Appendix B - Performance Guidelines for Teaching

Feedback for teaching performance will be guided by the responsibilities, expectations and percentage weighting of teaching negotiated within each individual’s contract/letter of offer/assignment of duties, the goals set during the previous performance review as well as by the guidelines outlined below. Each newly appointed faculty member (including NIL salaried appointments) will be encouraged to attend at least one faculty development session within their first two years of appointment (medical education). Documentation of faculty development activities may be requested as part of the performance review for faculty members. Teaching activities outlined below shall include educational efforts directed at undergraduate, postgraduate and graduate students as well as peers where applicable.

Providing candid and constructive feedback to students is a powerful and important tool, critical to the learner’s professional and personal development. Occasionally feedback is perceived negatively by the learner and may result in a subsequent negative evaluation from the student to the instructor. While the Faculty of Medicine recognizes this possibility, it is incumbent upon the faculty member to learn how to provide effective and constructive feedback in a way that focuses on information based and issue focused observations. Student evaluations will be trended over time. Occasional negative student evaluations will not result in performance being considered “below expectations” but will be used to guide formative discussions around teaching performance.

A. Activities may include:

1. Teaching
2. Supervision of trainees
3. Creation of educational resources including the development of new courses/approaches, teaching methods, lectures or curriculum, or study guides
4. Continuing Professional Development

1. Teaching

Teaching may occur at the undergraduate, graduate and post graduate levels by means of lectures, small groups discussions, tutorials or seminars and can include coaching, facilitation, demonstrator or delegator based teaching.

Teaching may be in a clinical setting, i.e., teaching done in patient care settings which may be in acute care, chronic care, extended care, ambulatory care and simulation settings.

Teaching may include giving workshops and presentations to colleagues, co-workers and other health professionals, including providing workshops on teaching and/or on clinical topics (Continuing Professional Development (CPD) or Continuing Medical Education (CME)). This may be done locally, nationally or internationally.

Both the quantity and particularly the quality of teaching at the undergraduate, graduate, postgraduate level as well as interprofessional education and continuing professional
development may be part of regular performance feedback.

Evaluation of undergraduate courses, sessions and instructors are carried out on a regular basis throughout each academic year (University of Manitoba, Faculty of Medicine, Program Evaluation Policy). The results of these evaluations are shared with respective faculty members and the summary results should be retained as part of the teaching dossier. For the GFT and Nil salaried faculty members, collated student feedback for instructor evaluation is provided to the Department Head and may be used as feedback to guide formative discussions around the teaching and learning activities in which the faculty member is engaged. All faculty members are encouraged to include the results of undergraduate course, instructor and Session evaluations as part of the annual performance review for formative/development purposes. The results of student evaluations will be trended over time and a single negative student evaluation will not result in performance being considered “below expectations”.

In addition to student evaluation, input on teaching performance by the Course Director, UGME Curriculum Director and/or UGME Dean may be discussed during a performance review. For example, faculty members must demonstrate a comprehensive knowledge of their subject evidenced by their participation in continuing medical education and relevant and up-to-date course material. Teachers are expected to carry out their duties conscientiously which includes respecting timelines and schedules and communicating effectively, both in writing and in-person, to students and other faculty members.

**Teaching in a Clinical Setting:** A similar means of assessment will be used for small group teaching and clinical teaching involving patients. Evaluation of instructors, primary preceptors, primary residents and Elective supervisors are carried out on a regular basis throughout each academic year (University of Manitoba, Faculty of Medicine, Program Evaluation Policy). In addition, student evaluation of instruction at the PGME level will occur on an annual basis. Results of these evaluations will be used to guide formative discussions around the teaching and learning activities in which the faculty member is engaged.

**Teaching workshops and Presentations:** Providing workshops on teaching and other educational matters should be included in the teaching dossier and presented by the faculty member during the performance feedback process. Performance may be assessed by objective evaluations by attendees and used to guide faculty development in this area.

