



# EDUCATIONAL QUALITY IMPROVEMENT STRATEGIC PLANNING COMMITTEE

## Meeting Minutes

**Date & Time:** June 5, 2025 PST | 4:00 PM - 5:30 PM PST

**Location:** Zoom <https://uw-phi.zoom.us/j/5962096962>

**EQISPC Webpage:** <https://education.uwmedicine.org/eqi/educational-quality-improvement-strategic-planning-committee-eqi-spc/>

**Minutes Taken By:** Rhea Fagnan

**Attendees:** Mark Whipple (Co-Chair), Tania Bardyn, Michael Campion, Kellie Engle, Hannah Hardin, Kristen Hayward, Molly Jackson, Emaad Lala, Matt Lumsden, Michael Myint

**Regrets:** Darryl Potyk (Co-Chair), Sarah Busch, Sam Fredman, Kiran Gill, Cindy Hamra, Margaret Isaac, Maggie Phillips, Leonida Radford, Ali Ravanpay, Karen Segerson, Skyler Smith,

**Staff:** Jung Lee, Rhea Fagnan, Dorothy Lu

**Quorum:** Yes ☐ No ☒ (A quorum is 50%+1 of the voting membership or 9)

### Committee Business

#### Meeting Minutes: May 2025

- The minutes from the May meeting were approved via e-vote.
- The vote concluded with no objections. (9 votes for, 0 votes abstained).

#### Welcome and introductions:

- The committee welcomed, Kellie Engle as the new Assistant Dean of Accreditation and Hannah Hardin and Emaad Lala, as the new MS1 representatives for EQISPC.
- Thank you to the committees graduating MS4 students: Leonida Radford and Sarah Busch.

#### Co-Chairs' Update:

- Dr. Whipple provided context for new members regarding the committee's oversight of the Medical Student Education Strategic Plan, emphasizing EQISPC's role in advancing the plan through stakeholder engagement and presentations supporting strategic initiatives.

### Discussion Items

#### The Colleges Program – Presentation and Discussion

Presented by Dr. Molly Jackson (Slides provided at the end of the meeting minutes)

#### **Key Components:**

- **Program Overview:**
  - The Colleges Program is a longitudinal mentorship and learning community, focused on professional identity formation, coaching, and clinical skill development.
  - It works closely but distinctly from the Foundations of Clinical Medicine (FCM) course.

### **Strategic Alignment:**

- **Governance and Resources:**
  - Ongoing efforts to clarify roles, responsibilities, and reporting lines.
  - Equity concerns due to variability in regional site funding; push for centralized funding for longitudinal coaching support post-foundations.
- **Collaboration and Regional Innovation:**
  - Strong collaborative culture among faculty across regional sites.
  - Challenges in maintaining innovation due to faculty bandwidth and variable resources.
- **Inclusive and Anti-Racist Environment:**
  - Emphasis on student belonging, longitudinal relationships, and mentoring across difference.
  - Faculty development topics include microaggressions, belonging, and supporting students with mental health challenges.
  - Recognized the need for regionally adaptive, culturally sensitive program delivery.
- **Quality Improvement (QI):**
  - Regular feedback cycles from students, faculty, and staff.
  - Implementation of mentorship evaluations and 360 evaluations for leadership.
  - Continued focus on listening and adapting to strategic feedback.
- **Faculty and Staff Support:**
  - Faculty development programs and regional retreats help with retention.
  - Barriers to faculty engagement include limited time and regional physician shortages.
  - Recognition of faculty contributions seen as an area for future growth.
- **Coaching vs. Mentoring Discussion:**
  - Clarified distinctions between coaching (goal setting, structured feedback) and mentoring (guidance, relationship-based).
  - Anticipated implementation of new "competency coaches" for 3rd and 4th years to supplement mentorship, pending funding approval.

### **Discussion:**

- Concerns about regional equity and how political climates may influence curriculum perception and implementation.
- Discussion on tailoring programs to be inclusive without being perceived as top-down or politically prescriptive.
- Emphasis on the importance of feedback loops and open dialogue across diverse regional stakeholders.

### **EQI Update:**

#### **Graduation Questionnaire Response Rate:**

- Achieved an 80% response rate from 4th-year students on the AAMC Graduation Questionnaire, marking a significant improvement.
- Results are expected by the end of July and will be shared with the committee and broader community in fall.

#### **Self-Study Committees Progress:**

- Committees are finalizing evaluations of LCME elements and identifying areas for improvement.

- A summary report of self-study committee recommendations will be disseminated in the coming weeks.

#### **Focus Groups and ISA Follow-up:**

- 9 student focus groups were conducted in April and May to provide deeper insight into student feedback from the Independent Student Analysis (ISA).
- A summary report will be shared with students prior to the summer break, with follow-up planned for the fall.

#### **LCME Accreditation Timeline and Milestones:**



#### **Strategic Communications:**

- Launching a series of targeted communications highlighting program excellence.
- A student-focused clerkship report will be published, outlining improvements and goals per clerkship.
- A new visual guide is in development to clarify for students whom to contact for specific concerns or support, particularly during clinical phases.

