



Documenting Your Teaching and Teaching Impact

February 15, 2018: Steve Hines

RESOURCE: Regional Teaching Academy

External Peer Review of Teaching
Making Teaching Matter

Applicant Toolbox Reviewer Toolbox References

GOAL: The goal of this initiative is to address 2 major obstacles to recognizing and rewarding teaching in our colleges:

1. The lack of defined and ready-to-use tools to assess teaching, teaching-related professional activities, and the scholarship of teaching.
2. The lack of a respected and rigorous external review process.

https://teachingacademy.westregioncvm.org/initiative_eprt/

Website – resources, structure, guidelines

Applicant Toolbox

Reviewer Toolbox

References

Use these documents as a **GUIDE** to produce your CV and promotion packet.

Guidelines & Instructions – for Faculty with Teaching and/or Educational Leadership as an Area of Emphasis.

Packet Overview
The document provides a short overview of the components of the promotion packet, lists the recommendation on including a **COVER SECTION** with a hyperlinked table of contents, STP DME (check the domain that you have been active in. See the Educators CV/PA and Teaching Portfolio documents for explanations of each domain).

Educator's CV
The document is intended to serve as a guideline and to provide prompts to consider as you develop your Educator's CV. Please note: New faculty (especially early in their careers) will be able to list activities in all domains.

Teaching Portfolio (reflective document)
The REFLECTIVE component of your promotion captures your teaching philosophy, maps your 5 year goals, and showcases up to 5 carefully selected teaching activities/accomplishments you wish to highlight.

Appendices
The appendices should consist of publicly chosen evidence to support your promotion packet. This is also where you can upload materials to support the activities you highlighted in your Teaching Portfolio. See this document for suggested elements to include in the appendices.

Cover Section
To simplify the choice process for local reviewers (e.g. department, college, and university levels) consider adding a very short cover section. This document describes a recommended format.

- Cover Section Instructions/Recommendations
- WTA Letter to Reviewers – is included to use as part of your cover section.

Additional Applicant Resources

- Recommended practices for reporting student reviews
- Recommended practices for local peer review / peer observation of teaching
- Forms for local peer observation of teaching (PTO) Local Peer Observation

An evidence-based approach:

Gusic ME, et al.

Evaluating educators using a novel toolbox: applying rigorous criteria flexibly across institutions.

Acad Med. 2014 Jul;89(7):1006-11

<https://www.ncbi.nlm.nih.gov/pubmed/24662201>

Documenting your teaching, teaching effectiveness, teaching-related activities, educational leadership, and/or educational scholarship



If a tree falls in the forest but no one is around to hear it, does it make a sound?

If you invest significant time and effort into your teaching
BUT
it's not documented in your annual report and CV,
Does anybody know?

Desired Learning Outcomes:

At the end of today's session, you will:

- **Appreciate the challenges** in both documenting teaching activities and demonstrating impact.
- Be able to explain at least **3 ways in which you can more effectively communicate** your teaching activities and outcomes.
- Take away **resources** to guide you as you prepare the documents to be submitted for annual review and/or promotion review.

Question #1:

What information do we provide in an annual review or CV that allows a reviewer to assess **RESEARCH** productivity and quality?



The College of Veterinary
Medicine Teaching Academy

"Making Teaching Matter"

Research productivity is readily assessed
by just 2 primary criteria,
which are easily reported on a CV.

- Publications
- Extramural Funding



- to report &
evaluate

A LOT of information is embedded in
these 2 pieces of information.

- **PUBLICATION:** Binder, AK, Grammer, JC, Herndon, MK, Stanton, JD, **Nilson, JH.** GnRH regulation of Jun and Atf3 requires calcium, calcineurin, and NFAT. *Mol Endocrinol* 26: 876-73. 2012.
- **FUNDING:** NIH 5R01HD062053-02. FSH-Stimulated Signals that Regulate Follicular Maturation. Hunzicker-Dunn, Mary and **Nilson, John** (Dual PIs). Total costs: \$275,593. Project Period: 09/28/2009 – 09/31/2014

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Outsourced !

Reflects
extensive peer
review

Inherently
conveys
OUTCOME

Question #2:

What do we provide in an annual review or CV that allows a reviewer to assess

TEACHING

responsibilities,
effectiveness, and quality?

IMPACT, SCHOLARLY APPROACH, LEADERSHIP, etc.

