Formal Educational Activities for Faculty Members

This document is meant to supplement the Department of Medicine’s “Academic Guidelines for Full-Time Academic Faculty Members”. It provides more detailed information on the types of educational activities in which Full-Time Academic Faculty Members may participate in order to meet the updated Departmental requirement of a minimum of 40 hours of formal educational activities per year. This document also serves as a reference guide for clinical faculty members to maintain a current record of total teaching hours provided for different type of teaching activities. Clinical faculty members are expected to provide a minimum of 50 hours of academic contributions over a two-year period.

- Academic Faculty Members must provide a minimum of 40 hours of formal educational activities per year with a minimum of 30 hours of scheduled undergraduate teaching/year.

- The scheduled undergraduate teaching activities apply to learners within the Faculty of Medicine and includes formal lectures, FLEX, case-based learning (CBL), clinical skills and examinations, and portfolio sessions. Teaching occurring outside the Faculty of Medicine needs to be discussed with the Department in order to determine if it is an eligible activity.

- The remaining formal educational activities (i.e. remaining up to 10 additional hours towards the minimum total of 40 hours) can be made up from scheduled postgraduate, unscheduled undergraduate and postgraduate activities, administration and leadership activities, and other teaching. This list of activities is expected to continue to evolve over time.

- Over the course of a calendar year, there is the maximum number of hours an individual can claim for each particular activity. However, individuals are still encouraged to document hours in excess of those minimums to include in their academic activity reports, teaching dossiers, etc.

- Activities must meet the specified criteria in order to be considered eligible as “formal” educational activities.

- Only direct contact hours with undergraduate learners count towards scheduled undergraduate teaching hours. However, exceptions include mandatory training or tutor meetings as part of scheduled undergraduate teaching activities.

- Preparation time does not count towards scheduled undergraduate teaching hours, but can be counted as formal educational activity for the purposes of annual academic activity reports, promotion and merit and documented in the teaching dossier.
• For teaching with patient care, contact hours are calculated based on the number of days of patient care. For example, one week of inpatient clinical specialty or subspecialty service is calculated as 5 hours of unscheduled teaching and for the clinical teaching unit as 10 hours of unscheduled teaching.

If educational activities in which faculty members are engaged are not listed here, they are encouraged to document them in their teaching dossier and to discuss with their Division Head whether or not they meet criteria for formal educational activities. Any points of uncertainty should be discussed with the Department Head or Associate Head of Education for the Department of Medicine.
## SCHEDULED UNDERGRAD TEACHING ACTIVITIES

<table>
<thead>
<tr>
<th>Activity</th>
<th>Maximum hours/year</th>
<th>Specific Criteria</th>
<th>Comments and examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lecture activity</td>
<td></td>
<td></td>
<td>Lectures to year 1 medical students, academic half-day lectures to year 3 medical students. Prep time does not count as scheduled hours, but can count as educational activity. Max prep time for new lecture 5 hours, for subsequent revision of existing lecture 2.5 hours.</td>
</tr>
<tr>
<td>Formal lecture (per hour)</td>
<td>No max</td>
<td>Formal numbered UBC course enrolling learners within the Faculty of Medicine.</td>
<td></td>
</tr>
<tr>
<td>2. FLEX</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FLEX roles include activity supervisors</td>
<td></td>
<td>See <a href="#">FLEX website</a> for details on roles.</td>
<td>Maximum hours are determined at the Faculty level. 2 hours/week/student for block cycles and 2-3 hours/student for longitudinal half-day cycles.</td>
</tr>
<tr>
<td>(aka research project supervisors), formal</td>
<td></td>
<td></td>
<td>For one student: MEDD 419 6-week block cycle = 12 hrs. MEDD 429 3-week block cycle = 6 hours, MEDD 429 longitudinal half-day cycle = 2-3 hours. MEDD 449 4-week cycle = 8 hours.</td>
</tr>
<tr>
<td>FLEX advisors/assessors with scheduled hours</td>
<td></td>
<td></td>
<td>If more than one student, but all are working on the same project, then add 1 additional teaching hour for half-day cycle and 2 additional hours for block cycle.</td>
</tr>
<tr>
<td>and Foundations of Scholarship advisors with</td>
<td>25 hours/year</td>
<td>Longitudinal part-time and block full-time FLEX activities for individual students in MEDD 419, 429, or 449.</td>
<td></td>
</tr>
<tr>
<td>scheduled hours.</td>
<td></td>
<td>See <a href="#">FLEX activity</a> supervisor role description.</td>
<td></td>
</tr>
<tr>
<td>Role / Function</td>
<td>Hours per Year</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>----------------</td>
<td>------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>MEDD 419 6-week block cycle</td>
<td>14 hours</td>
<td>MEDD 429 3-week block cycle = 8 hours, MEDD 429 longitudinal half-day cycle = 3-4 hours. MEDD 449 4-week cycle = 10 hours. If more than one student, and each student is working on a different project, add 1 hour for half-day cycle and 1 additional hour per week for block cycle (total 3 hrs per week). MEDD 419 6-week block cycle = 18 hours. MEDD 429 3-week block cycle = 9 hours, MEDD 429 longitudinal half-day cycle = 3-4 hours. MEDD 449 4-week cycle = 12 hours. If hours exceed 25 hours/year, these can still be captured on teaching dossier and count towards “unscheduled hours”.</td>
<td></td>
</tr>
<tr>
<td>MEDD 429 3-week block cycle</td>
<td>8 hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEDD 429 longitudinal half-day cycle</td>
<td>3-4 hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEDD 449 4-week cycle</td>
<td>10 hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEDD 419 6-week block cycle</td>
<td>18 hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEDD 429 3-week block cycle</td>
<td>9 hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEDD 429 longitudinal half-day cycle</td>
<td>3-4 hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEDD 449 4-week cycle</td>
<td>12 hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FLEX advisor/assessor (per hour)</td>
<td>Per hour</td>
<td>Formally role as FLEX advisor. MEDD 419, 429, or 449. General approx. 33 hours/year</td>
<td></td>
</tr>
<tr>
<td>Foundations of Scholarship (FoS) (per hour)</td>
<td>Per course schedule</td>
<td>Formally role as FLEX 419 FoS advisor. General approx. 15 hours/year</td>
<td></td>
</tr>
<tr>
<td>Case based learning (CBL)</td>
<td>No max</td>
<td>Scheduled CBL sessions Initial mandatory tutor training and mandatory tutor meeting can count as scheduled hours. Generally 20-35 hours/CBL cluster.</td>
<td></td>
</tr>
</tbody>
</table>
### 4. Clinical Skills and examinations

