REPORT
SOM Curriculum Governance Committee
February 12, 2014

Executive Summary

The Governance Committee recommends a two-level committee structure for governance of the curriculum, with the following **guiding principles:**
- Governance procedures incorporate appropriate representation from across the WWAMI region.
- Governance procedures are consistent with LCME requirements.
- Curriculum management allows for an appropriate balance between central oversight and local initiative, innovation, and site optimization.
- The governance process encourages continuous improvement of the curriculum.
- All SOM students have equal access to an equivalent curriculum designed to achieve the learning objectives defined in the curriculum renewal process.
- Processes leading to decision-making at both levels of governance are based on open discussion, transparency, shared governance, and iterative consensus development.

Level 1. The **Phase/Theme Committees** have responsibility for specific components of the curriculum. They are charged with assuring delivery and evaluation of a curriculum that meets SOM learning objectives and is equivalent across all WWAMI sites. The committees are expected to interact with one another as appropriate to ensure a seamless curriculum. They report to the Curriculum Committee.

Phase/Theme Committees
3 Phase Committees (Scientific Foundation, Clinical Foundation, and Career Exploration and Focus) and a Theme Committee addressing cross-cutting themes across the curriculum

Level 2. The **Curriculum Committee** has authority and accountability for oversight of learning objectives, curriculum implementation, and evaluation procedures for the curriculum.

Curriculum Committee
- Structured to represent all faculty   - Serves as LCME-mandated committee   - Includes voting faculty and student members   - Assures continuous oversight and evaluation of curriculum per LCME requirements   - Reports to the Vice Dean for Academic Affairs as Chief Academic Officer

Role of the Faculty Council on Academic Affairs
The School of Medicine Faculty Council on Academic Affairs, chaired by the Vice Dean for Academic Affairs, provides advisory oversight for the curriculum and related policy decisions, and may initiate discussion of curricular issues or respond to issues raised by the committes.

Introduction to proposed governance model

Context

The proposed governance model described here is intended to be implemented as part of the SOM curriculum renewal process. It assumes that the curriculum renewal process will:

- Define the initial content areas and learning objectives for the launch of the new curriculum.
- Determine the general organization of curriculum content into **scientific foundation** (organized in blocks), **clinical foundation** (organized in clinical units), **career exploration and focus**, and **cross-cutting themes**.
- Identify leaders and team members to implement and manage each curricular block or unit.
- Create job descriptions for the leaders and team members.

The proposed governance structure would be based on this starting point.

Guiding principles

- Governance procedures incorporate appropriate representation from across the WWAMI region.
- Governance procedures are consistent with LCME requirements.
- Curriculum management allows for an appropriate balance between central oversight and local initiative, innovation, and site optimization.
- The governance process encourages continuous improvement of the curriculum
- All SOM students have equal access to an equivalent curriculum designed to achieve the learning objectives defined in the curriculum renewal process.
- Processes leading to decision-making at both levels of governance are based on open discussion, transparency, shared governance, and iterative consensus development.

Governance structure

Governance occurs at two levels: the Phase/Theme Committees and the Curriculum Committee. The Curriculum Committee reports to the Vice Dean for Academic Affairs as Chief Academic Officer. We expect iterative discussion and consensus development to occur within each level and between levels.

1. Phase/Theme Committee Level

> ### Phase/Theme Committees
> 3 Phase Committees (Scientific Foundation, Clinical Foundation, and Career Exploration and Focus) and a Theme Committee addressing cross-cutting themes across the curriculum

Scope of responsibility for phase/theme committees:
- Assures that the relevant curriculum is delivered as planned.
- Assures equivalency of the curriculum across sites, including an acceptable range of diversity in contemporary pedagogical methods and other course elements.
- Engages in iterative discussion with each block/unit team to provide oversight of content and learning objectives, and to identify opportunities for continuous curriculum improvement.
- Assures evaluation of student performance, teaching effectiveness, and curricular quality.
- Assures adequate opportunities for dialogue among regional faculty; consensus-based decision-making; sharing of information about successful educational practices; and promotion of evidence-based teaching methods.
- Assures incorporation of cross-cutting themes within the curriculum phase.
- Participates in iterative dialogue with the Curriculum Committee, including:
  - Presentation of evaluation data for review, with recommendations for change as appropriate.
  - Identification and communication of opportunities for faculty development.
  - Discussion and evaluation of learning objectives, with the Curriculum Committee responsible for general objectives (big picture) and the Phase/Theme Committee responsible for detailed learning objectives.
- Participates in dialogue with other Phase/Theme Committees as needed (e.g., to assure coordination of cross-cutting themes), while keeping the Curriculum Committee informed.