#### **Student Advisory Group for Improvement:**

- A new advisory group will be formed to facilitate bi-directional communication between students and administration.
- Focus will be on big-picture improvements, not individual problem-solving.
- Participation will be framed as beneficial to students, particularly in relation to residency applications and professional development.

**Adjourned:** 5:30 pm



## Colleges Program & MD Program Strategic Plan

Molly Blackley Jackson, MD  
Assistant Dean for the Colleges  
Professor, Dept of Medicine  
University of Washington School of Medicine







## The Colleges & FCM Partnership

**The Colleges is a 4+ year learning community** of faculty and students, the longitudinal mentoring / coaching program & the home for professional identity formation.

**FCM is a block course in Foundations** in which these relationships are developed, and is distinct from the Colleges (with own governance etc.)



# Planning Strategically!

## Colleges Strategic Planning 2021-2025

**Purpose:** The Colleges is a longitudinal relationship-centered educational community that develops medical students' skills to succeed in clinical training and supports their transition to physicianhood.

**Mission:** The Colleges program teaches foundational clinical skills, coaches developing physicians, and fosters meaningful relationships and sense of community for UW medical students.

### Key Priorities:

- Clinical skills development in Foundations in the Foundations of Clinical Medicine (FCM) course;
- Professional identity formation across 4 years, including longitudinal coaching and mentoring; and
- Relationship and community building within Colleges groups – dinners, celebrations, vertical/peer advising.



# Optimize the Medical Student Education Program governance structure and align resources to meet regional needs

**Actions:** Clarifying roles, responsibilities, and reporting structures for FCM & Colleges. Aligning use of resources to priority areas.

- FCM course (block course)
  - Reports through curriculum, and at non-Seattle sites, the Foundations Dean
- Colleges (faculty who teach in FCM, provide longitudinal mentorship and coaching, and engage in community building)
  - Reports through College Head / Colleges Assistant Dean, and non-Seattle sites, the Foundations Dean

**Planned:** Proposal for centralized funding for coaching support after Foundations will help students from regional sites with models of limited funding and/or faculty availability

## Challenges:

- Triadic reporting with Foundations Deans & FCM Course
- Shared faculty across Colleges and FCM creates tensions (limited funding, programs growing)
- Variations from site to site in funding and in scope of College faculty role



# **Foster collaborative and innovative regional medical education that recognizes the attributes of regional sites**

## **Positives & Progress**

- Constant collaboration across WWAMI College Heads, FCM teams
- Adaptability to region-specific faculty availability and needs
- Partnership with Foundations Deans

## **Challenges**

- Maintaining innovation and excellence in both coaching/mentoring and FCM teaching at regional sites with limited funds and/or faculty availability





# Become an inclusive and antiracist medical student education program that dismantles all types of oppression in the learning environment

## Positives & Progress

- Centering relationships, fostering belonging
  - New: 4 College model in Seattle (smaller cohorts)
  - New: Vertical Advising Program
- WWAMI College Faculty Onboarding & Training
  - Addressing microaggressions
  - Coaching mindset & skills for College faculty
  - Advancing a sense of belonging in Colleges small groups
  - College faculty role for students working with disability / working with DRS
  - College faculty role for students with mental health difficulty
- Program in professional dev / professional identity formation (PIF)
  - New: narrative medicine program for PIF
- Faculty diversity in Seattle

## Planned

- Advancing proactive and holistic advising partnership with student affairs

## Challenges

- Funding/availability for MD faculty to engage in faculty development at some WWAMI sites

## **Instill a continuous quality improvement culture throughout UWSOM's medical student education program.**

- FCM has robust QI approach within curriculum structure
- Colleges Program
  - Strategic planning process 2022-2025
    - Focus groups, Listening sessions, Surveys (aim to repeat regularly)
    - Clarified program purpose, mission and values and aligning program activities to these
    - Addressing areas of concern systematically
  - Faculty evaluations & growth support
    - New mentorship evaluations for all faculty, aligned with program priorities
    - FCM evaluations
    - Annual meetings are growth and support oriented
  - Leadership evaluations
    - 360 College Head evaluations every 2-3 years
    - Annual meetings are growth and support oriented



# **Support faculty and staff education and lifelong learning across the region to optimize teaching outcomes as well as fostering recruitment, retention, and recognition**

## **Positives & Progress**

- WWAMI Colleges Faculty Development Series
  - Centralized Onboarding
  - Regular series of development sessions
  - Annual Retreat (aligned with mission, priorities)
- Improvements to communication and connection with faculty
  - Monthly updates from Molly
  - In person site visits and development

## **Challenges / opportunities**

- Faculty development is challenging at regional sites with limited funding or faculty availability
- Funding at some regional sites impacts recruitment, retention
- We could grow in how we recognize excellence / celebrate outstanding College faculty

