

*Learn to Thrive 2026*

# **Building the CE/CPD Workforce of the Future: Defining Roles, Expectations, and Resources**

A product of the Learn to Thrive 2025 Working Group *Building the CE/CPD Workforce*.



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## About the Working Group

The *Building the CE/CPD Workforce of the Future: Defining Roles, Expectations, and Resources* Working Group engaged a cross-section of CE/CPD leaders and stakeholders to develop evidence-informed job roles and descriptions for professionals in accredited continuing education and a practical framework for role expectations, workforce planning, and career development. Using insights from the recent [CPD/CE Workforce Survey](#) by the Accreditation Council for Continuing Medical Education (ACCME®), the group defined three key career stages—entry-level, mid-level, and advanced-level—and outlined typical responsibilities, qualifications, and factors that influence compensation and progression. The result is a practical resource to help CE/CPD leaders structure and support their teams based on the evolving demands and opportunities of the profession.

Each of these organizations were invited to provide one individual to serve on the Working Group:

Alliance for CE for the Health Professions  
Association of American Medical Colleges  
Association for Hospital Medical Education

Council of Medical Specialty Societies  
North American Medical Education Companies  
Society for Academic Medical Education

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### Methods

The Working Group collaborated virtually from July 2025 until January 2026, developed this resource from January through April 2026, and presented at the ACCME 2026 Learn to Thrive meeting in May 2026.

To develop this resource, the Working Group conducted a strategic synthesis of current market data and leadership expertise. We began with a baseline review of the 2024 ACCME CPD/CE Workforce Survey, using it as a directional map to understand the existing landscape of job titles, compensation, and staffing levels across the profession.

Recognizing that raw data cannot fully capture the shifting complexities of our field, the Working Group applied a “Real-World Filter” to these findings. We translated the survey trends into a structured career ladder, identifying the specific technical and policy-driven “Upward Drivers” that define high-impact leadership. By blending quantitative benchmarks with collective experience from top-tier academic and medical education organizations, we have created a framework that reflects both the current reality and the future strategic needs of the CPD workforce.

# Executive Summary

Accredited continuing education and continuing professional development (CE/CPD) programs play a critical role in supporting clinician performance, patient care, and organizational priorities. However, workforce structures across CE/CPD programs vary widely, and many organizations lack clear guidance on how to align staffing with expectations for impact.

This resource provides a practical framework to support workforce design, role definition, and career ladder progression in CE/CPD settings. Several key insights emerge:

## **1. Many CE/CPD programs operate with limited staffing capacity**

National workforce data suggest that many CE/CPD programs operate with small teams, which can constrain capacity for outcomes measurement, program evaluation, and strategic alignment.

## **2. Staff time is heavily concentrated in operational activities**

A substantial proportion of CE/CPD staff time is devoted to activity administration, compliance, and logistics. While these functions are essential, this distribution often limits capacity for higher-value activities such as outcomes measurement, program evaluation, and strategic planning.

## **3. Workforce design—not just size—determines program effectiveness**

The effectiveness of a CE/CPD program depends not only on the number of staff, but on the mix of capabilities within the team. Programs that are able to devote capacity to instructional design, data/evaluation, and strategic leadership may be better positioned to pursue outcomes measurement, program improvement, and organizational alignment.

## **4. Advancing program impact often requires intentional investment in workforce capabilities, including roles that support evaluation, innovation, and alignment with organizational priorities.**

Progression from operational delivery toward outcomes measurement and organizational alignment is unlikely to result from increased workload alone. The workforce study suggests that programs may need to invest deliberately in workforce capabilities such as evaluation, instructional design, innovation, and cross-functional leadership.



## **5. Clear career pathways strengthen workforce stability and performance**

Defined role expectations and career pathways may help organizations clarify responsibilities, support professional development, and structure advancement. The survey data provide context for how compensation varies across roles and organizations. Organizations may use several factors as prompts for local compensation conversations, while recognizing that the workforce study does not yet establish fixed salary benchmarks or a validated compensation formula.

## **6. CE/CPD workforce capacity is a strategic organizational asset**

CE/CPD programs contribute to clinician development, quality improvement, and system performance. Without intentional workforce design, CE/CPD programs risk remaining operationally efficient but strategically limited.

# Introduction

Accredited continuing education and continuing professional development (CE/CPD) programs depend on a skilled and adaptable workforce to design, deliver, and evaluate education that improves healthcare practice. Across the United States, this workforce supports a complex system of accredited providers responsible for translating new knowledge into clinical performance and patient care improvement.

Despite this central role, there has been limited shared guidance on how CE/CPD roles are defined, how teams are structured, and how workforce capacity aligns with program expectations. Organizations vary widely in staffing models, role definitions, and career pathways, making it difficult for leaders to benchmark their teams, plan for growth, or articulate the value of CE/CPD functions within their institutions.

At the same time, expectations for CE/CPD programs are expanding. In addition to delivering high-quality educational activities, programs are increasingly expected to:

- measure changes in learner competence, performance, and patient outcomes
- integrate with quality improvement and patient safety initiatives
- align with organizational strategy and workforce development priorities

Meeting these expectations requires more than incremental adjustments to existing roles. It requires intentional workforce design, including clarity in role expectations, progression pathways, and the capabilities needed to achieve meaningful impact.

To address this need, the Working Group developed a practical framework to support workforce planning and professional development across CE/CPD settings. This resource:

- defines role expectations across entry-level, mid-level, and advanced-level positions
- identifies factors that influence compensation and career progression
- provides guidance on workforce design and capability mix

The framework draws on insights from the ACCME 2025 CPD/CE Workforce Survey and the collective experience of leaders across diverse organizations. These data highlight a workforce that is experienced and committed but often constrained by operational demands and variability in staffing structures. Rather than prescribing fixed staffing ratios or salary benchmarks, this resource focuses on the drivers of workforce effectiveness—including workload, capability mix, scope of responsibility, and organizational context. It provides a structured approach that organizations can adapt to their specific environment while maintaining alignment with broader trends in the field.

## How to Use This Resource

This resource supports practical, strategic decision-making in CE/CPD workforce planning by providing a flexible framework focused on capabilities, scope, and organizational context.

### For Employers and Organizational Leaders

Leaders can use this resource to design, structure, and strengthen CE/CPD teams. It supports:

- **Workforce design and staffing decisions:** Align FTE, role mix, and responsibilities with program scope and organizational expectations
- **Role definition and job descriptions:** Establish clear expectations across entry-level, mid-level, and advanced-level roles
- **Compensation and career pathways:** Align salary structures and advancement opportunities with demonstrated capabilities, responsibilities, and impact
- **Strategic positioning of CE/CPD:** Ensure the workforce has the capacity to support outcomes measurement, quality improvement, and alignment with institutional priorities

This resource may be particularly useful during hiring, restructuring, budgeting, accreditation preparation, or program expansion.

### For CE/CPD Professionals

CE/CPD professionals can use this resource to understand their current role and plan for career progression. It supports:

- **Role clarification:** Compare current responsibilities with expectations across career levels
- **Career development planning:** Identify the competencies, experiences, and capabilities associated with advancement
- **Professional growth conversations:** Engage with supervisors and HR partners using a shared framework
- **Skill prioritization:** Focus on high-impact capabilities such as instructional design, data and evaluation, accreditation expertise, and leadership

### For Individuals Exploring a Career in CE/CPD

Individuals considering a career in CE/CPD—including those in education, healthcare administration, quality improvement, or related fields—can use this resource to:

- understand the scope and purpose of CE/CPD roles
- explore the range of positions across the field
- identify entry points based on prior experience
- understand how roles evolve over time

## Reflective Questions

### For Employers and Leaders

- Does our current workforce structure align with program complexity, activity volume, and organizational expectations?
- Does our current staffing model allow capacity for outcomes measurement, evaluation, and strategic work—or is it primarily operational?
- Are responsibilities appropriately distributed across role levels, or are higher-level functions concentrated in a few individuals?
- Do our compensation structures reflect the capabilities and responsibilities required for higher-impact roles?
- Are we providing clear and credible pathways for career progression within our CE/CPD team?

### For CE/CPD Professionals

Which career level best reflects my current responsibilities, independent of my job title?

