



POLICY TITLE

General Responsibilities of Teaching Faculty

PURPOSE AND SCOPE

To establish the expectations and responsibilities of teaching faculty who serve as Phase, Course, Block, Coil, and Thread Directors. This policy applies to all appointed teaching faculty.

RESPONSIBLE PARTY AND REVIEW CYCLE

Vice Dean of Education and Education Committee shall review this document within each even-numbered fiscal year.

LCME REFERENCE(S)

LCME 3.5: Learning Environment
LCME 8.2: Use of Program Objectives
LCME 8.3: Curricular Design, Review, Revision/Content Monitoring
LCME 8.4: Program Evaluation
LCME 9.0: Teaching, Supervision, Assessment, and Student and Patient Safety
LCME 9.4: Assessment System
LCME 9.6: Setting Standards of Achievement
LCME 9.8: Fair and Timely Summative Assessment

HISTORY OF APPROVALS AND UPDATES

Approved by Education Committee February 2012
Amended and Approved by Education Committee October 2019

DEFINITION(S):

Phase Director: Appointed faculty member to Foundation, Application, or Individualization Phase.

Campus Director: Appointed faculty member that leads one of the school's regional campuses.

Course Director: Appointed faculty member to lead a course and its components (blocks) in any of the three phases.

Block Director: Appointed faculty to lead a block within a larger course. Blocks in Foundation Phase are organ-based whereas blocks in Application Phase are organized by clinical specialties.

Coil Director: Appointed faculty member to lead the delivery of a basic science or specialty topic.



POLICY

Faculty appointed as Phase, Course, Block, Coil, and Campus Directors in any of the curriculum's three phases must:

- 1) Demonstrate a commitment to excellence in teaching. 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.
- 2) 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.
- 3) Design courses that are appropriate for undergraduate medical education.
- 4) Select appropriate teaching methods.
- 5) Develop course content and structure that meet the school's competencies and enabling competencies and other curriculum goals approved by the Education Committee (LCME 8.2 and 8.3).
- 4) Select content based on its teaching value according to prevalence, importance, general applicability, and illustrative value.
- 5) Inform students regarding course structure, assignments, expectations and evaluation criteria at the beginning of the course.
- 6) Hold students to clearly stated standards of performance that are both realistic and achievable. When necessary, provide additional assistance to students in meeting those standards through the school's academic and clinical assistance program (LCME 9.6 and see UNC SOM Policy Academic and Professional Assistance).
- 7) Create student assessments that reflect the content and emphases of what is taught (LCME 9.4).
- 8) Grade student assessments in a fair and timely manner following criteria communicated to students at the beginning of a course. (LCME 9.8 and UNC SOM Policy Timeliness of Final Grades)
- 9) Accurately assess and report both the strengths and weaknesses of student performance.
- 10) Use an array of data to assess teaching, including data on students' learning outcomes in conjunction with peer and student evaluation of faculty teaching (LCME 8.4 and 8.5).
- 11) Complete and participate in formal block, trimester/mid-year, course, and phase evaluations (LCME 8.3)
- 12) Attend designated phase committee meetings, campus retreats, or any other required meeting.



13) Contribute to and maintain a positive learning environment by modeling professional behavior and treating students, staff, preceptors, and faculty with respect, consideration, and integrity (LCME 3.5).

PROCEDURE(S):

Appointed faculty will annually review and acknowledge the aforementioned responsibilities and expectations of teaching faculty. Please refer to addendum for more specific responsibilities for teaching roles captured in yearly contracts

ADDENDUM

Phase Director Responsibilities: responsibility for the overall design, management, integration, evaluation and enhancement of the phase including the following:

1. **Oversight:** Assure logical sequencing and horizontal and vertical integration of the phase curriculum. Assure that curricular content, methods of pedagogy and medical student assessment that are appropriate for achievement of the school's educational objectives. Assure that SOM educational policies are being followed within the phase e.g. formative feedback, narrative assessment, grade timeliness, duty hours, etc.
2. **Review:** Regular review and revision of the curriculum using multiple measures including national norms of accomplishment and student feedback. Assess whether these metrics provide the necessary information to show that the collection of courses are achieving the school-established competencies? Is the Phase fulfilling its educational duty?
3. **Administration:** Co-chair the Phase committee and serve on the Education Committee as a voting member.

Campus Director Responsibilities: Campus Directors are expected to:

1. Provide oversight of UNC medical students at the campus.
2. Attend and participate in curriculum committee meetings, campus retreats, and other required events
3. Serve as a liaison between curriculum committees and campus teaching faculty, ensuring that campus course directors participate in regular meetings with course directors in Chapel Hill and other campuses.
4. Work with the Vice Dean for Education to name clinical leaders for medical student education.
5. Maintain accreditation standards.
6. Ensure comparability of the curriculum across all campuses.
7. Respond to student, faculty, and course director feedback.
8. Assist in and facilitate the improvement of the quality of the curriculum.
9. Work with the Associate Dean for Student Affairs to ensure the provision of student resources, including but not limited to provision of healthcare and academic assistance.
10. Serve as a contact for all SOM medical students arising at the campus that require communication with the University, including but not limited to student mistreatment.
11. Designate and work with a campus ombudsman for medical students.



Course Director Responsibilities: responsibility for the overall design, management, integration, evaluation and enhancement of the course/clerkship including the following:

1. **Outcomes:** Development, design and implementation of the course including course level objectives linked to the school's educational objectives. Align course content with SOM objectives.
2. **Content and Assessment:** Curricular content, methods of pedagogy and medical student assessment that are appropriate for achievement of the course and school's educational objectives.
3. **Integration and Coordination:** Content sequencing with the course/clerkship and horizontal and vertical integration of the course within the broader curriculum. Work to coordinate block directors. Work within the course and with other courses to integrate content.
4. **Review and Improvement:** Regular review and revision of the course using multiple measures including national norms of accomplishment and student feedback; this is done under the auspices of the appropriate phase committee and Education Committee. Work with curricular deans and other course directors to innovate and improve curriculum.
5. **Supervision of Teaching:** Review and enhance faculty and resident teaching in conjunction with the phase co-directors. Direct teaching as appropriate.
6. **Administration:** Assure that SOM educational policies are being followed within the course e.g. formative feedback, narrative assessment, grade timeliness, duty hours etc. Serve on the appropriate phase committee as a voting member.
 - Attend all Phase meetings (If a course director cannot attend a Phase meeting he/she must send a representative from the course to ensure robust communication).
 - Course directors are accountable for implementation of decisions made at Phase meetings and Education Committee meetings.
 - (Application Phase course directors) Maintain at least monthly contact with all clinical site directors (based in Asheville, Charlotte, Wilmington, Greensboro, and Raleigh). Solicit their input and inform them of changes.
 - (Application Phase course directors) hold grading call every trimester and involve campus directors in the call).
 - Ensure that course coordinators are well-informed of policies and plans.

Block Director Responsibilities: responsibility for the management of the course/clerkship including the following:

1. **Curriculum Development:** Development, design and implementation of the block utilizing the course level objectives; this is done under the auspices of the course director(s). Assure that SOM educational policies are being followed within the block e.g. formative feedback, narrative assessment, grade timeliness, duty hours etc.
2. **Review and Improvement:** Regular review and revision of the block using multiple measures including national norms of accomplishment and student feedback; this is done under the auspices of the course director(s).



3. **Supervision of Teaching:** Review and enhancement of faculty and resident teaching in conjunction with the course director(s).
4. **Administration:** Serve on the appropriate phase committee.