

- Also in attendance: Chelsey Jernberg, Jamie Larson, Kevin Diebel
- Minutes from the June meeting are approved.

Honors/Pass/Fail Update

- P/F will go into effect for the current MS1 class
- A note in the MSPE's will note students in the top 25% of the class
- Wellness and academic performance will be monitored going forward

Live Streaming Update

- Live streaming is no longer in place. Any feedback can be directed to Kelaine.

Innovation Awardees

- 3 groups have been awarded 0.1 FTE to focus on their innovation challenges, which include:
 - Dr. Andrew Olson & Dr. Betsy Murray
 - Lots of Little Looks: Adapting Competency-Based Assessment to the Block Environment
 - Dr. Matthew Chaffee, Dr. Kaz Nelson, & Dr. Michael Howell
 - Longitudinally Integrated Neuroscience Curriculum-The Brain Beyond the Horizon
 - Dr. Heather Thompson Buom & Mark Hilliard
 - HHD-2 Course: Online modules, reducing lectures, and standardizing delivery

LEAD program

- Leads are currently being put together for 1st and 2nd year. There will be involvement from course directors, Kelaine, and Suzanne

ANNUAL COURSE REPORT

ACR Report Format Update

Kaz Nelson

ACR HHD3 – Neuro and Psyche

- Neurology residents were not available to teach this academic year, which may be a cause of the overall course value decreasing slightly
 - Residents who taught in the previous academic year were dedicated and close to the students in their developmental trajectory
 - How can we reproduce this?
 - What can be shared with the rest of the faculty?
 - The residents kept the material condensed to 20 slides or less with a study guide
 - Each slide was explained slowly and clearly
 - The material they taught replaced previous lecture slots
 - The residents would often bring an expert to answer questions if needed and several students voiced it was not essential
 - The residents presented a clear conceptual framework

SMART Goal Setting

Bob Englander

- The basic framework: Specific, Measurable, Achievable, Relevant, Timebound
- The ability to measure whether the goal is or is not achieved is essential
- Goal threshold - We should be holding each other to our target goals
 - Minimum: what is the minimum performance that can be achieved?
 - Target: average level of performance achievement
 - Stretch: bold, maximum level of performance achievement
- Course directors expressed the need for guidance as to how to go about cutting content and integrating
 - Hope to develop guidance as our strategic plan/guiding principles develop, specifically in regard to standardizing outcomes and individualizing learning pathways. This will involve core competencies and EPA's connecting knowledge and tasks
 - Basic science course directors can have a hard time understanding the EPA's. Could there be a session to show how their disciplines fit into the EPA's? How to pair them with content?
- 5 year foundational phase goal
 - We need to cut 2 weeks of lecture time from the first semester of the first year to be in compliance with federal regulations and we would like to cut 3 to allow for a mid-semester 1 week break
 - Increased horizontal and vertical integration to move to 18 months of lecture curriculum
 - Possible opportunity for research opportunities in the afternoon
 - How will this affect admitted students?
 - Pre-matriculation materials and prep work may be needed for "at-risk" students (this is done in Duluth for 4 weeks in July for about 10 students)
 - Kahn Academy, an online learning resource, was suggested for populating materials

Future Agenda Items

Suggestions from Course Directors for future SFC meeting topics:

- Systems approach to improving MS1 & MS2 through course standardization
- Cutting lectures by 10%
- Future re-aligning of academic calendars (change semester start/end dates)
- ExamSoft & BlackBag assessments
- ILT feedback
- Copyrights & resources (focused on what we *can* do)
- More BlackBag search examples, Gradebook, downloading, calendar, checking feedback cards
- Survey students about type of practice questions/formative
- New promotion guidelines for teachers (non-tenure track)
- Ongoing Diversity & Inclusion training at joint SFC/CEC/CUMED
- How might Dr. Christina Petersen's work in the Center for Educational Innovation support the work of the years 1 and 2 course directors?
- Demonstration of MindMup
- One Button studio
- Should we eliminate failures showing on transcripts?
- Faculty burnout, class attendance, and online streaming