- What capabilities distinguish the next level of responsibility, and which of these do I need to develop?
- How does my current role contribute to program outcomes, organizational priorities, or strategic initiatives?
- What experiences (e.g., accreditation cycles, data analysis, program leadership) would strengthen my readiness for advancement?

## The ACCME CPD/CE Workforce Survey

Beginning in 2025, the Accreditation Council for Continuing Medical Education (ACCME®) conducted a CPD/CE Workforce Survey of the community of accredited providers. Responses offered an unprecedented insight into the composition, structure, and financial landscape of the continuing professional development (CPD)/continuing education (CE) workforce.

A collaborative effort of the ACCME, Joint Accreditation for Interprofessional Continuing Education (Joint Accreditation), State Medical Society Recognized Accreditors, the Alliance for Continuing Education of the Health Professions (ACEHP), the Association of American Medical Colleges (AAMC), and the Society for Academic Continuing Medical Education (SACME), the survey was the first of its kind to offer a detailed picture of our community. Conducted by a research team at the University of Illinois Chicago, the complete analysis has been submitted for publication.

The Workforce Survey provided helpful context by highlighting the wide range of provider types, program sizes, team structures, and staffing models across the CE/CPD community. This broad variation underscored how differently organizations allocate time to key functions and confirmed the need for a flexible, role-based framework rather than prescriptive staffing or salary recommendations. The survey's insights into time allocation and functional responsibilities helped the Working Group articulate clear job descriptions and competency expectations, while also illustrating the limitations of assigning specific FTE counts or pay levels. Instead, the Working Group focused on identifying the factors that drive salary, the shape and composition of CE/CPD teams, and the considerations leaders should use when planning or resourcing their workforce. For that reason, survey data are used here to inform context and reflection, not to establish numeric staffing targets, typical team size expectations, or compensation benchmarks.

## Step One: Clarify Roles and Job Descriptions

Effective workforce design begins with clear, consistent role definitions. A well-structured career ladder provides a foundation for aligning responsibilities, supporting professional development, and ensuring that roles are appropriately scoped across the CE/CPD team.

This resource defines three core career stages—entry-level, mid-level, and advanced-level—and provides a structured approach to building job descriptions that reflect increasing scope, complexity, and impact. Together, the career ladder and job description process help organizations move beyond informal role definitions toward a more intentional and transparent workforce model.

### Using the Career Ladder Framework

The career ladder establishes a progression of roles based on:

- scope of responsibility
- required competencies and skills
- level of decision-making and accountability
- contribution to program and organizational goals

Organizations can use this framework to:

- clarify role expectations across the team
- ensure consistency in job descriptions
- support internal equity and promotion pathways
- align roles with both operational needs and strategic priorities

The table below illustrates how responsibilities expand in scope and complexity across career levels.

Category	ENTRY-LEVEL Job Description	MID-LEVEL Job Description	ADVANCED-LEVEL Job Description
<b>Position Title</b>	Program Coordinator	Program Manager	Director / Vice President/ Chief Learning Officer
<b>Department</b>	Office of Continuing Professional Development	Office of Continuing Professional Development	Office of Continuing Professional Development
<b>Reports To</b>	Program Manager	Director of CPD/CE	In Academic/Hospital Settings: Reports to the Vice President of Education, Chief Learning Officer, Dean, or Chief Medical Officer (CMO).
<b>Location</b>	Hybrid – City, State (On-site and remote work as approved)	Hybrid – City, State (On-site and remote work as approved)	Hybrid – City, State (On-site and remote work as approved)
<b>Position Summary</b>	Tactical Execution: Focuses on the "how" of daily operations. Primarily responsible for administrative accuracy, logistical support, and foundational compliance documentation.	Program Management: Focuses on the "process" of education. Responsible for instructional design, project leadership, and managing the integrity of the CPD program	Strategic Leadership: Focuses on "institutional impact." Responsible for enterprise-wide alignment, fiscal health, and national scholarship in the field.

**Job Description Key Responsibilities**

*For each career level, the table below provides descriptions of key activities across functional areas.*

**Administering Activities for CE/CPD Credit**

	<p>Maintain individual CME activity files to ensure full compliance with ACCME requirements.</p> <p>Assist physician learners with meeting American Board of Medical Specialties (ABMS) Continuing Certification (CC) requirements by providing documentation and assistance.</p> <p>Draft Accreditation and CME credit statements for CME activities.</p>	<p>Ensure compliance with ACCME Accreditation Criteria, Standards and Policies as well as institutional/internal CME policies.</p> <p>Manage all components of the ACCME reaccreditation process, including the preparation of the self-study and oversight of all CME activity files.</p> <p>Develop the annual CME plan and activity calendar to align departmental resources with institutional goals.</p> <p>Oversee timelines for CME activity development to ensure administrative deadlines are met.</p> <p>Manage operational processes and systems related to ABMS Member Boards' programs for Continuing Certification.</p>	<p>Provide executive oversight and serve as the accountable staff member for the institution's accredited CME program.</p> <p>Serve as the accountable staff person for the successful completion of the ACCME reaccreditation process.</p>
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Category	ENTRY-LEVEL Job Description	MID-LEVEL Job Description	ADVANCED-LEVEL Job Description
<b>CME Activity Design and Development</b>			
	<p>Coordinate communications and assigned tasks with planners, faculty, and stakeholders through all CME activity planning stages based on office policies, procedures and guidance.</p> <p>Collect and format educational materials provided by faculty for learners including any supplemental educational resources, ensuring consistency and accessibility (ADA compliance).</p>	<p>Facilitate the instructional design process including identifying educational needs that underlie professional practice gaps (through such mechanisms as surveys, data analysis and literature review); define learning objectives, target audience and educational formats appropriate for the setting, objectives, and desired results of the activity.</p> <p>Ensure content validity and manage the clinical peer-review process.</p>	<p>Define the “Institutional Learning Agenda” to include the development of a longitudinal, high-impact CE/CPD curriculum that aligns with the institution’s mission and desired patient outcomes.</p>
<b>Activity Logistics (In-Person and Virtual)</b>			
	<p>Provide onsite or virtual support for faculty and learners during activities.</p> <p>Coordinate pre-event logistics including venue selection, catering, audiovisual needs, and vendor management.</p> <p>Support the creation and distribution of program promotional materials (e.g., brochures, invitations) ensuring compliance with accreditation guidelines.</p>	<p>Plan, organize and execute all CME/CPD activities including those delivered live and online.</p> <p>Interface with commercial supporters and exhibitors for CME activities.</p>	<p>Provide strategic oversight of the institution’s CME program ensuring CME activities reflect organizational priorities and support measurable outcomes.</p> <p>Ensure the institution’s investment in educational technology.</p>
<b>Data Reporting and Analytics</b>			
	<p>Perform data reporting tasks to submit accurate activity and learner credit data into ACCME systems (PARS/JA-PARS); securing permissions and collecting data from learners; clean participant lists; process CME certificates and generate attendance summaries.</p>	<p>Analyze CME activity and program evaluation data aligned with ACCME requirements for analyzing changes in learners (competence, performance, or patient outcomes).</p> <p>Promote visibility through website content management.</p>	<p>Utilize CME activity and program data for institutional program analysis and long-term strategic evaluation of educational impact of the institution’s CME offerings.</p> <p>Ensure digital platforms, LMS, and online tools align with enterprise data, reporting, innovation best practices, and strategies.</p>

