

Faculty Council
November 19, 2019, MN 136MinutesPresent

Hubert Ballard
April Hatcher
Lee Blonder
Lon Hays
Gaby Gabriel
Wally Whiteheart

Not Present

Paul Kearny
Brett Spear
Donna Wilcock
Kristy Deep
Julia Stevens
Isabel Mellon

Invited Guests: Lisa Tannock, Charles Griffith, Christopher Feddock, Davy Jones, Shavonna Ross

The meeting was called to order at 5:03 p.m.

1. The **College of Medicine Biomedical Education Committee** has approved the following new course proposal submitted by Michael Mendenhall and it is now ready for Faculty Council Review: BCH 401G, Fundamentals of Biochemistry. All documents pertaining to this new course proposal are attached. **Faculty Council unanimously approved.**
2. Lisa Tannock presented nominations received for AR 6.2 – Sexual Misconduct Hearing Pool/Appeals Board. Faculty Council recommended an email vote so all Faculty Council members are able to vote.
3. Lisa Tannock presented the research-intensive faculty FY20 data, which is comprised of PhD faculty who are not clinically active with less than 40% assigned instructional effort. The graphs, which represent gender and rank, showed the differences in salary, three-year average funding, years in current rank, and count. There were too few minority faculty members to analyze.
 - a. The analysis has been reviewed by the Equity Council, Dean’s Leadership, and now Faculty Council. The analysis will be reviewed at a future General Faculty meeting.
 - b. Lisa Tannock’s presentation will be sent with minutes along with an explanation of the materials.
 - c. The main conclusion is that there are no gender inequities under the new research compensation plan.
4. Chris Feddock presented an LCME Accreditation update. He reviewed the areas where the College of Medicine performance is unsatisfactory and satisfactory. A status update on the unsatisfactory and satisfactory areas is due by August 17, 2020. The next full LCME survey visit will be 2026-2027.
 - a. Unsatisfactory areas included:
 - i. 6.2 Required Clinical Experiences
 1. There was a new process in spring 2019. Each clerkship director provided changes and they were reviewed and approved by the Curriculum Committee.
 - ii. 8.3 Curricular Design, Review, Revision
 1. The learning objective listing for all M3 clerkships was revised in spring 2019. They are linked to UK College of Medicine competencies and assessments.

- iii. 12.1 Financial Aid/Department Management
 1. Debt has decreased over the past two years. Ongoing efforts are being made to raise scholarship funds.
- b. Satisfactory categories included:
 - i. 2.5 Responsibility of and to the Dean
 1. Northern Kentucky Campus – Relationships among campus leadership, course and clerkship site directors, and Lexington-based colleagues have been clearly defined.
 - ii. 3.3 Diversity/Pipeline Programs and Partnerships
 1. Existing programs are yielding results (e.g., WIMS). Additional efforts have been made to increase faculty diversity. The next Associate Dean for Diversity & Inclusion has been hired and will begin January 2020.
 - iii. 9.4 Assessment System
 1. Direct observation rates have improved significantly over the past two years.
 - iv. 11.2 Clear Advising
 1. Advising efforts, including the establishment of learning communities and hiring of Advanced Development Directors, have intensified over the last year.
5. Charles Griffith presented an update on the Division of Medical Education. The update focused mainly on Regional Campus Faculty Appointments.
 - a. Regional campus faculty appointments are primarily comprised of adjunct and voluntary faculty. Once we have clerkships in Bowling Green and Northern Kentucky, we will increase the amount of faculty at regional campuses, around 200-300.
 - i. LCME mandates department integration of regional campus faculty. Regional faculty are hired only for instruction. The LCME mandate could effectuate by monthly pan-campus sessions in instructional development within an educational unit devoted to regional faculty.
 - ii. UK Administrative Regulations and historical precedent have allowed faculty to be appointed at the educational unit of the college rather than a department. The proposal is to appoint regional campus faculty in the unit of the college, a “division” of medical education. LCME-mandated integration of these faculty will be through faculty development division meetings within the division of medical education. The Vice Dean or designees (regional campus deans) will evaluate these faculty based on accomplishments in instruction. It is desired that they also have a joint appointment in the department of their discipline.
 - iii. Charles Griffith sought Faculty Council’s endorsement of this plan, which will be followed by requesting the Provost’s approval.
 - iv. Faculty Council unanimously voted to endorse.
6. Davy Jones presented the second reading of the *Rules of the Faculty* to Faculty Council. The following edits to the draft rules were discussed.
 - a. Faculty Council clarified and approved the annual election of two (2) voting “at-large” members to the Faculty Council who will serve a one-year term.

- b. Davy Jones identified an amendment to the language in the Conflict of Interest Committee section of the *Rules of the Faculty*. The language, which needs amending, explains the Conflict of Interest Committee procedure process, Form F.
 - i. The Conflict of Interest Committee will be renamed the Faculty Form F Overload Committee.
 - ii. The language around “vacation” will also be amended. If the workload does not benefit the institution, the rules will be changed to read, “You *may need to* take vacation.” The current wording is, “You *shall* take vacation.”
- c. The second reading of the *Rules of the Faculty* was approved unanimously by the Faculty Council, but Faculty Council will vote on the Faculty Form F Overload Committee amendments via email this week.

