

Article 4 Responsibilities of Teaching Faculty

Article 4.01 General Responsibilities of Teaching Faculty

- (1) Faculty must design courses that are appropriate for undergraduate medical education.
- (2) Faculty must develop course content and structure that meet our educational objectives and other curriculum goals described by the Curriculum Management and Policy Committee. (See Article 3)
 - (a) Content in courses must be selected based on its teaching value according to:
 - i. prevalence
 - ii. importance
 - iii. general applicability
 - iv. particular illustrative value
- (3) Faculty must inform students regarding course structure, assignments, expectations and evaluation criteria at the beginning of the course.
- (4) Faculty must hold students to clearly stated standards of performance that are both realistic and achievable.
 - (a) When necessary, faculty should provide additional assistance to students in meeting those standards. (See Article 7)
- (5) Faculty must accurately assess and report both the strengths and weaknesses of student performance
- (6) Student assessments must reflect the content and emphases of what was taught. (See Article 6)
- (7) Student assessments must be graded in a fair and timely manner following criteria communicated to students at the beginning of a course. (See Article 6)
- (8) Faculty must use an array of data to assess their teaching, including data on students' learning outcomes in conjunction with peer and student evaluation of faculty teaching.
- (9) All faculty who teach must demonstrate a commitment to excellence in teaching.
 - (a) Qualities that exemplify excellence include: mastery of the content area, interest in and availability to students, enthusiasm for teaching, skills in organization and communication, and the ability to use multiple instructional strategies effectively.

(10) Because particular content areas often cross course boundaries, faculty must be familiar with the curriculum as a whole and maintain contact with others who teach in related areas to ensure consistency, coordination, integration, and minimal redundancy.

(11) Faculty must model professional behavior. Students, staff, colleagues, and patients must be treated with respect, consideration, and integrity. (See Appropriate Treatment of Medical Students Handbook)

4.02 Oversight of Teaching Faculty

(1) Course directors and Department Chairs are responsible for overseeing and mentoring faculty performance.

(2) Course Director Committee Co-Chairs in consultation with the Executive Associate Dean for Medical Education are responsible for overseeing Course Director performance.

(3) Course directors, Department Chairs, and Course Director Committee Co-Chairs must report faculty member's persistent failure to meet requirements to the Executive Associate Dean for Medical Education.

(4) Department Chairs are responsible for providing a supportive environment for teaching faculty so they can fulfill the requirements of this Article. A supportive environment includes, but is not limited to, providing time, administrative support, and equipment appropriate to meeting these requirements.

4.03 Assistance to Faculty Fulfilling Teaching Responsibilities

(1) The Executive Associate Dean for Medical Education may discuss a faculty member's failure to meet requirements with his or her Department Chair. In consultation with the Executive Associate Dean for Medical Education, the Department Chair will institute a plan to improve the faculty member's performance.

(2) If the faculty member's failure to meet requirements persists, the Executive Associate Dean for Medical Education may issue a letter of reprimand for that faculty member to his or her Department Chair. In consultation with the Executive Associate Dean for Medical Education, the Department Chair must continue to work toward improving the faculty member's performance.

(3) For repeatedly or willfully failing to meet requirements, the Executive Associate Dean, in consultation with the Dean of the School of Medicine, may remove the faculty member from teaching medical students.

Approved by CMPC January 27, 2005

Approved by Dean Golden March 8, 2005

4.04 Notes and Procedures:

(1) Policy on Student Course Evaluation Data

It is the policy of the Office of Educational Development to protect the confidentiality of individual student course evaluation data. This policy serves to protect individual student data and the identity of students by reporting all course evaluation data in the aggregate. It also protects the confidentiality of course directors and faculty by only releasing full course evaluation reports, containing student comments, to a limited group of individuals including the CMPC and all relevant Department Chairs. Once the course evaluation data are released, only the course director may further distribute the report to faculty or students. Comment-free reports are distributed to student affairs in an effort to provide informative data to the students. These quantitative data are also available in aggregate as part of the annual institutional profile report.

Approved by the CMPC 4/14/05

(2) End of Course Review Cycle

- (a) The LCME Standards specify that “the program's faculty must be responsible for the detailed design and implementation of the components of the curriculum,” and that “the objectives, content, and pedagogy of each segment of the curriculum, as well as for the curriculum as a whole, must be subject to periodic review and revision by the faculty” (ED 34-35).
- (b) In light of the UNC School of Medicine’s commitment to continuing improvement of the curriculum, and in accordance with LCME Standards, it is proposed that, effective summer of 2005:
 - i. Course Directors submit the Course Form to the Course Committee within 1 month after the end of the block and schedule a meeting with OED and Committee Co-Chairs;
 - ii. Course Directors meet with OED staff and Committee Co-Chairs no later than 2 months following course completion to discuss outcomes of each course’s curriculum, supported by Course Form;
 - iii. During meeting, Committee Co-Chairs generate a brief post-meeting addendum to Course Form;
 - iv. OED completes summary of meeting and submits it to the following approval cycle:
 - a. review by Associate Dean for Curriculum and Educational Development
 - b. review by Co-Chairs
 - o review by Course Directors (and instructors as deemed necessary)
 - c. return to OED no later than 1 month following the meeting;

- v. The final report is filed in the OED, which reviews it approximately 3 months and approximately 1 month before block begins, with possible follow-up on action items with Co-Chairs and Course Directors by the OED.

approved at 7.28.05 CMPC

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