Category	ENTRY-LEVEL Job Description	MID-LEVEL Job Description	ADVANCED-LEVEL Job Description
	<p>Collect CME activity evaluation data for internal reporting.</p> <p>Provide CME activity details including timely updates on digital platforms and Learning Management System.</p> <p>Collect required activity information from faculty to be posted online.</p> <p>Maintain Learning Management System content and activity architecture.</p>	<p>Serve as the primary liaison to IT to ensure adherence to institutional compliance, branding, and marketing strategies.</p> <p>Oversee external digital presence for CME activities, including website updates, navigation improvements, and learner-facing content accuracy.</p>	<p>Ensure the digital transformation of the CME program overseeing initiatives that enhance access, integration, and the user experience.</p>
<b>Managing Commercial or Grant Support and Exhibitors</b>			
	<p>Manage exhibitor and sponsor logistics, including booth coordination, deliverables, and agreements.</p> <p>Maintain tracking and documentation of commercial support details in compliance with organizational procedures.</p> <p>Track CME activity budgets as requested; process payments to faculty and vendors; and manage reimbursements and financial documentation.</p>	<p>Identify, seek, apply for, and manage educational grants.</p> <p>Ensure compliance with ACCME Standards 4 and 5 and develop organizational procedures to ensure commercial support for accredited CME activities aligns with accreditation requirements.</p> <p>Develop CME activity budgets and track expenses; oversee reconciliation reports to ensure financial transparency.</p> <p>Maintain CME activity financial records, budgets, and reports to meet internal and external audit requirements.</p> <p>Assist department leadership in developing budgets and monitoring adherence to the annual budget.</p>	<p>Serve as the staff person responsible for strategic partner development for the institution's CME program cultivating ethical industry relationships, developing commercial support policies, and ensuring the appropriate firewalls within the institution.</p> <p>Serve as the accountable staff person for the overall CE/CPD budget researching new revenue streams and establishing internal controls and transparent financial reporting for CME activities.</p>
<b>Integration of CE/CPD With QI / Patient Safety</b>			
	<p>Assist with data collection, documentation, and reporting for CE/CPD activities related to quality, safety, and performance improvement initiatives.</p>	<p>Support integration of CE/CPD with Quality Improvement and Patient Safety to elevate CME activity outcomes.</p>	<p>Ensure CPD initiatives align and are integrated with enterprise quality improvement and patient safety strategies.</p> <p>Champion data-driven initiatives linking education to care quality and organizational performance.</p>

Category	ENTRY-LEVEL Job Description	MID-LEVEL Job Description	ADVANCED-LEVEL Job Description
<b>CE/CPD Research and Scholarship</b>			
	Support basic documentation and coordination of internal scholarly projects.	Conceive and participate in internal projects or partnerships that advance scholarship in CE/CPD.	Advance the field through educational research, publications, and scholarly collaboration.  Promote dissemination of findings and best practices through national forums.
<b>Strategic Planning</b>			
	Contribute to the strategic planning process as requested.	Support leadership in developing CE/CPD operations and activities aligned with organizational goals.  Investigate and recommend programmatic adjustments based on stakeholder feedback and compliance changes.  Collaborate with other departments to promote ongoing CE/CPD initiatives.	Lead the strategic vision for the CE/CPD program to align with enterprise mission, priorities, and organizational goals.  Lead enterprise-wide workforce planning, including organizational structuring and competency alignment.  Drive innovation in educational design, data analytics, and technology integration.
<b>Mentorship/Leadership</b>			
	Participate in internal and external CE professional development activities.	Serve as a delegate for the institution's CE leadership to promote departmental priorities.  Interface with internal supporting stakeholders such as IT, Quality Improvement, and Risk Management.	Mentor and coach team members to support professional growth, skill development, and succession planning within the CE/CPD office.  Guide development of policies and procedures for the CE/CPD office in alignment with organization and accreditation requirements.  Lead and promote institutional and national professional development initiatives.

Category	ENTRY-LEVEL Job Description	MID-LEVEL Job Description	ADVANCED-LEVEL Job Description
<b>Additional Role Expectations</b>			
<b>Supervisory Expectations</b>			
	Participate in professional development to build foundational supervisory knowledge.	Contribute to human resource functions, including hiring, training, supervision, and performance development and evaluation. Support and serve as mentor, guide, and role model for new CE/CPD department hires.	Provide overall organizational design of the CE/CPD office managing Directors, Managers, and Coordinators responsible for the conduct of the CE program.
<b>Organizational Accountability</b>			
	<p>Maintain ethical and professional standards in all administrative and documentation tasks.</p> <p>Adhere to established institutional and departmental policies to maintain operational consistency.</p> <p>Support a culture of professionalism by meeting all internal and external administrative deadlines.</p> <p>Provide accurate data entry to ensure the integrity of organizational compliance records.</p> <p>Satisfactorily complete all required internal training programs.</p>	<p>Develop and manage program infrastructure, including information systems and operational workflows.</p> <p>Interface with internal supporting stakeholders, such as IT, Quality Improvement, and Risk Management departments.</p> <p>Maintain accountability for the operational integrity transparency of the CE program portfolio.</p> <p>Satisfactorily complete all required internal and external training programs.</p>	<p>Ensure the CPD enterprise operates with transparency, ethical integrity, and absolute alignment with organizational priorities.</p> <p>Maintain ultimate accountability for institutional accreditation status, regulatory compliance, and comprehensive enterprise reporting.</p> <p>Maintain primary financial accountability for the CPD department, ensuring fiduciary health, sustainability, and transparency.</p> <p>Represent the organization to national accrediting and regulatory bodies</p> <p>Foster a culture of organizational accountability and continuous quality improvement (CQI) across the enterprise.</p> <p>Satisfactorily complete all required internal training programs.</p>

Category	ENTRY-LEVEL Job Description	MID-LEVEL Job Description	ADVANCED-LEVEL Job Description
<b>Qualifications (Required)</b>			
	<p>Two or more years of experience in CE/CME/CPD or a related field.</p> <p>No degree requirement.</p> <p>Strong organizational skills and high attention to detail.</p> <p>Excellent written and verbal communication skills.</p> <p>Proficiency in Microsoft Office Suite (Word, Excel, PowerPoint) and familiarity with database management.</p> <p>Ability to work independently and as part of a team in a fast-paced environment.</p> <p>A proactive and flexible approach to problem-solving.</p> <p>Proven ability to manage multiple concurrent timelines and project deliverables.</p>	<p>Three or more years of experience in CE/CME/CPD or a related field.</p> <p>Bachelor’s degree in a relevant field such as education, healthcare administration, public health, or a related discipline.</p> <p>Two or more years of supervisory experience.</p> <p>Demonstrated experience leading and mentoring teams in a complex, multi-stakeholder environment.</p> <p>Proficiency in data management, data analysis, and information systems/technology platforms.</p> <p>Demonstrated ability to manage remote collaboration tools like Zoom and Teams.</p> <p>Experience in managing projects with multiple internal and external stakeholders.</p> <p>Proficiency with Microsoft Office and an aptitude for learning new systems and tools.</p> <p>Proficiency in educational design and adult education methodologies.</p>	<p>Minimum of 8–10 years of progressive experience in CE/CME/CPD, adult learning, or health professions education.</p> <p>Master’s degree in education, healthcare administration, public health, or a related field.</p> <p>Demonstrated experience leading complex educational programs in health professions, continuing education, or graduate-level academic settings, including oversight of budgets and compliance requirements.</p> <p>Proven success building partnerships across diverse organizational settings and at the executive leadership level.</p> <p>Deep understanding of ACCME Accreditation Criteria and Standards for Integrity and Independence in Accredited Continuing Education.</p> <p>Demonstrated ability to drive strategic vision and innovate educational design and technology integration.</p> <p>Experience in disseminating findings and best practices through national forums and scholarly collaboration.</p> <p>Experience leading multi-site or enterprise-wide learning initiatives.</p> <p>Experience navigating complex organizational change and digital transformation.</p>

Category	ENTRY-LEVEL Job Description	MID-LEVEL Job Description	ADVANCED-LEVEL Job Description
<b>Qualifications (Preferred)</b>			
	<p>Previous administrative experience in an academic or healthcare setting is a plus.</p> <p>Experience with customer service or front-facing stakeholder communication.</p> <p>Familiarity with medical terminology or healthcare environments.</p> <p>Interest in CE/CPD accreditation standards and lifelong learning.</p>	<p>Demonstrated experience designing online education or virtual learning pathways.</p> <p>Participation in professional organizations (e.g., ACCME, ACEHP, SACME).</p> <p>Advanced proficiency with data visualization tools (e.g., Tableau, Excel dashboards) for performance analysis.</p>	<p>Active leadership in professional organizations (e.g., ACCME, ACEHP, SACME).</p> <p>Proven track record of scholarly productivity, including publications or national presentations.</p>
<b>Work Environment &amp; Physical Requirements</b>			
	<p>Hybrid office environment with periodic travel for conferences.</p> <p>Standard office and computer-based work with extended periods of sitting and screen use.</p> <p>Occasional lifting of materials (up to 25 lbs.) related to event or meeting preparation.</p>	<p>Hybrid office environment with periodic travel for conferences and partner engagement.</p> <p>Standard office and computer-based work with extended periods of sitting and screen use.</p> <p>Occasional lifting of materials (up to 25 lbs.) related to event or meeting preparation.</p>	<p>Hybrid office environment with periodic travel for conferences and partner engagement.</p> <p>Standard office and computer-based work with extended periods of sitting and screen use.</p> <p>Occasional lifting of materials (up to 25 lbs.) related to event or meeting preparation.</p>

## Step Two: Explore Factors That Influence CE/CPD Staff Salaries

Compensation in CE/CPD is driven by qualifications, capabilities, and organizational context. While salary ranges vary across institutions and geographic regions, the Workforce Survey and related analyses highlight consistent patterns in how compensation aligns with role expectations, experience, and impact.

