

***Teaching Portfolio:  
Manual for Evaluating Teaching  
In the College of Medicine***

The University of Illinois  
College of Medicine

2004

***2nd Edition***

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**CODE: (d) = Forms directly placed in final P & T packet.**

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# ***Preface***

The overall purpose of this manual is to provide comprehensive overview of the process of evaluating teaching at the University of Illinois College of Medicine. Its specific purposes include providing guidelines and forms for evaluation and documentation of faculty members' teaching efforts in a variety of areas, while, at the same time, meeting University informational requirements for Promotion and Tenure.

In the past, the P&T process primarily emphasized faculty research and scholarly activity. But over the last 10 years, with initiatives encouraged by the College Executive Committee, teaching has been given increasing consideration for academic promotion, and a mechanism better to address teaching contribution was needed. The shift included addition of several new categories for documentation, among them: Instructional Innovations, Student Ratings of Instruction, Peer Ratings of Instruction (including both observation of teaching activities and instructional document review), Instructional Self-Review, and Information from Former Students.

Consequently the Academic Dean constituted a College Committee on Teaching charged with developing a reliable and comprehensive system to document teaching. Committee members Gerald Bartlett, Daniel Bloomfield, Richard Foley, Mark Gelula, Joseph Levenstein, Michael Seefeldt, James Whalen, and Annette Yonke (Chair) represented various levels of expertise and drew from all four COM sites. After work spanning several academic terms the original *Evaluating Teaching in the College of Medicine: A Handbook*, edited by Seefeldt and Yonke was published in 1995. It was based on the portfolio approach: assuming that systematically assembled "portfolios with fuller data may provide better evidence of excellence in teaching" and better support teaching's significance in decisions of promotion and tenure.

The *Handbook* fulfilled its avowed intention and was widely shared nationally and internationally, but its implementation throughout the College both yielded new ideas and suggested modifications. Meetings with P&T Committee chairs and members, suggestions from deans overseeing the process and from curriculum committees using the material, and reactions of faculty candidates and their administrators contributed. This resultant edition fine-tunes some options, adds and alters others, and emphasizes the idea of long-term assembly of a teaching portfolio, as implied in the new title "*Manual for Evaluating Teaching and Developing a Teaching Portfolio in the College of Medicine.*" With these improvements, the manual will continue to elucidate the importance of teaching at UICOM generally, and, specifically, support a logical balance between the scholarships of teaching and research as criteria for promotion and tenure.

The *Manual* contains both explanations of the process for documenting and evaluating teaching and a wide array of forms for actual use in building a comprehensive portfolio. It elaborates on criteria, establishes time lines for the P&T process, and provides directions on how to collect and submit data for teaching activities. But it may also be used for purposes other than P&T, such as annual reviews, formative teaching evaluation and feedback, and faculty development. A rationale for emphasizing excellence in teaching - introducing Part I - underscores the College's strong commitment to promoting effective teaching.

Given the multiple purposes the *Manual* may serve, we trust it will continue to be of use across the UICOM constituency, and we look forward to your continued comments and future suggestions.

*F Michael Seefeldt, Department of Medical Education.  
Leslie J Sandlow, Sr Associate Dean for Academic Affairs*

# **Introduction**

The University of Illinois College of Medicine has adopted a comprehensive process to provide faculty and administrators with a broad set of alternatives to facilitate the documentation of teaching. **The Manual for Evaluating Teaching in the College of Medicine** includes a list of procedures and a wide array of options designed to facilitate efforts by those faculty who intend to document any aspect of their teaching effort for promotion and tenure.

Part I focuses on a background of the College's commitment to teaching, and specifies procedures for building a portfolio to document teaching. Part II (Sections A - E below) provides instruments to be used in the process, a key feature of the **Manual**. They include instruments to be used by students, peers, administrators, and faculty to assess teaching and related activities in clinical, classroom, or laboratory settings.

These sections to evaluate teaching are:

- A. **Annual Report of Teaching Effort** (a yearly summary of all teaching related activities)
- B. **Teaching Documentation** (instruments for students, peers, administrators and faculty to evaluate candidate's teaching)
- C. **Supervision and Advising** (documentation of candidate's supervision and advising efforts involving students, residents, fellows, and others)
- D. **Product Development** (report and assessment of contributions to teaching methods, courses, programs, curriculum)
- E. **Candidate's Statement.**

Questions regarding implementation may be addressed to Gillian Coombs, Director of Office of Faculty Affairs, (312-996-3509). Suggestions for improvement may be addressed to Michael Seefeldt, UICOM Department of Medical Education (312-996-5432).

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# Part I

## *Excellence in Teaching at UICOM: Overview*

*University of Illinois College of Medicine*

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## EXCELLENCE IN TEACHING AT UICOM: BACKGROUND

The University of Illinois College of Medicine is committed to the principle that a faculty appointment is a calling to scholarly excellence, and that teaching is a valid and essential form of scholarship. However, there is a common perception, both inside and outside medical academia, that universities in general and colleges of medicine in particular overvalue the research activities of their faculties and undervalue teaching. That perception is credible to the extent that faculty are more likely to be rewarded for excellence and effort in research than for excellence and effort in teaching. Faculty rewards appear in many forms, but the gold standard of faculty rewards is the system of promotion through the faculty ranks and the granting of academic tenure. Since the beginning of the last decade there has been effort at UICOM to address the concern that promotion and tenure of faculty placed too great an emphasis on research accomplishments and too little emphasis on teaching accomplishments.

There has been substantial research into reliable processes for evaluation of teaching, in both medical and non-medical settings. Based on such studies, the University of Illinois at Urbana- Champaign identified eight "dimensions" that are important in the evaluation of teaching: Descriptive Data; Instructional Self-Review; Student Ratings of Instruction; Course Document Review by Colleagues; Classroom Observations by Colleagues; Information from Students, Alumni and Others; Student Achievement; and Other Out-of-Class Contributions to Instructional Programs.<sup>1</sup> Until the development of the 1995 *UICOM Handbook*, only two of those eight identified dimensions, administrator assessments of contributions to curriculum development and teaching-assessment statements, had been used for evaluation of teaching.

