



Connecting with the Secretariat Webinar

January 7, 2021

1:30 pm – 3:00 pm ET

Welcome!

**Thank you for joining us for today's webinar. The program will begin shortly.
You will not hear audio until we begin.**

If you have technical questions, please email aamc@commpartners.com.

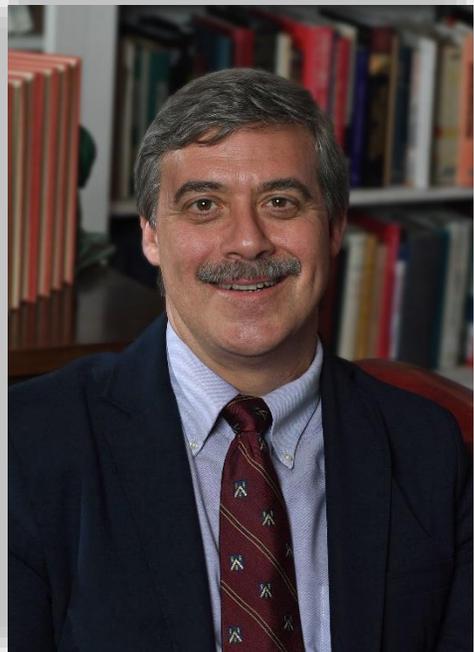


LIAISON COMMITTEE ON
MEDICAL EDUCATION

Guest Speakers

Pamela L. Baker, PhD

Associate Dean/Associate Professor Medical Education
University of Cincinnati College of Medicine



Philip Diller, MD, PhD

Senior Associate Dean for Educational Affairs
University of Cincinnati College of Medicine

Organizing Yourself for the Self-Study Process

Dr. Pamela L. Baker, PhD
Associate Dean for Medical Education
Faculty Accreditation Lead 2018-2019

&

Dr. Philip Diller, MD-PHD
Senior Associate Dean for Educational Affairs



University of Cincinnati College of Medicine

WHAT?

Over an 18-month period, the University of Cincinnati College of Medicine is participating in an institutional self-study. The Liaison Committee on Medical Education (LCME) will be conducting a reaccreditation review of our medical education program within the context of the entire College of Medicine.

WHY?

The University of Cincinnati College of Medicine is seeking an eight-year accreditation from LCME, which evaluates medical education programs in the United States and Canada. LCME accreditation is a peer-reviewed process of quality assurance that determines whether an institution's program and medical school meet nationally established standards.

WHO?

The entire educational community within the College of Medicine – faculty, staff, and students – will be called upon to provide valuable and necessary feedback on how we can continue to improve as a medical school.

HOW?

A self-study task force and six committees comprised of faculty, staff, and students will begin reviewing the school's medical education program as well as the entire College of Medicine. This review will inform the final self-study summary report submitted to LCME prior to the site visit in October 2019.

CINCINNATI MEDICINE
Reaccreditation

MORE INFORMATION
<https://www.med.uc.edu/>

UC University of CINCINNATI

Going Beyond Accreditation: What is the value of a self-study and the lasting impact?



Session Overview

Section 1: National/Local Context & Preliminary Organizational Steps Leading up to Self Study

Section 2: Organizing the Self-Study & Drafting the Data Collection Instrument

Section 3: Preparing Your Subcommittees

Section 4: Monitoring Progress and Preparing for the Submission of the Self-Study Materials

Section 5: Preparing for the Survey Visit Team

Section 6: Challenges, Saving Grace, Lessons Learned, and Lasting Impact

Section 1: National/Local Context & Preliminary Organization Steps Leading to the Self-Study

National & Local Context Leading Up to Our Site Visit

- **Substantially revised LCME Standards & Elements** (approved 2014)
- **Revised Education Committee Structure and revised/created new policies and procedures** (2015)
- **Continuous Quality Improvement Process Implemented 2016**
- **University leadership change:**
 - New University President (2017; 4th since 2010)
- **Self-Study Commences March 2018**
- **College leadership changes:**
 - Dean retires June 2018;
 - Senior Associate Dean for Academic Affairs appointed interim dean July 2018;
 - New Senior Associate Dean for Educational Affairs appointed August 2018
 - Search for permanent dean during Self-Study
- **Rapid institutional growth** with competing priorities
- **Regional competition** Healthcare Systems/Learner Placement/Practice Learning Environment Stresses