This section is designed to help leaders and professionals understand what drives compensation differences within and across career stages, rather than to prescribe fixed salary benchmarks. By examining these factors, organizations can make more informed, equitable, and strategic decisions about hiring, retention, and professional development. Compensation increases as roles shift from execution to program design to strategic leadership and enterprise impact.

### **Moving Beyond Titles: What Actually Drives Compensation**

Although job titles such as coordinator, manager, or director provide a general framework, compensation is more closely linked to the scope and complexity of work performed.

Two individuals with similar titles may have substantially different salaries depending on:

- the breadth of their responsibilities
- the level of autonomy and decision-making required
- the degree of accountability for outcomes, compliance, or revenue
- the strategic importance of their role within the organization

In this context, salary progression reflects not only years of experience, but also the accumulation of specialized knowledge, leadership capability, and organizational impact.

### **Key Domains That Influence Compensation**

The categories below outline the primary factors that influence CE/CPD compensation across career stages. Several themes emerge:

#### **1. Education and Credential**

Formal education may provide an important foundation for many CE/CPD professionals, particularly as roles increase in scope and complexity. However, educational requirements vary by organization, and entry-level roles may be accessible through relevant experience, transferable skills, and on-the-job development.

#### **2. Experience and Accreditation Expertise**

Experience in CE/CPD—and particularly experience navigating accreditation requirements—is a significant driver of compensation. Individuals who have successfully managed accreditation cycles, implemented systems for compliance, or overseen complex programs bring high-value expertise that reduces institutional risk.

### **3. Skills and Competencies**

Technical and cognitive skills play a central role in salary differentiation. Early-career roles emphasize execution and operational support, while mid-level roles require instructional design and program management expertise. At advanced levels, compensation is strongly influenced by the ability to:

- interpret and use data to demonstrate outcomes
- lead innovation in educational design and technology
- manage change within complex organizations

### **4. Scope of Responsibility**

As roles expand from individual activity management to oversight of program portfolios and enterprise-level initiatives, compensation increases accordingly. Responsibility for aligning CE/CPD with institutional priorities—such as quality improvement, patient safety, or workforce development—is a key differentiator at senior levels.

### **5. Supervision and Team Leadership**

Supervisory responsibility is another important factor. Managing staff, developing talent, and designing team structures introduce additional complexity and accountability that are reflected in compensation. At advanced levels, leaders are often responsible not only for managing teams, but for designing the workforce itself.

### **6. Decision-Making Impact**

The level at which decisions affect organizational outcomes is a major driver of salary. Entry-level roles typically focus on tactical decisions, while mid-level roles manage program execution and compliance. Advanced roles are distinguished by strategic decision-making, including resource allocation, policy development, and system-wide integration of CE/CPD.

### **7. Revenue and Financial Responsibility**

Financial responsibility varies widely across CE/CPD settings but is consistently associated with higher compensation. This may include:

- managing activity budgets and educational grants
- generating or growing program revenue
- ensuring long-term financial sustainability of the CE/CPD enterprise

### **8. External Representation and Professional Visibility**

Engagement beyond the organization—such as participation in professional societies, presentations, and national leadership roles—can enhance both individual and institutional reputation. At advanced levels, these activities are often expected and contribute to higher compensation.

## 9. Organizational and Market Considerations

In addition to individual factors, compensation is influenced by broader organizational and market dynamics:

- Institutional frameworks: Internal HR structures, pay bands, and promotion pathways often define salary ceilings and progression
- Geography: Cost of living and regional labor markets significantly affect compensation levels
- Organization size and complexity: Larger or more complex organizations typically require more advanced capabilities and offer higher compensation
- Industry sector: Medical education companies, health systems, academic centers, and professional societies may have different compensation norms
- Market Demand: Influenced by organizational context and demand for specialized skills such as data, digital learning, and accreditation expertise.

### Using This Framework

Leaders can use this framework to:

- assess whether compensation aligns with actual role expectations and responsibilities
- identify gaps between current capabilities and those required for future growth
- support transparent and equitable salary decisions
- build career pathways that reward increasing responsibility and impact

For CE/CPD professionals, this framework provides insight into how to advance within the field—highlighting that progression is driven not only by tenure, but by the development of specialized expertise, leadership capability, and the ability to contribute to organizational goals.

Factor Category	Entry Level	Mid-Level	Advanced Level
<b>Education &amp; Credentials</b>	<p><b>Baseline:</b> None</p> <p><b>Upward Driver:</b> Bachelor's degree and/or specialized technical certificate(s)/certification(s)</p>	<p><b>Baseline:</b> Bachelor's degree in a relevant field such as education, healthcare administration, public health, or a related discipline</p> <p><b>Upward Driver:</b> Master's degree</p>	<p><b>Baseline:</b> Master's degree/ Doctorate degree</p> <p><b>Upward Driver:</b> National leadership roles in the CME professional field (e.g., ACCME/ACEHP) that elevate institutional prestige</p>

<p><b>Years of Experience</b></p>	<p><b>Baseline:</b> Two or more years of experience in CE/ CME/CPD or a related field</p> <p><b>Upward Driver:</b> Prior experience in healthcare/ regulatory environments. Working knowledge of ACCME Criteria, Standards and Policies; AMA PRA Credit System</p>	<p><b>Baseline:</b> Three or more years of experience in CE/ CME/CPD or a related field</p> <p><b>Upward Driver:</b> Success in navigating 2+ full accreditation cycles with zero non-compliance findings; experience managing Joint Accreditation or multi-provider collaborations; and a proven track record of shortening the self-study timeline through the implementation of continuous, audit-ready data systems</p>	<p><b>Baseline:</b> Minimum of 8–10 years of progressive experience in CE/CME/CPD, adult learning, or health professions education</p> <p><b>Upward Driver:</b> Proven track record of building/ scaling departments or leading organizational mergers</p>
<p><b>Skills &amp; Competencies (Soft &amp; Technical)</b></p>	<p><b>Baseline:</b> Task execution and LMS support</p> <p><b>Upward Driver:</b> Mastery of Abstract Thinking to solve logistical “grey” areas. Experience with ACCME’s Program and Activity Reporting System (PARS)</p>	<p><b>Baseline:</b> Instructional Design and Adult Education methodologies</p> <p><b>Upward Driver:</b> Advanced Data Analytics (e.g., Tableau/ PowerBI) to demonstrate program ROI</p>	<p><b>Baseline:</b> Drive strategic vision and innovate educational design and technology integration</p> <p><b>Upward Driver:</b> Demonstrated skills in mastery of change management and pioneering digital strategy ahead of trends</p>
<p><b>Scope of Responsibility (includes Budget Oversight)</b></p>	<p><b>Baseline:</b> Administrative accuracy for assigned activities</p> <p><b>Upward Driver:</b> Successful management of activities with high internal visibility (e.g., system-wide rounds)</p>	<p><b>Baseline:</b> Oversight of the CME program portfolio</p> <p><b>Upward Driver:</b> Demonstrated success in managing high-stake stakeholder relations (IT, Risk, Legal)</p>	<p><b>Baseline:</b> Ensure the CPD enterprise operates with transparency, ethical integrity, and absolute alignment with organizational priorities</p> <p><b>Upward Driver:</b> Proven experience in aligning the CPD program with enterprise-level Quality (QI) goals to impact organizational-wide metrics</p>
<p><b>Staff Supervision</b></p>	<p><b>Baseline:</b> Self-management and student interns</p> <p><b>Upward Driver:</b> Experience onboarding and mentoring peers</p>	<p><b>Baseline:</b> Two or more years of supervisory experience of 1–3 entry-level staff/ coordinators</p> <p><b>Upward Driver:</b> Prior management of a large or multi-functional team (e.g., 5+ staff) and demonstrated success in talent retention and professional development pathways</p>	<p><b>Baseline:</b> Managing a multi-tiered professional team</p> <p><b>Upward Driver:</b> Proven experience in designing the “staffing shape” for a complex enterprise; managing diverse skill sets (e.g., data scientists, IT, and educators); and architecting a sustainable workforce that scales with institutional growth</p>