With the publication of the *Handbook*, UICOM established a more complete and balanced procedure for evaluating teaching. The publication recognized those faculty tracks in the College in which teaching achievement is essential for advancement in rank and helped to assure that faculty teaching activities are accorded their appropriate importance in the promotion and tenure process.

In summary, the primary functional intent of this effort has been and continues to be to provide appropriate opportunities for advancement to those faculty who demonstrate excellence in their teaching. Its philosophical intent, to act on the proposition that teaching is an essential component of the scholarly work of all faculty, even those with primary activities in research or patient care, also remains unaltered. The new *Manual* continues to build on the belief that good documentation is critical to promoting good teaching, that Excellence in Teaching Scholarship is central to the mission of a great university, and that the University of Illinois College of Medicine is committed to diligent facilitation of the pursuit of that ideal.

*FMS, LJS, May 2003, Chicago*

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<sup>1</sup>Ory, J.C., ed. *Teaching and Its Evaluation: A Handbook of Resources*. Urbana-Champaign: Office of Publications (Undated), pp. 30-52.

## Summary of Procedures

Evaluation of faculty teaching activities is the responsibility of the department head/chair in collaboration with the candidate. The head/chair of a large department may delegate the coordination of the evaluation to a senior faculty designee. The head/chair will also designate senior faculty whose teaching credential is established to conduct peer evaluation. Responsibility for collection and summarization of student evaluation data also resides in the head's office, with assistance from the faculty when appropriate.

Comprehensive evaluation of teaching requires the participation of many. But the Department Head/Chair and the candidate are the two primary players. Responsibilities of each follow:

Also indicated, in **bold**, is the recommended time-frame for the key steps related to promotions and tenure (E.g., “- **3 yr**” means three years before preparation of documents for the Promotion and Tenure Committee).

### A. Responsibilities of Department Head/Chair

1. *Identify faculty whose teaching activities are to be evaluated for the P&T process (-**3 yr**).*
  - a. Assistant Professors, tenure track. Evaluation procedures should be initiated at least **three years before** preparation of promotion and tenure documents. Faculty on the tenure track normally are reviewed for promotion and tenure during their sixth year of appointment, so their teaching activities should be documented beginning no later than their third, year of service and continuing through the fourth and fifth years as well.
  - b. Associate Professors, tenure track; Assistant or Associate Professors, non-tenure tracks ("Clinical Discipline Track," "Clinical Track"). The teaching evaluation process should be ongoing, but at least initiated **three years prior** to anticipated consideration for promotion of any faculty member in these categories.

2. *Discuss the procedure for evaluation of teaching with faculty candidates (annually, with special emphasis at appointment & -3 yr).* Explain the process, especially the importance of student and peer evaluations of teaching. Encourage faculty candidates to maintain a record of all their teaching activities and to develop a personal statement of teaching and teaching related activities.
3. *Assure that student evaluations of teaching are obtained, and the data are appropriately summarized (-3 yr, and annually thereafter).* Forms for student evaluation of teaching are provided. Alternate forms may be used but should include the same content. The three academic years prior to promotion and tenure review should be evaluated and summarized for the promotion and tenure documentation. However, candidates may wish to begin the process even earlier.
4. *Assign responsibility for Peer Evaluation of Teaching (-3 yr, and annually thereafter).* Each candidate should be evaluated by at least two senior faculty members annually. These peer evaluators need not be from the same department as the candidate, but should be designated by the department head. Forms in this document (See Section B2, p. 18-27) should be used to guide evaluators in using standardized criteria for evaluation. Results of peer evaluations during the three years prior to promotion and tenure review should be summarized and included in the promotion and tenure documentation.
5. *Assign responsibility for Peer Evaluation of Products Developed* (see Section D2, pp. 42-44). This pertains to new courses, teaching materials or methods, etc, developed by the candidate.
6. *Summarize Candidate's Contribution to Curriculum and Other Products* (see D3, p. 45).
7. *Instruct faculty candidate to finalize his/her personal statement on teaching activities (-6 mo)* (See Section E, pp. 46-47).
8. *Solicit letters of evaluation from former students/residents/trainees (-6 mo).*

## **B. Responsibilities of the Faculty Candidate**

The following suggestions may help the individual candidate assure that documentation of his/her teaching activities is as thorough and accurate as possible.

1. Become thoroughly familiar with the process for documenting teaching. Discuss assembling a portfolio with department head/chair (**-3 year or earlier**).
2. Maintain a file to build a portfolio of all professional activities related to teaching, including but not limited to:
  - a. An annual listing of all teaching and teaching related activities (see Part II, Section A, pp. 11-12).
  - b. A listing of recognitions received for teaching activities (see Section B3, p. 28).
  - c. A listing of all individual advisees/trainees, graduate students, residents, fellows, etc. with dates and types of interaction (see Section C, pp. 32-39).
  - d. Copies of instructional documents or materials prepared (see Section D1 p. 39)
  - e. A description of any instructional innovations for peer review (see Section D2, pp. 40-42).
  - f. A description of all contributions to curriculum development for review by department head (see Section D3, p. 43).
3. Facilitate arrangements for peer review of teaching (see Section B2, pp. 18-27).
4. Develop a personal statement of teaching. Use that statement to explain your philosophy of education, describe the place of teaching in your career goals, assess your progress toward those goals, and describe your plan for future teaching activities (see Section E, pp. 46-47).

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## **Part II**

### ***Instructions and Evaluation Forms to Document Teaching Effort***

*University of Illinois College of Medicine*

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**Annual Report of Faculty Teaching Effort (by candidate)**

**Form A**

The candidate lists specific teaching responsibilities, including the number of hours of direct instruction, an estimate of the number of hours of preparation and the number of hours of related committee work. This provides valuable information about the candidate's commitment to teaching. The teaching workload over a number of years indicates the scope of activity.

