

Faculty Evaluation at the Faculty of Medicine

The majority of universities in North America administer some form of faculty evaluation (McKeachie, 2006). For most of Memorial University, the Course Evaluation Questionnaire (CEQ) is administered close to the end of each semester and captures student feedback on both the individual instructor and the course as a whole. Here at the Faculty of Medicine all pre-clerkship courses are taught by several instructors, so the overall course evaluations and individual faculty evaluations have been separated out into two distinct processes.

At the Faculty of Medicine, the Undergraduate Medical Studies Committee (UGMS) established the Program Evaluation Subcommittee (PESC) to address the Committee on Accreditation of Canadian Medical Schools (CACMS) standards related to program evaluation and use of student data in program improvement. Consequently PESC oversees the administration of faculty evaluations at the undergraduate level and ensures evaluations completed by residents are compiled and disseminated to faculty members and the relevant administrative head. The table below provides a snapshot of faculty evaluation oversight at the Faculty of Medicine.

Faculty Evaluation at the Faculty of Medicine	
Learner Level	Oversight
Phases 1, 2, and 3 (pre-clerkship)	Program Evaluation Subcommittee
Clerkship (Phase 4)	
Postgraduate	Clinical Discipline Chairs (PESC facilitates)
Continuing Professional Education	Office of Professional Development

For Phases 1, 2, and 3, faculty members and their administrative heads are sent the results of student evaluations after each block of content in the courses. For teaching done in clinical settings, evaluation results are compiled and disseminated twice annually to individuals and administrative heads as long as three or more evaluations have been received. The requirement for at least three evaluations is to protect reviewer anonymity.

The 'typical' faculty evaluation form

Normally faculty evaluation forms will have a series of statements for students to consider and rate on a 5-point Likert scale, as per the sample below.

The instructor:	N/A	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	N	Mean
Helped me achieve the learning objectives								
Was well organized								
Established a positive learning environment								

The table is followed generally by a section for qualitative comments. Many faculty members find that comments from students are more helpful than evaluations containing only aggregate numbers.

Tip: Encourage your students to complete the instructor evaluations and provide comments. Demonstrating that you are interested in their feedback can both enhance responses rates and improve the quality of the responses provided.

Uses of student evaluations of faculty

Student evaluations of their instructors are used for primarily two purposes (Marzano, 2012):

As a measure of instructor performance –

Evaluations can be used to demonstrate effective teaching. They are also an integral component of teaching dossiers for use in applying for teaching awards or promotion and tenure.

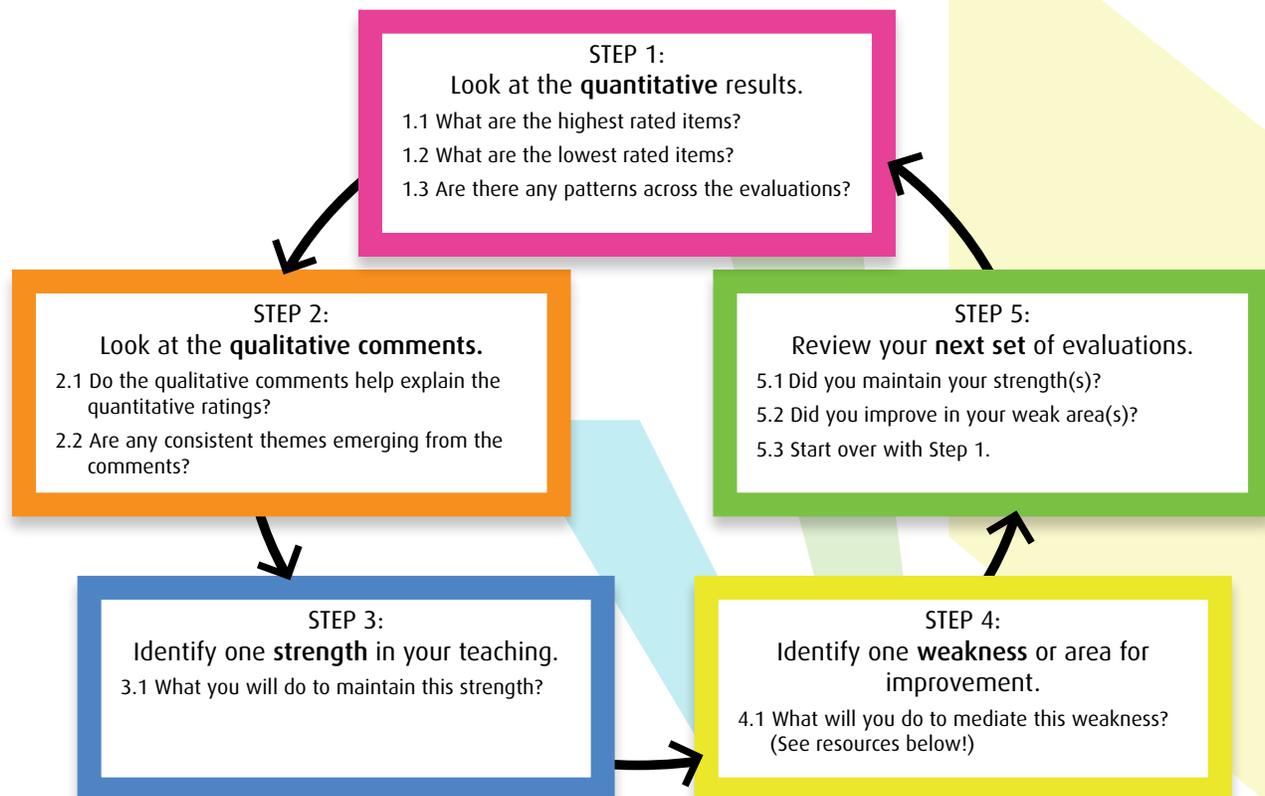
As a means to improve one's teaching –

Evaluations provide instructors with information that can be used to encourage reflection on teaching practice and to foster a continuous improvement approach to teaching.

Tip: Create a Teaching Evaluation folder on your desktop or in your e-mail inbox and use it to file all your evaluations conveniently in one place.

Using Student Evaluation to Improve Teaching

Whether you are looking at a set of evaluations from one part of the educational continuum (i.e., one phase or rotation) or across the gamut of your teaching, the following steps, adapted from a model being used at the University of Waterloo, offers a practical approach to using evaluation results to improve teaching.



Tip: For teaching dossiers or promotion and tenure packages, providing a portfolio of evaluations that demonstrate sustained high performance and/or tangible improvements over time can make for a powerful testament to a commitment to teaching success and self-improvement.

Resources

Remember that you are not alone on your teaching journey. The Faculty of Medicine offers the following resources to assist:

- Faculty development opportunities available through the Office of Professional Development at: <http://www.med.mun.ca/opd/facdev/>
- Certificate in Medical Teaching: <https://www.med.mun.ca/pdcs/programs.asp>
- For one-on-one consultations or advice, you can contact Dr. Steve Shorlin, Teaching Consultant, at Stephen.shorlin@med.mun.ca

References

- McKeachie, W., Svinicki, M. (2006). Teaching Tips. Boston, MA. Houghton Mifflin Company.
- Marzano, R. (2012). The two purposes of teacher evaluation. Educational Leadership. Volume 70 Number 3. <http://www.ascd.org/publications/educational-leadership/nov12/vol70/num03/The-Two-Purposes-of-Teacher-Evaluation.aspx>
- Using course evaluations to improve teaching and learning (n.d.) Retrieved from: <https://uwaterloo.ca/centre-for-teaching-excellence>