

EDUCATIONAL QUALITY IMPROVEMENT STRATEGIC PLANNING COMMITTEE

Meeting Minutes

Date & Time: April 2, 2026 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: Darryl Potyk (co-chair), Mark Whipple (co-chair); Michael Campion, Kellie Engle, Sami Elrazky, Sam Fredman, Kristen Hayward, Margaret Isaac, Matt Lumsden, Michael Myint, Jeremy Oulton, John Willford, Bessie Young

Regrets: Esther Chung, Kiran Gill, Hannah Hardin, Emaad Lala, Maggie Phillips, Ali Ravanpay, Kathleen Raskob, Karen Segerson, Skyler Smith

Staff: Rhea Fagnan, Dorothy Lu

Quorum: Yes ☒ No ☐ (A quorum is 50%+1 of the voting membership or 10)

Committee Business

Meeting Minutes: February 2026

- The February meeting minutes were approved by quorum. A motion to approve the minutes was made by John and seconded by Kristen. The motion carried with 11 votes in favor, and one abstained.

EQISPC Membership/Meeting Times:

- The committee welcomed a new student member, Sami Elrazky to the committee. The second incoming student member could not attend due to timing of the meetings.
- Key Issue:**
 - Current meeting time creates barriers for student participation, particularly pre-clerkship students due to required coursework.
- Discussion:**
 - Student schedules vary significantly across sites and phases (pre-clerkship vs. clerkship).
 - No single meeting time accommodates all participants across:
 - Multiple time zones (Pacific, Mountain, Alaska)
 - Varied curricular schedules
 - Current time works for some but excludes others, especially certain student groups.
- Options Considered:**
 - Alternate meeting times (e.g., morning vs. afternoon)
 - Rotate meeting times monthly or quarterly
 - Maintain current time and add a second alternate time
 - Use asynchronous tools (e.g., Teams, SharePoint) for input between meetings
- Key Insights:**
 - Alternating meeting times would likely maximize inclusivity.
 - Morning meetings may better accommodate some pre-clerkship students.
 - Clinical faculty schedules limit flexibility (e.g., clinic conflicts).
 - Quorum is less critical given the committee's advisory (non-governing) role.

- **Consensus Direction:**
 - Maintain current meeting time plus one alternate other time
 - Alternate between these times to improve representation
- **Action Items:**
 - Darryl to meet with the second incoming student and additional students to identify potential meeting times by April 10.
 - EQI to coordinate with the curriculum team and review student schedules to identify feasible options by April 10.
 - EQI to develop and distribute a poll to assess committee availability once options are narrowed, prior to the next EQISPC meeting
- **Faculty/Staff Membership:**
 - Discussion was held regarding possible upcoming vacancy in August. There will be a new recruitment process this year through the Dean's office and the Office of Faculty Affairs. More to come.

Discussion Items

EQI LCME Site Visit Debrief:

Debrief from the LCME Site Visit (March 2-4, 2026):

- Kellie Engle presented an overview of the recent LCME Site Visit. A copy of the slides are attached at the end of these minutes.
- **Overview of Site Visit and Current Status:**
 - The LCME visit occurred over 2.5 days with 18 sessions and 6 reviewers. A draft report is expected late April–May, followed by a 10-day response window and final review in June or October.
- **Highly Process-Driven Review Emphasizing Documentation and Evidence:**
 - The review emphasized clear documentation, demonstrated processes, and measurable outcomes rather than curricular content.
- **Major Themes:**
- **Governance, Authority, and Decision-Making Structures:**
 - Evaluators focused on decision-making structures, including curriculum committee authority, reporting lines, and clarity of bylaws.
- **Assessment, Oversight, and Continuous Improvement Processes:**
 - Reviewers examined how assessment data are monitored, documented, and used to drive continuous improvement.
- **Student Experience and Support Systems as Key Areas of Evaluation:**
 - The review emphasized the learning environment, advising, and wellness resources, with students effectively representing their experiences.
- **Next Steps:**
 - Review draft report once received and prepare institutional response if needed.
 - Identify priority improvement areas and coordinate continued CQI across committees and units.