The candidate's teaching activities for no less than three years prior to review should be summarized using an Annual Report of Faculty Teaching Effort for each year. Each annual report should be signed by the department head/chair. (See the following page - Form A.)

# Annual Report of Faculty Teaching Effort Form A

Name \_\_\_\_\_

Rank \_\_\_\_\_

Department \_\_\_\_\_

Year covered by report \_\_\_\_\_

Date report prepared \_\_\_\_\_

Probationary year of candidate \_\_\_\_\_

	<b>DESCRIPTION OF TEACHING ACTIVITIES</b> (Provide additional detail in the sections cited in parentheses.)	Scheduled Contact Hours per year	Preparation Hours per year	Total Hours per year
1.0	<b>Course and program planning, organization and coordination</b>			
1.1	Classroom/Laboratory course			
1.2	Clinical clerkship			
1.3	Residency or fellowship			
1.4	Continuing medical education			
1.5	General Curriculum Development			
2.0	<b>Lectures and Seminars</b>			
2.1	Course leading to professional or graduate degree			
2.2	Course for residents or fellows			
2.3	Continuing medical education			
2.4	Course leading to undergraduate degree			
2.5	Course leading to technical certification			
3.0	<b>Laboratory or other scheduled small group teaching</b>			
3.1	Planner, coordinator, supervisor of the session			
3.2	Supportive role in laboratory or small group teaching			
4.0	<b>Clinical teaching/attending</b>			
4.1	Undergraduate clinical teaching			
4.2	Resident teaching rounds			
4.3	Combined resident/medical student rounds			
4.4	<i>Ad hoc</i> clinical teaching			
5.0	<b>Research training/independent study (Section B, C or D).</b>			
5.1	Medical student			
5.2	Masters degree candidate			
5.3	Ph.D. candidate			
5.4	Resident			
5.5	Post-doctoral fellow			
6.0	<b>Counseling/guidance</b>			
6.1	Medical or graduate student			
6.2	Resident or fellow			
7.0	<b>Educational committee work</b>			
7.1	Local educational committee			
7.2	College/campus educational committee			
7.3	Educational committee for national organization			
8.0	<b>Other (describe on a continuation page)</b>			
	<b>TOTALS</b>			

\_\_\_\_\_  
Signature - Faculty Member

\_\_\_\_\_  
Signature - Department/Head

## **B. Teaching Documentation**

This section provides instruments to document/evaluate the candidate's actual teaching activity. The parts are:

- B1. Student Evaluation of Faculty Teaching (a, b & c)
- B2. Peer Evaluation of Faculty Teaching (a, b & c)
- B3. Formal Recognition of Distinction in Teaching
- B4. External Evaluation of Teaching Effectiveness (Optional)
- B5. Course Administration/Coordination
- B6. Department Head's Appraisal of Candidate's Teaching Ability

**Student Evaluation of Faculty Teaching  
(by department head and candidate)**

**Forms B1a, B1b, B1c**

It is the responsibility of the department head/chair or a departmental committee to obtain systematic and standardized evaluation of faculty teaching. Evaluations obtained via standardized College forms and procedures carry significantly greater weight than evaluations designed by the candidate or others, although the latter will be considered. For this purpose, it is recommended that the Student Evaluation of Classroom/Laboratory Teaching (B1b) be used to evaluate teaching in the classroom or lab and the Student Evaluation of Clinical Teaching form (B1c) be used to evaluate teaching in the clinical settings.

It is strongly recommended that the department head (or designee) summarize the results of evaluations over a period of three years and of other raw data not included in this packet.

- B1a. Summary of Student Evaluations (preferably based on Forms B1b and B1c)
- B1b. Classroom/Laboratory Assessment Form
- B1c. Clinical Teaching Assessment Form



## Classroom/Laboratory Assessment Form B1b

**DEPARTMENT:** \_\_\_\_\_

**LOCATION:** \_\_\_\_\_

**YOUR LEVEL:** \_\_\_\_\_ **Student** \_\_\_\_\_ **PhD**

**DATE:** \_\_\_\_\_

**DIRECTIONS:** Write the name of each instructor responsible for teaching you during this class or lab.\*

Using the teacher behaviors listed, rate each instructor with this scale:

5=Excellent. 4=Very Good. 3=Good. 2=Fair. 1=Poor. N=Not applicable.

Avoid letting your responses to some items influence your responses to others.

Add under "COMMENTS" the specific strengths and recommendations for improvement for this teacher.

If you need more space for comments, use the reverse side of this page.

INSTRUCTOR	Clear and Organized; Explains Effectively	Enthusiastic/ Stimulating	Knowledgeable/ Analytical	Accessible; Responds Constructively to Questions	Overall Teaching Effectiveness
NAME:					
COMMENTS:					
NAME:					
COMMENTS:					
NAME:					
COMMENTS:					
NAME:					
COMMENTS:					
NAME:					
COMMENTS:					

\*Name to be filled in by department head or course director.

## Clinical Teaching Assessment Form B1c

DEPARTMENT: \_\_\_\_\_

LOCATION: \_\_\_\_\_

YOUR LEVEL: \_\_\_\_\_ Resident \_\_\_\_\_ Student

DATE: \_\_\_\_\_

**DIRECTIONS:** Write the name of each instructor responsible for teaching you during this rotation.\*

Using the teacher behaviors listed, rate each teacher with this scale:

5=Excellent, 4=Above Average, 3=Good, 2=Fair, 1= Poor, and N=Not Applicable.

Avoid letting your responses to some items influence your responses to others.

Add under "COMMENTS" the specific strengths and recommendations for improvements for this teacher.

If you need more space for comments, use the reverse side of this page.

FACULTY ATTENDINGS	Clear and Organized; Explains Effectively	Enthusiastic/ Stimulating	Establishes Rapport	Actively Involves Student/ Trainee	Knowledgeable/ Analytical	Demonstrates Clinical Skills & Procedures	Provides Direction & Feedback	Accessible	Overall Teaching Effectiveness
NAME:									
COMMENTS:									
NAME:									
COMMENTS:									
NAME:									
COMMENTS:									
NAME OF INSTRUCTOR:									
COMMENTS:									

\* Name to be filled in by department head or course director.

