

OFFICE OF PROGRAM RESEARCH, ASSESSMENT & EVALUATION (OPRAE)

Howard University College of Medicine

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The recommendations submitted by the **Medical Faculty Self-study Committee**, chaired by Dr. James Baker, have also been reviewed by the Task Force. That committee has set forth several recommendations, beginning with a concern for the adequacy of basic science and clinical faculty staffing. Their report notes the declining trend in faculty numbers over the last several years, especially in the clinical departments. These numbers must be increased in order to provide teaching services. Otherwise, medical student enrollment will have to be downsized from our current LCME authorization of 125 students/class. For the entering class of 2008-2009, the decision has already been made to reduce the total enrollment to 120 students. Taking into account students entering from the PARP program and those repeating the year, we expect to enroll between 85-90 new matriculants for the Medical Class of 2012.

Moreover, strategic planning for the College of Medicine should consider restoration of faculty total staffing and review of individual departmental staffing. The mission and goals of our educational program require that clinical resources, including available patients, match the structure and volume of the teaching faculty for the College of Medicine. The number of full-time teaching faculty correlates with the

patient load in our primary teaching hospital, Howard University Hospital, and also correlates with our Faculty Practice Plan (FPP) income. Income from the FPP, in turn, contributes funding for clinical salaries and for needs of the educational program.

Medical faculty salaries and annual adjustments in salary constitute a significant recommendation from the self-study committee. An equitable and market-based system for allocation of salaries should be introduced, based preferably upon scholarly performance. That system of faculty compensation, if possible, should be university-wide and internally consistent within the Health Sciences.

Peer evaluation of faculty teaching contributions is long overdue. A coordinated system by which small group instruction, laboratory supervision, and large format didactic presentation for every member of the faculty is assessed must be developed.

As policy and procedural changes are introduced, the University's Faculty Handbook should be revised. This may be done most efficiently and rapidly by supplementing the version of the Faculty Handbook that is currently posted on the University web pages. For further information about policies and practices

utilized in the College of Medicine,
please visit the school website.

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