Meeting adjourned at 5:58 p.m.

LCME Accreditation Decision 2019



LCME Determination

Continue full accreditation for 8-year term

Required Follow-up

- Status report due by August 17, 2020

Next Full Survey Visit

- 2026-2027 academic year

Standard	LCME Determination
Standard 1: Mission, Planning, Organization, and Integrity C	Compliance
Standard 2: Leadership and Administration	Compliance
Standard 3: Academic and Learning Environments	Compliance
Standard 4: Faculty Preparation, Productivity, Participation, and Policies	Compliance
Standard 5: Educational Resources and Infrastructure	Compliance
Standard 6: Competencies, Curricular Objectives, and Curricular Design	Compliance with a Need for Monitoring
Standard 7: Curricular Content	Compliance
Standard 8: Curricular Management, Evaluation, and Enhancement	Compliance with a Need for Monitoring
Standard 9: Teaching, Supervision, Assessment, and Student and Patient Safety	Compliance
Standard 10: Medical Student Selection, Assignment, and Progress	Compliance
Standard 11: Medical Student Academic Support, Career Advising, and Educational Records	Compliance with a Need for Monitoring
Standard 12: Medical Student Health Services, Personal Counseling, and Financial Aid Services	Compliance with a Need for Monitoring

Elements in which performance is
unsatisfactory



6.2 Required Clinical Experiences

Faculty of the five core clinical clerkships have not defined the required skills or procedures

Clerkship directors

- Student participation in some procedures mandatory even though not on the lists

6.2 Reporting

New process in spring 2019

- Each clerkship director provided suggested changes
- Reviewed and approved by Curriculum Committee

Developed and approved list of alternatives

New List (sample)

Clerkship	Patient Type/ Clinical Condition	Procedures	Clinical Setting	Student Responsibility*
Family Medicine	Preventive healthcare, adult man Preventive healthcare, adult woman Back pain Cough Joint pain Rash Asthma or COPD Coronary artery disease Dyslipidemia Hypertension	Smoking cessation counseling Weight loss counseling Medication/vaccine injection (observe)	Outpatient clinic	Participate Observe (medication/vaccine injection)
Neurology	Altered mental status Headache Dementia Demyelinating disorder Movement disorder Neuropathy Seizure disorder Stroke	Lumbar puncture (observe) Montreal Cognitive Assessment (MoCA)	Outpatient or inpatient setting	Participate Observe (lumbar puncture)

8.3 Curricular design, review, revision

Session learning objective for learning activities in some M3 and M4 courses/clerkships

- Not entered into curriculum database
- Not linked to UK COM Competencies

8.3 Reporting

Learning objective listing for all M3 clerkships

- Revised spring 2019
- Linked to UK COM Competencies
- Linked to assessments
- Will be entered into curriculum database in 2020

12.1 Financial Aid/Debt Management

2018 AAMC GQ

- Debt levels increased by 20+% over 2017
- 48.4% of students have debt > \$200,000
 - Nationally 35.4% of students

Increasing class size will further stretch scholarships

12.1 Reporting

Tuition and Fees

Provide the total tuition and fees assessed to first-year medical students (both for in-state residents and out-of-state non-residents) for the indicated academic years. Include the medical school's health insurance fee, even if that fee is waived for a student with proof of existing coverage.

	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19	AY 2019-20
In-state	\$35,929	\$37,716	\$38,472	\$38,920	\$40,042
Out-of-state	\$65,861	\$65,861	\$68,000	\$69,648	\$72,373

12.1 Reporting

Median Medical School Educational Debt

Provide school data from the AAMC Part I-B Financial Aid Questionnaire (AAMC FAQ) on the median reported medical school educational indebtedness of all medical student graduates with medical school debt and the percentage of graduates with indebtedness equal to or more than \$200,000.

	FAQ 2016	FAQ 2017	FAQ 2018	FAQ 2019
	School %	School %	School %	School %
Median medical school debt	\$191,581	\$210,562	\$224,707	\$185,833
Percentage of graduates with debt equal to or more than \$200,000	36.0% (40 of 111)	33.8% (44 of 130)	31.5% (40 of 127)	17.9% (24 of 134)

12.1 Reporting

Financial Aid and Debt Counseling Services

Provide school and national comparison data from the AAMC Medical School Graduation Questionnaire (AAMC GQ) on the percentage of respondents who were satisfied/very satisfied (aggregated) in the following areas.