**Peer Evaluation of Faculty Teaching (by peers)**

**Forms B2a, B2b, B2c**

The department head or chair is responsible for assigning two senior faculty members to conduct peer appraisal of the candidate's teaching activities. Evaluation of teaching activities may be done by the department head or chair, discipline coordinator, unit director, or by other senior faculty members who are recognized as excellent teachers. Individuals outside the department may also be enlisted. Scheduling of observations should be arranged with the candidate in advance.

These peer evaluations should, at a minimum, specifically address the candidate's ability to present course content and/or skills to students, the appropriate level, with relevant examples, integration of topics, structure of the teaching session, and congruence between course goals and accomplishments. It is recommended that Form B2a. *Peer Review of Lecture/Large Group Teaching* be used for evaluation of teaching in large classrooms, particularly where a highly structured instrument is desired. Form B2b. *Peer Review of Clinical Teaching* is to be used for teaching in all clinical settings. Form B2c. *Peer Review of Small Group/Discussion/Lab Formats - Semi Structured* may be used for laboratory teaching and for smaller, more interactive settings, or when a more loosely structured instrument is preferred;

An important part of peer review is evaluation of instructional materials prepared by the candidate. (This is presented in Section D2.)

Attach reports of evaluation of the candidate's teaching by faculty colleagues. There should be a total of at least six peer evaluators (two per year for years 3 through 5.) If the candidate teaches in both classroom/lab and clinical settings, the ratio of classroom to clinical reviews should reflect the distribution of work effort.

In summary, the Forms that follow this page are:

- B2a. Peer Review of Lecture/Large Group Teaching
- B2b. Peer Review of Clinical Teaching
- B2c. Peer Review of Small Group/Discussion/Lab Formats - Semi Structured

**Peer Review of Lecture/Large Group Teaching Form B2a**

**DEPARTMENT:** \_\_\_\_\_ **LOCATION:** \_\_\_\_\_

**FACULTY MEMBER** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**EVALUATOR:** \_\_\_\_\_

**BASIS OF EVALUATION (date and nature of teaching session(s) observed, materials reviewed, etc.):**

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**Directions:**

Evaluation should be based on observation of at least one full teaching session. In addition, the evaluator should review instructional materials prepared by the instructor. If the evaluator is not the course coordinator, the evaluator should seek report from the course coordinator. Evaluation of a course coordinator should be by one of the senior faculty in the course, or should involve an interview of faculty by the evaluator.

Rate the faculty member on each of the criteria below, using the following scale:

5=Excellent, 4=Above Average, 3= Good, 2=Fair, 1=Poor, N=Not Applicable.

Under "Comments" describe notable strengths of the instructor, and provide constructive recommendations for improvement. Use the reverse side of the form if necessary.

=====

**1. EVALUATION OF LECTURE**

- \_\_\_\_ a. Content of the lecture reflected the stated learning objectives and the assigned topic.
- \_\_\_\_ b. Material was presented in a logical and organized sequence.
- \_\_\_\_ c. New or complex concepts were explained clearly at a level the students could understand.
- \_\_\_\_ d. Lecturer emphasized important points and summarized effectively.
- \_\_\_\_ e. Lecturer was receptive and appropriately responsive to students' questions.
- \_\_\_\_ f. Lecturer was sensitive to the students' prior level of knowledge.
- \_\_\_\_ g. Delivery of lecture was audible, easy to understand, and free of distractions.

**EVALUATION OF LECTURE (cont.)**

- \_\_\_ h. Lecturer made appropriate use of instructional aids (handouts, slides, overheads, powerpoint, blackboard, etc.).
- \_\_\_ i. Instructional aids were clear and understandable, and complemented the lecture.

Comments: \_\_\_\_\_

**2. EVALUATION OF SMALL GROUP INTERACTIONS (Instructional laboratories, discussion/problem-solving groups, clinicopathologic conferences, graduate-student instruction, etc.)**

- \_\_\_ a. Students know in advance what is expected of them during the teaching session.
- \_\_\_ b. Instructional aids of high quality are used appropriately during the teaching session.
- \_\_\_ c. Instructor effectively involves all students in the learning exercises.
- \_\_\_ d. Instructor encourages students to solve problems or work through answers to questions themselves (individually or in groups), rather than providing quick answers to all questions and problems.
- \_\_\_ e. Instructor is receptive and appropriately responsive to students' questions.
- \_\_\_ f. Instructor demonstrates respect for all students.

Comments: \_\_\_\_\_

**3. ENTHUSIASM AND INTELLECTUAL STIMULATION**

- \_\_\_ a. Instructor stimulates students' interest in the subject.
- \_\_\_ b. Instructor conveys to students the importance of the subject.
- \_\_\_ c. Instructor is able to attract and maintain the attention of most of the students.

Comments: \_\_\_\_\_

**4. APPROPRIATENESS OF CONTENT FOR THE INTENDED AUDIENCE**

- a. The level of the material taught is appropriate for the audience.
- b. There is an appropriate balance of introductory and advanced material.
- c. The material is current.
- d. The content of the teaching session adequately covers the topic as assigned by the course coordinator.
- e. Instructor provides appropriate examination items for the materials taught.

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**5. EVALUATION OF WRITTEN MATERIALS (Objectives, handouts, etc.)**

- a. Written materials were utilized when appropriate.
- b. Reading assignment was appropriate in length, currency, and level of detail for the teaching session.
- c. Handouts, when used, facilitated learning the material covered during the teaching session.
- d. Audiovisuals, when used, enhanced learning.

Comments: \_\_\_\_\_  
\_\_\_\_\_

**6. OVERALL TEACHING EFFECTIVENESS**

Rate the Overall Effectiveness of this person as a teacher.

