University Distinguished Teaching Scholars
The Institute for Learning and Teaching

Evaluating Teaching Effectiveness Task Force

December 30, 2015

Guidelines for Peer Review

The following guidelines were developed by the Teaching Academy of the Consortium of West Region Colleges of Veterinary Medicine. You can view their website at http://www.teachingacademy.westregioncvm.org.

1. PROFESSIONAL REVIEW PACKET SUMMARY - FOR FACULTY WITH SIGNIFICANT TEACHING

If teaching is a relatively minor part of your job, your primary goal may be to just document your specific teaching activities and provide some reasonable measures of teaching effectiveness. **HOWEVER**, if teaching is a substantial portion of your appointment, it may be in your best interest to prepare a much more substantial portfolio that includes reflection and context statements for some of your most critical activities.

An educator's review packet should consist of at least 3 components in the order below in a digital form that is easy to distribute.
   I.   Vitae in the format of an "Educator's CV" or "Teaching Vitae"
   II. Teaching Portfolio
   III. Appendices (in support of this teaching portfolio)

A. EDUCATOR'S CV OR TEACHING VITAE:

Vitae formats are sometimes governed by department or college guidelines. However, the vitae you submit for this review should document the depth and breadth of both your teaching activities and their outcomes as completely and effectively as it documents your other professional activities (such as biomedical research, clinical service, service on behalf of department/college/university, etc.). See the #2 attached document for specific suggestions on what to include in your Educator's CV regarding your teaching.

B. TEACHING PORTFOLIO:

The Teaching Portfolio highlights your current effective teaching endeavors, selecting a few specific areas you wish to explain in detail.

"The teaching portfolio is not an exhaustive compilation of all the documents and materials that bear on teaching performance. Instead, it culls from the record (from your CV) selected information on teaching activities and solid evidence of their effectiveness. Just as in a curriculum vitae, all claims in the portfolio should be supported by firm empirical evidence." From Peter Seldin, et al. The Teaching Portfolio: A practical guide to improved performance and promotion/tenure decisions. *4th ed. Jossey-Bass. 2010.*

See the #3 attached document for a Teaching Portfolio format rooted in 6 basic domains. All teaching faculty are likely to have submissions in some categories. Importantly, please note that only a few are likely to have activities in all 6 domains.

C. APPENDICES:

The appendices "should consist of judiciously chosen evidence that adequately supports the narrative section of the portfolio." *P. Seldin, et al 2010*

See attached #4 document for suggested elements to include in the appendices, supporting your selected highlights in the Teaching Portfolio. Examples may include: student evaluation reports, an analysis or graphical summary of student comments, peer review/classroom observation reports, a representative syllabus, a representative student assessment, record/statistical analyses of student exam scores, example of a student assignment, examples of your contribution to curriculum design or course development, a list of teaching awards with award criteria, or reprint of an educational publication or presentation abstract.

2. RECOMMENDATIONS FOR AN "EDUCATOR'S CV" OR "TEACHING VITAE"

The following pages are intended to serve as prompts as you work on your Educator's CV. Few if any faculty may be able to list activities in all categories. However, these provide guidelines to help you consider your work more completely and to ensure you present your teaching activities effectively. This document should be a complete capture of all your teaching activities with breadth and depth. Some items may fall into overlapping categories and the creator should place these items in a single category of their choice.

A. TEACHING ACTIVITIES

Teaching is defined as any organized activity that fosters learning and the creation of associated instructional materials.

Examples of teaching activities may include:
- Classroom/Online/Alternative teaching & structured labs (undergraduate, graduate, DVM students, interns & resident didactic teaching), e.g. any didactic teaching
- Teaching students/house officers while conducting medical service (veterinary teaching hospital, diagnostic pathology, etc.), e.g. clinical teaching
- Teaching and mentoring students conducting research (undergraduate, graduate, post-doc, DVM, interns, residents), e.g. **teaching** in a laboratory situation
- Facilitating formal student discussions and clinical reasoning (Foundations, Case Discussions, etc.)
- Continuing education (for other professionals)
- Service Learning that integrates community service into the learning experiences
- Other teaching (e.g. presentations to student clubs, events)
- Coordinate courses (graduate, undergraduate, DVM, intern, resident courses)
- Enhance and update current courses and pedagogical tools

Examples of measures to quantify teaching activities may include:
- Number of contact hours of classroom/online/alternative teaching (total number of hours spent in class)