2016

- Form LCME Standards Workgroup (Feb)
- Preliminary collection of data (Spring)
- Review preliminary findings and strategize improvements (summer)

2017

- Secure consultant and copy editor (Fall)
- Consult with LCME Co-Secretariats at AAMC (Nov)
- Draft Self Study committee structure (Nov-Dec)

2018

- Commence Self-Study (March)
- Faculty Accreditation Lead participates as Fellow for LCME Survey Visit
- LCME Self Study team preparation workshop (April)
- Self-Study Kick-Off with visit from Co-Secretariat
- LCME Self Study committees convene (Sept)
- Independent Student Analysis (ISA) (Fall)

2019

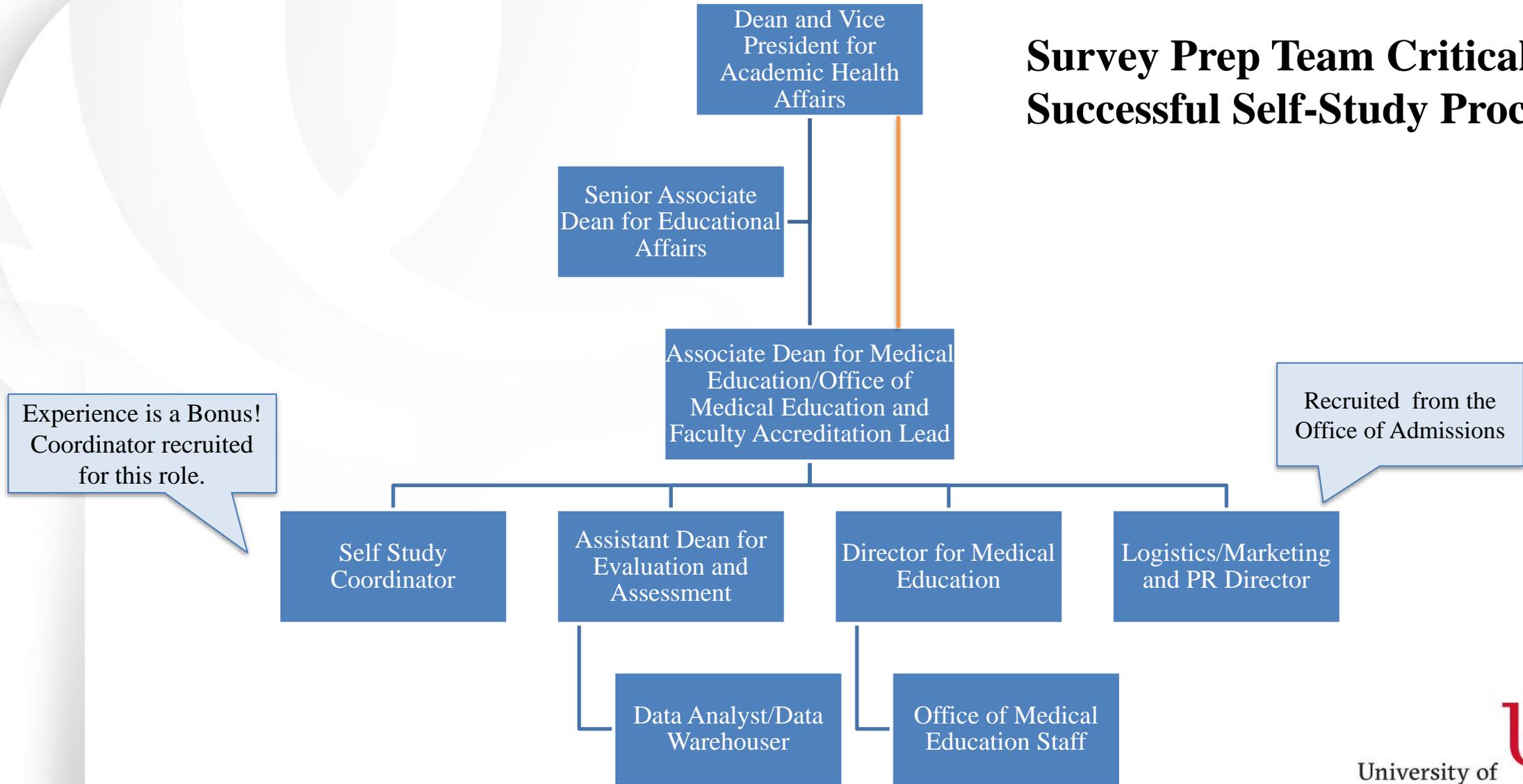
- Consultant provides feedback on Self Study Process/Data Collection Instrument (Jan/Feb)
- Mock Site Visit 1 (June)
- Submit final Self Study and ISA (July)
- Mock Site Visit 2 (Sept)
- ★ LCME Site Visit (Oct)