**PLEASE EXPLAIN YOUR RATING IN THE SPACE BELOW.**

Each department head will appoint senior faculty members as peer reviewers who will be responsible for ongoing observation of clinical teaching skills of faculty. Inter-institutional sharing of this function is desirable, especially in small departments. The faculty observers will attempt to standardize their evaluation procedures.

The review process consists of the following:

1. In year 3 of the junior faculty member's probationary period, the peer reviewers will schedule observation of a situation on a day chosen by the faculty member to be observed.
2. Using the form **Peer Review of Clinical Teaching** (see next page), two reviewers will independently observe different teaching sessions and record their observations. The faculty member who is being observed will indicate whether or not the sessions observed represented a typical teaching session. Candidate's comments may be appended on the evaluation.
3. The peer review process will be repeated in years 4 and 5 of the probationary period.
4. The candidate may wish to initiate the process before year 3.

## Peer Review of Clinical Teaching Form B2b

Clinical Faculty (Evaluatee): \_\_\_\_\_

Date: \_\_\_\_\_

Setting: \_\_\_\_\_

Length of Observation: \_\_\_\_\_

Description of Sample: (e.g., one formal attending rounds in a month of attending duties; or, one half-day clinic per week with residents who work in the clinic with the attending during the entire year; or, one session with physical diagnosis students who meet with the attending 20 times; etc.)

Situation: Pure teaching situation or did the faculty observed/have responsibility for the care of the patient?

Observer: \_\_\_\_\_

-----  
Using the teacher behaviors listed, rate the teacher with this scale:

5=Excellent, 4=Above Average, 3=Good, 2=Fair, 1=Poor and N=Not Applicable.

Under comments, describe notable strengths of the instructor and provide constructive recommendations for improvement.

### **I. LEARNING CLIMATE**

- \_\_\_\_\_ a. Facilitated the establishment of a non-threatening and intellectually vigorous atmosphere
- \_\_\_\_\_ b. Engendered interest in topics discussed
- \_\_\_\_\_ c. Engaged all levels of learners
- \_\_\_\_\_ d. Listened to learners carefully, giving each of them an opportunity to display knowledge
- \_\_\_\_\_ e. Challenged learners by using the Socratic method and/or making reading assignments for follow-up short reports on subsequent rounds
- \_\_\_\_\_ f. Provided immediate feedback
- \_\_\_\_\_ g. Readily admitted lack of knowledge and showed, by example, how to turn ignorance into a learning opportunity

Comments: \_\_\_\_\_

\_\_\_\_\_  
**Form B2b (cont)**

**2. CONTROL OF SESSION**

- \_\_\_ a. Was on time for the session
- \_\_\_ b. Established an agenda for the session
- \_\_\_ c. Made efficient use of time
- \_\_\_ d. Controlled discussion sufficiently to keep focused on points of discussion

Comments: \_\_\_\_\_

---

**3. CLINICAL SKILLS, KNOWLEDGE & ATTITUDES**

- \_\_\_ a. Displayed a good command of the general discipline
- \_\_\_ b. Shared specialty expertise
- \_\_\_ c. Ensured that the pertinent clinical questions were framed
- \_\_\_ d. Promoted and modeled the use of medical literature
- \_\_\_ e. Explained concepts clearly and succinctly
- \_\_\_ f. Fostered a cost-effective approach to diagnosis and therapy
- \_\_\_ g. Checked patients' histories and demonstrated effective interviewing and listening skills
- \_\_\_ h. Checked physical findings and demonstrated proper physical diagnosis techniques
- \_\_\_ i. Demonstrated nonjudgmental acceptance of patients as well as empathy, respect and compassion for them
- \_\_\_ j. Involved patients in decision-making processes, thereby demonstrating respect for patient autonomy
- \_\_\_ k. Used consultants effectively
- \_\_\_ l. Spoke to the importance of ethical and psychosocial issues
- \_\_\_ m. Routinely incorporated principles of preventive medicine into discussions

Comments: \_\_\_\_\_

---

4. **OVERALL TEACHING EFFECTIVENESS**

Was an effective clinical educator	Excellent	Very Good	Good	Fair	Poor
	5	4	3	2	1

**Please address a select number of key points you feel best represent the faculty's teaching quality and style.**

## **Peer Review of Small Group/Discussion/Lab Formats - Semi Structured Form B2c**

Thank you for agreeing to be a peer reviewer of a colleague's small-group teaching performance. This instrument is designed to allow you freedom to present your observations in criterial categories without being compelled to use forced-answer formats. All that is asked is that you organize your report into the following criterial areas. Your observations may form the basis for formative efforts the evaluatee may wish to pursue. A five-point rating scale on general attributes is included at the bottom for summary documentation in the permanent teaching portfolio.

### **PART I: WRITTEN OBSERVATIONS**

- 1) Session ambience; establishing climate conducive to inquiry/learning
  
- 2) Intellectual stimulation
  
- 3) Facilitation of discussion
  
- 4) Reasonable balance maintained among participants.
  
- 5) Content coverage: relevance, comprehensiveness, appropriate level
  
- 6) Referential and related material
  
- 7) Use of time
  
- 8) Closure or other wrap-up and take-home thoughts
  
- 9) Other\_\_\_\_\_

**PART II: RATINGS.** Please rate the evaluatee on the following attributes

<u>Attribute</u>	<u>Excellent</u>	<u>VGood</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>	<u>Comments</u>
Knowledge	5	4	3	2	1	
Ambience	5	4	3	2	1	
Discussion Facilitation	5	4	3	2	1	
Encouragement	5	4	3	2	1	
Responsiveness	5	4	3	2	1	
Comprehensiveness	5	4	3	2	1	
Topic Integration/Synthesis	5	4	3	2	1	

10) Summary Observations

Evaluatee \_\_\_\_\_ Class Observed \_\_\_\_\_  
 Observer \_\_\_\_\_ Number of Participants \_\_\_\_\_ Date \_\_\_\_\_

**Formal Recognition of Distinction in Teaching  
(by department head or candidate)**

**Form B3**

Has the candidate's teaching ability received formal recognition? This includes departmental, college, or university teaching awards, and awards from student groups or national entities, or other honors related to teaching. They should be listed, dated, and described.

