



POLICY TITLE

General Responsibilities of Faculty Appointed to MD Education Program Administrative Roles

PURPOSE AND SCOPE

To establish the expectations and responsibilities of faculty who serve in educational leadership and administrative roles within the medical education program, including Phase Directors, Campus/Site Directors, Course and Clerkship Directors, Course/Clerkship Site Directors, and Coil Directors. This policy applies to all appointed administrative faculty across all phases of the curriculum.

RESPONSIBLE PARTY AND REVIEW CYCLE

The Education Committee shall review this document within each even-numbered fiscal year.

LCME REFERENCE(S)

LCME 2.4: Sufficiency of Administrative Staff
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
Amended and Approved by Education Committee May 2026

DEFINITION(S):

Phase Director: An appointed faculty member responsible for curricular oversight and management of a curricular phase, including horizontal integration within the phase, vertical integration across phases, continuous quality improvement, LCME preparation, and course/clerkship evaluation. Phase Directors report to the appropriate Curricular Affairs Assistant Dean.

Campus/Site Director: An appointed faculty member who provides overall coordination and oversight of the educational program at a specific campus or site, serving as a key liaison between the Offices of Medical Student Education and site-based faculty to ensure effective curriculum delivery, assessment, resource alignment, and compliance with LCME requirements. Campus/Site Directors report to the Senior Associate Dean for Medical Student Education.

Course/Clerkship Director: An appointed faculty member responsible for the design, delivery, integration, assessment, and continuous improvement of a course or clerkship, ensuring alignment with the School of Medicine's educational program objectives and policies. Course and Clerkship Directors oversee curricular



content, assessment strategies, faculty preparedness, administrative operations, and quality improvement, and coordinate with phase leadership to ensure effective integration across the curriculum and across all campuses and sites, as applicable. They report to the Phase Director in which their course/clerkship resides. (Note, phase directors report to the appropriate curricular assistant dean.)

Course/Clerkship Site Director: An appointed faculty member responsible for overseeing the local implementation and day-to-day operations of a course/clerkship at an assigned campus or site. Course/Clerkship Site Directors serve as liaisons between site-based faculty and the primary Course/Clerkship Director to ensure students receive educational experiences that are comparable across sites. They report to the Course/Clerkship Director for all curricular matters and to their Campus/Site Director for local operational matters, including resource needs, faculty support, facilities, and site-specific logistics.

Coil Director: An appointed faculty member responsible for delivering and integrating coil content within the curriculum through high-quality, evidence-based instruction and aligned learning objectives and assessment materials. Coil Directors collaborate with course/clerkship leadership to ensure curricular integration, participate in curriculum planning and review, and engage in continuous improvement through feedback and professional development. Coil directors report to the Assistant Deans of Preclinical and Clinical Curriculum.

POLICY

Faculty appointed as Phase Directors, Campus/Site Directors, Course/Clerkship Directors, Course/Clerkship Site Directors, and Coil 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. Maintain familiarity with the curriculum as a whole and collaborate with other educators across courses/clerkships, phases, and sites to ensure consistency, coordination, integration, and minimal redundancy.
3. Design and deliver educational content appropriate for undergraduate medical education and aligned with School of Medicine competencies, enabling competencies, and curricular goals approved by the Education Committee (LCME 8.2, 8.3).
4. Select and implement teaching and assessment methods that accurately reflect course/clerkship content and learning objectives (LCME 9.4).
5. Select content based on its teaching value according to prevalence, importance, general applicability, and illustrative value.
6. Communicate course/clerkship structure, expectations, assignments, and evaluation criteria to students at the beginning of each course/clerkship or learning experience.
7. 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 assistance programs (LCME 9.6 and see UNC SOM Policy Academic and Professional Assistance).
8. Grade student assessments in a fair and timely manner following criteria communicated to students at the beginning of a course/clerkship. (LCME 9.8 and UNC SOM Policy

Timeliness of Final Grades)

9. Assess and report on student performance accurately, including both strengths and areas for improvement.
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 program evaluation activities, including course/clerkship, phase, and institutional evaluations, using multiple data sources to inform continuous quality improvement. (LCME 8.3, 8.4).
12. Attend required phase committee meetings, campus retreats, and other designated educational meetings.
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 administrative faculty will annually review and acknowledge the defined responsibilities and expectations.

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 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/clerkships are achieving the school- established competencies.
3. **Administration:** Chair the Phase committee and serve on the Education Committee as a voting member.

