

Faculty Teaching Effectiveness and Professionalism

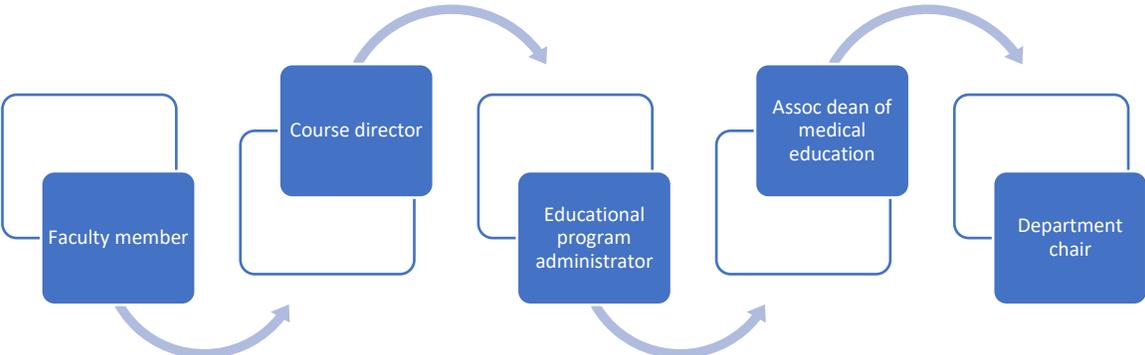
I. Guiding Principles for Education at HWC

Overview

Medical education at HWC comprises both basic science and clinical science education in the MD program, the PA program, the PhD program, and the Graduate Certificate in Molecular and Biomedical Sciences. Our programs strive to be respectful, civil, professional, student-centered, innovative, supportive, and collaborative, delivering high quality content and constantly seeking improvement. The structure of HWC is designed to support evidence-based, high quality medical education by providing state of the art facilities and clinical training sites, personnel and resources in classroom support, lecture capture technology, instructional design, faculty development, faculty mentorship and psychometric support.

Reporting Structure

The reporting structure for teaching faculty in HWC begins with the course director for the specific course, followed by the educational program administrator (e.g., assistant dean of foundational science, assistant dean of clinical education, program director of GCP, PA or PhD program, etc.), to the associate dean of medical education, to the chair of the faculty member's department.



Best Practices for Course Directors

To ensure high-quality educational offerings in all HWC programs, course directors should establish clear expectations of course faculty prior to the start of each course. Course directors can pro-actively refer any new faculty in their course to the HWC Faculty Development team for a pre-course evaluation and development of a plan for success.

Best Practices for Clerkship Directors

To ensure a high-quality clinical education for all HWC programs, clerkship and clinical rotation directors should establish clear expectations of clinical faculty when they start to teach, and then at least annually. Clerkship and clinical rotation directors can pro-actively refer any new faculty to the Assistant Dean for Faculty Development, who can work with the faculty to ensure a plan for success.

Best Practices for Participating Faculty Educators

Periods 1 and 2

Participating faculty educators should meet with the course directors prior to the beginning of the course to review their expectations prior to, during, and after their teaching assignments (e.g., assessment items, accessibility, office hours, etc). New faculty educators are highly encouraged to pro-actively engage with the HWCOT Faculty Development team (Director of Teaching and Learning or the Assistant Dean of Faculty Development), for a pre-course evaluation and development of a plan for success.

Periods 3 and 4

Participating clinical faculty should meet with the course directors when they begin to teach for a given clerkship/rotation to review expectations (i.e., completion of assessments, student level of participation, student educational objectives, etc.) and then at least annually. New clinical faculty are highly encouraged to pro-actively engage with the Assistant Dean of Faculty Development and their relevant clerkship team to ensure the development of a successful plan for clinical teaching.

II. Evaluations of Teaching Effectiveness and Professionalism

Evaluations of courses and faculty is performed through the course/clerkship by students, observations of teaching by the HWCOT faculty development team, peer observations of teaching, and an annual faculty review performed by the administrator leading each of the educational programs.

Student Evaluations

In the course/clerkship evaluations of all FIU COM faculty by students, a percentile score between the 5th and 75th percentile meets HWCOT expectations, whereas a score below 5th percentile needs improvement (Table 1). A member of the HWCOT faculty development team reviews student evaluations of teaching and attends the course/clerkship reviews to identify faculty who require support.