	AAMC GQ 2017		AAMC GQ 2018		AAMC GQ 2019		AAMC GQ 2020	
	School %	National %	School %	National %	School %	National %	School %	National %
Financial aid administrative services	91.3%	75.0%	91.3%	75.0%	94.1%	73.7%		
Overall educational debt management counseling	75.4%	66.3%	81.1%	67.5%	86.5%	65.7%		

COM philanthropy staff update

2017 – Two Staff Members

2019 – Six Staff Members

- Senior Director of Philanthropy – Kim Harris
- Director of Alumni Relations – Kristin Shattuck
- Administrative Professional – Sarah Holtzclaw
- Director of Philanthropy – Shay Hutchinson
- Director of Philanthropy – Taryn Derrick
- Associate Director of Philanthropy – Kennedy Hill

Student Financial Aid Commitments

	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020 YTD	Grand Total
Endowment	\$449,573.29	\$422,532.06	\$494,959.85	\$151,846.57	\$236,684.33	\$768,588.01	\$175,324.20	\$28,720.44	\$2,728,228.75
Gifts	\$290,696.65	\$591,517.49	\$448,020.28	\$325,894.50	\$896,094.93	\$3,083,806.01	\$2,959,563.92	\$202,841.30	\$8,798,435.08
Grand Total	\$740,269.94	\$1,014,049.55	\$942,980.13	\$477,741.07	\$1,132,779.26	\$3,852,394.02	\$3,134,888.12	\$231,561.74	\$11,526,663.83

Elements in which performance is satisfactory with a need for monitoring



2.5 Responsibility of and to the dean

Northern Kentucky campus

- Reporting relationships between the campus leadership and course and clerkship site directors and their Lexington-based colleagues
- Completion of the educational facilities

3.3 Diversity/pipeline programs and partnerships

Associate dean for diversity and inclusion

- Begun to forge new relationships with high schools and colleges

Existing programs are yielding results

Additional efforts have been made for faculty diversity

Funding and staff resources are modest

3.3 Reporting

Offers Made to Applicants to the Medical School

Provide the total number of offers of admission to the medical school made to individuals in the school's identified diversity categories for the indicated academic years. Add rows as needed for each diversity category.

School-identified Diversity Category	2019 Entering Class			2020 Entering Class		
	# of Declined Offers	# of Enrolled Students	Total Offers	# of Declined Offers	# of Enrolled Students	Total Offers
Black/African American	8	10	18			
Hispanic/Latino	6	6	12			
Rural Kentuckian	38	106	144			
Women	44	100	144			

3.3 Reporting

Offers Made for Faculty Positions

Provide the total number of offers of faculty positions made to individuals in the school's identified diversity categories. Add rows as needed for each diversity category.

	AY 2018-19			AY 2019-20		
School-identified Diversity Category	# of Declined Offers	# of Faculty Hired	Total Offers	# of Declined Offers	# of Faculty Hired	Total Offers
Black/African American						
Hispanic/Latino						
Women						

3.3 Reporting

Offers Made for Senior Administrative Staff Positions

Provide the total number of offers of faculty positions made to individuals in the school's identified diversity categories. Add rows as needed for each diversity category.

	AY 2018-19			AY 2019-20		
School-identified Diversity Category	# of Declined Offers	# of Faculty Hired	Total Offers	# of Declined Offers	# of Faculty Hired	Total Offers
Black/African American						
Hispanic/Latino						
Women						