Continuous Quality Improvement: Implement Actions to Address Findings

Preliminary Organizational Steps

- ❑ LCME Expectations
 - ❑ Review LCME guidelines for the Self-Study Process
 - ❑ Element by element debrief/assignment of responsibility
 - ❑ Identify “high risk” areas for non-compliance as defined/shared by LCME
 - ❑ Review prior LCME determination letter and all subsequent monitoring reports
 - ❑ Identify action steps (e.g. missing policies/processes)
- ❑ Identify support team for Self-Study Process
- ❑ Identify LEAD/Institutional fellow to participate in a Survey Visit

Survey Prep Team Critical to Successful Self-Study Process

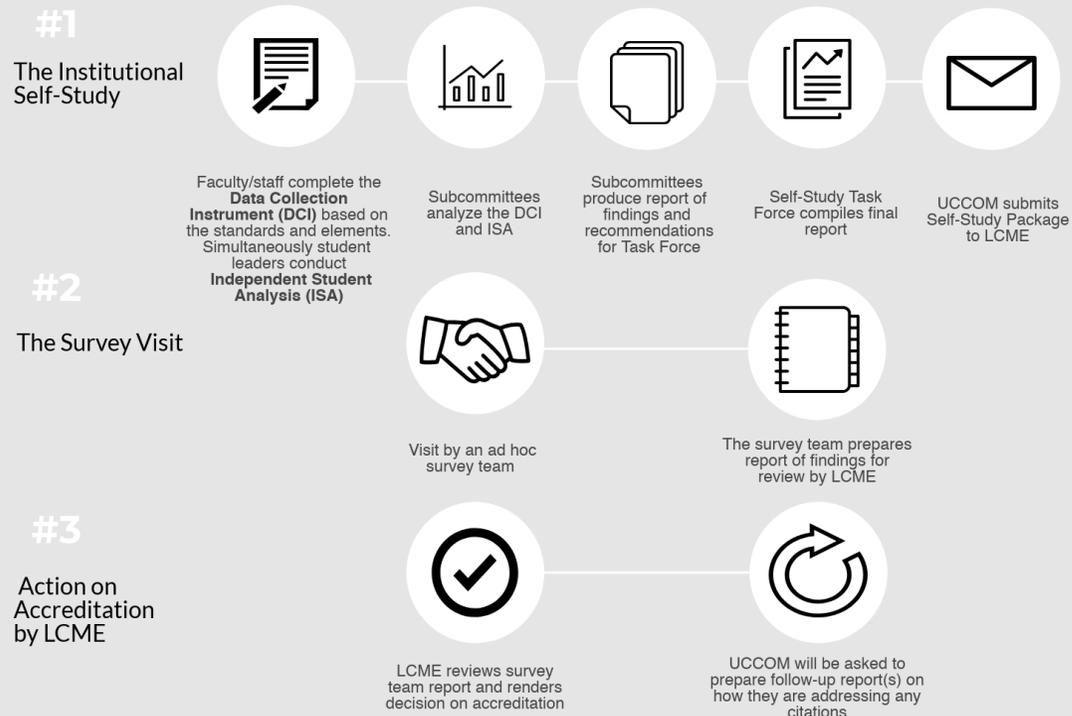


Consultations

- **Private LCME secretariat consultation** AAMC Annual Meeting (24 months out)
- **LCME faculty fellow** survey team experience (22 months out)
- **LCME Survey Prep Workshop** (20 months out)
- **Campus visit** by Secretariat (14 months out)
- **Contracted with consultant** to review DCI drafts, provide guidance to the Lead, Dean and Senior Associate Dean for Educational Affairs, and organization of two Mock Visits
- **Contracted copy-editor**

The Process of Reaccreditation

The procedures followed in the accreditation of medical education programs leading to the MD degree are:



Components of Reaccreditation

Data Collection Instrument (DCI): Comprehensive document containing the school's evidence and answers to questions related to each element.