- Number of contact hours teaching and conducting medical service in the clinics (combined) *Note: Not all hours in the clinics are teaching*
- Number of contact hours teaching while conducting research *Not: Not all hours in the lab are teaching*
- Number of hours formally facilitating discussions and clinical reasoning
- Number of hours teaching Continuing Education
- Number of hours involved with service learning
- Number of hours teaching student clubs/groups
- Approximate number of hours involved with coordinating course(s)
- List number of hours in efforts to enhance and update current course(s)

☐ List all significant teaching activities you've been involved in. See examples below. Whenever applicable include course name and number.
These may be subdivided into logical sub-categories such as:
- Undergraduate, professional, graduate student teaching, house officer, etc., or
- Traditional didactic (classroom), online, clinical teaching, classroom + lab, etc.

☐ Provide a brief description of the activity and your role (instructor, facilitator, course director, etc.)
☐ Always quantify – i.e. indicate year or years; number or average number of students; number of credits; and number of contact hours (e.g. # lectures).
☐ If possible, provide outcomes / evidence of effectiveness
- Summary of student evaluations / student survey results - with college or department means for comparison
- Peer review/observations (e.g. names of reviewers)
- Outcomes – student successes, etc.

B. EFFORTS TO IMPROVE TEACHING (THROUGH INDIVIDUAL PROFESSIONAL DEVELOPMENT)

Examples of relevant individual professional development may include:
- Seminars & workshops
- National/international conferences on education
- Educational sessions at professional association meetings or research conferences
- Journal clubs focused on teaching & learning
- Local and/or regional Teaching Academy events
- Your personal practices
- Other items related to individual instructional professional development

☐ List specific activities that reflect a scholarly approach to teaching.
☐ Provide title, dates, location, and brief description (including your role)
☐ Provide evidence that these activities informed and/or changed your teaching (i.e. when appropriate, briefly indicate how a listed activity affected your teaching methods and/or altered outcomes. How did it impact what you were doing as an instructor?)

C. DEVELOPMENT OF "ENDURING" INSTRUCTIONAL MATERIALS

Enduring instructional materials are used repeatedly and/or used by others.

Examples of enduring materials might include:
- Producing an educational video
- Developing teaching cases [e.g. Problem Based Learning (PBL)] cases, Diagnostic Challenge cases, etc.)
- Authoring a textbook or textbook chapter
- Authoring test questions for national testing organizations
- Writing computer-based instructional programs

☐ List activities and/or products
☐ Indicate specific dates of this activity to document time & effort, especially if substantial
☐ Indicate your specific role (e.g. author, co-author, collaborator, etc.)
☐ Indicate if materials were peer-reviewed and briefly explain how they were reviewed
☐ What were the goals/objectives?
☐ Outcome/use: briefly indicate how the product is being used, by whom, and its impact.

D. MENTORING AND ADVISING

Mentoring is a process in which an experienced professional gives a person with relatively less experience guidance, teaching, and development to achieve broad professional goals. (from AAMC Toolbox)

Examples of activity may include:
- Chair of thesis committees (PhD versus MS)
- Member of thesis committees (PhD versus MS)
- Primary advisor for a resident or intern
- Advisor for a post-doctoral research fellow
- Mentor for a resident or intern
- Mentor (or evaluator) for an undergraduate honors thesis
- Advisor for undergraduate or DVM student research project
- Professional student advising (e.g. senior paper, capstone project, etc.)
- Advisor for graduate student rotation project
- Advisor for visiting summer student
- Mentoring novice educators in teaching (other faculty, post-docs, grad students, residents)
- Peer review / formal peer observation of other instructors
- Formal teaching mentor for a CVM faculty member
- Letters of recommendation written for students (number and types)
- Other relevant mentoring or advising activities

☐ Organize / sub-divide by type of activity (e.g. Major advisor for PhD candidates)
    ☐ List name of each advisee
    ☐ Indicate time frame for mentoring relationship (e.g. Aug, 2013 – present)
    ☐ Document your time & effort, especially if substantial

☐ Your specific role(s) (if not obvious, provide a brief description of each activity)
☐ Mentoring topic (e.g. title of project or thesis, specialty area, etc.)