Committee Bylaws/Structure:

- **Bylaws:**
 - Committee noted that the bylaws require revision, particularly regarding term limits, procedures for covering partial terms, and leadership transitions. Updates are also needed to reflect recent and upcoming leadership changes.
- **Committee Role & Reporting Structure:**

- It was reaffirmed that the committee serves in an advisory capacity, making recommendations rather than acting as a governance body. Historically, the committee reported to the Strategic Leadership Council; however, there is a need to reassess the most appropriate reporting structure. Discussion emphasized the importance of aligning the medical student education program with the School of Medicine (SOM) and ensuring clear accountability within SOM leadership.

- **Strategic Planning:**

- Committee discussed the need to review and potentially revise the strategic plan due to leadership transitions and amount of time since the plan was drafted. This effort will be part of a broader initiative to reinvigorate and reimagine the committee, including clarifying how it aligns with and supports the overarching SOM strategic planning efforts.

Adjourned: 5:30 pm

LCME Site Visit Debrief



Kellie Engle
Assistant Dean for Educational Quality Improvement

Jung Lee, MA, Director
Rhea Fagnan, Administrative Manager
Dorothy Lu, Accreditation Program Analyst

THANK YOU TO
OUR
COMMUNITY!



LCME POST SITE VISIT TIMELINE



LCME Site Visit

Six LCME site visitors meet with 19 SOM groups.



Draft Survey Team Report

Survey team submit draft report to school. Ten days to correct errors of fact.



Final LCME Report

LCME committee reviews report & makes final accreditation decision. Full accreditation for 8 years if in compliance.



Ongoing CQI

CQI & survey data to address findings in final LCME Report. Status reports due to LCME to address citations.



Strategic Alignment

CQI goals aligned with strategic planning, accreditation changes and innovations.