REF: Gusic M, et al. Using the AAMC Toolbox for Evaluating Educators: You be the Judge!. MedEdPORTAL; 2013. Available from: www.mededportal.org/publication/9313

Some Teaching Categories

- Formal teaching activities (classroom, lab, & clinics)
- Mentoring & advising
- Teaching awards
- Efforts to improve our teaching
- Teaching innovations
- Curriculum & program development
- Learner / program assessment
- Educational research / scholarship
- Educational leadership & administration

REF: Gusic M, et al. Using the AAMC Toolbox for Evaluating Educators: You be the Judge!. MedEdPORTAL; 2013. Available from: www.mededportal.org/publication/9313

INVENTORY WORKSEET:

Teaching & Educational Leadership

- Use the WORKSHEET to identify areas in which you are active.
- RELAX: Most will be active in only a few domains, especially early in a career.





Discussion Question:

How might we report these activities to better capture and communicate teaching effectiveness, quality, and impact?

– and document a scholarly approach
to teaching



Teaching Activities

1. VM513: Cell Physiology.

4 credits. 2014 – present.

2. VM613: Small Animal Referral Medicine

4th year clinical block – 2 weeks each X 20 weeks per year. 2014 – present.

3. Neurosci 529: Integrative Neuroscience

Basic biochemical processes in the nervous system and their significance for normal and abnormal function. 3 credits. 2013 – present.

Teaching Activities

1. VM520. Veterinary Cell Physiology:

4 credits, 96 students per year (average).
2014 – present.

- I teach 8 hours on gastrointestinal physiology, write & grade 1 exam, and participate in approximately 3 course planning activities per year.
- Outcomes: Student evaluations – standardized @ college level (average response rates = approximately 70%)
 - ❖ Rate the course overall: 3.85/5 (*college mean = 3.71*)
 - ❖ Rate the instructor overall: 4.26/5 (*college mean = 3.82*)
 - ❖ Instructor Composite Score: 81.2 (*college mean = 73.4*)

Best practices

- ❑ **Be complete** – use sub-headings / categories
- ❑ **Always quantify**
 - Number of contact hours, students, credits, etc.
- ❑ **Provide outcomes / measures of effectiveness**
 - Student ratings – normalized to local statistics
 - A summary of student comments
 - A personal/professional reflection → Self Assessment
 - Peer review / observation
 - Evidence of student learning / student success

Summative data – Student ratings

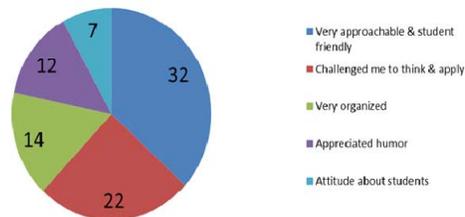
- **Multiple classes** = ↑ validity
- **Student response rates** = ↑ reliability & validity
- **Presented in the context of local outcomes**
 - e.g. college / departmental means
- **A brief description of the local StEv process**
 - standardized ?
 - any local student training ?
 - any other student generated data ?

Student comment summary – presented in TABLE form

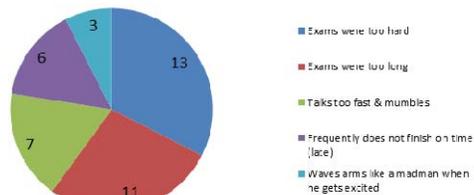
Most common positive student comments-	Most common negative student comments-
<ul style="list-style-type: none"> • Instructor is approachable (32) • Instructor challenged me to think (22) • Course was well organized (14) • Instructor has a good sense of humor (12) • Instructor cares about students' well being (7) 	<ul style="list-style-type: none"> • Exams were too hard (13) • Exams were too long (11) • Talks too fast (7) • Often does not finish on time (6) • Drinks too much coffee during class (3)

Student comment summary – presented in GRAPHIC form

Number of positive student comments



Number of negative student comments



Mentoring & Advising

1. Graduate Student Mentoring – PhD

- Theodore Cruz (2010-2015)
- Hillary Clindon (2012-present)
- Bernard Sandee (2015-present)

2. House Officer Mentoring

- Ruth Fader Ginsberger (2010-2013)
- David Trump (2012-2015)
- Elizabeth Warden (2014 – present)

Mentoring & Advising - continued

3. Undergraduate Research Student

- John Rogers (2012-2014)
- Sonya Sotomajor (2013-2014)
- Samuel Aliodo (2015-2016)
- Elena Kegger (2015-present)

4. DVM Student Research

- Stephanie Breyer (Summer, 2013)
- Anthony Kennedee (Summer, 2014)
- Clara Thomas (Summer, 2015)

Mentoring & Advising

Graduate Student Mentoring – PhD Major Advisor

1. Theodore Cruz, 2011 - 2015

- PhD May, 2015. Thesis: The role of lipid antigen recognition in immunity to *Borrelia burgdorferi* (Lyme Disease).
- First author on 2 publications and co-author on a third. See publications list.
- Current a post-doctoral scientist in the lab of Joan Doe at Stanford University's Department of Infectious Disease.

