<b>Ahmed, Nayla</b> (Clinical-Medicine)	X	<b>Boardman, Maureen</b> (Preclinical & Clinical- Family Medicine, Community Preceptor Rep)	0	<b>Chow, Vinca</b> (Clinical-Anesthesiology)	0	<b>Crockett, Sarah</b> (Clinical-Emergency Medicine)	0
<b>Hanissian, Paul</b> (Preclinical & Clinical- Obstetrics and Gynecology)	X	<b>Hartford, Alan</b> (Clinical-Medicine)	X	<b>Homeier, Barbara</b> (Preclinical- Pediatrics)	0	<b>Loo, Eric</b> (Preclinical-Pathology)	X
<b>Matthew, Leah</b> (Clinical-Family Medicine)	X	<b>Myers, Larry</b> (Preclinical- Medical Education)	X	<b>Nelson, Bill</b> (Preclinical - TDI)	X	<b>Robey, R, Brooks</b> (Preclinical & Clinical- Medicine; Faculty Council Rep)	X
<b>Saunders, James</b> (Clinical-Surgery)	X	<b>Sorensen, Meredith, Chair</b> (Clinical-Surgery)	X				

### Student Voting Members

#### Year 1

<b>Carhart, Briggs</b>	X	<b>Fitzsimmons, Emma</b>	X	<b>Thomson, Chris</b>	X	<b>Xu, Jane</b>	0
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#### Year 2

<b>Banerji, Sarah</b>	0	<b>Cheema, Amal</b>	0	<b>Hanley, Meg</b>	0	<b>Morris, Linda</b>	0
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#### Year 3

<b>Bertalan, Mia</b>	X	<b>Demsas, Falen</b>	X	<b>Lindqwister, Alexander</b>	X	<b>Minichiello, Joe</b>	X
<b>Sramek, Michael</b>	0						

#### Year 4

<b>Bachour, Kinan</b>	0	<b>Bessen, Sarah</b>	0	<b>Bhushan, Vivian</b>	0	<b>Del Favero, Natalie</b>	0
<b>Guerra, Sylvia</b>	X	<b>Morgan, Allie</b>	0	<b>Stanko, Kevin</b>	0	<b>Warren, Celestine</b>	0

#### MD/PhD

<b>Chidawanyika, Tamutenda</b>	0	<b>Kamal, Yasmin</b>	0	<b>Keim, Abigail</b>	X	<b>Reiner, Timothy</b>	X
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### Non-Voting Members

<b>Albright, Amanda</b> (Instructional Designer)	0	<b>Borges, Nicole</b> (Chair, Dept. of Medical Education)	X	<b>Dick III, John</b> (Interim, Senior Associate Dean for Medical Education)	X	<b>Dick III, John</b> (Clinical - Associate Dean Clinical Curriculum)	X
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<b>Eastman, Terri</b> (Preclinical - Director, Preclinical Curriculum)	X	<b>Eidson, Bill</b> (Director, Learning Services)	0	<b>Fountain, Jennifer</b> (Assessment)	X	<b>Holmes, Alison</b> (Associate Dean, Student Affairs)	0
<b>Jaeger, Mikki</b> (Registrar)	X	<b>Kerns, Stephanie</b> (Director, Biomedical Libraries)	X	<b>Lyons, Virginia</b> (Preclinical - Associate Dean Preclinical Curriculum)	X	<b>Marcus, Jillian</b> (Administrative Support, UME Affairs)	0
<b>McAllister, Steve</b> (Director, Educational Technology)	0	<b>Montalbano, Leah</b> (Director, Assessment & Evaluation)	X	<b>Mullins, David</b> (Associate Dean, Biomedical Science Integration)	0	<b>Mullins, David</b> (Chair, Geisel Academy of Master Educators)	0
<b>Pinto-Powell, Roshini</b> (Associate Dean, Admissions)	0	<b>Reid, Brian</b> (Associate Director, Educational Technology)	X	<b>Ricker, Alison</b> (Clinical - Director, Clinical Curriculum)	X	Vacant (Associate Dean, Diversity, and Inclusion)	0
<b>Shoop, Glenda</b> (Associate Dean, Evaluation and Assessment)	X						

**Student Non-Voting Members  
Diversity and Inclusion & Community Engagement (DICE)**

<b>Tersio, Isabelle</b>	X	<b>Conn, Stephen</b>	0				
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**Vice Chairs for Academics – Student Government**

<b>Guerra, Sylvia</b>	X	<b>Lindqwister, Alexander</b>	X				
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**Guest(s)**


## Call to Order

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Chair Sorensen called the meeting to order at 4:30 p.m.