3.3 Reporting

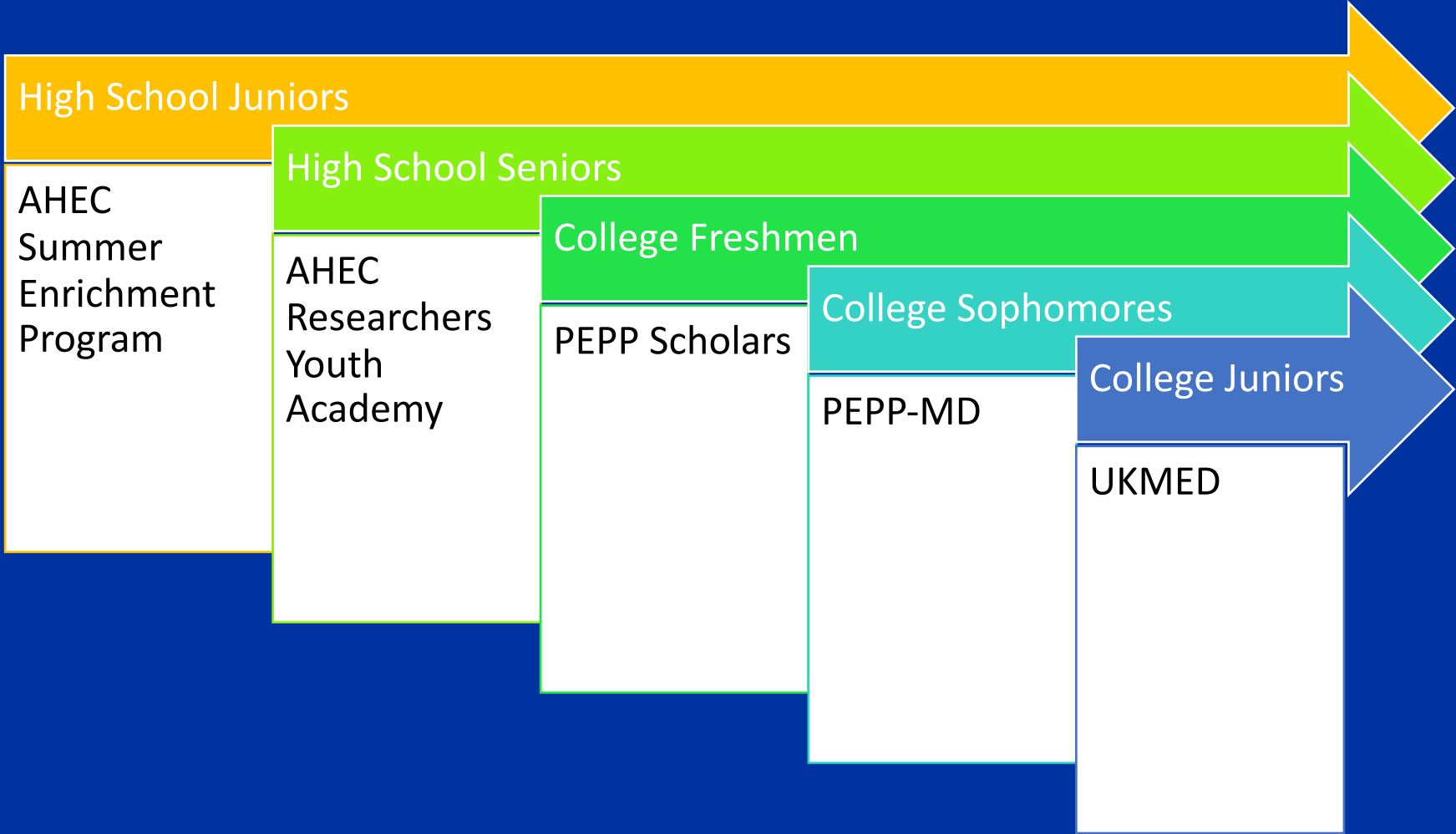
Students, Faculty, and Senior Administrative Staff

Provide the requested information on the number and percentage of enrolled students, employed faculty, and senior administrative staff in each of the school-identified diversity categories. If the diversity categories differ among the groups, include the category for each group in a separate row and provide the data in the corresponding row.