NOTE: *Many of these mentoring activities can take considerable time. For example, helping someone write and rewrite their thesis is often the most meaningful educational experience of a graduate student's career (especially when it comes to developing a professionally written document). Although these activities can be listed by course numbers, listing such courses often isn't very meaningful whereas a list of specific names and the nature of the interaction shows one to be engaged in a different type of teaching than classroom activities.*

☐ Provide outcomes / evidence of effectiveness (these can be coupled to previous listings)
Examples of outcomes include:
- Presentations and publications (citation; title, date, venue)
- Successfully passed specialty boards (date)
- Successfully passed preliminary exam (date)
- Successful undergraduate honors thesis – passed with distinction
- Resulted in coauthored paper with resident as first author
- PhD awarded (date) and moved to a post-doctoral position with ……. at …...?
- Intern successfully competed for residency in neurology at ……
- Resident successfully competed for a faculty or specialty practice position at …..
- Currently tenured Associate Professor at University of ……
- Advisor & advisee awards
- Outcomes from letters of recommendations (e.g. scholarships attained)
- Mentored faculty promoted or recognized for teaching effectiveness
- Other relevant outcomes or evidence of effective advising and mentoring

E. LEARNER ASSESSMENT / OUTCOME ASSESSMENT

Learner assessment is defined as all activities associated with measuring knowledge, skills, attitudes, and behaviors of learners so that judgments can be made about their performance. (AAMC Toolbox)

Assessment of student learning is almost certainly an integral part of your teaching and an important element you will spotlight under Domain #2 in your Teaching Portfolio. For the purposes of your Educator's CV, however, this section refers to activities that fall *outside* the learner assessment you do routinely in your assigned courses.

Examples of instructional assessment may include:
- DVM: real time assessment, mini-CEX, OSCE, DOPS, capstone or clinical proficiency exam, etc.
- Graduate students: written and oral preliminary exams, etc.
- Undergraduate: capstone exams or projects, honor theses assessment
- Other relevant instructional assessment or outcome assessment examples
  _____

☐ Provide a brief description of each activity & your specific role(s)
- Example Roles: instrument developer versus contributor/ grader/evaluator)
☐ Document your time & effort, especially if substantial

☐ Provide outcomes / evidence of effectiveness - Briefly, explain how has this assessment information been used to help learners, to improve the curriculum, to revise programs, to address accreditation standards, and/or to improve your own teaching

F. EDUCATIONAL RESEARCH / SCHOLARSHIP

Educational Research is defined as "a field of inquiry aimed at advancing knowledge of education and learning processes and development of tools and methods necessary to support this endeavor." [American Educational Research Association]

Educational Scholarship produces resources and materials specifically designed "to fulfill an educational purpose" and that have been peer-reviewed and disseminated for use by others in the field. [MedEdPortal, AAMC]

If you have products or activities that qualify as "traditional research", you may want to list these under separate educational sub-headings or otherwise mark them in some unique way.

Examples of educational research and scholarship may include:
- Peer reviewed publications focused on teaching & learning
- Presentations on educational topics – local or external (e.g. other institutions, national meetings, etc.)
- Grant proposals funded
- Grant proposals – submitted, but not funded
- Scholarly collaborations in teaching & learning

☐ For grant proposals: indicate title, funding source, funding period, dates, budgetary dollar amount, name of Principal Investigator(s), and your specific role(s), including percent commitment. Clearly indicate extramural versus intramural grants.
☐ For presentations: indicate title, authors, venue, date, audience, your role, and invited versus peer-reviewed or non-peer reviewed abstract, poster versus podium presentation, and additional relevant information.
☐ For publications: provide citation. Separate peer-reviewed versus non-peer-reviewed. Clearly indicate published/in press/in preparation or submitted.
☐ List and briefly summarize any work being carried on collaboratively with other faculty, whether at your home institution or with other institutions. Indicate the research goals and your role(s).

G. TEACHING HONORS AND AWARDS

☐ List any significant teaching awards.
☐ Indicate year and criteria for award (e.g. student selected versus a nomination and/or criterion-based selection process).
☐ Clearly indicate whether awards are either departmental, college, university, regional, or national.

H. CURRICULUM AND PROGRAM DEVELOPMENT

Curriculum _is defined as a longitudinal set of systemically designed, sequenced, and evaluated educational activities. (AAMC Toolbox) A_ _program_ _is something that is placed within or ideally outside the confines of an existing course or teaching assignment._

Examples of curriculum and program development may include:
- Building new programs and courses,
- Revising existing programs and courses,
- Curricular revision task force,
- Redesign of a graduate program,
- Other relevant examples.

