

<b>Policy: Teaching Support Plans for An Individual Faculty Member's Teaching and Assessment Skills - AY1 and AY2</b>
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<b>INITIAL EFFECTIVE DATE:</b>  November 22, 2024	<b>LAST REVISION DATE:</b>	<b>RESPONSIBLE DIVISION/DEPARTMENT/COMMITTEE</b> <ul style="list-style-type: none"> <li>• Curriculum Committee <ul style="list-style-type: none"> <li>○ Foundational Education Subcommittee</li> </ul> </li> </ul>
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<b>POLICY STATEMENT</b>
<p>HWCOM adopts the procedure described below for identifying and addressing opportunities for improvement with an individual faculty member’s teaching and assessment skills among AY1 and AY2 teaching faculty. A process exists to identify faculty members who may need improvements in their teaching and/or assessment skills. Selected faculty members are coached through a personalized teaching support plan, which is developed and monitored by the Associate Dean for Faculty Development and the Director of Instructional Design and Teaching Development.</p>

<b>SCOPE</b>
<p>Course Directors (for courses) or Unit Directors (for units)  Curricular Deans: Assistant Dean for Foundational Sciences and Associate Dean for Medical Education  Associate Dean for Faculty Development and Director of Instructional Design and Teaching Development</p>

<b>REASON FOR POLICY</b>
<p>To describe the process for identifying and addressing opportunities for improvement with an individual faculty member’s teaching and assessment skills among AY1 and AY2 teaching faculty.</p>

DEFINITIONS	
TERM	DEFINITIONS

#### RESPONSIBLE PARTIES

The Senior Associate Dean for Academic Affairs and the Associate Dean for Student Affairs are responsible for adherence to this policy.

#### RELATED RESOURCES

LCME Standard 4.5, Narrative Response c: Describe how problems with an individual faculty member's teaching and assessment skills are identified and how and by whom they are remediated. HWCOM Guidelines for Faculty Teaching and Professionalism.

#### CONTACTS

Questions about this procedure should be directed towards the Associate Dean for Curriculum and Medical Education, Office of Medical Education .

#### POLICY HISTORY

**Initial Effective Date:** November 22, 2024  
**Review Dates** (*review performed, no updates*):  
**Revision Dates** (*updates made to document*):  
**Comments on Revision** (*if applicable*):

### Procedure: Teaching Support Plans for An Individual Faculty Member's Teaching and Assessment Skills - AY1 and AY2

INITIAL EFFECTIVE DATE:	LAST REVISION DATE:	RESPONSIBLE DIVISION/DEPARTMENT/COMMITTEE
November 22, 2024		<ul style="list-style-type: none"> <li>Curriculum Committee <ul style="list-style-type: none"> <li>Foundational Education Subcommittee</li> </ul> </li> </ul>

**PROCEDURE STATEMENT**

**A. Identification of faculty members noted to have challenges in their teaching and/or assessment skills**

All faculty members who have significant contact with our students (typically three or more sessions) undergo a formal evaluation through the FIU HWCOM course and clerkship evaluation process. [Please see the HWCOM Guidelines for Faculty Teaching and Professionalism.]

As part of that process, all faculty members receive standardized feedback, including scores on standard 5-point Likert scale questions and narrative comments. The Likert scale questions are compiled and averaged to result in a composite score on a 5-point scale.

All faculty student-perception-of-teaching evaluations are reviewed by the relevant course or unit director(s); the Assistant Dean for Foundational Sciences (ADFS), the Associate Dean for Medical Education (ADME); and the professional development team – the Director of Instructional Design and Teaching Development (DIDTD) and the Associate Dean for Faculty Development (ADFD).

Individual faculty members can be identified as needing support with teaching or assessment through the following three mechanisms.

1. Identified by the DIDTD and ADFD based on standard criteria of a composite Likert-scale faculty student-perception-of-teaching evaluation score of less than the 5<sup>th</sup> percentile for all AY1 and AY2 teaching faculty during the corresponding academic year AND confirmed by the relevant course/unit director(s) or the ADFS.
2. Identified by the relevant course/unit director(s) or the ADFS.
3. Self-identified by the faculty member seeking assistance.

**B. Development and Implementation of a Teaching Support Plan (TSP)**

The HWCOM professional development team offers a consultation service, in which a member of the office, either the Associate Dean for Faculty Development (ADFD) or the Director of Instructional Design and Teaching Development (DIDTD), meets with the identified faculty member and relevant stakeholders to assess faculty and curricular needs. If needed, the professional development team creates a personalized teaching support plan and implements it, and then monitors the outcomes.

Identified faculty members are expected to participate in the initial meeting with a member of the faculty development team and, if necessary, the teaching support plan. Failure to comply will result in a discussion with the ADME and may result in suspension of the faculty member from teaching duties.

*Initial Review*

Once a consultation has been initiated, the DIDTD or ADFD performs an initial investigation, meeting separately with the relevant course/unit director(s) and the faculty member. These initial discussions will focus on the context, the faculty member's concerns, any concerns raised about the faculty

member's teaching and/or assessment skills, and the importance of a positive student learning environment. Should the investigation establish the need for a formal support plan, the faculty development team and the faculty member will develop a plan for improvement, incorporating clear expectations and a timeline for follow-up.

#### Implementation of TSP

##### *Teaching Observation*

A teaching observation is scheduled by the DIDTD or ADFD based on the faculty teaching schedule. The observation is guided by a standard rubric, and results are discussed with the faculty member. The faculty member is given the opportunity to reflect on the observation feedback and work with the faculty development team to refine the TSP. They agree upon the exact TSP elements.

*For faculty members who are identified either through student perceptions of teaching evaluations or by a relevant supervisor, a report is provided to the course/unit director(s), relevant department chair, and other academic leaders per request with the agreed upon elements and timeline of the TSP.*

The TSP will involve the following elements.

1. Teaching coaching

Process: the DIDTD or the ADFD provides targeted recommendations and support for the faculty member's needs.

2. Faculty development

Process: faculty member attends formal sessions on agreed-upon topics tailored to the faculty member's teaching and/or assessment needs.

PLUS either or both of the following:

3. Teaching squares focusing on positive feedback

Process: 4 faculty participate in each square by attending at least 30 min of the session and complete the teaching square form (only positive feedback is provided).

4. Peer-evaluation: based on a rubric/form, performed by faculty outside course/unit (not the course/unit director, not the DIDTD or ADFD)

Process: faculty is evaluated by one faculty member outside unit/course, who completes the form. Feedback is collated and provided to the faculty member participating in the TSP.

- C. Monitoring

For faculty members identified via the course faculty evaluation process or by the course/unit director or appropriate dean, their scores will be monitored during the next iteration of the course. The monitoring process will also include a follow-up teaching observation by the DIDTD or ADFD.

For faculty members who self-identify, they will work with the professional development team to determine their own monitoring plan.

D. Resolution

For faculty members identified via the course faculty evaluation process or by the course director or appropriate dean as requiring remediation, if their composite scores during the next iteration of the course improve and any other identified issues have been corrected, the faculty member's TSP is considered complete.

For faculty members identified via the course faculty evaluation process or by the course director or appropriate dean as requiring remediation, if their composite scores during the next iteration of the course do not improve or any other identified issues have not been corrected, the faculty member's TSP is considered incomplete. The ADFD or DIDTD will then consult with the ADME regarding next steps. These next steps could include a second TSP or in egregious circumstances, suspension of the faculty member from teaching duties.

For faculty members who self-identify, they will work with the faculty development team to determine the conclusion of their TSP.