Table 1: Teaching Effectiveness Scale (aggregate course evaluation overall average will be tracked and reported in annual evaluations)

Teaching Effectiveness Scale- Percentile ALL FIU COM Faculty	
Above 75 th	Exceeding expectations
5 th to 75 th	Meets expectations
Below 5 th	Needs improvement

Faculty Development Observations of Teaching

In addition to in-course faculty evaluations, HWCOT teaching faculty will engage in observations of their teaching by the HWCOT faculty development team and the course/program directors. These teaching observations are an important part of the assessment of the effectiveness of teaching and professionalism and should be given equivalent weight to student evaluation of teaching.

Peer Observations of Teaching

To foster a supportive and collaborative culture within HWCOP with faculty seeking to improve the quality of their teaching, peer observations of teaching are encouraged. These may be ad hoc requests, may be a part of a Teaching Squares program, or other formal peer observation program.

Annual Faculty Review

In the preclinical setting, the program director leading each of the respective educational programs will meet annually with each teaching faculty member to review teaching effectiveness and instructional effort. Annual reports summarizing respective faculty teaching effectiveness and instructional effort will be provided to department chairs. The Chair will include this information in the individual annual faculty evaluations. These should be housed in Panther180 under "Activities for the Evaluation of Classroom Teaching".

III. Lapses in Teaching Effectiveness and Professionalism

Student evaluations and observations of teaching may identify issues related to professionalism and/or teaching effectiveness. Examples of these issues include but are not limited to concerns regarding teaching effectiveness, issues with verbal/written communication, failure to attend required activities, inappropriate attire, failure to meet expected deadlines, and unprofessional workplace behavior such as concerns involving harassment and discrimination.

Issues related to teaching effectiveness and professionalism can be divided into categories related to severity and recurrence. Level I concerns are relatively minor, first-time issues, that have minimal impact on student performance or experience. Level II concerns are more serious issues that have a greater impact on student performance or experience, and/or are recurrent issues where improvement has not been observed over time. Level III concerns are serious harassment or discrimination issues.

Table 2: Indicators for Faculty Participation in Supplemental Support

Supplemental Support Indicators
A. Student evaluation scores below 5 th percentile (Table 1)
B. Multiple student comments in course/clerkship evaluation regarding teaching practices that should be reviewed
C. Course/Clerkship Director or OME Leadership request

**A faculty member may be observed should they meet the supplemental support criteria, and additional observations may take place

IV. Reporting Schedule and Remediation Plan

Faculty concerns regarding professionalism or teaching effectiveness should be initially addressed by the respective Course/Clerkship Director, who should meet with the faculty member to address the concerns, explain their impact to the student's learning environment and establish clear expectations moving forward. The course director, in collaboration with the teaching faculty and the HWCOP faculty development team, should develop a plan for improvement, incorporating clear expectations

and a timeline for follow-up. Teaching faculty should be referred to the appropriate HWCOP resources (faculty development, instructional design, COM-IT, etc.). They may also participate in one-on-one consultations with the HWCOP faculty development team; review student evaluations of teaching; and participate in coaching cycles, teaching rehearsals, and teaching observations.

If the severity and/or recurrence of the incidents increase, concerns should be addressed by the respective Course/Clerkship Director, with attendance by the relevant educational program administrator. Any additional incidents should involve the Department Chair and the Associate Dean for Curriculum and Medical Education who should collaborate with HWCOP Human Resources to identify appropriate next steps.

Concerns involving harassment and/or discrimination should be immediately reported to the Office of Civil Rights Compliance and Accessibility (OCRCA). Also, it is critical to inform HWCOP Human Resources, the Department Chair and the Associate Dean of Curriculum and Medical Education.

The Office of Civil Rights Compliance and Accessibility (OCRCA) is the University entity tasked with preventing and addressing all forms of harassment and discrimination, including sexual harassment and sexual misconduct, across the FIU community. This is accomplished through the enforcement of FIU-105: Sexual Harassment (Title IX) and Sexual Misconduct and FIU-106: Nondiscrimination, Harassment, and Retaliation (Title VII) regulations. OCRCA houses the University's Americans with Disabilities Act (ADA), Title VII, Title VI, and Title IX functions.

Documentation

It is a best practice to document these meetings with an email to the faculty member outlining the date of the meeting, participants, concerns addressed by all stakeholders, feedback from the faculty member, and expectations moving forward. The Course/Clerkship Director should notify the educational program administrator, the Associate Dean for Curriculum and Medical Education, and the Department Chair that meetings were held and issues were addressed (any relevant documentation should be shared). The Department Chair and the Associate Dean for Curriculum and Medical Education should evaluate the need to have an additional meeting with the faculty member, depending on the severity of the concerns addressed. The Department Chair should document in the faculty annual review any concerns addressed during the annual review period, and resolutions thereof.