2. Hillary Clindon, (2012-present)

- Thesis: Genetic rearrangements that allow for immune avoidance and persistent infection.
- Successfully completed preliminary exam, December 2014.
- First paper submitted for review. Expected graduation, December, 2016.

Mentoring & Advising - continued

Undergraduate Research Student

1. John G Rogers (2012-2014)

- Pre-med student who worked in my lab for 2 years.
- WSU Honors Thesis: Antigenic diversity in *Babesia microti*. – Passed with distinction.
- Currently a 2nd year medical student at the University of California – San Francisco.

2. Sonya Sotomajor (2013-2014)

- Summer research student in my lab, 2013 & 2014
- Work resulted in co-authored manuscript in Infection and Immunity (see publication list)
- Currently a PhD student in the Department of Immunology at Temple University

Efforts to Improve My Teaching (professional development)

1. CVM Teaching Academy

- Becoming a better teacher: Building your capacity as an educator by using evidence-based professional development strategies. Martin Smith. Feb. 8, 2016.
- Exam building in Blackboard. Chris Lindberg. Sept. 17, 2015.
- Team-Based Learning Workshop: Holly Bender. May 19-20, 2014.

2. NAS Summer Institute on Undergraduate Education. *“Scientific Teaching”* May, 2015. Pullman, WA.

Efforts to Improve My Teaching (professional development)

1. **Team-Based Learning.** A 2 day workshop sponsored by the WSU CVM Teaching Academy. Led by Dr. Holly Bender, Associate Director for Excellence in Learning & Teaching, Iowa State University. May 19-20, 2014. Pullman, WA.

- **OUTCOME:** *In this interactive workshop, we learned the nuts and bolts of TBL, an active learning strategy that is widely used in medical schools. As a result of this workshop, I was able to develop and implement a TBL exercise in my renal physiology lab (VM520). The exercise was well reviewed and appeared to result in improved student scores on my section of the physiology exam. I am currently working to develop TBL exercises for other sections of the course that I teach – notably the cardiology section.*

Curriculum & Program Development

1. **VM597.15:** Intro to Clinical Reasoning & Evidence-based Veterinary Medicine.
2. **Graduate Learning Outcomes for WSU College of Veterinary Medicine.**

Role?
Outcome?

Curriculum & Program Development

1. **VM597.15:** Intro to Clinical Reasoning & Evidence-based Veterinary Medicine. 1 credit, 23 students. 2018 – present. *I've developed a new 1 credit hour elective targeted at 1st year DVM students. This course is designed to*
2. **Graduate Learning Outcomes for WSU College of Veterinary Medicine.**

Role?
Outcome?

WORKSHEET #2:
Educator's Promotion Packet

- Pick 1 activity
- Sketch out responses to prompts
- How might you also show a SCHOLARLY APPROACH?

- Share with a neighbor – DISCUSS

- GROUP DISCUSSION



After this session:

- With YOUR CV alongside it,
Run down the checklist document provided
 - Can/should you create new HEADINGS and/or sub-headings?
 - What information might you add?

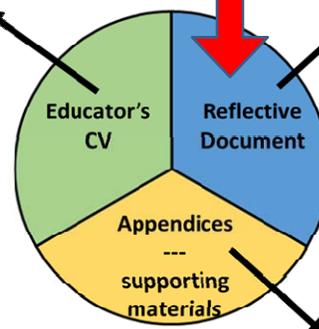
**Do NOT wait until your
promotion packet is due!**



EDUCATOR'S PROMOTION PACKAGE

A professional CV expanded to include all significant teaching activities, with outcomes
- OR -
If your institution mandates a fixed format for your CV, attach an addendum focused on teaching.

- See the detailed documents for:
1. The list of teaching domains
 2. Examples of teaching activities in each domain
 3. Instructions for reporting each activity
 4. Suggestions for reporting outcomes



WSU's "Teaching Portfolio"

The teaching reflective document captures your teaching philosophy, maps your 5 year goals, and showcases some selected teaching activities you wish to highlight.

Judiciously chosen evidence that supports the narrative portion of your Teaching Portfolio

Your goal:

An easy-to-review, compelling document that supports your case for promotion.

Not so different from writing a strong grant application.



The proverbial "slam dunk"



Common Mistakes – Poor Packets

- Lack of detail
- Lack of outcomes

"I just can't tell ..."

- Too long
- Too much text
- ➔ • Little to no structure / poor organization
- Too much "detritus" – e.g. in appendices

QUESTIONS ?

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