

CEPC
Report to Faculty Assembly of COM
Committee on Education Policy and Curriculum
Subcommittee of Executive Committee

June 8, 2016



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CEPC 2016

Committee on Education Policy and Curriculum

The mission of CEPC is to insure that teaching faculty have a voice that is represented in curriculum and educational policy decisions made by the Dean's Council and to serve as an independent oversight committee on curriculum and education policy issues.

Committee on Education Policy and Curriculum (CEPC) Roster:

Dr. Lee Eisner (Cell Biology)
Dr. Jenny Libien (Pathology and Neurology)
Dr. Steven Ostrow (Radiology and Cell Biology)
Dr. Rikki Ovitsh (Pediatrics)
Dr. Bram Trauner (Medicine)
Dr. Sheldon Landesman (Medicine)
Dr. Stacy Blain (Cell Biology)
Dr. Laura Bruno (Pediatrics)
Dr. Juan Marcos Alarcon (Pathology)
Dr. Steve Fox (Physiology and Pharmacology)

Mr. John Odackal MS4
Ms. Kat Jong MS4
Mr. Schuyler Tong MS4
Mr. Brad Dick MS3
Mr. Omar Moussa MS2
Ms. Melissa Daniels MS2
Ms. Melissa Hirsch MS1



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Oct 2015 - April 2016

- CEPC developed a guide that has been approved by the Executive Committee and submitted to the Chair of the Dean's Council containing our recommendations on best practices for enhancing faculty participation in medical education at the COM.

**CEPC Best Practices Handbook for Foundations Leadership
March, 2016**

- We are awaiting hope to share these suggestions with Unit and Office of Medical Education leadership to help lead an initiative of encouraging greater faculty engagement in the COM curriculum and better communication with teaching faculty.



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CEPC Best Practices Handbook for Foundations Leadership

March, 2016

RATIONALE

...This success depends upon the contributions of the Office of Medical Education leadership and the hundreds of clinical and basic science faculty recruited to develop curriculum materials, facilitate small group sessions, and teach lectures and laboratory sessions. A cooperative and communicative climate to foster commitment to our shared mission is paramount for the continued success of the curriculum and to promote a culture of continual improvement.

As representatives of the teaching faculty, the Curriculum and Education Policy Committee (CEPC) hopes to create and share with Unit and Office of Medical Education leadership our recommendations on best practices for enhancing faculty participation in medical education. Now that the curricular content and structure are largely in place, CEPC members would like to help lead an initiative of encouraging greater faculty engagement through the institution of “best practices” in unit leadership and management. As faculty members actively engaged in the planning and execution of the curriculum, we would like to work with unit, department and College of Medicine leadership to create a “best practices” handbook focused on faculty engagement.



CEPC Best Practices Handbook for Foundations Leadership

March, 2016

RATIONALE cont'd

The handbook covers the following areas in its recommendations:

- Policies and procedures for the day to day management of units
- Opportunities for faculty development, engagement and feedback in education and educational policy decisions.
- Communication of student achievement and achievement of curricular goals with opportunities to identify and address areas in need of improvement within and across units.
- Integration of faculty employed by University Hospital of Brooklyn, Kings County Hospital Center, The Department of Veterans Affairs New York Harbor Healthcare System and other affiliates in the teaching mission and the need for clearly defined medical education responsibilities in the College of Medicine.



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CEPC Best Practices Handbook for Foundations Leadership

March, 2016

RATIONALE cont'd

We hope that this guide will promote a strong and productive relationship between the Foundations leadership and Foundations faculty. Furthermore, we hope that the drafting and instituting best practices for faculty engagement in medical education will help to address the issue (item Q17a) identified by the 2015 AAMC Faculty Forward Survey in which only 40.4% of the SUNY Downstate faculty responded that “There is sufficient communication from the dean’s office to the faculty about the medical school”.

STRUCTURE OF HANDBOOK

BEFORE THE UNIT RECOMMENDATIONS
DURING THE UNIT RECOMMENDATIONS
AFTER THE UNIT RECOMMENDATIONS