
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			
Activity	Maximum hours/year	Specific Criteria	Comments and examples
1. Lecture activity			
Formal lecture (per hour)	No max	Formal numbered UBC course enrolling learners within the Faculty of Medicine.	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.
2. FLEX			
FLEX roles include activity supervisors (aka research project supervisors), formal FLEX advisors/assessors with scheduled hours and Foundations of Scholarship advisors with scheduled hours.		See FLEX website for details on roles.	
FLEX activity supervisor	25 hours/year	Longitudinal part-time and block full-time FLEX activities for individual students in MEDD 419,429, or 449. See FLEX activity supervisor role description.	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. 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. 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.

			<p>MEDD 419 6-week block cycle = 14 hours. MEDD 429 3-week block cycle = 8 hours, MEDD 429 longitudinal half-day cycle = 3-4 hours. MEDD 449 4-week cycle = 10 hours.</p> <p>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.</p> <p>If hours exceed 25 hours/year, these can still be captured on teaching dossier and count towards “unscheduled hours”.</p>
FLEX advisor/assessor (per hour)	Per course schedule	<p>Formal role as FLEX advisor MEDD 419, 429, or 449.</p> <p>See FoS and FLEX advisor role description.</p>	Generally approx. 33 hours/year
Foundations of Scholarship (FoS) (per hour)	Per course schedule	<p>Formal role as FLEX 419 FoS advisor</p> <p>See FoS and FLEX advisor role description.</p>	Generally approx. 15 hours/year
3. Case based learning (CBL)			
Tutor or facilitator of small group classroom-based session (per hour)	No max	Scheduled CBL sessions	Initial mandatory tutor training and mandatory tutor meeting can count as scheduled hours. Generally 20-35 hours/CBL cluster.

4. Clinical Skills and examinations			
Clinical skills (per hour)	No max	Formal scheduled clinical skills teaching	Clinical skills, clinical skills integration sessions
Administration/evaluation of formal examination (per hour)	No max	Formal scheduled examinations	OSCEs during Year 1-4
5. Portfolio coach			
Portfolio coach (Year 1 to 4)	Per course schedule	Formal role as portfolio coach	Generally approx. 8 hours/year
6. Laboratory teaching and research			
Providing instruction in wet lab, computer lab, or skills lab (per hour)	No max	Scheduled instruction sessions for formal numbered UBC course enrolling learners within the Faculty of Medicine.	Does not include research electives. Examples: Anatomy, simulation, statistics, procedural skills
Providing instruction in research laboratory work (per hour)	No max	Scheduled instruction sessions for formal numbered UBC course enrolling learners within the Faculty of Medicine.	Does not include research electives. Examples: Research methodology, research techniques
Preceptor for research elective	3 hours/week Up to a max 10 hours/learner/year	Must be formal UBC numbered course (applies only to approved year 4 undergraduate research electives in sexual health, population health, or translational bioinformatics)	Maximum 3 hours/week. Does not include FLEX or student research projects outside of research electives.

SCHEDULED POSTGRAD TEACHING ACTIVITIES			
Activity	Maximum Hours/ Yr[†]	Specific Criteria	Comments and examples
1. Lecture activity			
Formal lecture (per hour)	No max	Formal scheduled lecture	Academic half-day, boot camp
2. Examination activity			
Administration /evaluation of formal examination (per hour)	No max	Must be scheduled examination involving UBC trainee	OSCE
3. Laboratory teaching			
Providing instruction in wet lab, computer lab, or skills lab (per hour)	No max	Scheduled instruction sessions for UBC trainees	Simulation, statistics, procedural skills
Providing instruction in research laboratory work (per hour)	No max	Scheduled instruction sessions for UBC trainees	Research methodology, research techniques. Does not include research project supervision.

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

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

EDUCATION ADMINISTRATION AND SERVICE			
1. Administration of education			
Serving as program director (if otherwise not remunerated for this role)	15 hours/year	Formally recognized UBC training program	Director of graduate, residency or fellowship program
Serving as course director (if otherwise not remunerated for this role)	15 hours/year	Formal numbered UBC course enrolling Undergrad, Graduate or Postgrad students	Chair of Graduate Sciences course
Serving in other educational leadership role (if otherwise not remunerated for this role)	To be discussed on individual basis	Formal numbered UBC course enrolling Undergrad, Graduate or Postgrad students	Course chairs, block chairs, week chairs and theme leads
2. Evaluation of education			
Evaluating education programs (per hour)	10 hours/year	Official review of UBC-affiliated course or training program with written report	Internal reviews, solicited reviews, etc.