Independent Student Analysis (ISA): A student-developed student-satisfaction survey.

Self-Study Task Force: The ultimate responsibility for conducting the self-study and preparing the final self-study summary report rests with the school's self-study task force and includes representatives from the major constituencies of the medical school (administrators, faculty, and students).

Self-Study Sub Committees: The subcommittees review and analyze the relevant portions of the DCI and prepare a report on findings and recommendations to the Task Force.

Self-Study Summary Report: Based on the recommendations and findings of the subcommittees, the Task Force prepares a 35-page report on the program's performance with strategies for improvements.

Develop a communication strategy!

- Regular updates to the College of Medicine Council and the Dean's newsletter.
- Development of a web resources for faculty, students and staff.

Fliers lined the elevators throughout the building.

CINCINNATI MEDICINE
Reaccreditation

WHAT?
For 18 months, the Cincinnati Medicine educational community is participating in an institutional self-study as part of the Liaison Committee on Medical Education (LCME) reaccreditation process.

WHY?
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WHO?
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MORE INFORMATION
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University of CINCINNATI

Large posters adorned the hallways of the medical school.

Students are at the center of the Self-Study Process!



Tools for Collaboration

- Creation of Intranet Resource Warehouse
 - Heat Maps/Monitoring Tools
 - Subcommittee resources/instructions
 - Draft standards and associated appendices for Self-Study Process

Continuous Quality Improvement
Welcome
CQI Timeline
LCME CQI Monitoring Login
Contact Us
CONTACT US

**University of Cincinnati
College of Medicine**

Mail Location:

Phone:

Fax:

Email:

Welcome



Continuous Quality Improvement (CQI) is an essential component of our daily work at the College of Medicine. It is important that everyone is committed to the process of continually reviewing how we conduct every aspect of our educational, research and clinical operations and strive to improve to be our very best for our students, our science and our patients.

During the preparation for our 2019 Liaison Committee on Medical Education (LCME) accreditation review, we began a more formal CQI process. The information found here provides an excellent overview of all elements of our college's operation, how we are monitoring each area and using data-driven analysis to improve. It not only guides us in our ongoing CQI efforts, but also leads us through our work in adapting to the coronavirus (COVID-19) pandemic while also best preparing us for our next LCME accreditation in 2027.

Thank you for recognizing the importance of this process, your continued commitment to it and your involvement in these efforts.

Andrew T. Filak Jr., MD

Senior Vice President for Health Affairs and Christian R. Holmes Professor and Dean

STANDARD 7: Curriculum Content

The faculty of a medical school ensure that the medical curriculum provides content of sufficient breadth and depth to prepare medical students for entry into any residency program and for the