## Announcements

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### Meredith Sorensen, MD

1. Future meeting dates. The third Wednesday of the month from 430-600PM will be the meeting time going forward.
2. Outgoing student members- Many congratulations to those 4<sup>th</sup> year students who are graduating. Well wishes in your future clinical lives!
3. Voting- due to administrative issues in the last meeting with regard to votes being cast in the private chat, zoom polling will be instituted. The zoom polling should only be used by voting members only and only one student from each class should cast a vote to avoid confusion and multiple votes.
4. June meeting- The MEC Phase 1 review is scheduled for the June meeting. In order to give the topic due diligence, this will be the only item on the agenda. Please review materials in advance in order to complete this item.

## Approval of Meeting Minutes

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**Meredith Sorensen, MD**

Approval of April meeting minutes.

*Due to an administrative error, April minutes were not distributed. They will be approved at June meeting by consent agenda.*

## Student Issues & Feedback

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Discussion:

1. Students brought to the table “Campus Climate Survey”. This survey was distributed to the student body to receive responses related to “trust within the administration”. This was brought to the MEC as an information only and will be distributed to Dr. Compton and members of the upper administration.

## Consent Agenda

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No Consent Agenda items.

## New Business

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1. **USMLE Step Two Policy-Policy Review. John Dick, MD**
  - a. A review of the policy took place. No changes were recommended as the policy is working well. No discussion

*Joseph Minichiello made a motion to accept the USMLE Step Two Policy with no changes, Seconded by Brooks Robey. The motion was passed by a unanimous vote.*

**2. Geisel Grading Policy: Glenda Shoop, PHD**

- a. Further review of the policy took place. At this time the MEC is voting to approve only the Phase 2 portion of the policy as it needs to be in place for the start of Phase 2 in a week. The Phase 1 portion of the policy will be revisited prior to the start of Phase 1.
- b. Note that this is for the AY2021-2022

**Phase 2 (or Year 3 in Legacy Curriculum) Grading Policy:**

- For required clerkships, students will be assigned a grade of Honors, High Pass, Pass, or Fail based on cumulative performance across all methods of assessment.\*
- The Interdisciplinary Clinical Exercises course (ICEX) will be assigned a grade of Pass or Fail.
- All clerkships in Phase 2 must be passed in order to progress to Phase 3. Additionally, the student must pass the ICEX, and the OSCEs associated with it, to progress to Phase 3. The Associate Dean for Clinical Education may allow students to progress to Phase 3 (or Year 4 in the legacy curriculum) without having successfully completed all Phase 2 (or Year 3 in the legacy curriculum) requirements on a case-by-case basis when special circumstances arise.

**The standard for passing Phase 2 (or Year 3 in the legacy curriculum) clerkships will require that students:**

- On average, meet expectations in each competency assessed by clinical supervisors as documented on the student performance evaluation tool.
- Score above the 5th percentile on the end of clerkship NBME Subject exam or an applicable cutoff on an alternative final summative assessment as approved by the GAOC.
- Successfully complete all course assignments.
- Meet professionalism and engagement expectations as indicated on clerkship specific grading rubrics.

Due to the varying nature of each clerkship, weight distribution of each assessment category towards the final grade will be made at the clerkship leaders' discretion with oversight by the Geisel Assessment Oversight Committee and approval from the MEC.

