



Shared Values and Responsibilities

This document reflects the institution's expectations for shared values and responsibilities among faculty and learners.

1. **Respect** - Mutual respect, including trustworthiness, should underpin all interactions between faculty and learners.

Faculty responsibilities

- Treat learners fairly and courteously
- Maintain high professional standards in all interactions
- Role model honesty, integrity and compassion
- Promote open communication, active listening, genuine support and approachability

Learner responsibilities

- Be courteous of teachers and fellow learners
- Maintain high professional standards in all interactions
- Display honesty, integrity and compassion
- Practice open communication, active listening and approachability

2. **Transparency** – Clear and honest expectations is critical to effective teaching and learning.

Faculty responsibilities

- Provide explicit learning and behavioral expectations early in a rotation
- Provide timely, specific, accurate and constructive feedback on a regular basis and thoughtful and timely evaluations at the end of a rotation

Learner responsibilities

- Understand learning and behavioral expectations
- Provide accurate and thoughtful feedback to faculty

3. **Continuous Improvement** – Teaching and Learning are processes of continuous improvement and include the presence of a psychologically safe environment.

Faculty responsibilities

- Demonstrate a commitment to continuous professional development
- Foster an environment that encourages curiosity, critical thinking, and the pursuit of knowledge
- Include all learners in the learning process, setting the environment for learners to feel safe in asking questions, contributing, and speaking-up to improve
- Practice insightful questioning, which stimulates learning without being hurtful, humiliating or punitive
- Solicit feedback from learners to enhance teaching effectiveness and the learning environment

Learner responsibilities

- Be active, enthusiastic, curious learners
- Solicit feedback on performance
- Recognize that criticism is not synonymous with abuse
- Regularly reflect on experiences, identify areas for improvement and seek help, and take responsibility for ongoing education
- Professionally evaluate faculty teaching effectiveness and the learning environment