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| Marcia HobbsKurt GillilandNeva HowardCarrie HoyleSarah SmithsonCatherine CoeLindsay WilsonSusan MartinelliKim NicholsLiz Steadman | Josh AlexanderGary Beck DallaghanKelly SmithKathy BarnhouseAmy BryantCarolina RobertsAlice ChuangRaul NecocheaBecky WhiteLisa Rahangdale | Amanda AntonoJosh EwyMai RiquierIan FunkBT ParkerColin GodwinDeveney FranklinEmma Astrike-DavisLily WilkinsonMichelle Ikoma | Jessica Poston (Asheville)Meredith Hughes (Wil)Amanda Danielson (Wil)Tiffany Conway (Wil)Celeste Colcord (Charlotte)Mark Higdon (Charlotte)Katherine Anderson (Raleigh)JB Lykes (Raleigh)Luigi PascarellaGeorgette Dent |

* **Clinical Assessments:**

**(continued from 20-21 with modification)**

1. Define criteria for competencies to allow competency-based grading and develop timeline for implementation
2. Identify and develop expertise among faculty to optimize fair and effective competency-based grading
* **Personal Counseling/Well Being Programs/Wellness Curriculum:**

**(continued from 20-21 with modification)**

* 1. Monitor student satisfaction with recent changes in wellness and support (changes in mental health benefits, new hiring of mental health counselors and increased integration with CAPS
	2. Develop other measures to assess student wellness and sense of belonging
	3. Develop new initiatives to address student wellness with a particular focus on underrepresented and marginalized students
* **Curricular Design:**

**(continued from 20-21 with modification)**

* + Particular attention to the following curricular areas medical knowledge areas:
		- Biochemistry preparation for the clinical phases
		- Nutrition, Radiology, and GI preparation for the clinical phases
		- Application of medical knowledge in the clinical phases
	+ Further integrate teaching about social justice and health equity in all courses and phases of the curriculum and measure effectiveness
	+ Find more effective ways to measure curiosity and day to day commitment to life long learning
	+ Find more effective ways to measure professionalism
	+ Develop a case-based learning curriculum integrating the clinical, systems health, social justice, and biomedical sciences. Goal is to promote extensive integration, clinical reasoning, empathy, teamwork, belonging, and trust with anticipated implementation Fall 2023.
* **Resources for Clinical Instruction**

**(continued from 19-20 with modification)**

1. Define gaps in capacity as class size increases in the fall of 2023 and beyond
2. Expand capacity to teach medical students in the ambulatory and inpatient settings in UNC affiliated hospitals and clinics