Element	Description	Open Ended Questions/Comments	Table	Accountable Title	Responsible Person	Data source(s) used to monitor the element
7.0	General Medical Education-Preparation for Residency	Updated/new information required	7.0-1	Associate Dean, Graduate Medical Education	Baker	AAMC GQ
7.1	Biomedical, Behavioral, Social Sciences 2019 Accreditation Survey Visit "FINDING'	ACCREDITATION ELEMENTS IN WHICH THE PROGRAM'S PERFORMANCE IS SATISFACTORY WITH A NEED FOR MONITORING				
7.1	Curricular Content	<i>Table no longer used in 2020-21 DCI</i>	7.1-1	Associate Dean, Graduate Medical Education	Baker	school
7.1	Curricular Content	New table-information required	7.1-1	Associate Dean, Medical Education	Baker	school
7.1	Foundational sciences education	Updated/new information required	7.1-2	Associate Dean, Medical Education	Baker	AAMC GQ
7.1	Curricular Content	<i>Table no longer used in 2020-21 DCI</i>	7.1-3	Associate Dean, Medical Education	Baker	school
7.1	Curricular Content	New table-information required	7.1-3	Associate Dean, Medical Education	Baker	school
7.1	General Medical Education-Preparation for Residency	Updated/new information required	7.1-4	Associate Dean, Medical Education	Baker	AAMC GQ
7.1	Satisfaction with the Quality of the First and Second years of the curriculum	<i>Table no longer used in 2020-21 DCI</i>	7.1-5	Associate Dean, Medical Education	Baker	ISA
7.2	General Medical Education	<i>Table no longer used in 2020-21 DCI</i>	7.2-1	Associate Dean, Medical Education	Baker	ISA
7.2	General Medical Education - Education to Diagnose Disease	New table-information required	7.2-1a	Associate Dean, Medical Education	Baker	ISA
7.2	General Medical Education - Education to Manage Disease	New table-information required	7.2-1b	Associate Dean, Medical Education	Baker	ISA
7.8	Communication Skills-Communicating with Physicians as Part of the Medical Team	New table-information required	7.8-1b	Associate Dean, Medical Education	Baker	school
7.8	Communication Skills-Communicating with Non-Physician Health Professionals as Part of the Health Care Team	New table-information required	7.8-1c	Associate Dean, Medical Education	Baker	school
7.8	General Medical Education-Preparation for Residency	Updated/new information required	7.8-2	Associate Dean, Medical Education	Baker	AAMC GQ
7.9	Collaborative Practice Skills in Learning and Program Objectives	<i>Table no longer used in 2020-21 DCI</i>	7.9-1	Associate Dean, Medical Education	Baker	school
7.9	Interprofessional Collaborative Skills in the Curriculum	Table was re-labeled as 7.9-1 for 2020-21 DCI (it was table 7.9-2 in 2019 DCI)	7.9-1	Associate Dean, Medical Education	Baker	school
Policies/Procedures/Supporting Documentation for Standard 7						
7.7	Medical Ethics	Instruments used in the formative and/or summative assessment of medical students'				
7.9	Interprofessional Collaborative Skills	Examples of forms used in the assessment of medical students' collaborative practice				

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E1 [X] [Y] fx RETURN to Master List

	A	B	C	D	E	F
1					RETURN to Master List	
2						
3	Table 7.7-1 Medical Ethics 2020-21 DCI					
4	For each topic area, place an "X" in the appropriate column to indicate where in the curriculum the topic is taught and assessed.					
5	Topic	Phases where the topic areas are taught/assessed				
Pre-clerkship Phase		Clerkship Phase	Other*			
7	Biomedical ethics					
8	Ethical decision-making					
9	Professionalism					
10						
11						
12						
13						
14						
15						
16						

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	A	B	C
1			
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3	Table 7.8-1c Communication Skills - Communicating with Non-Physician Health Professionals as Part of the Health Care Team 2020-21 DCI		
4	Provide the names of courses and clerkships where explicit learning objectives are taught and assessed, and list the learning objectives for each course and clerkship		
5	Course/Clerkship	Learning Objectives	
6			
7			
8			
9			
10			
11			

Section 2: Organizing the Self-Study & Drafting the Data Collection Instrument

Organizing the Self-Study: Two Years Out

- Identify members of the Self-Study Steering Committee & Subcommittees
 - Student representation on all committees key
- Identify the students who will lead the Independent Student Analysis
- Develop a communication strategy
- “Kick off” the Self-Study Process
- Start updating/drafting the Data Collection Instrument

Independent Student Analysis

- Develop process for identifying ISA leaders
- Recruit institutional support contact who is impartial, independent
- Clarify LCME's expectations with ISA task force
- Build strong relationship based on trust and respect for students' efforts and findings
- Review ISA proposed survey to ensure compliance with LCME expectations
- Follow LCME guidance documentation

What is the Goal of Preparing the Data Collection Instrument

- Clear, accurate concise responses that answer the prompts
- Identify potential compliance concerns and steps that need to be taken to address them

Preliminary Review of Data Collection Instrument

- ❑ Convene senior associate deans and associate deans to do a comprehensive review of Standards & Elements and assign responsibility
 - ❑ Plan a sufficient amount of time to identify/assign responsibility!
- ❑ Highlight/discuss potential areas of concern (e.g. need for a policy, GQ data)
- ❑ Continue to monitor yearly DCI updates leading up to the commencement of the Self-Study process