<p><b>Decision-Making Impact</b></p>	<p><b>Baseline:</b> Tactical decisions regarding activity dates/ locations</p> <p><b>Upward Driver:</b> Demonstration of high-accuracy compliance screening that prevented major audit failures</p>	<p><b>Baseline:</b> Decisions regarding all aspects of CME activity planning and delivery as well as for all components of the ACCME reaccreditation process</p> <p><b>Upward Driver:</b> Proven skills in expert-level understanding and practical implementation of accreditation requirements (e.g., Standards for Integrity and Independence in Accredited Continuing Education)</p>	<p><b>Baseline:</b> Strategic decisions regarding department-wide priorities and resource allocation</p> <p><b>Upward Driver:</b> Demonstration of past decision-making that resulted in national commendation of a professional development program (e.g., ACCME/Joint Accreditation); architecting enterprise-wide policy (e.g., aligning CPD participation with faculty appointment/promotion or Continuing Certification requirements); and designing IT systems integrations that link CPD performance data to institutional quality, patient safety, or informatics standards</p>
<p><b>Revenue Generation</b></p>	<p><b>Baseline:</b> Processing fees and support for billing.</p> <p><b>Upward Driver:</b> Demonstration of implementing cost-saving measures in activity logistics</p>	<p><b>Baseline:</b> Developing and managing all CME activity budgets. Managing education grants and commercial support</p> <p><b>Upward Driver:</b> Proven success in increasing CME program revenues. Experience in increasing commercial support for accredited CME activities or securing new grants via high-quality proposals</p>	<p><b>Baseline:</b> Responsibility for department-wide fiscal sustainability and long-term P&amp;L</p> <p><b>Upward Driver:</b> Demonstrated success in strategic business expansion, including expanding into interprofessional continuing education (IPCE), digital and enduring content expansion, specialty education portfolio expansion, industry-supported education growth, and data and outcomes services</p>
<p><b>External Representation</b></p>	<p><b>Baseline:</b> Front-facing customer service</p> <p><b>Upward Driver:</b> Prior representation on internal institutional committees</p>	<p><b>Baseline:</b> CME professional regional involvement</p> <p><b>Upward Driver:</b> Experience serving as a CME professional regional leader or presenting best practices at national conferences/ serving on national CME professional committees</p>	<p><b>Baseline:</b> National professional presence</p> <p><b>Upward Driver:</b> Active leadership in national CPD professional organizations (e.g., ACCME, ACEHP, SACME). Proven track record of scholarly productivity, including publications or national presentations</p>

<p><b>Other Considerations</b> (institutional frameworks, geography, size &amp; type, industry sector, organization size, institutional frameworks, demand and market trends)</p>	<p><b><u>Institutional Frameworks:</u></b> Highly sensitive to local HR pay bands and local cost-of-living (Geography)</p> <p><b><u>Upward Driver:</u></b> Candidates with prior experience in accredited healthcare environments reduce the training burden, justifying a higher starting offer within the tier</p>	<p><b><u>Market Demand:</u></b> Driven by industry sector (e.g., medical education companies versus academic medical centers and the specific demand for technical/data skills)</p> <p><b><u>Upward Driver:</u></b> Specialized knowledge of Joint Accreditation or multi-professional education standards acts as a market premium, pushing salary toward the top of the range</p>	<p><b><u>Organization Size &amp; Type:</u></b> Scaled by the complexity of the organization and national executive market trends</p> <p><b><u>Upward Driver:</u></b> Experience in Enterprise-Level Change Management (e.g., mergers or system-wide digital pivots) and experience leading complex accreditation, change-management, or enterprise-alignment efforts</p>
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## Step Three: Understand Your Staffing Needs

Determining the appropriate level of staffing for a CE/CPD unit is inherently complex. Programs vary widely in size, mission, activity mix, learner volume, and institutional expectations. For this reason, this resource does not prescribe fixed staffing ratios. Instead, it encourages leaders to move beyond simple FTE counts and design a workforce aligned with workload, capabilities, and intended impact.

### Interpreting Workforce Survey Data

The ACCME CPD/CE Workforce Survey provides important context for understanding how CE/CPD teams are structured across the accredited community. Survey findings highlight wide variation in program size, staffing arrangements, and role distribution, while also showing that operational work accounts for a substantial share of staff time across many settings.

Across all provider types:

- The majority of staff time is devoted to **operational functions** (activity administration, logistics, compliance)
- A smaller proportion is allocated to **educational design and content development**
- Even less time is devoted to **data analysis, outcomes measurement, and strategic planning**

These patterns highlight a core tension in CE/CPD programs: operational demands are necessary but can crowd out capacity-building activities unless staffing is intentionally designed.

### From FTE Counts to Workforce Design

Rather than asking “How many FTE do we need?” leaders may find it more useful to ask:


- What functions are essential to deliver our current program?
- What additional capabilities are required to achieve our desired impact (e.g., outcomes, growth, integration with quality)?
- Does our current staffing model allow time for strategic work, or is it fully consumed by operations?

Programs that remain heavily weighted toward operational roles may function effectively at a basic level but often lack the capacity to expand, measure outcomes, or demonstrate value. In contrast, programs that incorporate mid-level and advanced capabilities—particularly in educational design and data/evaluation—are better positioned to grow and align with institutional priorities.

### Using Time Allocation as a Diagnostic Tool

The time allocation patterns shown in the Workforce Survey can be used as a diagnostic rather than a benchmark. Leaders may consider:

- Which functions account for the greatest share of our team’s workload?
- Are these responsibilities aligned with the appropriate role level?
- Do we have sufficient capacity for evaluation, outcomes measurement, and program improvement?
- Are we allocating time in a way that reflects our organizational goals?



Programs seeking to increase their impact may need to intentionally rebalance effort toward higher-value activities, including outcomes analysis, quality improvement integration, and strategic planning.

### **Questions to Guide Staffing Discussions**

Rather than relying on standard staffing formulas, leaders may find it useful to assess workforce needs by considering:

- the volume and diversity of educational activities
- the degree of accreditation and reporting complexity
- expectations for outcomes measurement and program evaluation
- the need for instructional design, technology, and data capabilities
- the extent of integration with quality improvement, patient safety, or organizational strategy
- the distribution of responsibilities across entry-level, mid-level, and advanced-level roles

These considerations can help organizations determine whether their current workforce is primarily structured for operational delivery or has the broader capability mix needed to support program improvement and strategic impact.

## Step Four: Designing Your CE/CPD Team Today

*Step 4 and Step 5 build on the foundational framework developed by the Working Group by offering additional perspective on how organizations may apply these concepts in practice. Drawing on a broad perspective across the CE/CPD community, these sections are intended to be complementary and illustrative, supporting reflection, discussion, and local adaptation rather than prescribing specific approaches. They are provided to enhance usability and context for readers as they consider how role definitions, capability mix, and staffing design may evolve in response to organizational goals and expectations.*

### **Aligning Workforce Design with Current Program Needs**

This section focuses on how to design a CE/CPD workforce based on current program needs. Effective workforce planning requires more than determining the number of full-time equivalents (FTE). Leaders must ensure that staffing levels, role mix, and time allocation are aligned with workload, program complexity, and organizational expectations.

CE/CPD programs vary widely in size, activity volume, and institutional context. As a result, there is no single “correct” staffing model. Instead, the goal is to ensure that the workforce is structured to deliver required functions while enabling the program to meet its intended scope and priorities.

### **From FTE Counts to Capability Mix**

Traditional workforce planning often focuses on FTE counts. However, FTE alone does not capture whether a team has the right mix of capabilities to meet program demands.