<table>
<thead>
<tr>
<th>Clinical skills (per hour)</th>
<th>No max</th>
<th>Formal scheduled clinical skills teaching</th>
<th>Clinical skills, clinical skills integration sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration/evaluation of formal examination (per hour)</td>
<td>No max</td>
<td>Formal scheduled examinations</td>
<td>OSCEs during Year 1-4</td>
</tr>
</tbody>
</table>

### 5. Portfolio coach

<table>
<thead>
<tr>
<th>Portfolio coach (Year 1 to 4)</th>
<th>Per course schedule</th>
<th>Formal role as portfolio coach</th>
<th>Generally approx. 8 hours/year</th>
</tr>
</thead>
</table>

### 6. Laboratory teaching and research

<table>
<thead>
<tr>
<th>Providing instruction in wet lab, computer lab, or skills lab (per hour)</th>
<th>No max</th>
<th>Scheduled instruction sessions for formal numbered UBC course enrolling learners within the Faculty of Medicine.</th>
<th>Does not include research electives. Examples: Anatomy, simulation, statistics, procedural skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Providing instruction in research laboratory work (per hour)</td>
<td>No max</td>
<td>Scheduled instruction sessions for formal numbered UBC course enrolling learners within the Faculty of Medicine.</td>
<td>Does not include research electives. Examples: Research methodology, research techniques</td>
</tr>
<tr>
<td>Preceptor for research elective</td>
<td>3 hours/week Up to a max 10 hours/learner/year</td>
<td>Must be formal UBC numbered course (applies only to approved year 4 undergraduate research electives in sexual health, population health, or translational bioinformatics)</td>
<td>Maximum 3 hours/week. Does not include FLEX or student research projects outside of research electives.</td>
</tr>
<tr>
<td>Activity</td>
<td>Maximum Hours/ Yr*</td>
<td>Specific Criteria</td>
<td>Comments and examples</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>--------------------</td>
<td>-----------------------------------------------</td>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>1. Lecture activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formal lecture (per hour)</td>
<td>No max</td>
<td>Formal scheduled lecture</td>
<td>Academic half-day, boot camp</td>
</tr>
<tr>
<td>2. Examination activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administration /evaluation of formal examination (per hour)</td>
<td>No max</td>
<td>Must be scheduled examination involving UBC trainee</td>
<td>OSCE</td>
</tr>
<tr>
<td>3. Laboratory teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Providing instruction in wet lab, computer lab, or skills lab (per hour)</td>
<td>No max</td>
<td>Scheduled instruction sessions for UBC trainees</td>
<td>Simulation, statistics, procedural skills</td>
</tr>
<tr>
<td>Providing instruction in research laboratory work (per hour)</td>
<td>No max</td>
<td>Scheduled instruction sessions for UBC trainees</td>
<td>Research methodology, research techniques. Does not include research project supervision.</td>
</tr>
</tbody>
</table>
## UNSCHEDULED UNDERGRADUATE AND POSTGRADUATE TEACHING ACTIVITIES