Preliminary Review of Data Collection Instrument, Continued

- Identify Gaps/Process Improvement
 - Conduct a key word search of the DCI for the word “policy” or “procedure”
 - Take steps to address any omissions or needed updates such as
 - need for student workload policy
 - centralized monitoring
 - program evaluation/phased review of your curriculum
- Build a structure for monitoring process on achieving compliance with the Standards
 - Heatmap
 - Excel Document

Drafting the Data Collection Instrument

- Role and expertise-based assignments
- Clear instructions with early deadlines
 - Answering all components of prompt
 - Providing a list of acronyms (including college-specific)
 - Formatting
- Meet with contributors to clarify questions
- Additional housekeeping: develop TOC of all required appendices

Completing the DCI Draft

- Assignments to content experts
- FAL reviews all submissions/questions for clarifying/rewriting/editing
- FAL and OME staff review all completed draft Standards
- Copy-editor reviews draft standards
- Consultant reviews draft standards
- FAL obtains further clarification from contributors/more rewriting
- 2nd review of draft standards by FAL and OME staff
- Submission of standards to subcommittees for critical analysis

Section 3: Preparing Your Subcommittees

Preparing Your Subcommittees- Faculty Development Key

- Consolidating LCME Self-Study resources
- Explaining role of chair
- Outlining responsibilities/time commitment of subcommittee members
- Providing guidance on critical review of Data Collection Instrument

Critical Analysis of Data Collection Instrument

Step 1

- Does the response fully answer all components of the prompt?
- Is the response clear?
 - Policy/Process
 - Monitoring (how you know it's working)
 - Evidence
- Explain strategies you put in place to address an issue

Step 2

- Subcommittee members should use the questions of the LCME Survey Team Report and Team Findings Guide to critically review their assigned sections of the DCI

Section 4: Monitoring Progress and Preparing for the Submission of the Self-Study Materials

Monitoring Determinations

- Environmental Scan
 - Conversations w/other medical schools
 - LCME presentations at national conference
 - FAL experience as LCME Fellow
- **Burning Platform for Change/Increase Engagement**

Initial Heat Map

Satisfactory	Has met the ALL element. Evidence of this is provided in the self-study and confirmed during the Survey Visit.
Needs Continued Monitoring	Has demonstrates in the Self-Study that they have developed a robust plan to address an issue or/concern and this is supported by Q&A sessions at the time of the Survey Visit. Recommend monitoring because there is not a year's data to demonstrate the change is working.
Unsatisfactory	Has not met ALL the terms of the element OR has not provided sufficient evidence that they have addressed a concern/issue in the Self-Study and Survey Visit.
★	Denotes elements identified as Non-Compliant at prior site visit
▲	Denotes elements identified as Needs Continued Monitoring at prior site visit

		Standard											
		Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	Standard 8	Standard 9	Standard 10	Standard 11	Standard 12
		MISSION, PLANNING, ORGANIZATION, AND INTEGRITY	LEADERSHIP AND ADMINISTRATION	ACADEMIC AND LEARNING ENVIRONMENTS	FACULTY PREPARATION, PRODUCTIVITY, PARTICIPATION, AND POLICIES	EDUCATIONAL RESOURCES AND INFRASTRUCTURE	COMPETENCIES, CURRICULAR OBJECTIVES, AND CURRICULAR DESIGN	CURRICULAR CONTENT	CURRICULAR MANAGEMENT, EVALUATION, AND ENHANCEMENT	TEACHING, SUPERVISION, ASSESSMENT, AND STUDENT AND PATIENT SAFETY	MEDICAL STUDENT SELECTION, ASSIGNMENT, AND PROGRESS	MEDICAL STUDENT ACADEMIC SUPPORT, CAREER ADVISING, AND EDUCATIONAL RECORDS	MEDICAL STUDENT HEALTH SERVICES, PERSONAL COUNSELING, AND FINANCIAL AID SERVICES
Element	0.1						▲		▲	★			
	0.2												
	0.3			★			▲	★				▲	
	0.4								▲				
	0.5			▲									
	0.6												★
	0.7									▲			
	0.8									★			
	0.9												
	0.10												
	0.11												
	0.12												