**External Evaluation of Teaching Effectiveness (by department head)  
(optional for candidate)**

**Form B4**

Evaluation of the candidate's overall teaching effectiveness may be solicited from former students/trainees at the candidate's request. These evaluations should be solicited by the department head/chair or designee, not the candidate (though the candidate may suggest reviewers). Evaluators should be asked to describe their exposure to the candidate's teaching; to assess the candidate's overall teaching effectiveness; to rate the candidate using the 5 point scale below; and to justify that rating. Enter below a list of persons from whom such assessment was requested, and append a copy of the letter used to solicit these assessments. All replies to this request must be included.

- 5 = Excellent: The candidate has few if any weaknesses in teaching and is an exemplary case to peers.
- 4 = Very Good: The candidate has reached a level of teaching quality that is commendable, with only minor areas that could use improvement.
- 3 = Good: The candidate presents many fine qualities in teaching, but has room for improvement in some areas.
- 2 = Fair: The candidate exhibits passable teaching, there is room for progress, and effort to improve has been exhibited.
- 1 = Poor: The candidate is indifferent to presenting quality instruction; little effort has been shown to seek improvement.

**Persons contacted and responding**

**Year(s) taught**

**Rating**

- 1.
- 2.
- 3.
- 4.
- 5.

**Course Administration/Coordination (For Course Coordinator)**  
**(to be filled out by department head or designated educational reviewer) Form B5**

This form is intended to provide a ratings-based summary and a comment on the candidate's overall function as a course coordinator. Course faculty and faculty colleagues, student evaluations, curriculum committee chairs, other educational administrators, etc., may be contacted for additional information, if desired, before providing the below:

Rate the faculty member on each of the criteria below, using the following scale:  
5 = Excellent, 4 = Above Average, 3 = Good, 2 = Fair, 1 = Poor, N = Not Applicable

- \_\_\_\_\_ 1. Course coordinator provides leadership in improving and updating the course.
- \_\_\_\_\_ 2. Course coordinator effectively coordinates the faculty and material involved in the course.
- \_\_\_\_\_ 3. Course coordinator provides feedback, with constructive criticism and guidance, to course faculty.
- \_\_\_\_\_ 4. Course coordinator is effective in representing the course to other course coordinators, instructional committees, etc.
- \_\_\_\_\_ 5. Course coordinator prepares, in a timely fashion, (an) examination(s) with an appropriate balance of questions that have been reviewed for clarity, appropriateness and minimum passing level.
- \_\_\_\_\_ 6. Course coordinator solicits and responds to feedback on the quality of the course from students and faculty.
- \_\_\_\_\_ 7. Comments. (Please elaborate on the candidate's performance in the coordinating role, noting issues around course stability, exceptional oversight or development, content and personnel integration, etc.)

The department head, chair or supervisor who is most responsible for overseeing the teaching activities of the candidate should evaluate the candidate's overall teaching effectiveness with 1) a formal appraisal statement and 2) summary rating of the candidate.

**1. Appraisal Statement**

A wide array of issues may be addressed, such as ability to get good results from students as demonstrated with clear outcomes; initiation of effective methods of teaching, including introducing new teaching processes or refining/expanding important activities; particular care and skill in administering or overseeing large classes that integrate the efforts of many participants/faculty; engaging others in progressive discussion about teaching improvement; and measures taken toward continued self-improvement. Comment may also be related to the extent to which the candidate has matured in teaching effectiveness over the time period considered.

To further support the assessment attach any supporting documents not covered elsewhere in the *Manual* (such as unsolicited letters of commendation, records of faculty development activities, correspondence with the candidate concerning teaching effectiveness, etc.)

**2. Quantitative Rating**

Rate the candidate's overall teaching effectiveness on the following scale where.

- 5 = Excellent: The candidate has few if any weaknesses in teaching and is an exemplary case to peers.
- 4 = Very Good: The candidate has reached a level of teaching quality that is commendable, with only minor areas that could use improvement.
- 3 = Good: The candidate presents many fine qualities in teaching, but has room for improvement in some areas.
- 2 = Fair: The candidate exhibits passable teaching, there is room for progress, and effort to improve has been exhibited.
- 1 = Poor: The candidate is indifferent to presenting quality instruction; little effort has been shown to seek improvement.

<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

## **C. Advising Medical Students, Etc. (by candidate)**

This section provides instruments to document/evaluate the candidate's activity in advising students, advising/supervising graduate students, fellows, etc. The types of advising and advisee groups that constitute subsections in this category are listed below. In each case, the role of advising/supervising, above and beyond the usual responsibility of teaching, should be made clear:

- C1. Advising of Medical Students
  - C1a. Lab Supervision
  - C1b. Supervision of Teaching
  - C1c. Supervision of Independent Study
  
- C2. Advising of Graduate Students
  - C2a. Lab Supervision
  - C2b. Supervision of Teaching
  - C2c. Supervision of Independent Study
  
- C3. Advising of Residents
  
- C4. Advising of Post Doctoral Fellows
  
- C5. Advising of Research Associates, Visiting Scholars and Technicians
  
- C6. Advising
  - C6a. Research
  - C6b. Learning
  - C6c. Teaching
  - C6d. Student Career Progress
  
- C7. Other Advising

**Advising Medical Students (by candidate)**

**Forms C1a, C1b, C1c**

Describe any advising activities with undergraduate students and the beginning and completion date for the work. Indicate your role. Be sure to show how activity stands apart from regular teaching responsibility. The categories that may be addressed include:

C1a. Lab Supervision

C1b. Supervision of Teaching

C1c. Supervision of Independent Study

The candidate should give the names and degree category of graduate students supervised by the candidate since the last personnel action, their thesis titles, and the beginning and completion date for each work. Indicate whether the candidate was the thesis-research director, primary or secondary advisor, committee member, etc. Advising of graduate students may also be addressed, covering the following areas.