Campus/Site Director Responsibilities: Campus/Site Directors are expected to:

1. Provide oversight of UNC medical students at the campus/site.
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/clerkship directors participate in regular meetings with course/clerkship directors and other campuses.
4. Work with the Sr. Associate Dean of Medical Student Education to name faculty 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/clerkship 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 student issues 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/Clerkship 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/clerkship, including course/clerkship level objectives linked to the school's educational objectives. Align course/clerkship content with the school's medical education program objectives.
2. **Content and Assessment:** Select curricular content, methods of pedagogy, and medical student assessment that are appropriate for achievement of the course/clerkship and school's medical education program objectives. Ensure formative feedback occurs by the midpoint of each course/clerkship and that grades and summative comments, if applicable, are submitted according to established policies.
3. **Integration and Coordination:** Oversee content sequencing within the course/clerkship and horizontal and vertical integration of objectives within the broader curriculum. Work within the course/clerkship and with other courses/clerkships/coils to integrate content.
4. **Review and Improvement:** Facilitate the regular review and revision of the course/clerkship 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/clerkship directors to innovate and improve curriculum. Monitor course/clerkship delivery, assessment, and student experiences at all sites to ensure comparability across campuses/sites.
5. **Supervision of Teaching:** Review and enhance faculty and resident teaching in conjunction with the phase director(s). Direct teaching as appropriate.
6. **Administration:**
 - Recruit, support, and develop teaching faculty/residents/fellows.
 - Assure that SOM educational policies are being followed within the course/clerkship, e.g. formative feedback, narrative assessment, grade timeliness, duty hours, clinical supervision, etc. Serve on the appropriate phase committee as a voting member.
 - Attend all Phase meetings (If a course/clerkship director cannot attend a Phase meeting, he/she should send a representative from the course/clerkship to ensure robust communication).
 - Course/clerkship directors are accountable for implementation of decisions made at Phase meetings and Education Committee meetings.
 - Ensure that course/clerkship coordinators are well informed of policies and plans.
 - Application Phase course/clerkship directors: Facilitate the grading committee meeting each block and ensure that course/clerkship site directors, or their representatives, are included in

the call. This meeting should also serve as a regular forum for addressing concerns, soliciting site director input, and informing them of any changes.

- Individualization Phase selective course directors: Facilitate an annual meeting with course/site directors to solicit their input and inform them of course changes.

Course/Clerkship Site Director Responsibilities: Course/Clerkship Site Directors are expected to:

1. Oversee the local delivery and operational execution of courses/clerkships at their assigned campus or site.
2. Serve as a liaison between site-based faculty and the primary Course/Clerkship Director to support consistent implementation of course/clerkship objectives, assessments, and educational policies (e.g. formative feedback, narrative assessment, grade timeliness, duty hours, clinical supervision, etc.)
3. Monitor course/clerkship delivery, assessment, and student experiences at the site to ensure comparability across campuses and sites.
4. Communicate site-specific issues, feedback, and resource needs to the Course/Clerkship Director and Campus/Site Director.
5. Support site-based faculty in course/clerkship implementation, assessment, and adherence to institutional standards.
6. Recruit, support, and develop teaching faculty/residents/fellows.
7. Ensure formative feedback occurs by the midpoint of each course/clerkship and that grades and summative comments, if applicable, are submitted according to established policies.
8. Attend all respective Phase meetings (If a course/clerkship site director cannot attend a Phase meeting, he/she should send a representative from the course/clerkship to ensure communication).
9. Attend the grading committee meeting each block. (If a course/clerkship site director cannot attend a Phase meeting, he/she should send a representative to communication, are included in the call. This meeting should also serve as a regular forum for addressing concerns, soliciting site director input, and informing them of any changes.

Coil Director Responsibilities: Coil Directors are expected to:

1. Demonstrate a mastery of coil content.
2. Teach coil content using clear, engaging, and evidence-based instructional techniques.
3. Collaborate with Medical Sciences, SHS, PCC, and clinical course leadership to ensure appropriate horizontal and vertical integration of coil content.
4. Contribute to the development and review of learning objectives, instructional materials, and



assessment items related to coil content.

5. Participate in curriculum planning, mapping, and review activities.
6. Engage in continuous improvement by incorporating feedback from students, peers, and course/clerkship leadership and maintaining current expertise in both content and educational best practices.