

Framework for AOVET Course Chair and Faculty guidelines
Consolidated input from Education Commission Members

Dec 4, 2018

Aspect	Course Chair Criteria	Faculty Criteria
Requirements	<ul style="list-style-type: none"> - FEP (obligatory) - CEP (desired; CEP must be taken at least three years after their first engagement as chair) - active faculty in at least three courses over the last three years - a minimum of five years experience in specialty practice - boarded specialist or judged by EDUC to be an appropriate equivalent - has shown excellent leadership skills - a recognized specialist in field - an AOVET member <p>Exceptions should be approved by the International EDUC following a proposal to this effect by the regional board.</p>	<ul style="list-style-type: none"> - FEP - minimum two years of specialty practice in orthopedics post Board Exams - boarded specialist or judged by EDUC to be an appropriate equivalent - has attended AOVET principles and advanced courses - for Master course faculty: supported by the chair and regional board and approved by EDUC - must be passionate about teaching, likely to remain engaged in the future - an AOVET member <p>Exceptions can be approved by the International EDUC based on a proposal to this effect by the regional board.</p>
Main Responsibilities	<ul style="list-style-type: none"> - define the course program considering that competency based courses and AOVET curriculum; define changes to course program for regional needs; - select faculty for course - liaise with instrument partner (re. instrument list) - establish the list of bones needed - assign lectures to faculty - coordinate discussion and practical groups - sign off on promotional material (e-blast, flyer, etc.) - analyze evaluation and suggest important measures - hold pre-course meeting/s - understand/comply with given course budget - help promote the course - in the absence of a course evaluator the chair should organize for feedback to be given to junior/provisional faculty - chairs should refrain from participating in competing activities which might jeopardize the success of the course (to be reviewed again) 	<ul style="list-style-type: none"> - review and return program - create lecture summaries / course notes - contribute cases for discussions - present lectures - run and assist practical sessions - run and assist case discussion sessions - be present for the entire course (including pre-course) - participate in social activities - help promote the course - provide feedback after the course
Selection Process for Courses	<ol style="list-style-type: none"> 1. Previous course chairs make suggestions 2. Regional board checks suggestions and makes proposal 3. International Education Commission makes final decision considering proposal of Regional Board <p>Guiding principle/long term goal: one person should ideally not chair multiple courses per year if possible - regional needs to be taken into consideration.</p> <p><i>Exception: For international courses (such as the AO Davos Courses) the International Education Commission decides this directly, as no regional board is involved.</i></p>	<ol style="list-style-type: none"> 1. The respective regional board provides a list of suitable faculty (considering experience, location, previous course engagements etc.) to the course chair and makes proposal. In addition the local chair can propose faculty initially to act as junior faculty 2. The course chair takes the final decision, keeping the course budget in mind <p>Guiding principle/long term goal: opportunities should be given to a range of faculty including junior/provisional faculty to ensure diversity.</p>
Selection process for FEP training	<p>For Principles and Advanced: Ideally a new chair acts initially as assistant chair for the years then as chair for further years (or the courses) whilst training the next assistant chair; after that chairs can become an evaluator for this course for another</p>	<ol style="list-style-type: none"> 1. Submit complete faculty application, fulfil approved criteria (for approval by the regional board) 2. In case of positive feedback of Regional Board to application, the candidate will be presented to respective course chair; 3. in case course chair has also positive assessment, the person will be invited to be provisional faculty, the if positive feedback from chair / evaluator should be considered for active faculty, 4. take FEP within the years;
Performance measurement	<ul style="list-style-type: none"> - completion of course feedback form by chair - consolidated participant feedback - feedback from faculty - Responsiveness on operational matters (such as submitting the program, bone list, etc.) - feedback from evaluators (NA only) 	<ul style="list-style-type: none"> - chair and evaluator feedback, - participant feedback, - compliance on operational matters - course evaluator feedback (NA only)
Rotation principles	<p>For Principles and Advanced: Ideally a new chair will serve initially as an assistant chair for three years, then as chair for further three years (or three courses) whilst training the next assistant chair, after that chairs can become an evaluator for this course for another one to three years.</p> <p>For Masters courses: Master course chairs may continue at the discretion of the Regional Board and the EDUC keeping in mind the need for the principle of succession planning.</p>	<ul style="list-style-type: none"> - Ideally three to six years, provided suitable alternatives exist. Due to potential faculty shortages, suggest that although ideally faculty should rotate off course after three to six years; the chair should be allowed to retain faculty for longer if necessary, under the direction of the regional board and subject to final approval from EDUC - faculty can be invited back in future years on an ad hoc basis if necessary.