

SMHS Dean’s Quality Improvement Panel
Wednesday September 15, 2021, 1:00 – 3:00 PM Zoom Meeting

Attending: Steve Tinguely, Sheila Bosh, Dean Wynne, Pat Carr, Jim Porter, Judy Solberg, Marc Basson, Ken Ruit, Bryon Grove, Rick Van Eck, Susan Zelewski, Ryan Norris (MS4), Guest: Carissa Klarich (MS4)

Absent:

AGENDA ITEM	SUMMARY	ACTION/FOLLOW-UP
Call meeting to order	Meeting was called to order by Dr. Stephen Tinguely, Committee Chair.	
Review of Minutes	September 1, 2021, meeting minutes were reviewed. Minutes were also posted to Blackboard.	Minutes Approved.
ISA 2 Updates	<p>Carissa Klarich (MS4) ISA 2 Communication Improvement Committee Lead attended today’s meeting to provide an update on her committee’s progress. She shared a PowerPoint which was posted to Blackboard.</p> <p>The committee has met four times. They created a working board with possible solutions. They noted there was overlap in the tasks, so prioritized the task list.</p> <p>The committee has been focusing on 4 main priority areas: 1). Perceived delayed/inadequate communication 2). Transparency, 3). Avenues for feedback 4). Student roles on committees/Role of Student Council members. Two Students were assigned to each task.</p> <p>For Item 1 the following comments were acknowledged: “To alleviate perceived delayed/inadequate communication, the administration should set clear expectations for responsiveness to student emails. When able, the administration and faculty should provide students with an estimated time of response. As noted above, during times of remote education, it is paramount for faculty to prioritize communicating efficiently and clearly with students,</p>	

especially the first-year students who are still learning how to best navigate and succeed in medical school. Faculty should be able to respond to student emails within a reasonable amount of time and should consider offering virtual office hours in which they will be available for students.”

Solutions for Task 1: Updating the website, Creating something similar to the The Purple Book, Scheduling Town Halls and Increasing awareness of the Feedback Link.

Item 2 the following comments were acknowledged: “The administration should strive to provide transparency in decision-making. Especially during times of remote education and, in light of the transition to a new curriculum, the administration should maintain a high level of communication responsiveness and provide details surrounding decisions made that affect student education. They should maintain an active presence regarding student deadlines, concerns, and milestones during the clinical curriculum.”

Solutions for Task 2: Creating something similar to the The Purple Book, Scheduling Town Halls and Increasing awareness of the Feedback Link, Utilizing Teams which allows access to minutes and other information and documents; promoting transparency and communication.

Item 3 the following comments were acknowledged: “The school is doing an adequate job of providing avenues for students to give feedback; however, students are frustrated at inadequate responses from the school to the feedback provided. The school administration and faculty should strive to enact change as appropriate in response to student concerns or clearly communicate to students the reasons why changes may not be feasible. The ISA committee anticipates that student satisfaction will improve in regard to the administration’s responsiveness should the administration and faculty remain committed to improving transparency in their decision making.”

	<p>Solutions for Task 3: Creating something similar to the The Purple Book, Scheduling Town Halls and Increasing awareness of the Feedback Link, Friday Pre-clinical feedback meetings, weekly meetings, Meetings with the Dean.</p> <p>Item 4 the following comments were acknowledged: “When students join institutional committees, the committee chair should begin by reiterating the roles of all members and outline expectations to allow students to understand their role and be recognized as equal members of the committee. Additionally, students who are members of school committees should be encouraged to provide open and timely communication of the activities of these committees to the rest of the student body as appropriate.”</p> <p>Solutions for Task 4: Exploring the roles and responsibilities of student leaders on student committees and student council. Other solutions to be determined in upcoming meetings.</p> <p>Their committee will continue to meet and work with Dr.’s Tinguely, Porter and Zelewski to either complete their recommendations or obtain a clear answer as to why the recommendation will not be approved. As they complete their work, they requested that the DQIP committee provide continued support in adoption and implementation of proposed solutions and engagement of administrative staff and faculty as needed.</p> <p>They have created a Teams Link that has been shared with all students as a means of providing communication and transparency to all students regardless of class or campus.</p> <p>Other committee leads (MD Mentorship, Pre-Clinical, and Clinical) will attend upcoming DQIP meetings to provide an update on their respective committee progress.</p> <p>Ryan Norris, MS 4, DQIP committee member and ISA Lead is the liaison between DQIP and the student committees.</p>	
--	--	--

	<p>It is noted that a meeting to discuss student roles and ongoing student engagement is tentatively scheduled for this week pending schedules. Highlights will be shared at the next meeting as appropriate.</p>	<p>Add to September 29th Agenda.</p>
<p>2021 GQ Review</p>	<p>Continued the review of DCI tables that have been updated with 2021 GQ data, which was reported in August 2021.</p> <p>11.1 Academic Advising/Counseling Dr. Zelewski, commented again that we may need information from students. She would like to know if they feel they are missing something. This was also discussed at the last meeting, and it was determined that will need to be addressed in the ISA2. Dr. Carr noted that one of the issues is dissatisfaction by students who aren't in academic difficulty yet required to attend mandatory activities. These activities may not be what the students perceive as important to them individually. Dr Basson commented he is reluctant to make these sessions optional as he believes very few students would attend. He proposed allowing students to attend a portion of the activities for example 2/3 of the activities rather than all. This may give the message that we are listening to the student's comments and acting on them within reason. It was suggested that some activities remain mandatory, and others optional; allowing students to make some independent choices. Dr. Van Eck suggested a careful review to ensure that we don't inadvertently leave out an important topic.</p> <p>11.2 Career Advising Ryan Norris commented that progress is being made from the student's perspective. Noted this was phased in starting with the current MS3's. Dr. Basson suggests breaking this down by class. Dr. Zelewski has been on this working group and reports that students are asking for consistency, especially from campus to campus.</p> <p>12.1 Financial Aide/Debt Management Dr. Tinguely commented that we were historically in line with the national average, with a drop this past year. Uncertain as to the reason for the drop. Noted MS4 not as satisfied as other classes.</p>	

	<p>12.3 Personal Counseling/Wellbeing Dramatic increase in 2020 and exceeding the national average in 2021.</p> <p>12.4 Student Access to Student Health Services Just slightly below the national average.</p>	
OMA Webpage Reports Section	Deferred discussion pending approval of the Central Repository Draft by the Executive Committee.	Add to September 29 th agenda.
Announcements/Next Meeting	September 29, 2021	

Submitted by Sheila Bosh, RN, Accreditation Manager

Approved by Dr. Stephen Tinguely, Chief Accreditation Officer