☐ List and briefly describe each significant activity
☐ List the goals / rationale behind the significant activity
☐ Briefly explain your specific role(s) – e.g. leader/initiator, collaborator, reviewer, etc.
☐ Document your time and effort for specific examples, especially if substantial
☐ Provide outcomes / evidence of effectiveness   e.g. Changes or improvements as a result of this work

I. EDUCATIONAL LEADERSHIP AND ADMINISTRATION

Educational leaders achieve transformative results by leading others to advance educational programs, initiatives, and/or groups either at the local, regional, national or international level. (AAMC Toolbox)

Not all educators will have duties or roles in this domain. The Educational Leadership and Administration Domain will be used by educators/faculty that have responsibilities in leading or administering the educational process at the local, regional, national, or international level. The following list of roles is not exhaustive but will provide the educator with examples that would fit into this Domain.

Examples of educational leadership and administration may include:
- Service as Educational Leader (Administrative appointment)
- Educational program/course/section director or coordinator
- Chair or leader of educational committee or task force
- Organizing and/or making presentation for professional development of teaching/education
- Serve as a reviewer for educational journals
- Hire and/or manage teaching assistants
- Leadership activities/roles associated with organized educational groups (example: Western Veterinary Teaching Consortium/Academy, local Teaching Academy, etc.)
    Examples of leadership roles:
    o Steering Committee member
    o Workshop/seminar organizer
    o Host for speaker
    o Book club or interest group organizer
    o Designated chair or co-chair for Teaching Academy initiative or working group

- Citizenship activities in support of teaching program & students. Examples include:
    - Committee membership – Admissions, Curriculum, Scholarship, Student Progress, etc.
    - Student – Faculty council
- Other relevant examples of leadership and administration

☐ First indicate any official administrative appointment(s) – with dates of appointment and brief description of responsibilities (e.g. Associate Dean, Director, Department Chair, etc.)
☐ Organize/sub-divide leadership activities by level of program/course or committee – e.g. department, college, university, regional or national
☐ List each activity and provided a brief description
☐ Clearly indicate your specific role (e.g. chair, committee member, etc.) and duration of role (e.g. dates)
☐ Document time and effort, especially if substantial
☐ List and/or briefly explain primary accomplishments for each activity

3. TEACHING PORTFOLIO TEMPLATE:

Based on the educator's portfolio template from the Academic Pediatric Association for the Educational Scholars Program and the AAMC Toolbox for Medical Educators

"The teaching portfolio is not an exhaustive compilation of all the documents and materials that bear on teaching performance. Instead, it culls from the record (from your CV) selected information on teaching activities and solid evidence of their effectiveness. Just as in a curriculum vitae, all claims in the portfolio should be supported by firm empirical evidence." *From Peter Seldin, et al.* The Teaching Portfolio: A practical guide to improved performance and promotion/tenure decisions. *4th edition; Jossey-Bass 2010.*

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I. TITLE PAGE

NAME:

ACADEMIC TITLE(S):

DEFINE YOUR FACULTY APPOINTMENT AS DETERMINED BY YOUR DEPARTMENT and/or COLLEGE:

Approximate as necessary
☐   % Research
☐   % Teaching
☐   % Clinical Teaching (if defined separately from teaching as a whole)
☐   % Clinical/Diagnostic Service or Extension/Outreach   (if applicable)
☐   % University, college and department service (CITIZENSHIP)
☐   % Administration

PRIMARY EDUCATIONAL ROLE(S):

Briefly summarize your roles as an educator:

II. EDUCATIONAL PHILOSOPHY STATEMENT (Teaching Philosophy)

"In 1-2 pages, describe your approach to education and the principles that underlie your teaching. For example, you might discuss your personal theory of learning, characteristics of a good teacher and a good learner, your view of the roles and responsibilities of students and teachers, the aims of instruction and how these might change under different conditions, or environmental factors that promote or impede learning. This statement should spring from careful reflection on your educational strengths and practice. Illustrate your principles with examples from your own teaching, to show how they are related and have evolved over time."   *Academic Pediatric Association for the Educational Scholars Program*

III. YOUR FIVE-YEAR GOALS AS AN EDUCATOR

In one page or less, list up to FIVE carefully-considered goals for your development as an educator in the next five years, and be sure that your educational activities, as they evolve over time, address these goals. Your professional development goals should be accompanied by learning strategies to help you achieve them. This list might include both aspirations for achievement and plans for learning and growth, ideally linked together. Keep the list both brief and focused. Consider discussing your goals with your mentor(s).

Recommend one page or less.

1.

2.

3.

4.

5.

(Revise or add goals with each portfolio update.)

