

SPECIAL INSTRUCTIONS FOR THE PAPER PREPARER RELATING TO THE COLLEGE OF MEDICINE'S *TEACHING AND EVALUATION* SECTIONS:

SECTION I. TEACHING ABILITY AND PERFORMANCE

A. Activities

1. Annual Report of Faculty Teaching Effort

Summarize the candidate's teaching activities for the three years prior to review. Hours reported should be realistic and have a relationship to the % effort reported for teaching. Do not double-count time spent with students or trainees which relates to the candidate's own clinical or teaching activities.

2. Graduate Students Advising and Supervision

Give the names and degree category of graduate students supervised since the last personnel action, their thesis titles, and the beginning and completion date for each work. Indicate whether the candidate was thesis director, primary or secondary advisor, committee member, etc.3.

3. Undergraduate Students Advising and Supervision

Describe any supervisory activities with undergraduate students and the beginning and completion date for the work. Indicate your role.

4. Residents and Post-Doctoral Fellows Advising and Supervision

Give the names of residents and post-doctoral fellows supervised 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.

5. Direction of Research Associates, Visiting Scholars and Technicians

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 dates of the relationship.

6. Contributions to Instructional Techniques, Software and Teaching Materials

The candidate should describe any special instructional techniques and new teaching materials developed. Indicate other unique contributions to instruction. The importance of innovation in instructional materials 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 (at the College level only) and should be described here.

B. Evaluation of Teaching and Related Activities

1. Summary of Student Evaluation of Faculty Teaching

Summarize the results of student evaluations of the candidate's overall teaching effectiveness for each teaching activity. Do NOT provide raw scores and copies of individual evaluations. It is strongly recommended that information be provided for courses taught over a period of three years, with the minimum being one year. Where less information is provided, the justification for the omission should be included in the executive officer's statement and letters from former students should be sought.

2. Formal Recognition of Distinction in Teaching at UIC

Self-explanatory.

3. Candidate's Statement of Teaching Goals, Approaches and Accomplishments

The candidate should explain his/her philosophy of education, describe the place of teaching in his/her career goals, assess his/her progress towards those goals, and describe his/her plan for future teaching activities. There is a one-page limit.

SECTION V. EVALUATIONS

A. Peer Evaluation of Faculty Teaching

1. Peer Review of Classroom/Laboratory Teaching

Evaluation of teaching activities should be done by the department head or chair, discipline coordinator, unit director or by other senior faculty members who are recognized as excellent teachers. These peer evaluations must be summarized using the form provided. Include narrative comments from peer evaluators.

2. Peer Review of Clinical Teaching

Evaluation of clinical teaching activities should be done by the department head or chair, discipline coordinator, unit director or by other senior faculty members who are recognized as excellent teachers. These peer evaluations must be summarized using the form provided. Include narrative comments from peer evaluators.

3. Letters from Former Trainees/Students and Peers

A minimum of three letters of evaluation regarding the candidate's teaching effectiveness must be solicited from former students/trainees. If the candidate has clinical teaching responsibilities, letters from former residents/fellows or others supervised by the candidate may also be appropriate to assist in appraising the candidate's clinical teaching. Such letters should be solicited by the executive officer and not the candidate (although the candidate may suggest reviewers). It is inappropriate to ask current students/residents/fellows supervised by the candidate to write a teaching evaluation for the candidate. Letters from peers evaluating the candidate's teaching effectiveness are also recommended.