

December 2017 Update

As we move forward with our work on curriculum redesign for the medical school, I wanted to thank all of you for your comments and input to date. Beginning with the conversation we had at the Executive Advisory Committee a little over a month ago, I've been grateful for the many insightful email messages, conversations in the hallway/parking lot, and more that I've enjoyed. These rich interactions are helping to make this important phase of the process, finding our "why," as comprehensive and inclusive as it needs to be. To that end, I have an additional request of you.

Beginning in early 2018, the members of the Steering Committee and I would like to seek opportunities to share with your faculty the current state of our thinking, and invite them the opportunity to offer their own reflections and thoughts.



"The purpose of the "why" is to define what unique values of scholarship the graduate of DGSOM will bring to a lifetime of patient care and clinical inquiry. From that sense of purpose we shall develop our mission that will be translated to our policies of admissions, our curriculum, and our research purpose, and all the facets of the School of Medicine" - **Gary Schiller, MD Co-Chair Curriculum Redesign Steering Committee**

Gary Schiller, MD

Immediate Past-Chair, FEC

Co-Chair Curriculum Redesign Steering Committee Medicine"

Not only will this increase the number of great insights and ideas, but will also increase the level of engagement by our faculty in the curriculum redesign process in particular, and medical student education more broadly - perhaps the greater goal of this effort. As an example, we have prepared a brief presentation that could be delivered at departmental grand rounds or faculty meetings, including the short Simon Sinek video, which could be followed by an open conversation about the "why." Such sessions would also stimulate more conversation around the proverbial "water cooler," furthering our work in this important phase. I have become even more convinced that if we can get a clearer community consensus on "why," we can develop a new curriculum that goes beyond mere rearrangement to a more fundamental and purposeful transformation of the educational experience that resonates with and advances our values.