C2a. Lab Supervision

C2b. Supervision of Teaching

C2c. Supervision of Independent Study

**Advising of Residents (by candidate)**

**C3**

The candidate should give the names of residents advised by the candidate since the last personnel action, and the beginning and completion date for each resident. Also, provide a brief statement discussing the nature of the interaction between the candidate and those supervised, the time and effort involved, and the expertise brought by the candidate to the relationship.

**Advising of Post-Doctoral Fellows (by candidate)**

**Form C4**

If the candidate has provided direction to post-doctoral fellows, he or she should give the name of each such individual, describe the nature of the interaction(s) and the candidate's specific role(s), and the dates of the relationship.

**Advising of Research Associates, Visiting Scholars,  
and Technicians (by candidate)**

**Form C5**

If the candidate has provided direction to research associates, visiting scholars, or technicians, he or she should give the name of each such individual, describe the nature of the interaction(s) and the candidate's specific role(s), and the dates of the relationship.

If the candidate has provided direction in an advisory capacity to students before they enter medical school, such as in the College of Medicine GPPA (Guaranteed Professional Program Admissions), he or she should give the name of each such individual, describe the nature of the advisory interaction and the candidate's specific role, and the dates of the relationship.

**Other Advising (by candidate)**

**Form C7**

If the candidate has provided direction in an advisory capacity to particular individuals assigned to him or her not covered under other designations above, or to particular campus groups, he or she should give the name of each such individual or group, describe the nature of the advisory interaction (see four categories below) and the candidate's specific role, and the dates of the relationship.

C7a. Research

C7b. Learning

C7c. Teaching

C7d. Student Career Progress

The category of product development consists of curriculum, instructional techniques and teaching materials that have been developed by the candidate. Novel teaching methods and products such as co-teaching a course with individuals from the community or another department, the development of a series of instructional problems, innovative strategies for lecturing, are suitable for this category and should be described. The instructional products will be evaluated by peers according to the criteria on the following pages.

When considering areas that might be addressed by the candidate here the following may be helpful

- Developing a new course
- Employing novel integration of content or faculty from different disciplines
- Instituting different, innovative teaching modalities
- Developing a web-based system

A matrix for sorting out the possible categories might look like the following:

	<b>A. METHODS</b>	<b>B. CONTENT</b>	<b>C. PRODUCT</b>
<b>1. REVISION</b>			
<b>2. NEW</b>			

Any responsibility faculty will alter his or her course as required. This section should be reserved for those efforts that significantly transcend this natural ongoing faculty responsibility.

The three forms that follow are intended for the same purpose of evaluating novel contribution to educational programs, but are designed for different users:

Form **D1** is for the faculty candidate's own self report.

Form **D2** is for a peer review of the faculty candidate's contribution

Form **D3** if for the department head/chair's evaluation of the faculty candidate's contribution

**Contributions to Instructional Techniques and Teaching Methods,  
New Course Content, etc. (Documentation by candidate)**

**Form D1**

The candidate should describe any notable instructional techniques or teaching methods, new teaching materials, or significant new course content developed by the candidate. Indicate other unique contributions to instruction. The importance of innovation in instructional materials, including new content, as might be demonstrated by the creation of a new course, is recognized. Copies of instructional materials, prepared and used by the candidate, that are particularly innovative or that demonstrate the candidate's excellence in teaching may be submitted for review and should be described here.

**Peer Evaluation of New or Non-Traditional Teaching Methods,  
Subject Matter, Courses, and Programs**

**Form D2**

Novel teaching methods and courses covering new subject matter are occasionally introduced by faculty. These contribute to the quality and relevance of medical education, and should be acknowledged and recognized in the promotion and tenure process as it relates to teaching. While the peer and student evaluation forms cover several aspects of these activities, there are certain elements which need to be specifically evaluated. For example, the description of the course or method, objectives, rationale and comparison with conventional approaches, faculty development approaches, evaluative techniques and dissemination of knowledge and experience.

The purpose of this evaluation form is to examine these new activities and subject them to similar review and judgment that one might execute on any scholarly endeavor. Evaluation of the non-traditional activities allows for documentation of these special activities in addition to the other evaluations that apply to teaching activities.

The method of selecting a peer reviewer may vary from department to department, and may even involve individuals from other units.

**1. DESCRIPTION** (to be provided by the faculty member).

- a Please provide a written description of the new teaching method or subject matter. List the objectives, and explain the reasons why a specific teaching method is being introduced. Compare the new or non-traditional approach with conventional methods.
- b. Document how the above is communicated to the student/resident learners.
- c Describe faculty development methods that were used for the new teaching method or subject matter.
- d Describe and document evaluation techniques or approaches that you used for the non- traditional teaching method or subject matter.
- e List the forum, occasions, events within and outside the institution that were used to disseminate the new teaching method. Provide documentation.

**2. EVALUATION.** (by peer reviewer) The evaluation of new or non-traditional teaching methods or subject matter will be judged by peers and department heads on the following: documentation and description, definition and communication of objectives, comparison with conventional methods, faculty development, evaluative techniques, and dissemination. Each category should be rated on a 5 point scale,

i.e. 5=Excellent, 4=Above Average, 3=Good, 2=Fair, 1=Poor, and N=Not Applicable.

- \_\_\_\_\_ a. The extent to which the new teaching method or subject matter is described in the requested documentation.
- \_\_\_\_\_ b. The extent to which the description of the teaching method or subject matter was communicated to the student/resident learners.
- \_\_\_\_\_ c. The extent to which objectives are defined.
- \_\_\_\_\_ d. The extent to which objectives were communicated.
- \_\_\_\_\_ e. The extent to which the new or non-traditional teaching method or subject matter facilitates the learning of new skills compared to a conventional approach.
- \_\_\_\_\_ f. Extent to which attempts were made for faculty development.
- \_\_\_\_\_ g. Extent that these attempts were appropriate.
- \_\_\_\_\_ h. Extent that the evaluative techniques assess the new teaching method or subject matter.
- \_\_\_\_\_ i. Extent to which a forum or event was utilized to disseminate the new teaching methods or subject matter within the institution.
- \_\_\_\_\_ j. Extent used outside the institution.

