1. ORGANIZATION OF CURRICULAR REFORM PROCESS

The Curriculum Evaluation Working Group (CEWG) led by Drs Latha Chandran and Feroza Daroowalla provided leadership to the entire project during the planning phases.

April 2012 - Dec 2012: We developed guiding principles for the new curriculum.

January 2013 - December 2013: Planning and Approval of the LEARN curriculum. A Curricular Reform Action Plan (Appendix Two) was created. During this stage, under the CEWG, seven working subgroups were organized as follows.

- Subgroup One: Resources for Learning
- Subgroup Two: Active Learning and Faculty Development
- Subgroup Three: Student Learning and Peer Assessments
- Subgroup Four: Integrated Curriculum
- Subgroup Five: Clinical Experiences and Translation Pillars
- Subgroup Six: Themes, Competencies and Intersession Topics
- Subgroup Seven: Grading and Assessment of Students

Each subgroup had two co-chairs and several members (Appendix 3). An orientation PowerPoint was provided with specific instructions on expected outcomes and plan of action with emphasis on team work and scholarly review of the literature (Appendix 4).

CEWG held biweekly meetings and kept agendas and brief minutes of the discussion. Subgroups met as frequently as they deemed necessary. Open discussion and dissension was encouraged at all meetings. Periodic faculty retreats were organized to maintain momentum and progress. All of the subgroups were provided the list of hot topics (from the LCME and AAMC Graduation Questionnaire) and the 25 core clinical conditions we focus in the clinical years.
Faculty Retreats:

We organized four highly interactive faculty retreats during this period. The presence of the Dean, Dr. Kenneth Kaushansky at all the retreats, engaged in the discussions and deliberations made it evident that the dean was actively involved in the curriculum reform process.

**Faculty Retreat One:** September 8th, 2012  
**Educating Physicians in today’s world: How do we reform?**

85 faculty and students participated in this first retreat. Two visiting professors gave us insights into lessons learned from their own curriculum reform process. Dr. Randolph J. Canterbury, MD, DFAPA, Wilford W. Spradlin Professor of Medicine, Senior Associate Dean for Education, UVA School of Medicine, Charlottesville, VA and Dr. Patricia A. Thomas, MD, Associate Dean for Curriculum, John Hopkins University School of Medicine.

This retreat energized the faculty and coalesced the momentum to building the LEARN curriculum. The retreat agenda, the key presentations (including Dr. Canterbury’s and Dr. Thomas’) the summary of the discussions are provided.

**Faculty Retreat Two:** May 11th, 2013  
**Instructional Innovation: Getting to Active & Self-Directed Learning**

As a key guiding principle of the new LEARN curriculum, self-directed and active learning was the focus of our next retreat. Dr. Casey White, PhD, Associate Dean for Medical Education Research and Instruction UVA School of Medicine, Charlottesville, Virginia was the key note speaker. 65 faculty and students participated in this very appealing seminar. The agenda and key presentations (including Dr. White’s) from that retreat are available for review.

**Faculty Retreat Three:** September 21st, 2013  
**Transition to “LEARN” Challenges and Opportunities**

The SOM faculty had entered a period where we had completed the planning of the LEARN curriculum and were finalizing the details. This retreat was meant to cross pollinate our internal ideas regarding challenges and opportunities that lay ahead as we implement the LEARN curriculum. The agenda and the summary of discussions from this retreat is provided. The presentation from each subgroup is provided in the next section in detail.

Additionally, we participated in faculty development workshops in conjunction with the School of Nursing with external experts such as Larry Michelson and Paul Haidet (Team Based Learning Experts) and visited other medical schools such as NYU and
Hofstra NS-LIJ to see curricular reform in action. Final recommendations from the working groups were all integrated and approved by the SOM curriculum committee in December 2013.

As of January 2014, during the implementation phase, the CEWG has been renamed the Learner Assessment and Curriculum Evaluation (LACE) Subcommittee. Subgroups were reorganized to reflect the reorganization of the LEARN curriculum.