<table>
<thead>
<tr>
<th>Activity</th>
<th>Maximum Hours/Yr‡</th>
<th>Specific Criteria</th>
<th>Comments and examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Clinical activity</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical instruction of learners in the context of providing patient care: -5 hrs/ week of clinical service on specialty and subspecialty services -10 hrs/week on CTU</td>
<td>No maximum</td>
<td>Must include one or more UBC affiliated learner at undergrad and/or postgrad level</td>
<td>Maximum 5 hours/week of clinical service on specialty or subspecialty services such as medical electives</td>
</tr>
<tr>
<td>Clinical instruction of learners in the context of providing patient care: -1 hr/ half-day ambulatory clinic</td>
<td>1 hour/half-day clinic</td>
<td>Must include one or more UBC affiliated learner at undergrad and/or postgrad level</td>
<td>Maximum 1 hour/half-day clinic. Examples: Ambulatory clinics</td>
</tr>
<tr>
<td><strong>2. Research activity</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervision of research project by learners (medical students, residents, fellows or graduate students)</td>
<td>3 hours/week max 10 hours/learner/year</td>
<td>Outside of FLEX if supervising medical student research.</td>
<td>Maximum 1 hour/week for medical students, residents and fellows. Maximum 2 hours/week for graduate students</td>
</tr>
<tr>
<td><strong>3. Mentorship activity</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Serving as advisor or mentor for students and trainees (per hour)</td>
<td>15 hours/year max 10 hours/learner/year</td>
<td>Must be formal advisor or mentorship activity</td>
<td>Faculty advisor, mentor (assigned)</td>
</tr>
</tbody>
</table>
## DEVELOPMENT OF EDUCATIONAL PRODUCTS

<table>
<thead>
<tr>
<th>Activity</th>
<th>Maximum Hours/ Yr‡</th>
<th>Specific Criteria</th>
<th>Comments and examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Development of education units</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing a major curricular unit</td>
<td>10 hours/unit</td>
<td>Formal numbered UBC course enrolling Undergrad, Graduate or Postgrad students</td>
<td>Maximum 10 hours/unit. Creating a new course, developing a new clerkship curriculum, etc.</td>
</tr>
<tr>
<td>Developing a minor curricular unit</td>
<td>5 hours/unit</td>
<td>Formal numbered UBC course enrolling Undergrad, Graduate or Postgrad students</td>
<td>Maximum 5 hours/unit. Creating a new lab session, PBL case, etc.</td>
</tr>
<tr>
<td>Participating in a major revision of a curricular unit</td>
<td>5 hours/unit</td>
<td>Formal numbered UBC course enrolling Undergrad, Graduate or Postgrad students</td>
<td>Maximum 5 hours/unit. Revising a course, clerkship, lab, etc.</td>
</tr>
<tr>
<td><strong>2. Development of education materials</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing a syllabus or manual</td>
<td>3 hours/unit</td>
<td>Formal numbered UBC course enrolling Undergrad, Graduate or Postgrad students</td>
<td>Maximum 3 hours/unit. Drafting rotation/course syllabus, creating lab manual, etc.</td>
</tr>
<tr>
<td>Developing examination questions and other evaluation tools (per hour)</td>
<td>10 hours/year</td>
<td>Formal numbered UBC course enrolling Undergrad, Graduate or Postgrad students</td>
<td>Creating multiple choice questions, developing new OSCE checklist, etc.</td>
</tr>
<tr>
<td><strong>3. Development of personnel</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participating in standardized patient orientation and training (per hour)</td>
<td>No max</td>
<td>Formal numbered UBC course enrolling undergraduate students</td>
<td>Training standardized patients for OSCEs</td>
</tr>
<tr>
<td>Developing faculty and staff skills (per hour)</td>
<td>No max</td>
<td>Learners must be affiliated with UBC</td>
<td>Faculty Development sessions, Peer observation/feedback</td>
</tr>
</tbody>
</table>
### EDUCATION ADMINISTRATION AND SERVICE

<table>
<thead>
<tr>
<th>1. Administration of education</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Serving as program director (if otherwise not remunerated for this role)</td>
<td>15 hours/year</td>
<td>Formally recognized UBC training program</td>
</tr>
<tr>
<td>Serving as course director (if otherwise not remunerated for this role)</td>
<td>15 hours/year</td>
<td>Formal numbered UBC course enrolling Undergrad, Graduate or Postgrad students</td>
</tr>
<tr>
<td>Serving in other educational leadership role (if otherwise not remunerated for this role)</td>
<td>To be discussed on individual basis</td>
<td>Formal numbered UBC course enrolling Undergrad, Graduate or Postgrad students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Evaluation of education</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluating education programs (per hour)</td>
<td>10 hours/year</td>
<td>Official review of UBC-affiliated course or training program with written report</td>
</tr>
</tbody>
</table>