

Job Description: Director of CME

Job Title: Director of Continuing Medical Education (DME)

Department: Medical Education / Continuing Professional Development

Reports To: Vice Dean for Academic Affairs or equivalent senior leadership.

Job Summary:

The Director of Continuing Medical Education (DME) provides executive oversight for the strategic development, direction, and coordination of all accredited Continuing Medical Education (CME) activities within the University/Institution. This role is critical in ensuring that all educational offerings align seamlessly with institutional missions, overarching educational goals, and the rigorous national accreditation standards mandated by regulatory bodies. The DME is expected to be a physician (MD/DO) or possess equivalent senior-level academic or healthcare administration experience, demonstrating a profound understanding of the complexities of professional medical education and institutional governance. The primary objective is to foster a culture of lifelong learning that demonstrably improves healthcare provider competence, performance, and ultimately, patient outcomes.

Key Responsibilities:

The responsibilities of the Director of CME are categorized into five core areas, demanding high-level strategic, administrative, and compliance expertise.

I. Strategic Leadership and Program Management:

The DME is tasked with positioning the CME enterprise as a vital component of the institution's academic and clinical excellence strategy.

1. Strategic Plan Development and Execution:

- Develop and implement a comprehensive, multi-year strategic plan for the entire CME program. This plan must articulate clear goals for advancing the professional practice, enhancing the clinical competence, and measurably improving patient outcomes across targeted provider groups.
- The strategy must include projections for growth in educational delivery modalities (e.g., digital learning platforms, simulation-based training) and alignment with emerging healthcare priorities (e.g., health equity, quality improvement initiatives).

2. Chief Administrative Officer Role:

- Serve as the chief administrative officer for all CME activities, encompassing fiscal oversight, human resource management, technology infrastructure maintenance, and quality assurance protocols.
- Establish clear operational workflows for activity proposal submission, review, accreditation tracking, and final evaluation reporting, optimizing efficiency while maintaining strict compliance.

3. Stakeholder Relationship Management:

- Cultivate and sustain robust, collaborative relationships with key institutional stakeholders, including academic department chairs, clinical service line leaders, the Institutional Review Board (IRB), the Office of Sponsored Programs, and external clinical partners (e.g., affiliated hospitals, community-based practices).
- Act as the institutional champion for continuous professional development (CPD) across the entire academic medical center.

4. Subject Matter Expertise and Governance Support:

- Provide expert consultation and subject matter leadership to the institutional CME Committee, the Faculty Affairs office, and the institutional leadership team regarding current medical education best practices, pedagogical advancements, and regulatory shifts.

- Prepare and present regular reports to the Vice Dean for Academic Affairs detailing program performance metrics, strategic progress, and compliance status.

II. Accreditation and Compliance:

Maintaining the institution's accreditation status is paramount and requires unwavering attention to detail and proactive compliance management.

1. Accreditation Standard Adherence:

- Ensure absolute and continuous compliance with all current standards and guidelines set forth by the Accreditation Council for Continuing Medical Education (ACCME). This includes meticulous adherence to the ACCME Standards for Integrity and Independence in Accredited Continuing Education.
- Proactively monitor updates from the ACCME, AMA, and other relevant bodies, translating regulatory changes into actionable institutional policies and procedures within 90 days of publication.

2. Documentation and Reporting Oversight:

- Direct and manage the preparation, compilation, and timely submission of all required accreditation documentation packages, including self-study reviews, accreditation applications, and institutional progress reports.
- Oversee the accurate and timely completion of the annual Program and Activity Reporting System (PARS) report, ensuring all required metrics (e.g., contact hours, physician participation rates) are verified against institutional records.

3. Commercial Support and COI Management:

- Establish, enforce, and audit rigorous institutional policies governing the solicitation, acceptance, and stewardship of commercial support to ensure educational independence.
- Implement and maintain a comprehensive Conflict of Interest (COI) management system. This includes mandatory disclosure requirements for all planners, faculty, and moderators, and documented resolution strategies for identified COIs prior to any educational activity commencement.

- Ensure a clear separation between educational content and promotional material, upholding the principle that commercial interests do not influence the content, teaching methods, or materials used in accredited education.

4. Jointly Provided Activities:

- Manage compliance documentation and contractual agreements for all jointly provided activities, ensuring that all partners (internal and external) adhere to the institution's compliance framework and that joint providership agreements clearly delineate roles, responsibilities, and financial arrangements.
- Ensure all educational materials are peer-reviewed (where applicable) and meet current legal, ethical, and institutional standards regarding scientific accuracy and patient safety.

III. Needs Assessment and Educational Planning:

The DME ensures that educational interventions are relevant, evidence-based, and directly address identified gaps in practice.