School-identified Diversity Category	First-Year Students	All Students	Employed/ Full-Time Faculty*	Senior Administrative Staff
Black/African American	9(4.4%)	32 (5%)	28(2.5%)	
Hispanic/Latino	3 (1.5%)	16 (2.5%)	73 (6.6%)	
Rural Kentuckian	106 (52.2%)	N/A	N/A	
Women	100 (48.82%)	309 (48.4%)	408 (36.9%)	

3.3 Reporting

Student Pipeline programs



3.3 Reporting

Faculty pipeline and retention programs

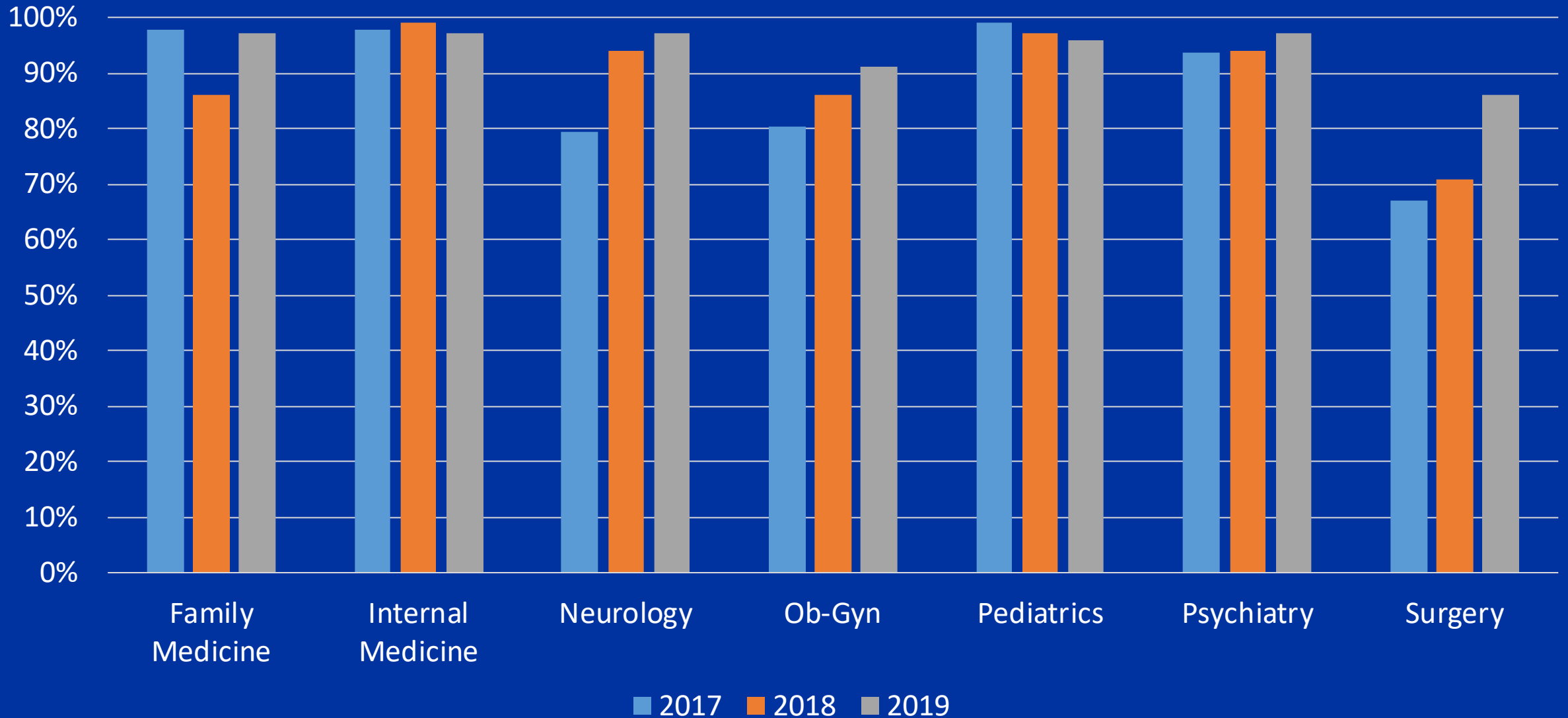
- Women in Medicine and Science (WIMS)

