### Faculty Evaluation

**Evaluation of Clinical Faculty v4**

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### Course Information

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**Evaluation Period:** 01/01/2006 - 01/31/2006

**Faculty: Evaluator name**

The EFFECTIVE faculty member shows up on time for scheduled sessions, is available for help, willingly makes time available, keeps appointments, returns emails and pages, and informs learners of how they can be contacted. The INEFFECTIVE faculty member rarely shows up on time for scheduled sessions, is not available for help, is difficult to reach, does not keep appointments nor returns emails or pages, and does not inform learners of how they can be contacted.

1. **AVAILABILITY AND ACCESSIBILITY**

   ![Radio buttons for Poor, Fair, Good, Very Good, Excellent, N/A Not Applicable](#)

   The EFFECTIVE faculty member is an excellent teacher, generates enthusiasm for the subject, motivates learners to teach themselves, encourages self-learning and independent thinking, stimulates critical thinking, demonstrates poise and effective role modelling, is well organized, is enthusiastic, is articulate and uses teaching aids judiciously and helpfully. The INEFFECTIVE faculty member is a poor teacher, does not generate enthusiasm for the subject, does not motivate learners to teach themselves, does not encourage self-learning nor independent thinking, does not stimulate critical thinking, does not demonstrate poise and effective role modelling, is not well organized, is not enthusiastic, is not articulate and does not use teaching aids judiciously nor helpfully.

2. **TEACHING EFFECTIVENESS**

   ![Radio buttons for Poor, Fair, Good, Very Good, Excellent, N/A Not Applicable](#)

   The EFFECTIVE faculty member is an excellent teacher with command of the subject, is able to convey information in a logical and understandable method, is clear about important objectives, is comfortable with questions, will admit knowledge gaps and adds to your knowledge base. The INEFFECTIVE faculty member does not seem to possess expertise of the content area, is unable to convey information in a logical and understandable method, is not clear about important objectives, is not comfortable with questions, does not admit knowledge gaps and does not add to your knowledge base.

3. **KNOWLEDGE OF/ABILITY TO TEACH SUBJECT MATTER**

   ![Radio buttons for Poor, Fair, Good, Very Good, Excellent, N/A Not Applicable](#)

   The EFFECTIVE faculty member excels at explaining the rationale behind clinical judgments and decisions, and uses literature and evidenced based medicare to support clinical decisions and teaching points. The INEFFECTIVE faculty member has difficulty explaining the rationale behind clinical judgments and decisions and uses literature and evidenced based medicare inappropriately or not at all to support clinical decisions and teaching points.

4. **ABILITY TO TEACH CRITICAL THINKING**

   ![Radio buttons for Poor, Fair, Good, Very Good, Excellent, N/A Not Applicable](#)

   The EFFECTIVE faculty member teaches how and when to appropriately use/order/perform procedures, demonstrates correct techniques, and allows the appropriate balance of independence and supervision. The INEFFECTIVE faculty member does not teach how and when to appropriately use/order/perform procedures, demonstrates incorrect techniques, and does not allow the appropriate balance of independence and supervision.

5. **ABILITY TO TEACH PROCEDURES/TECHNIQUES**

   ![Radio buttons for Poor, Fair, Good, Very Good, Excellent, N/A Not Applicable](#)
The EFFECTIVE faculty member demonstrates effective clinical problem solving based on patient information, preferences, up-to-date information, and clinical judgment. He/she teaches one how to know their own limits and when to consider referrals and consultations with other specialists. He/she models a humane and caring attitude, addresses ethical issues and teaches/emulates humanism and professionalism. The INEFFECTIVE faculty member demonstrates ineffective clinical problem solving, does not demonstrate how to recognize ones own limits nor when to consider referrals and consultations with other specialists. He/she does not model a humane and caring attitude, does not address ethical issues nor teaches/emulates humanism and professionalism.

6. ABILITY TO TEACH CLINICAL SKILLS/JUDGMENT

The EFFECTIVE faculty member presents in a clear, organized and logical fashion. He/she is invites discussions and questions, and listens attentively. Expectations are communicated clearly and fairly. Feedback is timely and helpful, being clear, specific and constructive. The INEFFECTIVE faculty member rarely communicates in a helpful manner. Expectations and explanations are not clear. Questions are unwelcome. Feedback either does not occur, or it is so late or so general that it is not helpful.

7. COMMUNICATION

The EFFECTIVE faculty member exhibits professional behavior in his/her teaching. He/she is interested in teaching and has respect for learners of all levels. He/she does not belittle learners or publicly humiliate them. He/she encourages questions and debate and tolerates diverse viewpoints. He/she is careful to not show personal biases and prejudices or arrogance. The INEFFECTIVE faculty member does not act in a professional manner in regards to teaching responsibilities. He/she is not interested in teaching and shows little respect for the learner. He/she belittles learners, is impatient with or intolerant of questions. Personal biases and prejudices are conveyed to learners.

8. PROFESSIONALISM IN TEACHING

The EFFECTIVE faculty member has made it very clear that he/she is supportive of the regulations. He/She sends the message that accurate reporting is a professional responsibility; compliance with duty hour regulations is not optional. He/She supports the reform in a positive way. The INEFFECTIVE faculty member gives either explicit or implicit pressure to ignore the regulations. He/She does not support institutional goals of meeting the duty-hour regulations in terms of actual hours worked and/or reporting of hours.

9. SUPPORTIVENESS OF DUTY-HOUR REGULATIONS

The EFFECTIVE faculty member is a superb teacher, interested in learners, helps them achieve clear learning objectives, generates enthusiasm for the subject, motivates learners, and is committed to teaching. The INEFFECTIVE faculty member is not a good teacher, is not interested in learners, does not help them achieve clear learning objectives, does not generate enthusiasm for the subject, does not motivate learners, and is not committed to teaching.

10. OVERALL ASSESSMENT OF TEACHING

11. Total Number of Half-Days Contact

12. Comments