1. Systematic Needs Assessment Leadership:

- Lead the systematic, institution-wide process for identifying professional practice gaps, specific learner needs, and anticipated future changes in medical practice across various specialties.
- Data sources for needs assessment must be robust and include, but not be limited to: institutional Quality Improvement (QI) reports, aggregated patient outcome data, physician self-assessments, specialty board certification requirements, and national epidemiological trends.
- The analysis should utilize methodologies such as Gap Analysis:

Gap = Desired Performance Level – Current Observed Performance Level

1. Educational Design and Development Oversight:

- In close collaboration with faculty leaders and content subject matter experts (SMEs), oversee the pedagogical design and rigorous development of high-quality, evidence-based educational interventions.

- Ensure a diverse portfolio of delivery formats, including, but not limited to: regularly scheduled grand rounds (live), asynchronous online modules, interactive virtual sessions, print-based materials, and high-fidelity simulation-based workshops (hybrid formats).
2. Objective Setting and Attribute Integration:
- Ensure every accredited activity features clearly articulated, measurable learning objectives that focus specifically on desired changes in the learner's:
 - Competence (Knowledge/Skills)
 - Performance (Application of knowledge/skills in practice)
 - Patient Outcomes (Impact on patient care metrics)
 - Integrate institutional goals related to desirable physician attributes (e.g., patient-centered communication, interprofessional collaboration, professionalism) into the structure and assessment of educational content.

IV. Financial and Resource Stewardship:

The DME is responsible for the fiscal health and operational efficiency of the CME enterprise.

1. Budget Development and Management:
- Develop, manage, and reconcile the annual operating budget for the CME office, ensuring financial sustainability and fiscal responsibility for all educational activities. This includes forecasting revenue from registration fees, commercial support, and institutional subsidies.
 - Maintain transparent accounting practices for all CME revenue and expenditures, adhering strictly to ACCME guidelines regarding the non-transferability of commercial support funds.
2. Resource Acquisition and Management:
- Ensure the ongoing availability and appropriate maintenance of all necessary administrative and financial support systems. This encompasses physical facilities allocation, the stability and functionality of the Learning Management System (LMS) infrastructure, and adequate staffing levels for timely activity execution and reporting.

- Oversee the selection, contracting, and procurement process for educational technology vendors.
3. Faculty Compensation and Contracting:
- Establish and manage compliant mechanisms for faculty recruitment, formal contracting (including intellectual property and service agreements), and appropriate compensation for speakers and content developers, ensuring all remuneration is commensurate with effort and adheres to institutional non-faculty honoraria policies where applicable.

V. Evaluation and Improvement:

A commitment to continuous program improvement based on objective data is essential.

1. Comprehensive Evaluation Strategy Implementation:
 - Develop and implement a multi-tiered, comprehensive evaluation strategy for every CME activity. This strategy must move beyond simple satisfaction surveys to rigorously assess educational effectiveness, learner engagement, and the initial translation of learning into intended changes in practice (Level 3 evaluation, Kirkpatrick Model).
 2. Program Analysis and Strategic Adjustment:
 - Conduct an in-depth, periodic overall program analysis (e.g., biennially). This analysis should review aggregated evaluation data, accreditation survey outcomes, financial performance, and alignment with institutional strategic priorities.
 - Based on this analysis, formally propose and implement necessary or desired changes to the CME program structure, policies, or content focus to improve overall mission fulfillment and responsiveness to the evolving landscape of healthcare delivery.
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Required Qualifications:

Education:

- **Highly Preferred:** Master's degree in a relevant field such as Education (with a focus on adult learning theory), Healthcare Administration, Public Health, or Business Administration.
- **Strongly Recommended:** A Doctor of Medicine (MD/DO) or equivalent clinical degree, indicating foundational understanding of clinical practice and physician needs.

Experience:

- A minimum of seven (7) to ten (10) years of progressive leadership and management experience within a complex, accredited Continuing Medical Education environment (e.g., university, academic medical center, or large integrated delivery network).
- Demonstrable experience managing an organizational budget exceeding \\${Specific Threshold, e.g., 2 Million} annually.
- Proven track record of successfully navigating ACCME accreditation surveys or reaccreditation processes.

Knowledge:

- **Expert-Level Understanding:** Comprehensive, nuanced, and up-to-date knowledge of all ACCME accreditation standards, AMA Physician's Recognition Award (PRA) requirements, and all associated regulatory frameworks governing non-physician healthcare provider education (e.g., nursing, pharmacy CE, if applicable).
- Deep familiarity with adult learning theory and instructional design principles as they apply to complex medical topics.

Skills:

- **Communication:** Exceptional written and verbal communication skills, with the ability to articulate complex regulatory and pedagogical concepts clearly to diverse audiences, ranging from faculty participants to senior executive leadership.
- **Interpersonal and Influence:** Superior interpersonal skills, demonstrating a proven ability to lead, negotiate consensus among, and effectively influence diverse, often autonomous, stakeholders, including senior faculty members and committee chairs.
- **Organizational and Project Management:** Outstanding organizational abilities, meticulous attention to detail, and proven proficiency in managing multiple complex, high-stakes projects simultaneously under strict deadlines.
- **Technological Proficiency:** Demonstrated ability to leverage technology, including mastery of Learning Management Systems (LMS), activity planning software, and data analysis tools for reporting purposes.