

## I. INSTITUTIONAL SETTING

IS-1. An institution that offers a medical education program must engage in a planning process that sets the direction for its program and results in measurable outcomes.

*To ensure the ongoing vitality and successful adaptation of its medical education program to the rapidly changing environment of academic medicine, the institution needs to establish periodic or cyclical institutional planning processes and activities. Planning efforts that have proven successful typically involve the definition and periodic reassessment of both short-term and long-term goals for the successful accomplishment of institutional missions. By framing goals in terms of measurable outcomes wherever circumstances permit, the institution can more readily track progress toward their achievement. The manner in which the institution engages in planning will vary according to available resources and local circumstances, but it should be able to document its vision, mission, and goals; evidence indicating their achievement; and strategies for periodic or ongoing reassessment of successes and unmet challenges.*

### A. Governance and Administration

IS-2. A medical education program should be, or be part of, a not-for-profit institution legally authorized under applicable law to provide medical education leading to the M.D. degree.

IS-3. If a U.S. medical education program is not a component of a regionally accredited institution, the parent institution for the program must achieve institutional accreditation from the appropriate regional accrediting body.

*The LCME is recognized by the U.S. Department of Education as an accrediting agency for medical education programs leading to the M.D. degree. Because the LCME is not recognized as an institutional accrediting agency, it lacks standing to accredit stand-alone medical schools as institutions of higher education.*

*Institutional accreditation is granted by regional accrediting agencies and is required to qualify for federal financial assistance programs authorized under Title IV of the Higher Education Act. Some regional accrediting bodies grant "pre-accreditation" as a first step to achieving full accreditation. In such circumstances the attainment of pre-accreditation status would meet the requirements of this standard.*

IS-4. The manner in which an institution that offers a medical education program is organized, including the responsibilities and privileges of administrative officers, faculty, medical students, and committees must be promulgated in programmatic or institutional bylaws.

IS-5. The governing board responsible for oversight of an institution that offers a medical education program must have and follow formal policies and procedures to avoid the impact of conflicts of interest of members in the operation of the institution and its associated clinical facilities and any related enterprises.

*There must be formal policies and procedures at the institution to avoid the impact of conflicts of interest (e.g., the requirement that a board member recuse him or herself from any discussion and vote relating to a matter where there is the potential for a conflict of interest to exist). The institution also must provide evidence (e.g., from board minutes, annual signed disclosure*

*statements from board members) that these policies and procedures actually are being followed. Some conflicts related to personal or pecuniary interests in the operation of the institution may be so pervasive as to preclude service on the governing board.*

IS-6. Terms of governing board members of an institution that offers a medical education program should be overlapping and sufficiently long to permit them to gain an understanding of its program.

IS-7. Administrative officers and members of the faculty must be appointed by, or on the authority of, the governing board of the medical education program or its parent institution.

IS-8. The chief official of a medical education program, who usually holds the title "dean," must have ready access to the university president or other official of the parent institution who is charged with final responsibility for the program and to other institutional officials as are necessary to fulfill the responsibilities of the dean's office.

IS-9. There must be clear understanding of the authority and responsibility for matters related to the medical education program among the vice president for health affairs, the chief official of the medical education program, the faculty, and the directors of the other components of the medical center and the parent institution.

IS-10. The chief official of a medical education program must be qualified by education and experience to provide leadership in medical education, scholarly activity, and patient care.

IS-11. The administration of an institution that offers a medical education program should include such associate or assistant deans, department chairs, leaders of other organizational units, and staff as are necessary to accomplish its mission(s).

*There should not be excessive turnover or long-standing vacancies in the leadership of the institution. Areas that commonly require administrative support include admissions, student affairs, academic affairs, educational affairs/curriculum, faculty affairs, graduate education, continuing education, relationships with clinical affiliates, research, business and planning, and fund-raising.*

## **B. Academic Environment**

IS-12. Medical students should have opportunities to learn in academic environments that permit interaction with students enrolled in other health professions, graduate, and professional degree programs and in clinical environments that provide opportunities for interaction with physicians in graduate medical education and continuing medical education programs.

*These academic, graduate medical education, and continuing medical education programs should contribute to the learning environment of the medical education program. Periodic and formal review of these programs culminating in their accreditation by the appropriate accrediting bodies would provide evidence of their adherence to high standards of quality in education, research, and scholarship. Whenever appropriate, medical students would be able to participate in selected activities associated with these programs in order to facilitate achievement of their personal and professional goals.*

IS-13. A medical education program must be conducted in an environment that fosters the intellectual challenge and spirit of inquiry appropriate to a community of scholars.

IS-14. An institution that offers a medical education program should make available sufficient opportunities for medical students to participate in research and other scholarly activities of its faculty and encourage and support medical student participation.

*The institution is expected to provide an appropriate number and variety of research opportunities to accommodate those medical students desiring to participate. To encourage medical student participation, the institution could, for example, provide information about available opportunities, offer elective credit for research, hold research days, or include research as a required part of the curriculum. Support for medical student participation could include offering or providing information about financial support for student research (e.g., stipends).*

IS-14-A. An institution that offers a medical education program should make available sufficient opportunities for medical students to participate in service-learning activities and should encourage and support medical student participation.

*"Service-learning" is defined as a structured learning experience that combines community service with preparation and reflection. Medical students engaged in service-learning provide community service in response to community-identified concerns and learn about the context in which service is provided, the connection between their service and their academic coursework, and their roles as citizens and professionals.*

*"Sufficient opportunities" means that medical students who wish to participate in a service-learning activity will have the opportunity to do so. To encourage medical student participation, institutions could, for example, develop opportunities in conjunction with relevant communities or partnerships, provide information about available opportunities, offer elective credit for participation, or hold public presentations or public forums. Support for medical student participation could include offering or providing information about financial and social support for medical student service-learning (e.g., stipends, faculty preceptors, community partnerships).*

IS-15. *Currently, there is no standard IS-15.*

IS-16. An institution that offers a medical education program must have policies and practices to achieve appropriate diversity among its students, faculty, staff, and other members of its academic community, and must engage in ongoing, systematic, and focused efforts to attract and retain students, faculty, staff, and others from demographically diverse backgrounds.

*The LCME and the CACMS believe that aspiring future physicians will be best prepared for medical practice in a diverse society if they learn in an environment characterized by, and supportive of, diversity and inclusion. Such an environment will facilitate physician training in:*

- *Basic principles of culturally competent health care.*
- *Recognition of health care disparities and the development of solutions to such burdens.*
- *The importance of meeting the health care needs of medically underserved populations.*
- *The development of core professional attributes (e.g., altruism, social accountability) needed to provide effective care in a multidimensionally diverse society.*

*The institution should articulate its expectations regarding diversity across its academic community in the context of local and national responsibilities, and regularly assess how well such expectations are being achieved. The institution should consider in its planning elements of diversity including, but not limited to, gender, racial, cultural, and economic factors. The*

*institution should establish focused, significant, and sustained programs to recruit and retain suitably diverse students, faculty members, staff, and others.*