2. **Supervision of trainees**

Supervision encompasses the orientation, monitoring, mentoring and evaluation of students (i.e., summer students, BSc. Med students, graduate students in Ph.D. or M.Sc. programs, residents, postdoctoral trainees and other more advanced students).

Faculty are expected to be involved in the successful teaching, mentoring and role modeling of undergraduate or postgraduate trainees in BSc. Med, graduate or postdoctoral training programs, clinical fellows or students in the Clinician Investigator Program or Physician’s Assistant Program. This includes providing constructive and timely feedback to students on their performance.
While the supervision and mentoring role is only one component of many that contribute to the success of trainees, outcomes such as student publications (research productivity), student awards and the proportion of students who successfully complete their programs under that supervisor are examples of a successful mentor-mentee relationship.

Similar assessment of the success of supervision of residents in training should be documented. Success in post-graduate examinations and final placement will also provide information. It is recognized that occasionally holding students back may be considered evidence of successful supervision of residents in training.

3. Creation of educational resources

Dependent on the faculty members’ job/role description, new courses and/or teaching techniques, lectures, curriculum or study guides should be included in the teaching dossier and presented by the faculty member during the performance feedback process and may be considered examples of scholarly teaching. Educational resources may be assessed by evaluations from students, the Curriculum Coordinator or the Department Head and will be used to as an opportunity to reflect on strengths and weaknesses and guide faculty development in this area.

4. Continuing Professional Development

As part of maintaining continuing competence as a teacher, continuing professional development in teaching and learning should be included as a component of performance evaluation and the teaching dossier.

Each GFT faculty member should maintain a teaching dossier, which will detail what teaching responsibilities have been carried out and provide some means by which the success of those endeavors can be assessed. Teaching dossiers are mandatory for Promotion. For information on how to develop a teaching dossier see Academic Support Resources.

B. Performance Expectations

Performance feedback is provided relative to the duties (% time) or activities assigned to an individual by the Department Head as written in the Letter of Offer, contract or articulated in the Assignment of Duties.

Satisfactory Performance

Consistent satisfactory performance in all teaching activities (lectures, small group or patient-based learning, clinical teaching, research training) as well as supervision of trainees is an expectation for all faculty members. The list below provides examples of satisfactory performance in some areas of teaching performance which may not apply to all faculty members depending on the teaching responsibilities outlined in their contract or Assignment of Duties.
• Evidence of meeting student needs as reflected in analysis of student evaluations
• Fulfillment of assigned teaching duties within the context of the job description
• Participation in formal evaluations of students within specified timeframes (i.e., MITER and FITERs)
• Supervision of students (undergraduate (BSc. Med), post graduate, graduate, doctoral or post-doctoral, clinical fellows or students in the Clinician Investigator Program or Physician’s Assistant Program)
• Demonstrated commitment to personal professional development of teaching skills

Below Expectations

The list below provides examples of performance that falls below expectations in some areas of teaching performance which may not apply to all faculty members depending on the teaching responsibilities outlined in their contract or Assignment of Duties. Teaching performance is assessed based on multiple teaching activities. The results of student evaluations will be trended over time and a single negative student evaluation will not result in performance being considered “below expectations”.

• Evidence of failure to meet genuine student learning needs as reflected in analysis of student evaluations
• Lack of commitment to professional development in the area of teaching
• Refusal to accept teaching responsibilities commensurate with the job description (such as UGME lectures, small group seminars, clinical teaching, postgraduate supervision, student examinations)
• Limited participation in course or curriculum development or teaching administration, when teaching represents a significant proportion of the faculty member’s job/role description
• Poorly organized courses (as assessed by student evaluations, course/teaching audit, audits of course/training material)
• Refusal to participate in developmental activities as identified in the assessment of teaching performance
• Feedback to students is either not provided within specified timeframes or is not provided at all