9.4 Assessment System

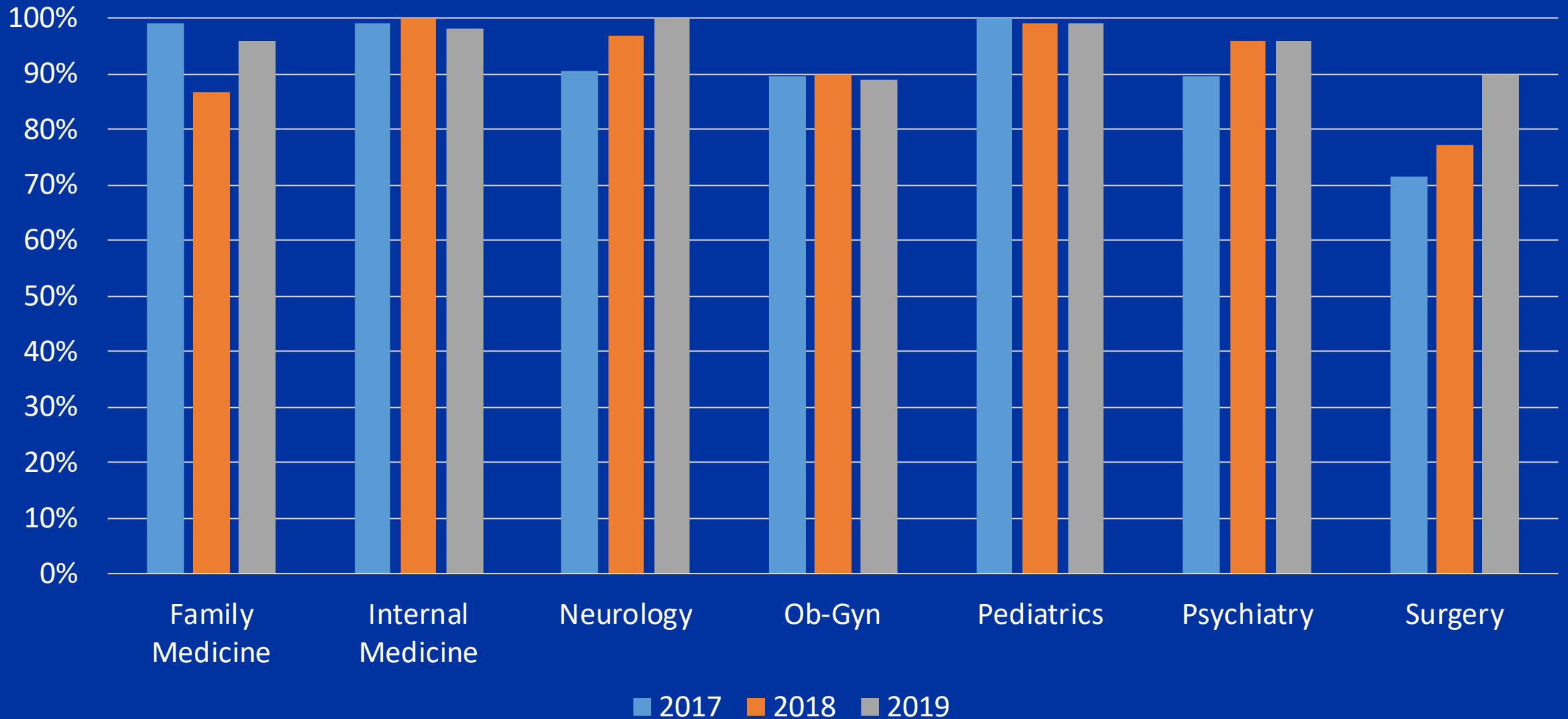
2018 AAMC GQ indicated low faculty direct observation of history and physical exam