\*For AY 2021-2022, clerkship grading will be Pass/Fail. In addition, a student will be allowed 1 initial failure and 1 retake of a NBME subject exam without notation in the grade summary or transcript across the required clerkships in Phase 2 and Phase 3. If the retake is not successfully passed, a failing grade will be submitted and the student will be referred to the CSPC for a remediation plan. In the event of a second failure on a subject exam in a required clerkship in Phase 2 and Phase 3, a failing grade will be submitted and the student will be referred to the CSPC for a remediation plan.

***Joe Minichiello made a motion to approve the changes in blue with intention to revisit the Geisel Grading Policy. The motion was seconded by Brooks Robey. The motion passed. 2 Abstentions. 1 not in favor.***

### 3. PPLD Program Review: – Meredith Sorensen, MD; Leah Montalbano, MPH

The following summary was drafted by the PPLD review committee:

- a. Explore curricular integration opportunities for the coaching program.
- b. Understand the complexity of assessment and coaching and the issues with contact hours.
- c. Recognized that many of these Program Objectives align with the coaching program
- d. Mapping of hours seemed inaccurate.
- e. Many of the Objectives should be met through PBL but was not captured.
- f. Distribution of mapping within clerkships seemed uneven (specifically PPLD. 2) PPLD. 5 (Design, implement, and sustain a personal, professional, and leadership development plan aligned with one's values and sense of purpose, with appropriate mentorship.)
- g. Unsure this is happening in the curriculum (specifically making a plan)  
If the objective is solely about making a plan- is it necessary?  
PPLD. 7 (Be a positive role model to fellow students in academic, clinical, research and/or service-learning contexts.)  
Admirable goal, but does not seem specific or assessable
- h. PPLD needs clear and accurate assessments overall  
Consider adopting more reflection activities on how students perceived these to have occurred and been met- perhaps in Capstone

The following are recommendations by the PPLD review committee:

- a. Have leadership/administration work with the coaching program to determine if required coaching activities could count toward PPLD objectives in the curriculum
- b. Improve mapping and assessment
- c. Start with PPLD competency level blueprint and narrow down into the course and clerkships to ensure more appropriate and intentional mapping and assessing
- d. Reword or Remove PPLD. 5 If reworded, charge MEC subcommittee and LC Leadership Leader to reword and present to MEC
- e. Remove PPLD. 7

***Chris Thomson made a motion to remove PPLD 5 & 7 and maintain all other competencies. The motion was seconded by Sylvia Guerra. The motion passed with 3 abstentions noted.***

### 4. Principles of Assessment Policy-Glenda Shoop, PHD

The following revisions were made to the Principles of Assessment document. They were approved and moved to the consent agenda for June to be voted on.

1. Dropped 'Policy' from the title.
2. Added a 5th bullet to the Summary of Purpose: Adopting growth mindset in the assessment practices to cultivate positive changes in student self-perceptions about making progress.
3. The growth mindset content will showed up under the Actionable Principle for the 4 components below:
  - a. Process:  
Assessments are spaced out in a manner that promotes reflection and self-assessment by students, which allows them to figure out what worked, what didn't, and how to self-correct.

b. Methods and Content:

Formative methods are planned in such a way as to allow the students to assess where they are in their learning and make adjustments as the course progresses.

Summative methods are not viewed as the end of learning in a particular course or clerkship, but rather an opportunity for continued growth and application.

c. Remediation:

Remediation decisions are rooted in growth mindset leaving students with the belief in future success.

Remediation gives students the opportunity to reflect and refocus on how they can improve and make necessary adjustments to ensure future success.

d. Performance Tracking:

Students monitor their performance data and assess their progress over time, taking action on identified gaps.

*This policy/statement will be moved to the consent agenda for June*

## Ongoing Business

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- Evaluation Oversight Committee
- Assessment Oversight Committee
- LCME Oversight Committee
- ABG Interpretation
- Phase 3 Subcommittee

## Future Meetings

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**MEC meetings are the 3<sup>rd</sup> Wednesday of each month from 4:30 - 6:00 p.m.**

- June 16, 2021
- July 21, 2021
- August 18, 2021
- September 15, 2021