March 2026

Apr-May 2026

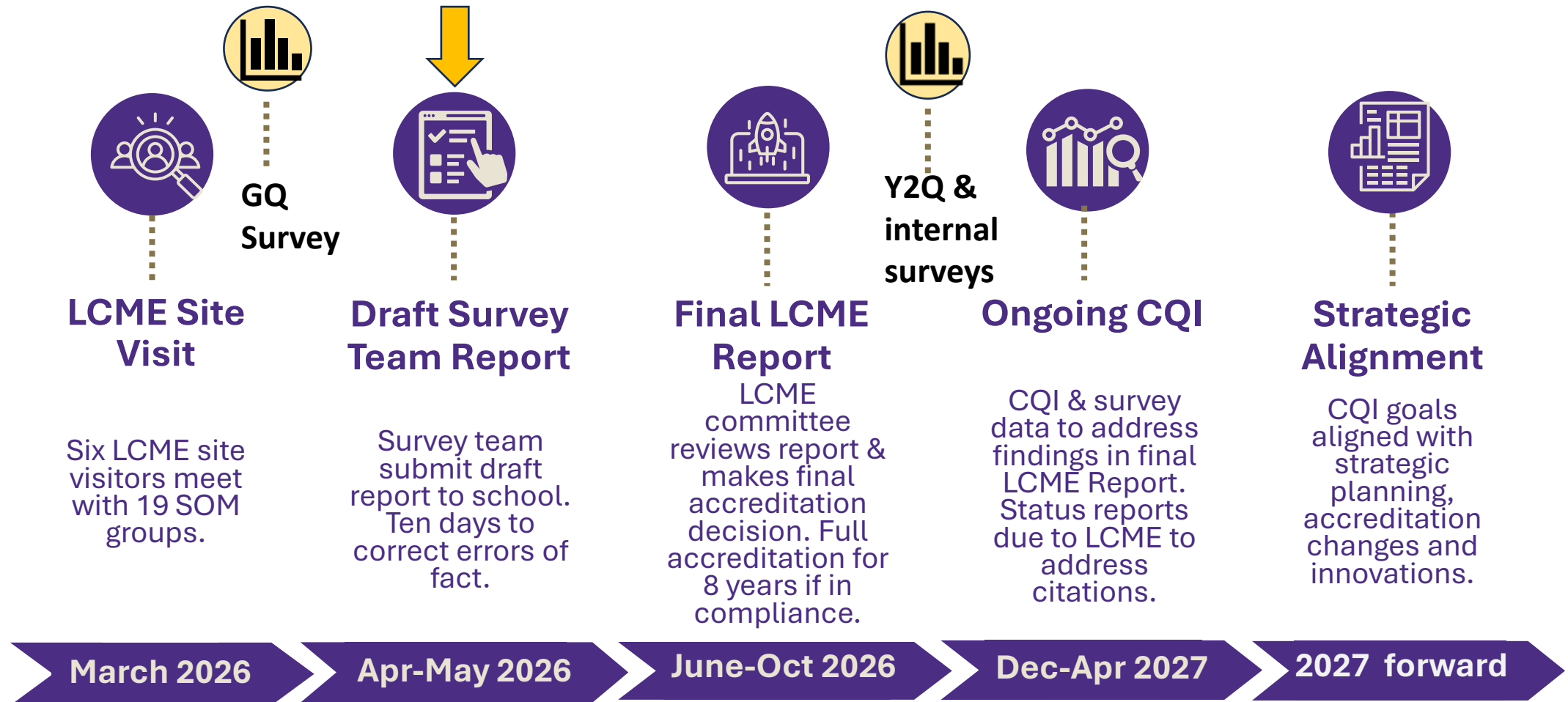
June-Oct 2026

Dec-Apr 2027

2027 forward



LCME POST SITE VISIT TIMELINE





DEBRIEF FEEDBACK

THEMES

- Across sessions, the site visit team appeared most focused on five cross-cutting areas:
 - (1) governance and authority for educational decisions,
 - (2) curricular assessment and educational oversight,
 - (3) the student experience and learning environment,
 - (4) advising, wellness, and access to student support services.
- The overall tone was collegial and many strengths were clearly recognized, but the team repeatedly sought **clear lines of authority, strong evidence of follow-through, and consistent documentation of processes and outcomes.**

THEME I- GOVERNANCE, AUTHORITY AND DECISION-MAKING

Site team focused on:

- SOM strategic plan accountability and **outcomes**,
- Authority of the **Curriculum Committee**,
- Relationship between the **Dean, Curriculum Committee, FCAA**, and other bodies (**Bylaws**),
- Affiliation agreements,
- Role and reporting structure of **Foundations Deans**,
- Governance in the context of the **regional campus model**,
- Faculty representation and participation in governance.

THEME I- GOVERNANCE AUTHORITY AND DECISION-MAKING

Repeated questions:

- Strategic planning was discussed- team looking for **clear metrics, outcomes and reporting lines.**
- **What entity gives the Curriculum Committee its authority?**
- The **Code of Organization / bylaws** do not appear to make educational authority sufficiently explicit.
 - Site visitors were trying to understand whether some decisions sit with:
 - Dean
 - Curriculum Committee
 - FCAA
 - SPC
 - or another body
- **Affiliation agreements** – faculty appointment language
- The **Foundations Dean role** was not clear to them:
 - support vs. oversight
 - local leadership vs. central accountability
 - advising vs. enforcement

THEME 2- CURRICULAR ASSESSMENT & EDUCATIONAL OVERSIGHT

Site team focused on:

- **MEPOs** and educational objectives,
- Curriculum review and use of data,
- Whether minutes/documentation show **actual action and follow-up**,
- Assessment systems and grading,
- New clinical assessment / **WBA implementation**,
- **Clerkship scheduling** and preferencing,
- Standard of achievement and who determines it,
- Grade appeal and student progress committee
- Self-directed learning,
- Student feedback integration.