Across CE/CPD programs, core capabilities typically include:

- **Operational execution:** activity administration, compliance documentation, logistics
- **Educational design:** needs assessment, instructional design, faculty engagement
- **Data and evaluation:** outcomes measurement, data reporting, program analysis
- **Strategic leadership:** alignment with institutional priorities, resource stewardship, innovation

Programs that are heavily weighted toward operational roles may function efficiently in delivering activities but often lack the capacity to measure outcomes, innovate, or contribute to broader organizational goals. A more balanced capability mix enables programs to expand their impact and respond to increasing expectations.

### **Common Team Orientations**

CE/CPD teams are often oriented in one or more of the following ways:

- **Operationally focused teams** emphasize compliance, activity administration, and logistics.
- **Programmatically focused teams** add stronger capacity in instructional design, project management, and evaluation.
- **Strategically integrated teams** include leadership, data/evaluation, and cross-functional capabilities that support organizational alignment and continuous improvement.

## **Aligning Workforce with Organizational Goals**

Workforce design should be driven by what the organization expects CE/CPD to achieve. Leaders may consider:

- If the goal is **efficient compliance**, does the team have sufficient operational support?
- If the goal is **high-quality education**, is there expertise in instructional design and faculty development?
- If the goal is **measurable outcomes**, is there dedicated capacity for data collection and analysis?
- If the goal is **organizational impact**, is there leadership bandwidth to align CE/CPD with quality, safety, and system priorities?

As expectations expand, workforce capabilities must be intentionally aligned to support those goals.

## **Using Time Allocation as a Diagnostic Tool**

Workforce Survey data indicate that a substantial proportion of CE/CPD staff time is devoted to operational tasks. While these functions are essential, they can limit capacity for higher-value activities if not balanced appropriately.

Leaders may use time allocation as a diagnostic tool by asking:

- Which functions account for the majority of our team's time?
- Are responsibilities aligned with appropriate role levels?
- Do we have sufficient capacity for evaluation, improvement, and planning?

Programs seeking to increase their impact may need to rebalance effort toward activities such as outcomes analysis, quality improvement integration, and strategic planning.

## **Rebalancing Toward Higher-Value Work**

Organizations can support a shift toward higher-value activities by:

- streamlining administrative processes where possible
- leveraging technology for reporting and activity management
- investing in staff development in evaluation and analytics
- clarifying priorities that extend beyond activity volume to outcomes

## **Indicators of Workforce Misalignment**

The following patterns may suggest that workforce structure is not aligned with program needs:

- Persistent focus on short-term activity delivery with limited time for planning or evaluation
- Difficulty meeting accreditation expectations related to outcomes or program analysis
- Reliance on a small number of individuals for complex or high-risk tasks
- Limited ability to engage with institutional leaders or contribute to broader initiatives
- Identifying these signals can help organizations adjust staffing models proactively

## Step Five: Building a Growth Path

### How CE/CPD Programs Expand Their Impact

As organizational expectations expand—from reliable delivery and compliance to evaluation, improvement, and strategic alignment—CE/CPD programs may need to expand not only workload capacity but also workforce capabilities.

### Capabilities Programs May Need to Add Over Time

- stronger instructional design and needs assessment support
- more consistent program evaluation and outcomes analysis
- greater leadership capacity for cross-functional alignment
- deeper integration with quality improvement, patient safety, and organizational priorities
- enhanced use of technology, data systems, and reporting tools

### Signals That a Growth Investment May Be Needed

- operational responsibilities consume nearly all team capacity
- evaluation or outcomes work is inconsistent or deferred
- strategic initiatives depend on a small number of individuals
- the team has limited bandwidth to engage with institutional priorities

### The Business Case for Workforce Investment

As CE/CPD programs evolve, workforce investment may become an important enabler of performance, capacity, and strategic contribution. Data from the national CPD/CE Workforce Survey show associations between greater staff FTE and higher activity volume, learner reach, and total income. Because the Workforce Survey is cross-sectional, these associations should not be interpreted as fixed staffing benchmarks or evidence that increasing staff alone will produce better outcomes. Rather, they highlight the importance of aligning workforce capacity and capability with program scope, organizational expectations, and desired impact.

As expectations expand, advancement is unlikely to be achieved by increasing workload alone. Programs may need to consider whether their workforce has sufficient capability and protected capacity in areas such as:

- data analysis and outcomes measurement
- instructional design and program improvement
- leadership and cross-functional collaboration
- quality improvement, patient safety, and organizational alignment

When staff time is consumed primarily by operational delivery, programs may have limited capacity to evaluate outcomes, improve educational design, engage in strategic planning, or demonstrate value to organizational leaders. Workforce investment, therefore, should focus

not only on the number of staff, but also on the mix of roles, skills, and responsibilities needed to support the program's goals.

Organizations that intentionally develop a balanced workforce may be better positioned to:

- support more complex educational portfolios
- strengthen evaluation and outcomes measurement
- contribute to quality, safety, and performance improvement initiatives
- enhance clinician engagement and professional development
- communicate the value of CE/CPD as a strategic organizational resource

### **Implications for CE/CPD Leaders**

For directors and organizational leaders, these findings suggest several considerations:

- Workforce planning should anticipate future capabilities, not just current workload.
- Program growth may require deliberate changes in staffing mix, role design, and capability development—not simply additional workload capacity.
- Investment in mid-level and advanced capabilities may help programs develop functions that are difficult to maintain when staff time is devoted primarily to operational delivery.
- Alignment with institutional priorities may strengthen both program relevance and organizational support.
- No single staffing model should be assumed to produce improved outcomes across all CE/CPD settings.

Workforce design is more than an operational concern. It is a strategic planning function that can help CE/CPD programs align their people, capabilities, and resources with the impact they seek to achieve.

## Where Do We Go From Here?

This resource represents an important step toward creating shared language, clarity, and structure for the CE/CPD workforce across diverse organizations. While it does not prescribe specific staffing numbers or salary levels, it provides a framework that leaders and professionals can adapt to their environments, recognizing the wide variation in organizational missions, scale, and operational complexity across accredited continuing education.

The Working Group views this as a foundational tool—one that will continue to evolve as the CE/CPD field advances, technologies mature, and workforce expectations expand. Organizations are encouraged to use the job descriptions, salary factors, and role-based functional domains to assess current structures, identify opportunities for professional development, and strengthen alignment with institutional priorities. As new insights emerge through community feedback, workforce data, and accreditation initiatives, future iterations of this framework can further refine and extend this guidance.

Above all, this resource is intended to support a sustainable, well-prepared CE/CPD workforce capable of advancing high-quality, independent, and impactful education. By applying and adapting these tools, organizations can build teams equipped to meet current demands and positioned to lead as the field continues to evolve.

# Appendix 1: Sample Job Descriptions

The sample job descriptions in this appendix are intended as practical examples to help organizations translate the framework in this resource into locally appropriate role descriptions. They illustrate how responsibilities, qualifications, and reporting relationships may be organized across entry-level, mid-level, and advanced-level CE/CPD roles. These examples are not prescriptive templates and should not be interpreted as minimum staffing requirements, universal role expectations, or fixed standards for compensation, titles, or organizational structure. Rather, they are offered as adaptable models that organizations can modify based on their size, mission, scope of activities, institutional context, and available resources. This approach is consistent with the Workforce Survey and manuscript, which underscore substantial variation across CE/CPD programs and support the use of flexible, context-sensitive guidance rather than fixed formulas or benchmarks.

## Sample Job Description

**Position Title:** Executive Director, Continuing Professional Development (CPD)

**Department:** Office of Continuing Professional Development

**Reports To:** *Indicate who this role reports to and any roles that report to it.*

Senior executive responsible for organizational education and professional development strategy (e.g., Vice President, Chief Learning Officer, or Associate Dean).

**Location:** Hybrid – City, State (On-site and remote work as approved)

### Position Summary:

*Provide a brief overview of the role, its purpose, and its place within the organization.*

The Executive Director of Continuing Professional Development (CPD) provides strategic leadership for the design, delivery, and evaluation of accredited and non-accredited professional education programs across the organization. This role ensures that all educational initiatives align with organizational priorities, accreditation standards, and evidence-based learning principles. The Executive Director serves as the liaison to enterprise leadership, regulatory bodies, and external partners, while fostering a culture of continuous learning, innovation, and outcomes-driven improvement.

### Key Responsibilities

*List responsibilities organized by functional categories such as:*

#### Administering CE/CPD Activities

- Provide executive oversight and accountability for the enterprise's accredited CE/CPD program, ensuring compliance with accreditation standards, regulatory requirements, and ethical practices across all activities.