IV. IDENTIFY THE TEACHING DOMAINS OR CATEGORIES WHERE YOU ARE ACTIVE:

Disclaimer: Educators' activities and responsibilities will vary widely, depending on their individual appointments and their department or college. FEW if any individual portfolios will provide evidence for ALL categories or for all indicators listed under each domain.

The SIX domains/categories based on the *AAMC Toolbox for Evaluating Educators*

☐ Teaching
☐ Mentoring and Advising
☐ Learner Assessment
☐ Educational Research
☐ Curriculum and Program Development
☐ Educational Leadership and Administration

For most junior faculty, you will likely be reporting only or primarily in the first 2 or 3 domains/categories.

DOMAIN #1: TEACHING

Teaching is defined as any organized activity that fosters learning and the creation of associated instructional materials.

Domain 1a: Teaching Activities

From the complete list of teaching activities in your Educator's CV, <u>choose 1-2 focal areas</u> of teaching for more detailed comment and expansion here. These represent your best efforts, i.e. work you would like to highlight.

Recommend two-three pages

Reiterate detailed information on each highlighted activity and then <u>briefly describe</u>:

- ☐ Your desired learning outcomes (objectives),
- ☐ The instructional methods you used to address these outcomes/objectives,
- ☐ How you chose those instructional methods,
- ☐ Content & materials are appropriate, up-to-date, consistent & integrated.
- ☐ The outcomes (e.g. evidence of effectiveness)
- ☐ Any changes you have made in your instructional methods based on outcomes, course reviews, and other feedback,
- ☐ Any teaching experiments / innovations (e.g. a new active-learning strategy, introduction of new rounds format, trained residents to use the One Minute Preceptor strategy, "flipped" one or more classes, etc.)
- ☐ Any additional reflections (e.g. how did the information obtained through this teaching activity and its evaluation change your overall educational practices?)

For the reviewer:

1. The instructor provides learners with written learning outcomes (learning objectives)
2. Learning outcomes are clear, measureable, achievable and realistic
3. The instructor develops sustainable educational materials and/or methods
4. The instructor utilizes novel or innovative educational methods
5. Teaching activities have been developed using a scholarly approach
6. The instructor has and uses a thoughtful assessment strategy that provides valid information relative to the learning outcomes and instructional methods
7. The instructor utilizes constructive feedback from students and peers to improve instructional methods
8. The instructor provides evidence that students achieved desired learning outcomes
9. The instructor demonstrates continual improvement in instructional delivery and methods

Domain 1b: Development of Enduring Educational Materials (if applicable)
Enduring materials are those used repeatedly and/or used by others.

<u>Choose 1-2 examples</u> of enduring educational materials that you have developed from the complete list in your CV and describe in more detail. These represent your best efforts, i.e. work you would like to highlight.

Recommend one to two pages (if applicable to instructor), plus appendices for examples and supporting evidence

Reiterate detail information on each activity you've chosen to highlight and <u>briefly describe</u>:

☐ Your desired learning outcomes (objectives),
☐ The product / materials, including the instructional methods used to address these outcomes/objectives,
☐ How you chose this instructional approach,
☐ How the material is being utilized, specifically where and by whom, duration and number of learners involved
☐ The outcomes / evidence of effectiveness,
☐ Any products that were peer-reviewed, presented or published, or adopted for use in other programs,
☐ Any additional reflections (e.g. how did the information obtained through this teaching activity and its evaluation change your overall educational practices?)

For the reviewer: see previous section

Domain 1c: Educational Professional Development: (efforts to improve your teaching)
A scholarly approach to education is reflected by how one undertakes one's own development as an educator and evidence of one's consistent use of evidence-based principles for planning, designing, and assessing educational activities. Modified from Academic Pediatric Association for the Educational Scholars Program

From the complete list of professional development activities in your Educator's CV, *choose 1-2 programs or activities* for more detailed comment. These are activities that have had "high impact" on you as a teacher, educational scholar, or educational leader.

Recommend 1 or 2 pages.

☐ Reiterate detailed information on each program/activity you've chosen to highlight, and
☐ Briefly describe its impact on your practices.
  • How has it changed your teaching or your views on your role as an educator, educational scholar, and/or educational leader?
  • Describe new and/or innovative teaching practices that have arisen from your educational professional development activities.

For the reviewer: see domain 1a
  1. The educator actively engages in practices that promote continual improvement.

