1. **Call meeting to order**

Skochelak called the meeting to order at 8:10am.

2. **Approval of draft February 12, 2008 minutes**

Remington moved approval of the draft February 12, 2008 minutes. Moss seconded. He emphasized the importance of including graduate education in the Subcommittee’s recommendations to MERC. The motion passed unanimously.

3. **Discuss the education initiatives proposed at the February 12, 2008 meeting and develop a prioritized list for consideration by MERC**

Skochelak reviewed and recommended further development of the goal statements discussed at the February 12 meeting. Members were asked to develop and present goal statements which were grouped into the following themes:

**Support Faculty Development**
- Create a required short-course for course leaders that exposes them to best practices in pedagogy, evaluation, and experience-based learning.
- Enhance and increase faculty development in educational methods and instruction.
- Invest in faculty development to improve teaching and mentoring focused on new learning methods and technologies.
- Increase certificates in the School’s high priority areas. Provide resources to stimulate the development of certificates (e.g., public health) so that faculty can learn on their own time, and their own pace.
- Develop strategies for providing teaching incentives to encourage faculty to bridge across the health sciences and the broader UW campus.
- Engage community public health faculty and develop models for compensating such faculty.
- Strengthen the quality of the School’s faculty through a comprehensive faculty educational development program, locally and statewide.
Develop Innovative Education Initiatives

- Become a national leader in creating the next generation of primary care clinicians and leaders through development of an integrated program that spans undergraduate, graduate, and post-doctorate education and training, which includes bringing GME within the School of Medicine and Public Health.

- Develop an integrated curriculum on health system issues related to professional practice for all medical and health professions programs. Topics may include: access, cost, quality, drug development and marketing, international health systems, and health systems in underdeveloped countries.

- Implement specific goals and plans for public health curriculum integration.

- Invest in simulation technologies for population-based interventions, individual patient-physician interactions, and translational research.

- Establish a graduate student and postdoctoral professional training program which focuses on ethics, clinical research, public health, and professional development. Combined degrees could be offered with the MPH, MS in Biotechnology, Biostatistics, or certificates could be offered in public health and statistics. New funding mechanisms could be considered, such as T32, NRSA, or K99/R00.

- Define the School’s customers: medical students, public health students, graduate students, others (e.g., PT, genetics, and undergraduates) and tailor educational strategies to the target group.

- Implement integrated and innovative curriculum assessment methods to ensure mastery of new skills and knowledge across the continuum of the School’s missions.

- Ensure success and support for the student mentoring program

- Promote the development of multidisciplinary scholarly concentrations during all four years of medical student curriculum, beginning in integration weeks and continuing in clerkships. These could include leadership, research, and public health.

- Develop areas of scholarly concentration: These tracks need to address the continuum (from 1st year medical students all the way to fellows).

- Develop a systematic way to help faculty develop their course packages as distance education programs in order to extend the School’s reach throughout the state.

- Create a systematic course review program that allows each course to be taught at a standard dictated by evidence-based education principles.

- Target curriculum changes based on evidence-based and best practices.

- Support education that is skills- or competency-based defined across the continuum of the School’s missions.

Link Education with Service

- Incorporate a service component in all aspects of medical school education.

- Create an opportunity for multidisciplinary student teams to work in the community, with individual patients, health care or public health resources or other community-based organizations.
- Develop and expand service learning opportunities statewide for students, faculty and the community.

**Focus on School’s areas of strength**
- Address the health needs of the state by concentrating the School’s educational programs in its areas of strength.
- Promote strengths of the School through its statewide campuses by encouraging initiatives that are inclusive of statewide faculty and learning environments.

The Subcommittee recommended that the Research Subcommittee also consider the development of a graduate student and postdoctoral training program.

Smith reported that the chairs of the three Strategic Plan Subcommittees – Research, Education, and Service/Outreach will meet on March 5 to discuss the recommendations of each subcommittee. The Education Subcommittee will meet again on March 14 to discuss the document summarizing today’s discussion and to finalize and prioritize its recommendations. On March 25, MERC will focus on the work of the subcommittees in order to begin developing the MERC section of the 2009-2014 Five Year Plan. OAC will have an opportunity to advise and comment on the MERC initiatives in the next five year plan at the joint OAC/MERC meeting in May.

4. **Adjourn**

Skochelak adjourned the meeting at 9:10am.

Recorder, Tonya Mathison