Faculty and Academic Institutional Responsibilities for Educating Students

INTRODUCTION

In the current period of uncertainty and instability in the biomedical community, and with competing economic pressures on faculty, medical schools, and clinical institutions, it is necessary and appropriate to reaffirm that a primary mission of the Albert Einstein College of Medicine (The College) is to provide the highest quality of education and training to our students. This requires a commitment on the part of the College to provide the resources and environment necessary to this task, to oversee the educational activities, to insure the adequacy of teaching sites consistent with the obligations undertaken by each affiliate in their affiliation agreements, and to develop a curriculum that will prepare our students for their roles as physicians and scientists in the TwentyFirst Century.

The College has recognized the importance of its educational responsibility by establishing a Division of Education to carry out the College’s academic role in medical education as well as by its commitment to support the teaching mission. With regard specifically to undergraduate medical education, this support will include, but not be limited to, funding for salaries of course leaders and others identified by the Division of Education, and funding for programs for faculty development, educational evaluation, and informatics.

The furtherance of the College’s academic mission, however, also requires a commitment from faculty, academic departments, and academic affiliated institutions. As defined in this document, these three groups may discharge their obligations to the educational mission of the College by participating in the education of medical students, of graduate students in the Sue Golding Graduate Division, of students in the Medical Scientist Training Program and of postdoctoral fellows, and in the clinical supervision and training in residency programs at the affiliated institutions of the College.

THE FACULTY

Educational activities cannot be carried out without the willing and enthusiastic participation of the faculty. The College provides faculty members with titles and academic benefits, as well as a positive intellectual and scientific environment, in return for which faculty are obligated to contribute to the education of our students and trainees. This obligation requires faculty, as a condition of their faculty status, to be responsive to reasonable requests for teaching activities, and, in fact, to provide a minimum number of hours per year in instruction or supervision. As a general guideline, 50 hours per year is defined as the minimum obligation of each faculty member, with the understanding, however, that additional reasonable requests for teaching activities in the College or its affiliated institutions cannot be refused only because the minimum has been met.

THE ACADEMIC DEPARTMENTS AND CHAIRS
This obligation can be fulfilled by formal didactic instruction, clinical teaching, or student research supervision and guidance. Information regarding educational effort by all faculty will be periodically reviewed. It is the obligation of the academic chairs to provide the appropriate environment for their faculty and to sufficiently protect them from clinical and financial pressures, so as to enable them to have the time and freedom necessary to fulfill their educational responsibilities. Inasmuch, however, as it is recognized that within every academic department, some faculty are better in a research and/or clinical role, whereas others are better teachers, it is the responsibility of the departments and chairs to assign their faculty so that the aggregate departmental educational obligations can best be met. The chairs must respond to reasonable requests for their faculty to teach, and are responsible for developing and implementing a plan to address the departmental teaching commitment.

THE AFFILIATED INSTITUTIONS

In order to maintain their status as academic affiliates of the College, and by so doing to reap the benefits of the College’s name and prestige, the affiliated institutions are obligated to provide resources and an appropriate environment for education and be willing to allow the faculty the time and the freedom needed to teach. Although financial and clinical pressures must be taken into account, the affiliate must agree that educational and clinical activities are both important missions to be carried out in parallel, and that the former significantly defines its role as an academic affiliate of the College. Specifically, the affiliated institutions must acknowledge and support the guidelines governing the teaching obligations of faculty and academic departments; abrogation of this commitment may lead to a reevaluation of the affiliation relationship.

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