2. The educator reflects on these activities and thoughtfully considers new information/perspectives regarding teaching and learning.
3. The educator transforms his/her own professional development activities into action – i.e. into experiments and/or change in his/her teaching.
4. If applicable: the educator transforms his/her own professional development activities into action in other domains – e.g. assessment, curriculum/program development, educational leadership, etc.

DOMAIN #2:   MENTORING and ADVISING

Mentoring is a process in which an experienced professional gives a person with relatively less experience guidance, teaching, and development to achieve broad professional goals. (AAMC Toolbox).

Recommend one to two pages

Describe your <u>mentoring philosophy</u> and the process by which you typically mentor students, residents and/or junior professionals. Only include this if there are significant differences from your earlier teaching philosophy statement.

☐ Briefly explain …
- How you've chosen your mentoring/advising methods,
- How you assess your methods and results,
- Any changes you've made based on outcomes, reviews, and other feedback.

☐ Provide specific examples - including outcomes / evidence of effectiveness and (if applicable) instances wherein you've modified your approach as a result of feedback and/or your professional development activities.

☐ How did the information or experience obtained through your mentoring and advising activities and their evaluation change your educational practice or philosophies?

☐ Describe any products of educational scholarship that were peer reviewed, presented or published, or adopted for use in other programs as a result of your mentoring and advising activities (especially if these are not expanded elsewhere in the portfolio).

For the reviewer:
1. The instructor provides mentees and advisees with clear learning and professional outcomes (learning objectives and goals for both the short- and long-term)
2. Learning and professional outcomes are clear, measureable, achievable and realistic
3. The instructor develops sustainable educational materials and/or methods
4. The instructor utilizes novel or innovative educational methods
5. Mentoring and advising activities have been developed using a scholarly approach
6. The instructor has and uses a thoughtful assessment strategy that provides valid information relative to the learning outcomes and instructional methods
7. The instructor utilizes constructive feedback from students and peers to improve avising and mentoring methods/practice
8. The instructor provides evidence that students achieved desired learning outcomes
9. The instructor demonstrates continual improvement in mentoring and advising methods

DOMAIN #3:   LEARNER ASSESSMENT / OUTCOME ASSESSMENT

> *Learner Assessment is defined as all activities associated with measuring knowledge, skills, attitudes, and behaviors of learners so that judgments can be made about their (the students') performance.*

Provide no more than five representative examples of assessments. These may be examples from your assigned teaching responsibilities OR assessment activities that fall outside the learner assessment you do routinely in specific courses (see Educator's CV recommendations document for examples of the latter).

Recommend 1-3 pages, plus supporting materials in appendices.

☐ Brief description of each selected assessment activity & your specific role(s)
  - Role: e.g. instrument development vs. contributor (e.g. grader/evaluator)
  - Document time and effort, especially if substantial

Provide evidence that your instruction utilized:

☐ Assessments match learning outcomes and the purpose of assessment is clear to learner, etc.

☐ Assessments measure expected learning outcomes *(example: pre-post studies, student outcome data with biserial correlation scores, etc.)*

☐ A suitable range and variety of assessments, scoring is clear, etc.

☐ suitable rigor for these activities (*e.g. exam statistics such as mean, median, SD, number of C,D & F grades, etc.*)

☐ Assessment that reflect feedback of learners, peers, experts, and that learner benchmarks were achieved, etc.

☐ Assessment that indicate reflective critique *(critical and self-analyses, evidence of ongoing improvement of assessment)*

Briefly describe:

☐ any changes you have made in your instructional or assessment methods based on outcomes, course reviews, and other feedback

☐ any products that were peer reviewed, presented or published, or adopted for use in other programs

For the reviewer:
1. The instructor provides learners with written learning outcomes (learning objectives) coupled to the assessment strategy
2. Learning outcomes are clear, measureable through assessment, achievable and realistic
3. The instructor develops sustainable educational assessment materials and/or methods
4. The instructor utilizes novel or innovative educational assessment methods
5. Teaching assessment activities have been developed using a scholarly approach
6. The instructor has used a thoughtful assessment strategy that provides valid information relative to the learning outcomes and instructional methods
7. The instructor utilizes constructive feedback from students and peers to improve instructional assessment methods

8. The instructor provides evidence that students achieved desired learning outcomes through assessment
9. The instructor demonstrates continual improvement in instructional assessment delivery and methods

DOMAIN #4: EDUCATIONAL RESEARCH / SCHOLARSHIP

Educational Research is defined as "a field of inquiry aimed at advancing knowledge of education and learning processes and development of tools and methods necessary to support this endeavor." [American Educational Research Association]

Educational Scholarship produces resources and materials specifically designed "to fulfill an educational purpose" and that have been peer-reviewed and disseminated for use by others in the field. [MedEdPortal, AAMC]

If applicable: Choose 1-2 examples of educational research activity or accomplishment to highlight from your Educator's CV.

