RFHS Teaching and Related Activities Guidelines

Preamble

The purpose of these guidelines is to assist faculty to define the scope of their teaching, which resides in the broader context of scholarship. For the purposes of this document, teaching is defined as activities to support learners’ acquisition, application, and extension of knowledge, skills and behaviours. Guidance outlined in the last section provides examples for given portions of time assigned to teaching and related activities. These guidelines do not replace guidelines related to promotion and tenure in the Rady Faculty of Health Sciences. It is the responsibility of the faculty member to make themselves aware of their individual academic unit’s requirements with regard to promotion and tenure. This document is intended as a guide.

Four Pillars of Scholarship (adapted from Boyer, 1990)

Scholarship - the generation, integration, application, and dissemination for advancement of knowledge in any field including health research, education, leadership in academic health sciences, or professional service. Scholarship includes the following four areas:

1. The scholarship of discovery (generating new knowledge through investigations),
2. The scholarship of teaching and learning (application of shared knowledge, development of innovative teaching and evaluation methods),
3. The scholarship of integration (giving meaning to isolated facts, providing perspective, connecting within and across disciplines, such as with multi-disciplinary or interprofessional approaches), and
4. The scholarship of application and translation (the use of knowledge to address problems of consequence; interaction of theory and practice through discourse on clinical issues, policy papers, program development).

Teaching and Related Activities include:

1. Large group teaching (e.g., lecture, active learning): In-class format such as lecture/discussion using teaching modalities and/or technology, such as PowerPoint, group or other interactive work, flipped classroom and other methods of active learning.

2. Psychomotor or technical skills teaching (e.g., simulation, live observation or audio/video recording review, skills laboratory): Teaching, facilitation and feedback related to learning hands-on skills required for clinical practice or laboratory work. Low, medium and/or high fidelity modalities may be used.

3. Practice training and supervision (e.g., clinical, fieldwork in a variety of settings): Supervision, advisement, or preceptorship of learners caring for clients in a practice setting. Activities can include demonstration, modeling, observation, coaching, providing feedback and evaluation.

4. Small group teaching (e.g., tutorials, seminars, debriefing): Facilitation of small group work to allow for fuller discussion and in-depth examination of topics or follow-up of experiences.
5. **Graduate student advisement and mentorship (e.g., thesis/practicum committee membership, supervision):** Faculty members who supervise, mentor and/or provide guidance to assigned graduate students while they complete their academic program, research project or practicum work.

6. **Teaching organization activities (e.g., related development, planning, preparation and organization)**: Includes activities such as syllabus development; lecture preparation/planning other class activities; evaluate, update and integrate lectures and seminars; meetings and discussions regarding curriculum; practice site development; and guiding teaching assistants.

7. **Online and blended delivery teaching activities (e.g., UM Learn, distance delivery):** Includes the development and management of teaching activities that are delivered fully or in part (blended) to students via the internet.

8. **Learner guidance, assessment and evaluation:** Includes such activities as evaluating assignments and projects, providing feedback, meeting with students during office hours; providing additional feedback on assignments and tests; developing test questions and examinations, grading papers, determining final course grades, evaluating clinical skills, and communicating grade information as appropriate.

9. **Supervising undergraduate research projects:** Providing direction, feedback, coaching and evaluation/grading related to undergraduate research projects.

10. **Teaching/education leadership activities (e.g., curriculum development, oversight and administration):** Includes participation in curriculum committee work, mentoring of junior faculty and/or teaching assistants, organization of theory and performance-based courses and related clinical/practice/fieldwork activities, and assignment and assessment of teaching.

11. **Examination and remedial activities development:** Activities related to testing and assessment of learners; and the development and oversight of remedial activities as appropriate.

12. **Course leadership:** Activities involved with overseeing the delivery of a course, such as finalizing the syllabus, course topic organization, setting and timing of examinations/tests/other evaluation strategies.

13. **Interprofessional education development and facilitation activities:** Includes activities related to planning, designing and guiding of group process with groups of interprofessional learners.

14. **Continuing professional development facilitation:** Activities related to sharing of expertise and knowledge with practicing health care professionals.

**Guidelines in Relation to Time for Teaching and Related Activities**
All faculty in the professorial and instructor streams in the Rady Faculty of Health Sciences are expected to contribute to teaching and related activities. These activities may comprise any combination of those items listed above. Below are examples of contributions to teaching and associated activities that may apply based on an individual’s allocated time for teaching. Allocated time for teaching would apply to all assigned teaching including both teaching responsibilities within the primary department or college AND teaching responsibilities outside of the primary department or college. College-specific Teaching Assignment or Workload Guidelines should also be consulted.

< 20% Time Teaching and Related Activities

Knowledge Sharing Based on Area(s) of Expertise
Activities such as providing guest lectures, practice supervision, small group facilitation, undergraduate research supervision, interprofessional education facilitation activities, psychomotor or technical skills teaching, continuing professional development.

Graduate Student Activities
Graduate student advisement/supervision, committee member participation.

20 – 39% Time Teaching and Related Activities

Knowledge Sharing Based on Area(s) of Expertise
Activities such as guest lectures, practice supervision, small group facilitation, interprofessional education facilitation activities, psychomotor or technical skills teaching, continuing professional development.

Graduate Student Activities
Graduate student advisement/supervision, committee member participation, graduate course teaching.

Course Leadership and Related Activities
Teaching organization activities, course development, classroom and online teaching, student evaluation, supervising undergraduate research projects, practice supervision.

≥40% Time Teaching and Related Activities

Knowledge Sharing Based on Area(s) of Expertise
Activities such as guest lectures, practice supervision, small group facilitation, interprofessional education facilitation activities, psychomotor or technical skills teaching, continuing professional development.

Graduate Student Activities
Graduate student advisement/supervision, committee member participation, graduate course teaching.

Course Leadership and Related Activities
Teaching/education leadership activities (curriculum oversight and administration), examination and remedial activities development, teaching organization activities, course or curriculum development, classroom and online teaching, student assessment and evaluation, supervising undergraduate research projects, practice supervision.
Reference


These guidelines were developed by a working group with representation from all RFHS Colleges and approved by the RFHS Council of Deans on June 11, 2019
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