Please give reasons for your scores on the categories above:

1. Description, objectives, and comparison with conventional methods.
2. Faculty development.
3. Evaluation techniques.
4. Dissemination of knowledge and experience.

**Department, Unit Head or Chair's Appraisal of Candidate's Contributions to Curriculum and Other Products**

**Form D3**

The head or chair of the candidate's department is asked to describe the candidate's contributions to curriculum development over the period of coverage. Rating may be made on a scale of 5 to 1 as suggested below. Note, all are positive, but higher numbers indicate higher levels of involvement, whether in frequency of activity, breadth (eg, numbers of courses), levels of responsibility, or combinations of these. Elaboration, if needed beyond the initial descriptive text may be pegged to the rating given and continued on reverse side of this form.

**A. Description of Candidate's Efforts**

**B. Rating of Candidates's Efforts**

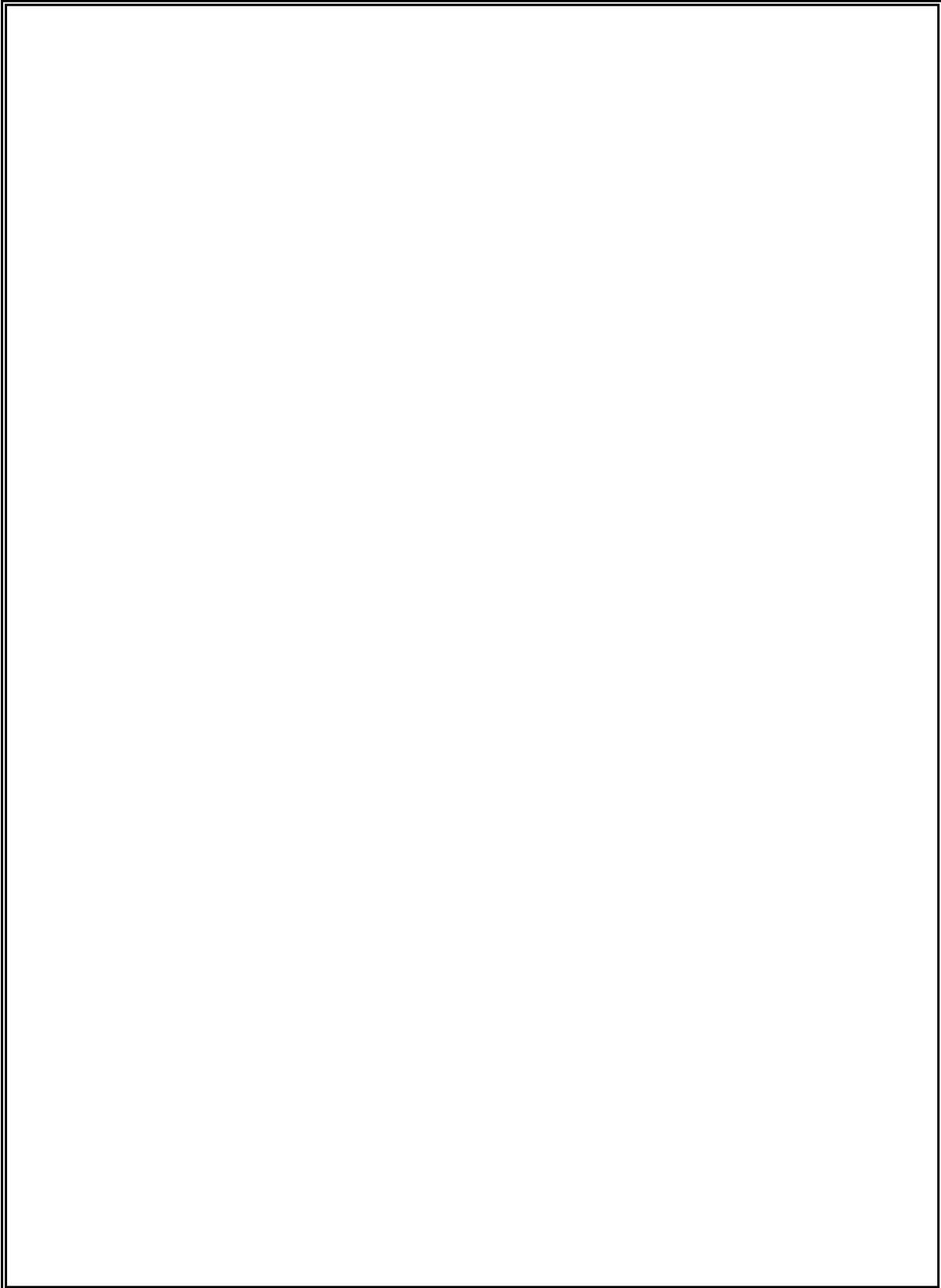
Department Head's appraisal of candidate's contribution to curriculum development. (Elaborate on other side, if appropriate.)

- 5 = Involvement in new curriculum revision and development has been extensive, and has involved more than one course, at least one of which involved clear leadership role.
- 4 = Involvement in Curriculum revision/development has been considerable, and extended to more than one course or to different revisions over years of a course
- 3 = Involvement in course revision has been marked by readiness to assist and cooperative effort with others, though leadership confined to portions of course(s).
- 2 = Involvement has been energetic, cooperative, facilitative, but not marked by any significant leadership.
- 1 = Participation in Course development/revision has been cooperative where necessary, though no notable initiative has been demonstrated, or necessarily indicated.

**Candidate's Statement of Teaching and Self Assessment**

**Form E**

The candidate should explain his/her philosophy of education, describe the place of teaching in his/her career goals, assess his/her progress toward those goals, and describe his/her plan for future teaching activities. The following sheet may be used for this purpose. (Please type and use one side only.)

A large, empty rectangular box with a thin black border, occupying most of the page. It is intended for the candidate to write their statement of teaching.