THEME 2- CURRICULAR ASSESSMENT & EDUCATIONAL OVERSIGHT

Patterns/repeated questions:

- MEPOS – **faculty attest?**
- **Annual reports/curriculum review- visible actions** and follow-up decisions on course/clerkship review/gaps,
- Where is **curriculum committee authority in course/clerkship reviews?** Evidence of votes, actions, follow-up decisions,
- Who controls?
 - Assessment/new assessment systems and WBA implementation
 - Grading
 - Standards of achievement
 - Graduation-related decisions
 - Student Progress Committee- **decision appeal**
- Clerkship scheduling and preferencing- do you get what you want? How is travel supported?
- Self-directed learning
 - Foundations of clinical medicine meets definition- assessment?

THEME 3: STUDENT EXPERIENCE AND LEARNING ENVIRONMENT

Site team focused on:

- Mistreatment reporting,
- Fear of retaliation,
- Student comfort with reporting,
- Whether students know what happens after they report,
- Learning environment data and ISA results,
- Student perception of responsiveness to concerns,
- Psychological safety & physical safety in clinical and non-clinical spaces.

THEME 3: STUDENT EXPERIENCE AND LEARNING ENVIRONMENT

Patterns/repeated questions:

- Site visitors repeatedly cited **negative or mixed student data** and pressed students and faculty/staff group to explain it,
 - If reporting patterns exist, why do students still feel hesitant to use them?
- Cross-cutting questions:
 - Anonymity
 - Retaliation
 - Speed of response
 - Visibility of follow up
 - Reporting across complex clinical hierarchies.

THEME 4: ADVISING, WELLNESS, AND STUDENT SUPPORT

Site team focused on:

- Career advising,
- Distinction between mentors, college mentors, career advisors, and deans,
- Advising in pre-clerkship vs. clerkship phases,
- Counseling and mental health access,
- Wellness in MS3/MS4,
- Whether support systems are equally accessible across sites,
- Financial aid and debt management,
- Health insurance,
- Access to care while on rotations.

THEME 4: ADVISING, WELLNESS, AND STUDENT SUPPORT

Patterns/repeated questions:

- Understand how to access support,
- Consistent career advising,
 - What is evidence that recent changes improved student experience?
- Use of services while in clinical training,
- Student access to:
 - Health insurance
 - Counseling
 - Wellness
- Wellness and counseling programs and student data.

STRENGTHS

- Strong collegiality and institutional culture,
- High level of preparation across sessions,
- Confidence in the regional model and mission,
- Engagement of chairs and institutional leaders,
- Positive reaction to several curricular innovations and learning spaces
 - Student block partners
 - Clinical skills lab
- Strong visible commitment to students and continuous improvement.

WHAT DO WE HAVE OUR EYE ON?

- 1.Strategic planning metrics and reporting structures (Standard 1)
- 2.Governance/bylaws and educational authority (Standard 1, 8)
- 3.Affiliation agreements (Standard 1)
- 4.Mistreatment access (Standard 3)
- 5.Self-directed learning (Standard 6)
- 6.Curriculum oversight (Standard 8)
- 7.Student support, wellness, and advising consistency (Standard 11)
- 8.Learning environment / mistreatment follow-through (Standard 3)
- 9.Clinical assessment, grading, and WBA systems (Standard 9)
- 10.Student Progress, decision appeal committee (Standard 9)
- 11.Student access to healthcare (Standard 12)
- 12.Financial aid debt management (Standard 12)

WHAT DID WE LEARN?

- Mock site and preparation sessions worked well
 - Prep questions in line for sessions (pre-clerkship directors, junior faculty & chair sessions)
 - Built confidence
 - Decreased stress
- No big surprises
- Site visit was VERY process oriented
- Foundations structure caused confusion
 - Dean's authority
- Overall positive experience for community

QUESTIONS?

