

**Policy: Teaching Support Plans for An Individual Faculty Member’s Teaching and Assessment Skills – AY3 and AY4**

<b>INITIAL EFFECTIVE DATE:</b>  November 22, 2024	<b>LAST REVISION/REVIEW DATE:</b>	<b>RESPONSIBLE DIVISION/DEPARTMENT/COMMITTEE</b> <ul style="list-style-type: none"> <li>• Curriculum Committee <ul style="list-style-type: none"> <li>○ Clinical Education Committee</li> </ul> </li> </ul>
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**POLICY STATEMENT**

HWCOM adopts the procedure described below for identifying and addressing opportunities for improvement with an individual faculty member’s teaching and assessment skills among AY3 and AY4 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.

**SCOPE**

Clerkship Directors

Curricular Deans: Assistant Dean for Clinical Education and Associate Dean for Medical Education  
Associate Dean for Faculty Development and Director of Instructional Design and Teaching Development

**REASON FOR POLICY**

To describe the process for identifying and addressing opportunities for improvement with an individual faculty member’s teaching and assessment skills among AY3 and AY4 teaching faculty.

DEFINITIONS	
TERM	DEFINITIONS

#### RESPONSIBLE PARTIES

Associate Dean for Faculty Development

#### 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 – AY3 and AY4

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November 22, 2024		<ul style="list-style-type: none"> <li>• Curriculum Committee               <ul style="list-style-type: none"> <li>○ Clinical Education Committee</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 clerkship director(s); the Assistant Dean for Clinical Education (ADCE); 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 clinical teaching faculty during the corresponding academic year AND confirmed by the relevant clerkship director(s) or the ADCE.
2. Identified by the relevant clerkship director(s) or the ADCE.
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 clerkship 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 TIP

*For faculty members who are identified either through student perceptions of teaching evaluations or by a relevant supervisor, a report is provided to the clerkship 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 a combination of the following elements.

1. Teaching coaching

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

2. Peer-evaluation: based on a rubric/form, performed by an agreed-upon colleague (not the clerkship director, not the DIDTD or ADFD)

Process: faculty is evaluated by a mutually agreed-upon colleague who completes the form. Feedback is collated and provided to the faculty member participating in the TSP.

3. Faculty development

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

C. Monitoring

For faculty members identified via the clerkship faculty evaluation process or by the clerkship director or appropriate dean, their scores will be monitored during the next iteration of the clerkship.

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

For faculty members identified via the clerkship faculty evaluation process or by the clerkship director or appropriate dean as requiring remediation, if their composite scores during the next iteration of the course or clerkship 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 Office of Professional Development to determine the conclusion of their TSP.

