

Faculty Instructional Development and Remediation for all Faculty

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Article I. Statement of Faculty Instructional Development Philosophy

The UA COM takes an active approach to developing and improving teaching and assessment skills of its faculty. Therefore, the UA COM education philosophy defines remediation as faculty instructional development and support.

Article II. Scope, notification and implementation of policy

All faculty who teach medical students will be offered and encouraged to participate in faculty instructional development.

Section 2.01 Definition of faculty.

Faculty is defined as any faculty with a salaried or non-salaried position with the UA COM at the Tucson or Phoenix campus who teach medical students in preclinical or clinical years.

Section 2.02 Notification of faculty instructional development requirements

Adoption and publication of this policy to the faculty serves as notice of the requirements for faculty instructional development. In addition, reminders of these requirements shall be communicated annually in writing or by electronic means to all faculty subject to the requirements.

Section 2.03 Implementation

Each campus may establish its own procedure to implement this policy.

Article III. Required faculty instructional development in preclinical years

Faculty shall participate in instructional development for each method of teaching in which they will be engaged, as follows:

- (a) Facilitators for Case Based Instruction;
- (b) Facilitators for Team Based Learning;
- (c) Faculty who author Team-based Learning (TL) or Case Based Instruction sessions;
- (d) Faculty who serve as student mentors in the Societies program must participate in training as a Societies mentor and in a majority of the regularly scheduled mentor faculty development sessions.

Article IV. Required Faculty instructional development in clinical years

Section 4.01 Orientation of faculty to teaching and assessment responsibilities

All faculty teaching in clinical years (3 and 4) shall participate in an orientation to teaching to be conducted in a manner determined by the director(s) of the clerkship, selective, elective or other program in which they teach medical students.

Article V. Requests or Referrals for additional faculty instructional development (remediation)

Section 5.01 Requests for additional faculty instructional development

Any member of the faculty may submit a request for additional faculty instructional development support to the office that conducts faculty instructional development at their affiliated campus.

Section 5.02 Referrals for additional faculty instructional development

A block or clerkship director should refer a faculty member for additional faculty instructional development support when his or her performance as an educator falls below expectations as indicated by the average score on one or more core items on student, or peer or supervisor evaluations, or when a student has expressed reasonable concern about the faculty member's teaching and/or assessment skills. Residents may be referred for faculty instructional development support or remediation as described in Article 6, below.

Article VI. Resident Instructional Development

Section 6.01 Orientation of residents

Residents who teach medical students in preclinical or clinical years are expected to participate in instructional development training for a minimum of two hours at the start of their residencies.

Section 6.02 Ongoing resident instructional development

For each subsequent year of residency, all residents are expected to complete a development session (in-person or online) focusing on teaching and assessment skills.

Section 6.03 Satisfaction of requirements

Unless otherwise specified in this policy, residents may satisfy these requirements by participating in department, campus or institution level instructional development activities or programs.

Section 6.04 Referring residents for additional faculty instructional development support

- (i) *Referral to Residency Program Director.* Block directors or clerkship co-directors shall refer a resident to the resident's site director and/or residency program director if the resident's performance as an educator falls below expectations, as indicated by the average score on one or more core items on student, peer or supervisor evaluations, or when a student has expressed reasonable concern about the resident's teaching and/or assessment skills.
- (ii) *Referral to office conducting instructional development.* After conferring with the resident and, where applicable, the referring director, the Residency Program Director may, without undue delay, refer the resident to the Office of Medical Student Education (Tucson campus) or the Office of Faculty Development (Phoenix campus) according to the resident's campus affiliation.

Section 6.05 Central Monitoring

The UA College of Medicine campus or departments are not responsible to monitor attendance by residents at events they do not sponsor.

Each campus shall establish a procedure to centrally monitor compliance with this policy for resident instructional development to include the following:

- (i) *At the beginning of each clinical year,* the Designated Institutional Officer (DIO), residency program directors or designees shall provide the affiliated campus office named in section 6.04(ii.) with a list of all residents in their residency program who teach medical students in a required COM clerkship, including resident emails and year in residency;
- (ii) *During each clinical year,* the DIO named in Section 6.05 (i) or their designee shall maintain records documenting resident participation in instructional development activities conducted by residency programs named in Section 6.05 (i) or departments. If the College delivers the instruction, the College will keep records of attendance.
- (iii) *On or before the close of each clinical year,* a designated administrator at each campus (the Interim Assistant Dean for Medical Student Education in Tucson and the Clerkship Manager in Phoenix) will request the following each year from the DIO named in Section 6.05 (ii):
 - a. A summary description of the resident instructional development activities at the institution, campus and department levels that were conducted at their respective institution
 - b. A record documenting all residents' participation in instructional development activities named in Section 6.05 (iii.a).
- (iv) The affiliated campus office named in section 6.04(1) shall compile a record documenting all residents' participation in instructional development activities at the institution, campus and department levels, and forward a copy of this record to a) the Residency Program and/or Site

Directors, b) the Office of Graduate Medical Student Education at the appropriate campus, and c) the Director of Faculty Development or Faculty Instructional Development at the appropriate campus.