Heat Map Post 1st Mock and Submission of Self-Study Materials

Satisfactory	Has met the ALL element. Evidence of this is provided in the self-study and confirmed during the Survey Visit.
Needs Continued Monitoring	Has demonstrates in the Self-Study that they have developed a robust plan to address an issue or/concern and this is supported by Q&A sessions at the time of the Survey Visit. Recommend monitoring because there is not a year's data to demonstrate the change is working.
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		MISSION, PLANNING, ORGANIZATION, AND INTEGRITY	LEADERSHIP AND ADMINISTRATION	ACADEMIC AND LEARNING ENVIRONMENTS	FACULTY PREPARATION, PRODUCTIVITY, PARTICIPATION, AND POLICIES	EDUCATIONAL RESOURCES AND INFRASTRUCTURE	COMPETENCIES, CURRICULAR OBJECTIVES, AND CURRICULAR DESIGN	CURRICULAR CONTENT	CURRICULAR MANAGEMENT, EVALUATION, AND ENHANCEMENT	TEACHING, SUPERVISION, ASSESSMENT, AND STUDENT AND PATIENT SAFETY	MEDICAL STUDENT SELECTION, ASSIGNMENT, AND PROGRESS	MEDICAL STUDENT ACADEMIC SUPPORT, CAREER ADVISING, AND EDUCATIONAL RECORDS	MEDICAL STUDENT HEALTH SERVICES, PERSONAL COUNSELING, AND FINANCIAL AID SERVICES	
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	0.12													

Final Preparation of Self-Study Materials

- Returned elements with follow-up comments to content experts
- **FAL** reaches out for clarification—and then edits/rewrites sections of DCI
- **OME staff** review re-rewrites/each Standard
- **FAL** drafts Self-Study Summary Report – key is to summarize and reflect; draft reviewed by **copy-editor** and **consultant**
- Draft DCI and Summary report reviewed by **Dean/Senior Associate Dean** for consistency, going back to the original prompt
 - Did we answer the question?
 - Was the response concise?
- **FAL** and **OME** staff read through the entire DCI again
- **Two faculty and a chair** read through/proofed the entire DCI
- **FAL** and **OME** staff make final edits/proofing of all self-study materials

Submission of Self-Study Materials

- Final pass by Dean/Senior Associate Dean of all DCI and supporting documentation
- Final review by OME for updates, clarifications and final edits/formatting
- Final proofing—consistent language, technical writing edits, (re)formatting of the overall document presentation

Section 5: Preparing for the Survey Visit

Preparing for Survey Visit: Session Participants

- Review/finalize all session participants
 - Send invitations 12 months in advance
 - Reconfirm 6 months, 3 months, 1 month; 1 week; day before
 - Build in time before and after session
 - Choosing session participants can be difficult and you may need to adjust down the road
- Convene session members to
 - Introductions/identify role in the session
 - Provide briefing packets/potential questions
- Schedule TWO mock visits
 - 4-5 months out (prior to submission of Self-Study materials)
 - 1 month out

The Mock Visits

1st Mock

- **Is this a platform burning exercise?**
- Emphasis on team building/teamwork
- Sensitizing session participants to types of questions (provide potential prep questions in advance)
- Practice fielding questions
- Address any remaining concerns in DCI prior to submission to LCME
- Have you identified everyone who should sit on a session
- Identify proper etiquette (lanyards, no cell phones/pagers/professional attire)
- Follow-up communication key; meet with session participants to **debrief**; development of quick guides, when necessary

2nd Mock

- Fine-tuning/addressing any trouble-sessions/issues
- **Confidence building**

Preparation for Survey Visit: Operations

- Identify waiting/debriefing spaces (T-18 months)
- Walk through of building/student tour (T-3 months)
- Identify/print your “On the Cart” resources (T-1 month)
- Complete a couple of logistics run-throughs with your operations team (T-4 months, post-Mock Visits) w/sample schedules
 - Where to meet the Survey Team
 - Walking path through the building
 - Privacy/secure personal belongings
 - Noise
 - Distance

Preparation for the Survey Visit: The Survey Team

- **Campus Room Reservations** (T-18 months)
- **Hotel:** Team Room Block, Meeting Space, Technology Support prep (T-12 months); restaurant recommendations
 - LOCATION, LOCATION, LOCATION
- **IT Support** (T-12 months; walk thru)
- **Ground Transportation** (T-6 months)
- **Food/Dietary Restrictions** (T-6 months)