#### Content Development

- Shape the long-term CPD vision and educational strategy across the enterprise.
- Foster innovation in instructional design, technology integration, and interprofessional learning.

## **Meeting Logistics**

- While not directly responsible for event coordination, provide strategic oversight of enterprise educational offerings.
- Ensure educational events and conferences reflect organizational priorities and support measurable outcomes.

## **Reporting & Data**

- Oversee enterprise-wide systems for outcomes measurement, learner analytics, and budget accountability.
- Translate data into actionable insights for executive leadership to inform decision-making and strategic planning.

## **Strategic Planning**

- Lead the strategic vision for CPD to align with enterprise mission, priorities, and organizational goals.
- Lead enterprise-wide workforce planning initiatives, including organizational structuring, role design, and competency alignment to support the CPD strategic plan and future resource needs.
- Serve as the liaison between the CPD function and enterprise leadership, building cross-departmental partnerships and ensuring strategic alignment of educational initiatives with institutional priorities.
- Drive innovation in educational design, data analytics, and technology integration to advance system outcomes.

## **Website Management**

- Ensure digital platforms, learning management systems, and online educational tools align with enterprise data, reporting, and innovation strategies.
- Oversee digital transformation initiatives that enhance access, integration, and user experience.

## **Commercial/Grant Support**

- Oversee financial planning and resource management to ensure program sustainability.
- Secure external funding through grants, partnerships, and strategic collaborations.
- Maintain transparency and compliance with Standards for Integrity and Independence in Accredited Continuing Education.

## **QI/Patient Safety Integration**

- Ensure CPD initiatives are integrated with enterprise healthcare quality improvement (QI) and patient safety strategies.
- Champion data-driven initiatives that link education to care quality and organizational performance.

## **Research & Scholarship**

- Advance the field through educational research, publications, and scholarly collaboration.
- Promote dissemination of findings and best practices through national forums.

## **Budget Oversight**

- Oversee budgets, ensuring financial accountability and sustainability.
- Establish internal controls and transparent financial reporting for educational activities.

## **Supervisory Expectations**

Directors, Managers, and support staff within the CPD office (e.g., professional staff overseeing accreditation, content development, educational operations, data and reporting, technology platforms, and research/scholarship initiatives).

## **Organizational Accountability**

- Ensure the CPD enterprise operates with transparency, ethical integrity, and alignment with organizational priorities.
- Maintain accountability for accreditation status, compliance, and enterprise reporting.
- Represent the organization to accrediting and regulatory bodies.
- Foster a culture of accountability and continuous improvement.

## **Qualifications:**

### **Required:**

*Specify minimum education, certifications, and experience required for the role.*

- Master's degree in education, healthcare administration, public health, or related field.
- Minimum of 8–10 years of progressive experience in CE/CPD, adult learning, or health professions education.
- Demonstrated experience leading accredited CE/CPD programs and managing complex budgets.
- Deep understanding of ACCME accreditation criteria and Standards for Integrity and Independence in Accredited Continuing Education.
- Proven success building partnerships across diverse organizational settings.

### **Preferred:**

*What skills or qualifications are preferred for ideal candidates?*

- Active participation or leadership in professional organizations (e.g., ACCME, ACEHP, SACME).
- Experience leading multi-site or enterprise-wide learning initiatives.

## **Work Environment & Physical Requirements:**

*What type of work environment can the candidate expect?*

- Hybrid office environment with periodic travel for conferences and partner engagement.
- Standard office and computer-based work with extended periods of sitting and screen use.
- Occasional lifting of materials (up to 25 lbs.) related to event or meeting preparation.

# Entry-Level CE/CPD Staff – Job Description

## – CE/CPD Coordinator

**Location:** Hybrid, with 2+ days/week in the office with periodic travel as needed

### **Position Summary**

We are looking for a CE/CPD Coordinator to join our team and help us maintain high standards of education for our healthcare professionals. Reporting to the Program Manager in the Office of Continuing Professional Development, the CE/CPD Coordinator will provide day-to-day program and administrative support in the planning, implementation, and evaluation of CE/CPD activities. In this role, you will document, review, and organize activity information, manage activity communications, and coordinate logistics. The CE/CPD Coordinator will also work closely with activity planners and speakers to ensure compliance with ACCME Standards and other applicable regulatory guidelines.

### **Key Responsibilities**

- Provide administrative support to the Manager and Director, as well as CME Program Committee. Under the direction of the Manager, ensure that all CE/CPD activities are in compliance with the accreditation requirements and standards of the Accreditation Council for Continuing Medical Education (ACCME) and American Medical Association (AMA).
- Coordinate aspects of program management, to include scheduling and recording minutes of CME Program Committee meetings, processing of invoices and payments associated with CE/CPD activities.
- Assist the CE/CPD Manager and Director as requested with the identification of practice gaps and educational needs, writing of learning objectives, recruitment of faculty/speakers, and management of commercial support.
- Contribute data and other relevant information for budget development and management.
- Maintain oversight of the learning management system.
- Maintain a file for each CE/CPD activity offered that includes required documentation necessary for accreditation.
- Maintain overall activity tracking and reporting to ACCME's Program and Activity Reporting System (PARS), including submission of annual report information and learner data reporting.
- Design and distribute communications for CE/CPD activities, to include program objectives, proper accreditation and credit designation statements, and other required disclosures.
- Provide for on-site or virtual support for each activity including ensuring required disclosures are provided to learners, tracking attendance, distribution, and collection of evaluation feedback. Summarize evaluations of CE/CPD activities and distribute to the CME Committee for review.

- Arrange for audiovisual equipment and other logistics for CE/CPD activities. Assemble and distribute all related CE/CPD materials to learners.
- Assist the CME team and Program Committee in conducting an analysis of the overall CE/CPD program.
- Attend professional development opportunities related to accreditation requirements.

## **Qualifications**

### **Required:**

- A minimum of two (2) years of relevant work experience in healthcare, training/education, credentialing or compliance program management is required.
- Excellent written and verbal communication skills.
- Proficiency with all MS Office Suite applications, particularly Word, Excel, PowerPoint, Outlook, OneNote, and other web-based applications.
- Ability to work independently and as part of a team in a fast-paced environment.
- Ability to effectively coordinate and assign priority to multiple projects.
- A proactive and flexible approach to problem-solving.
- Proven ability to manage multiple concurrent timelines and project deliverables

### **Preferred:**

- Knowledge of the accreditation requirements, standards, policies, and regulations of the Accreditation Council for Continuing Medical Education (ACCME) and American Medical Association (AMA).
- Previous administrative experience in an academic or healthcare setting is a plus.
- Experience with customer service or front-facing stakeholder communication.
- Familiarity with medical terminology or healthcare environments.
- Interest in CE/CPD accreditation standards and lifelong learning.

### **Work Environment & Physical Requirements:**

- Hybrid office environment with periodic travel for conferences.
- Standard office and computer-based work with extended periods of sitting and screen use.
- Occasional lifting of materials (up to 25 lbs.) related to event or meeting preparation.

# Mid-Level CE/CPD Staff – Job Description

## - Program Manager

### **Position Summary**

The mid-level Continuing Education (CE) staff member oversees the coordination, administration, and management of accredited continuing education activities for physicians and other healthcare professionals. This role ensures compliance with accreditation standards, manages program operations, coordinates grants, and supports continuous quality improvement in alignment with organizational mission and strategic objectives.

### **Key Responsibilities**

#### **Program Coordination & Compliance**

- Plan, organize, and execute CME/CE activities, including live courses, conferences, and enduring materials.
- Ensure compliance with standards and guidelines established by the Accreditation Council for Continuing Medical Education (ACCME), American Medical Association (AMA), other relevant accrediting organizations, and institutional policies.
- Oversee day-to-day operations of the CE team.
- Support certification-related requirements, including Maintenance of Certification (MOC) and Continuous Certification (CC) credit eligibility, tracking, and reporting.