Recommend: one to two pages

Your summary of educational research activities should:

☐ Summarize your most important research and overall themes or goals,
☐ Put your research in context with the larger fields you work in,
☐ Utilize the more-detailed information on your Educator's CV (publications, grants, etc.) or Appendix as examples,
☐ Address the unique nature and impact of your research to date,
☐ Briefly explain future research directions, including targeted funding sources, plans/ideas for proposals and/or projects, and collaborations,
☐ Explain how your research activities have affected your own educational approaches, educational philosophy, or other practices.
☐ Explain how your research activities have been used by others to improve instruction.
☐ Identify any non-traditional, peer-reviewed resources that have resulted from your educational research
☐ Other: _____

For the reviewer:
1. Research progress, goals and outcomes are clear, measureable through assessment, achievable and realistic
2. The instructor develops sustainable educational research materials and/or methods
3. The instructor utilizes novel or innovative educational research methods
4. Teaching research activities have been developed using a scholarly approach
5. The instructor has used a thoughtful research strategy that provides valid information relative to the learning outcomes and instructional methods
6. The instructor utilizes constructive feedback from students and peers to improve instructional research methods and/or outcomes

7. The instructor demonstrates continual improvement in instructional research

DOMAIN #5:   CURRICULUM and PROGRAM DEVELOPMENT

Curriculum is defined as a longitudinal set of systemically designed, sequenced, and evaluated educational activities. (AAMC Toolbox)   A program is something that is placed within or ideally outside the confines of an existing course or teaching assignment. See examples in "Recommendations for CV" document.

From the complete list on your Educator's CV, *choose 1-2 development activities* or accomplishments that represent examples of some of your best work in this domain.

Recommend: one to three pages, depending on appointment or instructor's involvement.

Use the following to highlight your development work:

Activity:
- ☐ Briefly describe the curricular activity or program, including number & type of learners (e.g. undergraduate students, professional students, etc.).
- ☐ Indicate your role (e.g. leader or contributor). Document time & effort, especially if substantial.
- ☐ Is the curriculum or program implemented? Where and when?

Goals and Objectives:
- ☐ What were the goals and/or desired learning outcomes for the activity or program? How were the goals and learning outcomes determined?

Needs Assessment:
- ☐ What programmatic and/or learner needs was the curriculum or program intended to address, and how were these needs identified?

Teaching/Learning Methods:
- ☐ What instructional methods were applied and how were these methods chosen?

Outcomes Assessment:
- ☐ How are curricular/program goals and student learning outcomes assessed?
- ☐ How is learner assessment data and other feedback used formatively to modified the curriculum or program? Provide examples of how assessment results have been applied.

Other:
- ☐ List and briefly describe any products that were peer reviewed, presented or published, or adopted for use in other programs as a result of these activities.
- ☐ Share any reflections on your curricular development activities that are not covered above. For example, how did the information or experience obtained through your curricular or program development activities change your educational practice or your teaching philosophy?

For the reviewer:

1. The instructor provides learners with written program outcomes (objectives)
2. Program learning outcomes are clear, measureable through assessment, achievable and realistic
3. The instructor develops sustainable programmatic assessment materials and/or methods
4. The instructor utilizes novel or innovative program assessment methods
5. Program development activities use a scholarly approach
6. The instructor has used a thoughtful development strategy that provides valid information relative to the learning outcomes and instructional methods
7. The instructor utilizes constructive feedback from students and peers to improve instructional curriculum and programs
8. The instructor provides evidence that students achieved desired programmatic learning outcomes through assessment
9. The instructor demonstrates continual improvement in program and curriculum delivery

DOMAIN #5: EDUCATIONAL LEADERSHIP AND ADMINISTRATION

Educational leaders achieve transformative results by leading others to advance educational programs, initiatives, and/or groups either at the local, regional, national or international level. (AAMC Toolbox)

Not all educators will document duties or roles in this domain. The Educational Leadership and Administration Domain will be used by educators/faculty that have responsibilities in leading or administering the educational process at the local, regional, national, or international level. See examples in "Recommendations for CV" document.