Recommendations for membership
Membership in Phase/Theme Committees should include strong representation from the block or unit teams for the relevant phase, as well as experts in curriculum development and evaluation. Each Committee should include students and representation from WWAMI regions. The membership should be a mix of appointed and elected members. Although members are selected to ensure broad representation of the SOM, members have the responsibility to function as "members of the whole", working to optimize the curriculum for that phase, rather than to represent the interests of a particular constituency. Committee size should not exceed 20 members.

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2. Curriculum Committee Level

> ### Curriculum Committee
> - Structured to represent all faculty
> - Serves as LCME-mandated committee
> - Includes voting faculty and student members
> - Assures continuous oversight and evaluation of curriculum per LCME requirements
> - Reports to the Vice Dean for Academic Affairs as Chief Academic Officer

Scope of responsibility
- Has both the authority and accountability for oversight of the learning objectives, curriculum implementation, and evaluation procedures for the curriculum, as specified by the LCME.
- Reviews Phase/Theme Committee plans for curriculum content and pedagogical methods to be utilized in each block/unit teaching, to assure overall coherence of learning objectives, curriculum, and evaluation methods. Plans will be sent back to the Phase/Theme Committees for additional work if concerns are identified.
- Defines methods and options for evaluation of students through appointment of a sub-committee dedicated to this role.
- Assures evaluation of student performance, teaching effectiveness, and curricular quality and responsiveness to address areas identified as needing improvement..
- Participates in iterative dialogue with the Phase/Theme Committees, including:
  - Review of evaluation data, with discussion of areas that need change as appropriate.
  - Identification and communication of opportunities for faculty development.
  - Discussion and evaluation of learning objectives, with the Curriculum Committee responsible for general objectives (big picture) and the Phase/Theme Committee responsible for detailed learning objectives.
- Tracks dialogue between Phase/Theme Committees (e.g., to assure coordination of cross-cutting themes).
- May also initiate additional curriculum development activities to refer back to the appropriate Phase/Theme committee as needed, for example, in response to changes in LCME requirements.

Recommendations for membership and terms of office
- Desired size: 18-20 members
- Committee to be co-chaired by a committee member (academic co-chair) and the Associate Dean for Curriculum (executive co-chair)
- Faculty committee members to serve three-year terms. Members may serve two consecutive terms and it is anticipated that many will do so. One third of the committee membership will rotate (or be re-elected) each year.
- Student committee members to serve two-year terms, with half rotating each year.
- The academic co-chair will be selected from faculty members serving a second term. Co-chairs will serve three years: as co-chair elect; co-chair; and past co-chair.

- Selection of faculty members: (1) A Nominating Committee, consisting of 5people (the executive co-chair, the academic co-chair, co-chair elect and past co-chair, and a fifth member selected from the elected members) will prepare a slate to elect a total of 12 elected faculty members, with a minimum of 4 from the WWAMI region. (2) The 4 chairs of the Phase/Theme committees will serve as members of the committee; and (3) A Nominating Committee consisting of 4 people (the Student Affairs Dean; a Regional Dean; and two MSA representative, one from the WWAMI region and one from Seattle) will prepare a slate to elect four student representatives: one each from the WWAMI and Seattle Foundations Phase; and two students in the Clinical Phases, one of whom completed Foundations in the WWAMI region and one of whom completed Foundations in the Seattle region.
- Although members are selected to ensure broad representation of the SOM, members have the responsibility to function as "members of the whole", working to optimize the curriculum for that phase, rather than to represent the interests of a particular constituency. Student members are encouraged to survey their colleagues when input is needed, and to debrief with fellow members who are unable to attend due to clinical or other academic responsibilities.

Role of the Faculty Council on Academic Affairs

The School of Medicine Faculty Council on Academic Affairs is chaired by the Vice Dean for Academic Affairs. Among its advisory oversight functions, it provides advice on the curriculum and related policy decisions. It may initiate discussion of curricular issues or respond to issues brought to its attention by Phase/Theme or Curriculum Committees. We recommend the creation of a WWAMI ex officio position on this council.

Management of Conflicts

When conflicts occur in the course of management or oversight of curriculum, resolution will be attempted through iterative discussion at the Phase/Theme or Curriculum Committee level. If conflicts cannot be resolved in this way, further advisory input will be sought from the Faculty Council on Academic Affairs, regional leadership, and other stakeholders as appropriate to the issue under discussion. Referral of an issue to the Faculty Council on Academic Affairs can be initiated by a Phase/Theme Committee, the Curriculum Committee or the Vice Dean for Academic Affairs. Ultimate authority rests with the Vice Dean for Academic Affairs and the Dean.