

CQI STEERING COMMITTEE

Notes

Monday, July 15, 2019

1:00PM-2:00PM

Mayo B633

In attendance: Joe Oppedisano, Robin Michaels, Dimple Patel, Mark Rosenberg, Amanda Termuhlen, Tom Hays, Susan Culican, Austin Calhoun, Ali Niesen, Tami Brown

Not present: Ezgi Tiryaki, Bob Englander

- I. Welcome and Introductions
- II. Background
 - A. LCME self-study and accreditation
 - Nine months to site visit
 - Halfway point
 - B. Element 1.1: motivation for this committee
 - CQI Steering group to provide ongoing monitoring past the LCME site visit, setting priorities on an annual basis.
 - Address areas and items that weren't cited but that are identified as priorities and require focus/policy
- III. CQI Policy
 - A. Charge and structure to this committee
 - Established committee as a steering committee, responsible for drafting policy and determining how to move forward to implement policy
 - Working group(s) to be formed as an outgrowth of this committee, structured to report back to CQI steering
 - Current focus is on the upcoming LCME site visit and UME/LCME accreditation standards, but it is understood that all areas can benefit from quality improvement with room to expand scope
 - CQI efforts to be reported to Education Council, to the Dean
 - Meet several times a year to establish CQI priorities and hand off to working groups, reporting back to steering committee for oversight with the eventual goal to meet semi-annually
 - B. Review policy; recommendation for changes
 - Current charge to review policy, connecting with recommendations within the next week
 - Policy to be added to the website to formalize.
 - C. Approval and public dissemination

- Review is the next step in the process, with approved policy added to website to formalize

IV. Big Ticket Items

A. Brief review of items

- Review of list of current "big ticket" items identified during Self-Study, student questionnaire, LCME subcommittees to address approaches for each item, pointing out vulnerabilities. (Date: between Jan-March/April 2019 through ISA or subcommittees)

B. Highlight progress on key challenge areas

- Review and discussion of effort being made in response to each item
- Items of note:
 - Mistreatment reporting (Underreporting, policy awareness, visibility)
 - Debt (Development of a system to better identify funding available; no current plan to look for additional scholarship support)
 - Fair and Timely Assessment (effort in working with clerkships in getting closer to a 4-week mark)

C. Suggestions for additional solutions

- Review citations from other schools
- Implementation of outcome measures, benchmarks, quantitative measures
- UME strategic plan has threshold, target goals, stretch goals; GME will implement a similar strategic plan structure (late 2020, early 2021)
 - Identify whether this works from an LCME viewpoint
- How do you see identifying risk areas after LCME?
 - Preliminary evaluation, with final LCME reporting to UMN in October
 - Feasibility
 - Motivated stakeholders

V. Other challenge areas

A. Potential risk areas

- More public prominence of disparities against gender
- Categories and priorities around diversity
 - Alignment between gender and diversity.
- LCME does not address climate, but it may be a good pulse survey (perception of climate/do people feel welcome/sense of community between faculty and students)
 - Any trends would then circle back to working group as an action item
- As groups/people doing their own CQI work are identified, work towards consolidating this knowledge in a single place

B. Other suggestions

- This committee will continue to get reports and will take over the work/role put to the LCME Executive Committee, continuing to monitor these key items
- Identify working groups and task working groups to report on items

VI. Next Steps

A. Meeting schedule through site visit

- Next meeting scheduled for Tuesday, October 8, 2019