From the complete list on your Educator's CV, highlight 1-3 activities or accomplishments that represent examples of some of your best work in this domain.

Recommend one to four pages

2. List and provided a brief description of each activity you've elected to highlight
    i. Indicate level of program/course or committee – e.g. department, college, university, regional or national
    ii. Indicate your role (e.g. chair, committee member, etc.) & duration of role (e.g. dates)
    iii. Document time & effort, especially if substantial
☐ List and/or briefly explain primary accomplishments resulting from this activity
    i. What were the goals of this work and how were those goals determined?
    ii. Were the goals achieved and if so by what methods?
    iii. How were your methods determined?
    iv. If applicable, provide evidence of a scholarly approach to this role/task.
3. Provide outcomes / evidence of effectiveness. For example:
    • What changed or improved as a result of this work?
    • What evidence can you provide that your work resulted in valued change? (e.g. a list of stakeholders for whom letters are appended (institutional / departmental leaders, learners, peers, community partners, etc. OR appended results of evaluation of your ROLE by outside agencies or external reviewers)

4. List and briefly describe any products that were peer reviewed, presented or published, or adopted for use in other programs as a result of these activities.
5. Share any reflections on your educational leadership and administrative activities that are not covered above. For example, how did the information or experience obtained through your curricular or program development activities change your educational practice, your teaching philosophy, or your leadership practices/philosophies?
6. List of stakeholders from whom letters are appended (e.g., institutional/departmental leaders, learners, peers, community partners)

For the reviewer:
1. The leader provides others with clear outcomes (objectives) coupled to an assessment strategy
2. Leadership outcomes are clear, measureable through assessment, achievable and realistic
3. The leader cultivates novel or innovative educational assessment methods
4. Teaching leadership activities have been developed using a scholarly approach
5. The leader has used a thoughtful assessment strategy that provides valid information relative to the objectives
6. The leader utilizes constructive feedback from others to improve leadership methods
7. The leader provides evidence that staff and students achieved desired outcomes through assessment
8. The leader demonstrates continual improvement in administrative methods

4. APPENDICES SUPPORTING THE TEACHING PORTFOLIO:

The appendices "should consist of judiciously chosen evidence that adequately supports the narrative section of the Teaching Portfolio." P. Seldin, et al 2010

Educators' activities and responsibilities will vary widely, depending on their individual appointments and their department or college. FEW if any individual portfolios will provide evidence for ALL categories or for all indicators listed under each category. Please limit these items to those with relevance in your current teaching, supporting this current snapshot of your activities.

Some suggested or potential appendices to support the portfolio domains/categories:

DOMAIN 1: TEACHING
- Student evaluations of teaching – quantitative summary / analyses
  See companion document Student Evaluation of Teaching- Recommendations for presenting student evaluation data
- Narrative student comments – presented as summary or graphical analyses
  See companion document on recommended practices in presenting student evaluation data
- Results and/or reports from peer review/classroom observation
  See companion document on recommended practices in peer review / observation
- A representative course syllabus

- Representative student learning outcomes (learning objectives)
- Example of a student assignment, with scoring criteria/rubric
- Example of an enduring educational materials product, with assessment data or letters
- Example of or outcomes from a highlighted educational experiment/innovation, with assessment data or letters

DOMAIN 2: MENTORING AND ADVISING

- Evidence of effectiveness in mentoring/advising activity
  - Letters from former advises/mentees
  - Advising awards
  - Letters/recognition from supervisors or external reviewers

DOMAIN 3: ASSESSMENT OF LEARNERS

- A representative learner assessment (e.g. exam or portion thereof), ideally presented in conjunction with desired student learning outcomes and accompanied by scoring criteria
- Example of learning feedback (e.g. samples of graded student work)
- A summary or representative example of learner performance data (*e.g. course grades; exam statistics such as mean, median, and standard deviation; number of C,D & F grades, etc.)*

DOMAIN 4: EDUCATIONAL SCHOLARSHIP / RESEARCH

- Example products of educational research activities
  - Reprint of a representative peer reviewed publication,
  - Abstract and title page of a funded educational grant,
  - Peer reviewed presentations abstracts

DOMAINS 5 AND 6: CURRICULUM / PROGRAM DEVELOPMENT AND EDUCATIONAL LEADERSHIP/ADMINISTRATION

- An example of your contribution to curriculum or program development, including outcomes
- An example of an educational leadership activity, including outcomes
- Letters from stakeholders, peers, supervisors, or external reviewers regarding a curriculum/program development or educational leadership activity