



QUILLEN COLLEGE of MEDICINE

EAST TENNESSEE STATE UNIVERSITY

Policy Name/Number: Pre-Clerkship Faculty Development Requirements for Instructors / MSEC-1024-36

Policy Owner: Dr. Ivy Click/MSEC Chair	
Committees, Departments, or Individuals Responsible for Implementation: Vice Dean of Academic Affairs, Course Directors and Department Chairs	
Original Approval Date: 10/15/2024 / MSEC	Effective Date: 10/15/2024
Most Recent Revision Date: 10/15/2024	
Date of Next Review: 10/15/2027 <i>(All policies are reviewed by the Policy Advisory Committee every 3 years unless circumstances for an earlier review is identified.)</i>	

(A) Policy Statement:

Quillen College of Medicine recognizes the need for continued growth and development of its faculty to provide high-quality educational programs. Faculty development is essential to remain current in educational, clinical, and research areas. This policy sets minimum standards for professional development for faculty teaching medical students.

(B) Purpose of Policy:

To ensure appropriate preparation of faculty for their role of supervising or teaching medical students.

(C) Scope of Policy (applies to):

Full-time faculty instructors teaching medical students in the pre-clerkship phase of the medical student curriculum.

(D) Policy Activities:

Full-time faculty instructors who teach more than 16 contact hours (per academic year) in the pre-clerkship curriculum are required to engage in at least 8 hours of faculty development annually related to TRAILS-adopted teaching pedagogies.

- a. Four of the required 8 hours must be completed in a community with other faculty teaching in the pre-clerkship curriculum. Examples of collective faculty development may include, but are not limited to:
 - Development identified by the course director as beneficial to most faculty in a given course and delivered as part of a course faculty meeting.
 - Development identified by the department chair and delivered as part of a regular faculty meeting.
 - Faculty development sessions led by the QCOM Faculty Development Committee.
- b. Four of the required 8 hours should be identified and completed based upon the results of student evaluations, peer review, course director comment, and learning opportunities self-identified by the faculty related to the curriculum.
- c. Faculty members will document instructional development activities as part of the annual review process.
- d. Department chairs will review and assess instructional development activities as part of the annual review process.

- e. Course directors should conduct a meeting of course faculty annually in which faculty review all active learning sessions. The review would help identify redundancy and may indicate areas where faculty can work to refine active learning strategies in their sessions.