- Family Medicine
- Obstetrics-Gynecology
- Surgery

9.4 Direct observation of history



9.4 Direct observation of physical exam



Course Evaluation Data

UK COM—Lexington	2017-2018		2018-2019	
	History	Physical Exam	History	Physical Exam
Emergency Medicine	97%	96%	98%	96%
Family Medicine	95%	96%	100%	100%
Internal Medicine	100%	100%	97%	95%
Neurology	90%	94%	98%	99%
Obstetrics and Gynecology	91%	95%	97%	96%
Pediatrics	100%	99%	100%	100%
Psychiatry	99%	92%	99%	99%
Surgery	92%	91%	95%	92%

11.2 Career Advising

ISA reported additional counseling desired

- Elective choices
- Career advice

Survey team student meetings

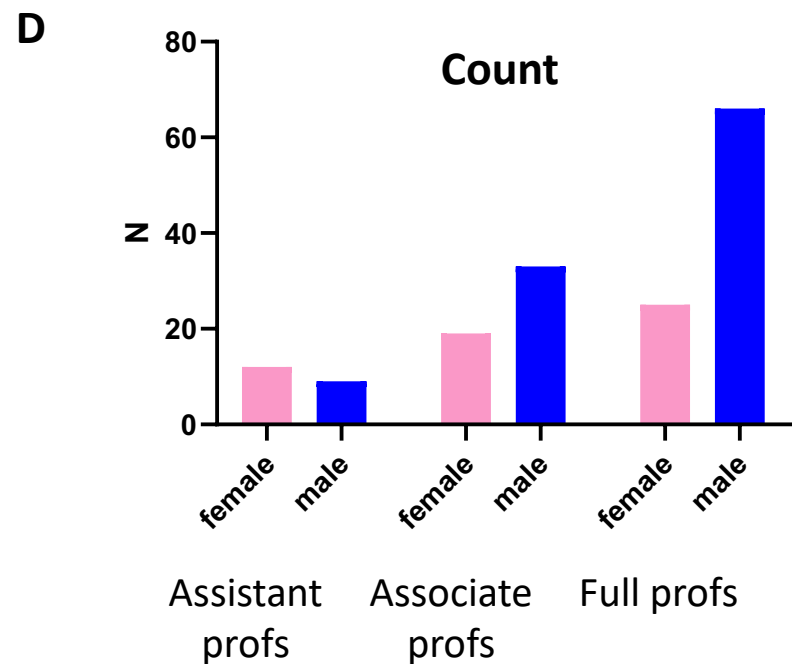
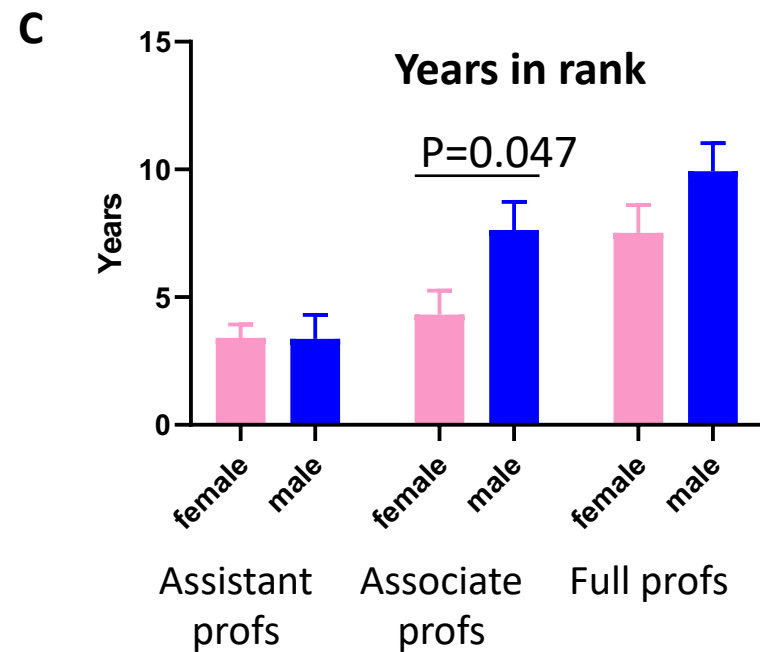
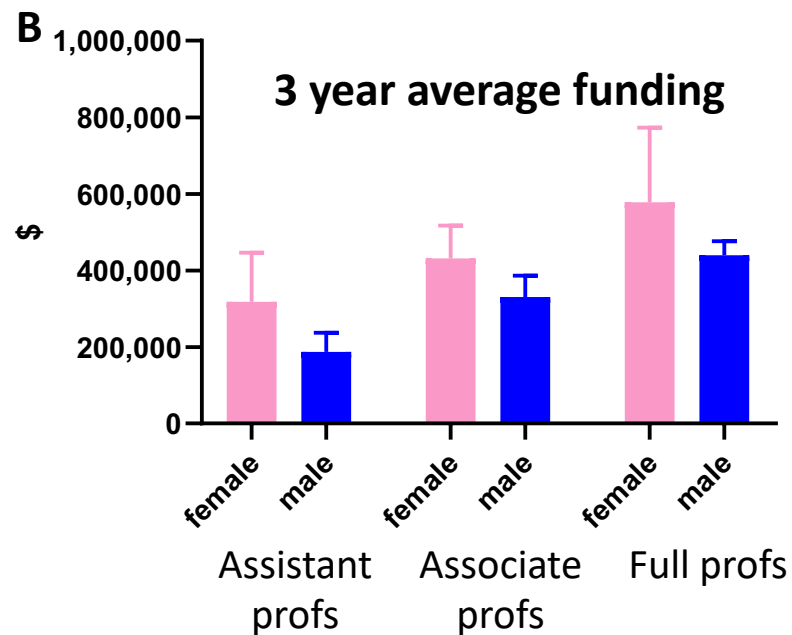
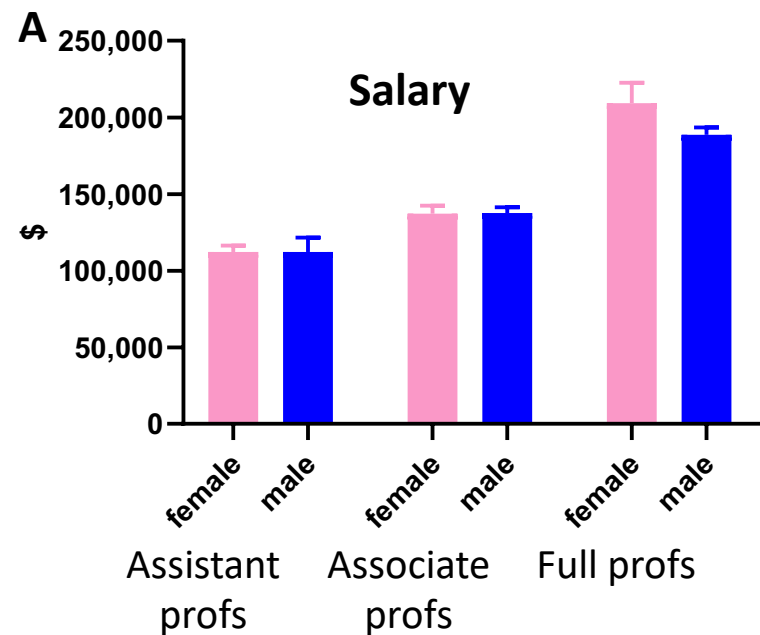
- Earlier and more focused career advising
- Specialty selection
- Residency application

