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:
         o Mistreatment reporting (Underreporting, policy awareness, visibility)
         o Debt (Development of a system to better identify funding available; no current plan to look for additional scholarship support)
         o 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)
         o Identify whether this works from an LCME viewpoint
      ● How do you see identifying risk areas after LCME?
         o Preliminary evaluation, with final LCME reporting to UMN in October
         o Feasibility
         o Motivated stakeholders

V. Other challenge areas
   A. Potential risk areas
      ● More public prominence of disparities against gender
      ● Categories and priorities around diversity
         o 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)
         o 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