#### **Administrative & Operational Management**

- Supervise staff, contractors, and volunteers supporting CE program activities.
  - Interface and manage relationships with commercial supporters and exhibitors at CE activities.
- Contribute to human resource functions, including hiring, training, supervision, and performance development and evaluation.
  - Support and serve as mentor, guide, and role model for new department hires
- Track program activities and provide regular progress updates to department leadership.
  - Ensure adequate documentation of CE activity development and delivery.
  - Ensure timely reporting of CE activities in ACCME Program and Activity Reporting System (PARS).
- Develop and manage program infrastructure, information systems, and operational workflows.
  - Interface with internal supporting stakeholders such as IT, Quality Improvement, and Risk Management departments
- Support and serve as a proxy for CE department leadership to advance the efforts of the institution in leadership's absence.

## **Financial and Grant Management**

- Assist CE department leadership in developing and monitoring adherence to annual budget.
  - Maintain financial records, budgets, and reports to meet internal and external audit requirements.
- Identify, apply for, and manage educational grants to support CME/CE initiatives.
  - Ensure adherence to grant funding requirements and compliance standards.
  - Develop and evaluate metrics to assess grant success and program outcomes.

## **Strategic Planning & Partnerships**

- Support CE department leadership in developing CME/CE operations and programs aligned with organizational goals.
- Cultivate internal and external partnerships to advance program initiatives.
- Investigate and recommend programmatic adjustments based on stakeholder feedback, compliance changes, and evolving organizational and educational needs.
- Promote program visibility through outreach, communications, and website content development and management.

## **Maintenance of Personal Professional Development**

- Participate in internal and external CE professional development activities.
- Maintain current knowledge of ACCME Accreditation Criteria and CE/CME compliance standards.
- Obtain and maintain proficiency in educational design and adult education methodologies.
- Obtain and maintain proficiency in data management, data analysis, and information systems and technology platforms.
- Satisfactorily complete all required internal training programs.

# Advanced-Level CE/CPD Staff - Job Description - Executive Director, CE/CPD

## **Position Summary:**

The Advanced-Level Continuing Education (CE) staff person provides strategic leadership for the design, delivery, and evaluation of accredited and non-accredited professional education programs across the organization. This role ensures that all educational initiatives align with organizational priorities, accreditation standards, and evidence-based learning principles. The Executive Director serves as the liaison to enterprise leadership, regulatory bodies, and external partners, while fostering a culture of continuous learning, innovation, and outcomes-driven improvement.

## **Key Responsibilities:**

### **Executive Oversight & Accreditation**

Provide executive leadership and accountability for the institution's accredited CE program, ensuring ongoing compliance and successful accreditation and reaccreditation outcomes.

### **Educational Strategy & Program Development**

Establish and implement a longitudinal, high-impact CE learning strategy aligned with institutional mission, organizational priorities, and desired patient and system outcomes.

### **Program Operations & Delivery**

Oversee development and delivery of in-person, virtual, and hybrid CE activities, ensuring operational excellence and effective use of educational technologies.

### **Data, Evaluation, & Impact Measurement**

Leverage program and learner data to evaluate educational effectiveness, demonstrate impact on practice and performance, and guide continuous program improvement.

### **Digital Learning & Technology Integration**

Direct strategy and oversight for Learning Management Systems, web platforms, and digital learning tools, advancing digital transformation initiatives that improve access, integration, reporting, and user experience.

### **Financial Stewardship & Partnerships**

Provide oversight of CE financial performance, including budget development, internal controls, revenue strategy, and ethical management of commercial support and strategic partnerships.

### **Integration with Quality & Organizational Performance**

Ensure CE initiatives align with organization's quality improvement, patient safety, and performance goals, linking education to measurable care and organizational outcomes.

### **Strategic Planning & Innovation**

Lead strategic planning efforts for CE, advancing innovation in educational design, workforce development, analytics, and technology integration.

### **Leadership, Workforce Development & Professional Engagement**

Develop and mentor staff, establish policies and procedures aligned with accreditation standards, and represent the organization in national CE professional initiatives and collaborations.

### **Qualifications:**

#### **Required:**

- 8–10 years of progressive experience in continuing education, adult learning, or health professions education.
- Master’s degree in education, healthcare administration, public health, or a related field.
- Experience leading complex health professions or continuing education programs, including budget and compliance oversight.
- Proven ability to build partnerships across diverse organizations and executive leadership teams.
- Strong knowledge of ACCME Accreditation Criteria and Standards for Integrity and Independence in Accredited Continuing Education.
- Demonstrated ability to develop strategic vision and innovate in educational design and technology integration.
- Experience disseminating best practices through national forums or scholarly collaboration.
- Experience leading multi-site or enterprise-wide learning initiatives and managing organizational change and digital transformation.

#### **Preferred:**

- Active leadership in professional organizations (e.g., ACCME, ACEHP, SACME).
- Proven track record of scholarly productivity, including publications or national presentations.

### **Work Environment & Physical Requirements:**

- Hybrid office environment with periodic travel for conferences.
- Standard office and computer-based work with extended periods of sitting and screen use.
- Occasional lifting of materials (up to 25 lbs.) related to event or meeting preparation.

# Appendix 2: Key Terms and Concepts

## Accreditation & Regulatory Terms

### Accredited Continuing Education (CE) / Continuing Professional Development (CPD)

Education designed to maintain or improve the knowledge, skills, and performance of healthcare professionals. "CE/CPD" reflects terminology used across the field.

### Standards for Integrity and Independence in Accredited Continuing Education

Accreditation requirements that ensure educational content is free from commercial influence.

### Joint Accreditation for Interprofessional Continuing Education™ (Joint Accreditation)

A unified accreditation framework for organizations that provide interprofessional continuing education for multiple healthcare professions.

### Maintenance of Certification (MOC) / Continuing Certification (CC)

Specialty board programs by which healthcare professionals may meet ongoing certification requirements through accredited education.

### Regularly Scheduled Series (RSS)

Recurring educational activities such as Grand Rounds or Tumor Boards, commonly found in hospitals and academic medical centers.

### PARS / JA-PARS

The ACCME and Joint Accreditation Program and Activity Reporting System used for reporting CE/CPD activity and organizational data.

## Roles, Workforce, & Organizational Terms

### CE/CPD Professional

A staff member who designs, manages, implements, or evaluates accredited educational activities.

### Career Levels (Entry, Mid, Advanced)

A three tier structure for describing professional progression and role scope in CE/CPD settings:

- **Entry-Level:** Administrative and operational execution
- **Mid-Level:** Program oversight, instructional design, and compliance
- **Advanced-Level:** Strategic leadership and organizational alignment

### Workforce Planning

A strategic process to determine the roles, competencies, and staffing structure needed to support CE/CPD operations and organizational goals.

### Organizational Context

The unique environment in which a CE/CPD program operates, including mission, size, available resources, learner population, and institutional priorities.

### **Full-Time Equivalent (FTE)**

A measure of staffing based on workload rather than headcount, encompassing full-time, part-time, fractional, or shared roles.

### **Educational Design & Delivery Terms**

#### **Instructional Design (ID)**

A systematic process for creating education, including needs assessment, learning objectives, educational formats, and evaluation planning.

#### **Practice Gap**

A measurable difference between current and optimal practice that indicates a need for education.

#### **Learning Outcomes**

Statements describing what learners should know or be able to do because of an educational experience.

#### **Interprofessional Continuing Education (IPCE)**

Education in which members of multiple professions learn with, from, and about each other to improve team based care.

### **Operational & Technology Terms**

#### **Operational Functions**

Core areas of CE/CPD work, including activity administration, logistics, content development, reporting, grants, QI integration, and scholarship.

#### **Learning Management System (LMS)**

A platform used to deliver, track, and evaluate educational activities.

#### **Commercial Support / Educational Grants**

Financial or in-kind contributions from ineligible companies to support CE/CPD activities, subject to independence requirements.

#### **Analytics / Dashboards**

Tools used to monitor participation, outcomes, and program impact through data visualization.

#### **Portfolio Analysis**

A review of the full set of CE/CPD activities to evaluate reach, performance, outcomes, and alignment with organizational priorities.

### **Professional Growth Terms**

#### **Competencies**

The skills, behaviors, and knowledge required for effective performance in CE/CPD roles (e.g., communication, data literacy, oversight of accreditation requirements).



**Professional Development Pathway**

The progression of experiences and opportunities supporting growth from entry-level to advanced-level roles.

**Scope of Responsibility**

The degree of authority and range of duties assigned to a CE/CPD role, often used to inform staffing and compensation decisions.