Preparation for the Survey Visit: Team Room

- Table and chairs—consider space for largest panel
- Printer, computer, large capacity shredder
- Curriculum schematics and program illustrations
- Table tents & name tags w/ survey team members names and titles
- Catering and well stocked snacks & beverages
- Office supplies, USB thumb drives
- Hard and electronic copies of DCI, Self-study, Bylaws, Meeting Minutes, and any update materials or LCME team specific requests
- Privacy considerations
- Quick-start guide
- **Bottom Line: anticipate needs of survey team**

Section 6: Challenges, Saving Grace, Lessons Learned and Lasting Impact

Managing the Expected and Unexpected Challenges Along the Way

- Individuals new to accreditation process
- Misunderstandings
- Competing priorities
- Displays of cynicism
- Unanticipated process errors
- Stress spikes

Saving Grace and Bright Spots

- Office of Medical Education support team
- An experienced coordinator!!!
- Guidance from chairs
- Cultural informants (who to contract for information, key processes, navigating challenges)
- An engaged Dean
- A supportive College of Medicine Council
- Individuals who offered additional help/support in the final stages
- Lots of thank you's all around

Lessons Learned

- Need a strong clearly defined medical education committee structure in place
- Need for careful monitoring of LCME updates/changes to Data Collection Instrument
- Codify processes and procedures into policy, as needed
- Support from Dean/President essential
- Anticipate surprises
- Review DCI critically by multiple people, at various stages
- Attention to detail, attention to detail, attention to detail
- Frame entire process as opportunity – culture of quality and the value of the self-study
- Teamwork is key; more focus on morale
- Reach out to Secretariat if you have questions, as needed

Lasting Impact: Culture Building Experience around Educational Quality

- Updated and improved policies, procedures processes
- Stronger data/better analytics
- Strengthened relationship with students
- Demonstrate the value of collaborations across the college
- A robust CQI process that will streamline future LCME reaccreditation efforts
- Increased engagement of leaders and faculty in the college's education mission
- Expanded the capacity to pivot more quickly during the the pandemic
- Foundation for innovations and curriculum revision!

Incentives and Thanks

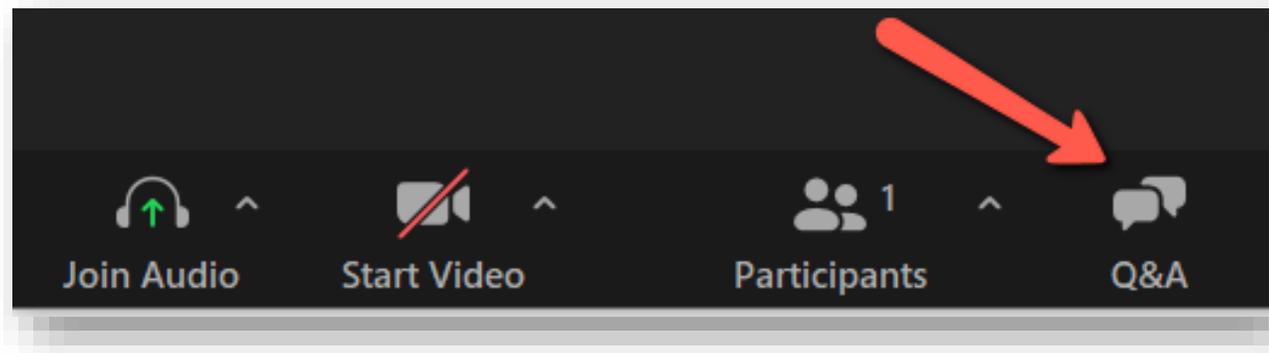
- SWAG Items for students (e.g. portable charger)
- All subcommittee and session participants (e.g. coffee mug)
- Thank you notes
- Reception for all subcommittee members, session participants, student participants, and staff
- College-Wide Reception (postponed due to COVID-19)

Questions

Questions from webinar chat

How to ask questions in Zoom:

Participants can ask questions by hovering their mouse at the bottom of the screen to bring up their toolbar.



Click the Q&A icon and a box will open where you can submit a question.

Participants will not see other participants' questions. Only speakers will see the questions submitted.



Next Webinar: Thursday, February 4, 2021

Topic of the Month:

The ISA: LCME and Students' Perspectives

Guest Speakers:

Students from the

University of North Carolina School of

Medicine

Email lcme@aamc.org with element or topic suggestions.