11.2 Reporting

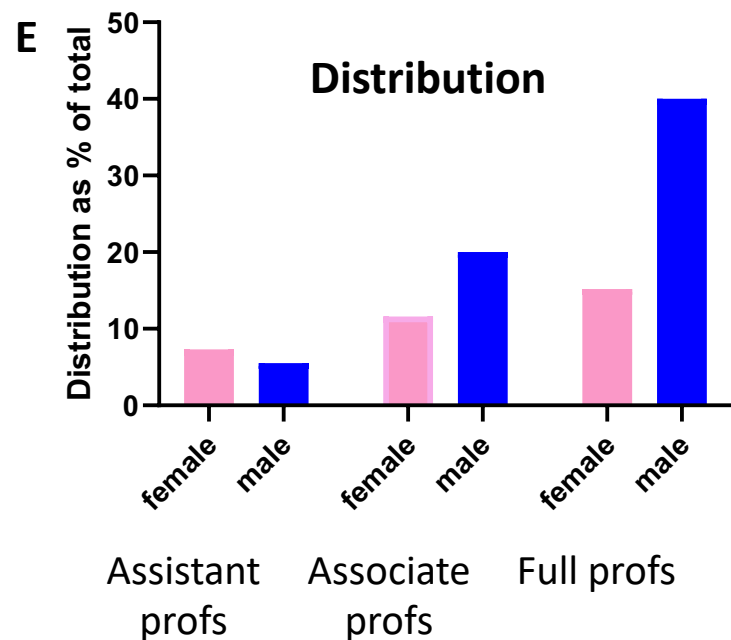
Career Planning Services

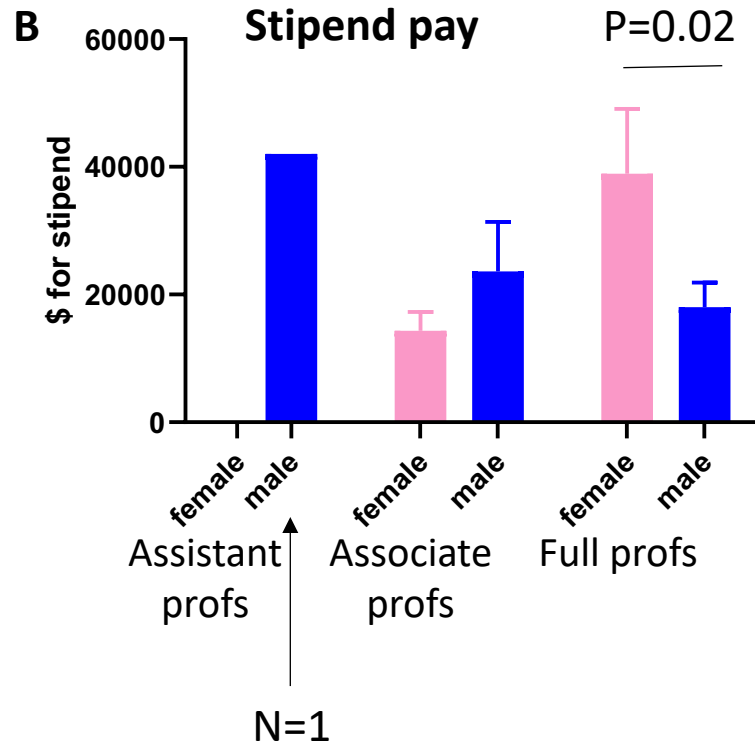
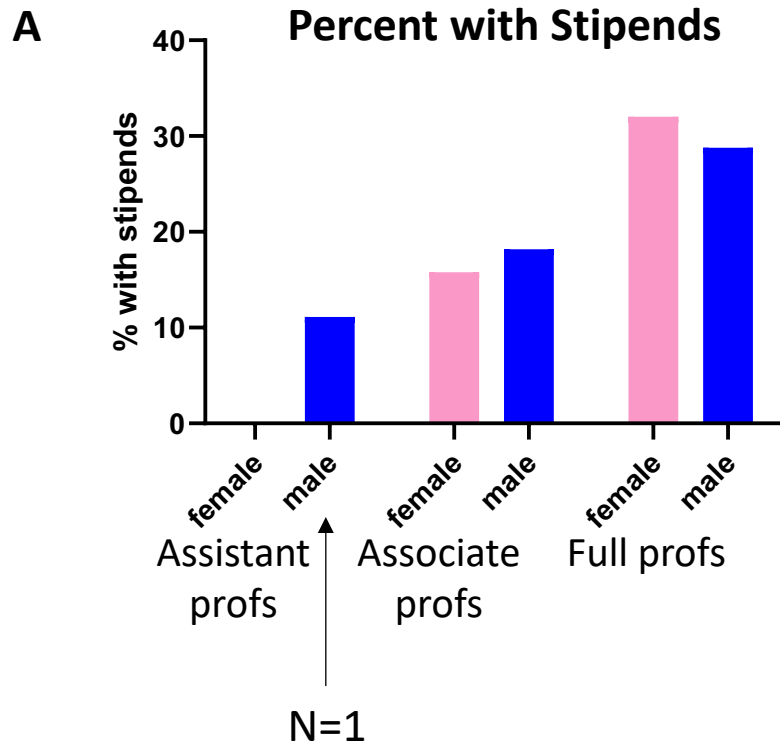
Provide school and national comparison data from the AAMC Medical School Graduation Questionnaire (AAMC GQ) on the percentage of respondents who were satisfied/very satisfied (aggregated) in the following areas.

	AAMC GQ 2017		AAMC GQ 2018		AAMC GQ 2019		AAMC GQ 2020	
	School %	National %	School %	National %	School %	National %	School %	National %
Career planning services	71.4%	63.9%	70.6%	63.3%	68.9%	64.6%		
Information about specialties	81.4%	71.3%	73.3%	71.0%	74.6%	72.6%		



The FY20 AAR (Anticipated Annual Remuneration) for faculty participating in the Research Compensation plan (PhD non-clinical faculty with <40% DOE in instruction) was compared between sexes by academic rank. A. Total salary (annualized for those with < 12 month appointments). B. Past 3 years average grant funding. C. Years in current rank. D. Number of faculty. E. Distribution of faculty. Data shown is mean±SEM. T-tests were used to compare between sexes at each rank, a P value is shown for any significant differences.





The FY20 AAR (Anticipated Annual Remuneration) for faculty participating in the Research Compensation plan (PhD non-clinical faculty with <40% DOE in instruction) includes stipends for assigned roles. A. The percent of faculty by sex and rank holding stipends for roles. B. The annual amount of the stipend. Data shown is mean±SEM. T-tests were used to compare between sexes at each rank, a P value is shown for any significant differences. Note, there is only one male assistant professor holding a role with a stipend (and no female assistant professors).

Note: Stipends are for roles such as Research Directorships, DGS positions, vice chair positions, etc