

Members Present: Drs. DC Holmes (Chair), Tad Mabry, Satheesh Elangovan, Zeina Al-Salihi, Nidhi Handoo, Aditi Jain, Shankar Rengasamy Venugopalan, Christopher Barwacz, Sandra Guzman-Armstrong, Wayne Johnson, Leonardo Marchini, Michelle Krupp, Sherry Timmons, Mr. Chaz Konrath, Ms. Morgan Lauer

Absent: Drs. Justine Kolker, Brian Howe, Michelle McQuistan

Meeting called to order: 12:02pm

I. **Approval of March 12 Minutes:** – Dr. DC Holmes

MOTION: to approve the March 12, 2021 minutes as submitted. Motion seconded.
MOTION APPROVED.

II. **P/F FAMD –** Dr. Holmes – See PowerPoint attached

- Dr. Holmes presented a proposal to move the FAMD yearlong clinical course (FAMD:8488 - Comprehensive Dental Patient Care; 27 semester credit hours) to a Pass/Fail grading system. This is being presented to the curriculum committee to provide any feedback, ask questions, and vote on moving forward with this proposal.
FAMD evaluations and assessment process is aligned with the collegiate competencies & domains. Every ten weeks, FAMD Group Leaders meet individually with students to provide feedback after reviewing progress in all thirty-eight competencies and seven domains with the all of the faculty who have worked with that student in the clinic.
- In order to pass the Family Dentistry clinical courses and to graduate, students must be “practice ready” in all seven Iowa domains of competency. “Practice readiness” is generally defined in this application to mean “Performs to standard with occasional guidance. Intervention rarely needed. Recognizes limitations, safe for practice”.
- A specified pathway to the Affirmation of Attainment of Competency has been articulated and presented to all D4 students. The requisites include completion of all Minimum Essential Experiences, and consensus of the faculty that the student is “practice ready” in all seven Iowa domains of competency.
- Due to the subjective element of this evaluation of clinical competency, it is difficult to apply a precise formula for the grade. This is one of several reasons why it is recommended this course be on a Pass/Fail basis.
- Speaking as Chair of the Curriculum Committee, Dr. Holmes suggested that our committee first consider the proposal to make this one FAMD course P/F, but then to also entertain discussion on the merits of P/F grading throughout the predoctoral curriculum. He offered two recent publications as foundation reference material for this discussion:

Jham, B.C., Cannella, D., Adibi, S., Austin, K., Allareddy, V. and Petrie, C.S. (2018), Should Pass/Fail Grading Be Used Instead of Traditional Letter Grades in Dental Education? Two Viewpoints. Journal of Dental Education, 82: 1258-1264.
<https://doi.org/10.21815/JDE.018.131>.

Ramaswamy, V., Veremis, B. and Nalliah, R.P. (2020), Making the case for pass-fail grading in dental education. Eur J Dent Educ, 24: 601-604. <https://doi.org/10.1111/eje.12520>.

- PROS: improves learning experiences for dental students; can enhance student well-being, ease intrinsic motivation, and promote competency-based education; students trust level will increase
- CONS/Arguments: traditional letter grading system supports more objectivity and reliability in student evaluation; P/F doesn't give the students reference for GPA or class rank; could affect those who are applying for graduate programs after graduation.
- Questions that were discussed regarding P/F:
 - **How does it affect class rank?** Students will have had letter grades from the first three years, and a GPA reflecting those grades prior to the D4 year.
 - **How will this impact those continuing on to Advanced Education? Most** students apply to residency programs in the beginning of the D4 year, so the FAMD P/F should not negatively impact their candidacy. Those applying after graduation, will have a GPA or class rank based on courses with letter grades in the D1-D4 years.
 - **How do we differentiate students who are going above and beyond when using P/F?** One suggestion was to apply the honors, near honors, etc. distinction; however, this could defeat the purpose of P/F. It would also have to be applied to any other P/F course throughout the curriculum.
 - **Will there need to be calibration for faculty when moving to P/F?** No, it should stay the same, but faculty should be educated so that they understand that P/F grading does not mean a lowering of standards and/or expectations.
 - **Could it be harder for feedback or for students to assess where they are currently located on the scale?** The 10 week assessment process that occurs in FAMD allows for continual feedback on student performance throughout the year.
 - **Could P/F be seen as easier and that students won't work as hard?** We can argue that students are more motivated in their D4 year to finish their competencies and finally be a professional in their field. Students have been resilient so far.
- A topic that would like to be discussed during the next Curriculum Committee is the value of doing class ranks. How does class rank impact mental health? Could class rank be calculated for those applying to graduate programs vs posting these results for everyone to see?

MOTION: to approve the FAMD Clinical Course spanning the entire AY as a twenty-seven hour credit course be on a Pass/Fail basis

MOTION SECONDED

MOTION APPROVED

- III. **DEI/Culturally Competent Care** – Dr. Krupp
- Tabled till next committee meeting

- IV. **50:10** – Dr. Krupp
- Tabled till next committee meeting

- V. **CODA Standards Update**
- Tabled till next committee meeting

- VI. **Round Table Comments**
- No comments

Next Meeting: Work Session: April 21, 2021 – Continue talk of GPA grading of or collegiate curriculum and discuss more about class rank
Committee Meeting: May 5, 2021

Minutes recorded: by Ms. Kearstin Gehlhausen