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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
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| 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?”*
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| 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)
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| 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
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| 5. | Determine if additional information is needed to understand the evaluation* Reach out to learners for additional feedback to guide coaching plan
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| 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?”*
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| 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
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| 8. | Tailor next steps based on readiness for change (see attached) |
| 9. | Develop coaching plan * Educational officer and faculty develop coaching plan
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| 9. | Assess understanding of area for focus/action plan (document below and email to faculty member) |