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**Education Officer Guidelines**

**for Initial Meeting with Faculty Member Who Needs Teaching Development**

Document Purpose: The purpose of this document is for EO’s to prepare for the initial meeting with a faculty member. *Please note: If the faculty member discloses personal information, please refer them to HR, EAP, or FAPD as appropriate. Do not make a psychiatric or other type of diagnosis.*

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|  | **Task** |
| 1. | Establish purpose/goals of meeting framed as desire to help faculty as teacher   * If faculty safety or learner safety at risk- disclose that Chair will be notified |
| 2. | Ask faculty to reflect on their HAMSTER evaluations/available information regarding teaching (example questions below) (faculty should have reviewed prior to meeting)   * *“What is your initial reaction to these evaluations?”* * *“How does this data compare to how you thought you were doing? Were there any surprises?”* * *“Based on this information, any particular part you would like to focus on?”* |
| 3. | Explore internal/external factors/extenuating circumstances that might contribute to findings   * Competing clinical/research/administrative responsibilities * Competing personal factors/responsibilities (i.e. personal/family illness, other personal/family issue) * Burnout/depression * Course/learner factors (course poorly timed/all faculty rated poorly) |
| 4. | Discuss your interpretation of the teaching evaluations   * Reflect on faculty’s self-assessment * Discuss positive evaluations/skills as pertinent (can leverage for areas that require improvement) * Discuss areas where improvement is needed |
| 5. | Determine if additional information is needed to understand the evaluation   * Reach out to learners for additional feedback to guide coaching plan |
| 6. | Explore understanding of next steps (example questions below)   * *“Do you recognize any patterns?”* * *“Anything that struck you as something to focus on?”* * *”In the next 6 months what would you like to see changed?”* |
| 7. | Discuss whether there is interest in more formal coaching   * Determine if teaching area of struggle should be coached or faculty should focus on other types of teaching * Consider coaching plan in the context of faculty’s overall academic plan |
| 8. | Tailor next steps based on readiness for change (see attached) |
| 9. | Develop coaching plan   * Educational officer and faculty develop coaching plan |
| 9. | Assess understanding of area for focus/action plan (document below and email to faculty member) |