

Documenting your Teaching

Wayne State University
School of Medicine
Office of Faculty Affairs

Overview

Obtain your SET Scores

Demonstrate quality teaching

- Annual Documentation
 - CV
 - Teaching Grid: Selective Salary (“merit” increase)
- Promotion and Tenure
 - Teaching Portfolio
 - CV
 - Personal Statement

Improve your teaching

Disseminate quality teaching

Obtaining SET scores

Charlene Brain
Office of Faculty Affairs

SET Scores

- The Provost Office instructions for P&T require inclusion of a longitudinal SET score report at the end of the teaching portfolio
- The SET scores do not count against the 20 page teaching portfolio limit
- SET Scores can be obtained through Academica
- Link to step-by-step directions:
[http://set.wayne.edu/weebly/uploads/2/2/2/5/22253384/faculty_directions_cognos_repts \(1\).pdf](http://set.wayne.edu/weebly/uploads/2/2/2/5/22253384/faculty_directions_cognos_repts_(1).pdf)

Longitudinal Report Requests

1. Select **Academic Period Start** from drop down menu.
2. Next select **Academic Period End** from drop down menu.

Testing, Evaluation and Research Services

Longitudinal Report

The Course Evaluation Office, in collaboration with the Associate Provost for Academic Personnel, has developed a common report format for documenting Student Evaluation of Teaching (SET) data for individual faculty. These standard reports form part of the required documentation for such processes as tenure-track renewals, annual selective salary reviews, and applications for tenure and promotion or promotion.

Parameter Information:	
Academic Period Start	Required: Select a starting academic period that you would like to view
Academic Period End	Required: Select an ending academic period that you would like to view
College	Optional: Select one or more college(s) that you would like to view
Department	Optional: Select one or more department(s) that you would like to view
Access ID	Optional: Enter one or more Access ID of the professor, instructor, or GTA whose results you would like to view
HELP	<i>Asterisk (*) indicates required parameters</i>

Academic Period Start:	[201001 ▼]	Academic Period End:	[201409 ▼]
College:	<input type="checkbox"/> College of Education <input type="checkbox"/> College of Engineering <input type="checkbox"/> College of Fine Performing and Communication Arts <input type="checkbox"/> College of Liberal Arts and Sciences <input type="checkbox"/> College of Nursing <input type="checkbox"/> Graduate School <input type="checkbox"/> Law School <input type="checkbox"/> School of Business Administration <input type="checkbox"/> School of Library and Information Science <input type="checkbox"/> School of Medicine Select all Deselect all	Department:	<input type="checkbox"/> Academic Pathway for Excellence <input type="checkbox"/> Accounting <input type="checkbox"/> Administrative and Organizational Studies <input type="checkbox"/> Allicana Studies <input type="checkbox"/> Anaesthesia <input type="checkbox"/> Anthropology <input type="checkbox"/> Art and Art History <input type="checkbox"/> Audiology Speech Language <input type="checkbox"/> Basic Engineering <input type="checkbox"/> Biological Sciences Select all Deselect all
Access ID:	Choices: [] <input type="button" value="Insert"/> <input type="button" value="Delete"/> Select all Deselect all		

Cancel < Back Next **Finish**

3. **College/Department** are optional.
4. Enter **Access ID** then press **Insert**. (Note: Access ID optional once signed onto Academica)
5. Click **Finish** to run report(s).

Document will appear as follows. To select output click on the [View Format](#) tab a drop down box will appear select *View in PDF format*.

Keep this version | Add this report

View in PDF format

View in Excel Options

WV STATE
Testing, Evaluation and Research Services
Faculty Individual Report
(Page 1 of 2)

As Of: Apr 27, 2016
Time: 11:29:25 AM
Report ID: SE1002

Instructor: Course : Call No. Students Responding: out of

SUMMARY COURSE EVALUATION

RATINGS	#RESPONDING IN EACH OF THE FOLLOWING CATEGORIES							
	Excellent	Very Good	Good	Fair	Poor	N/A	UA	
Mn. Md. SD	(5)	(4)	(3)	(2)	(1)	(A)	(B)	
How would you rate this course?	Great Deal	A lot	Moderate	Little	Nothing	N/A	UA	
How much have you learned in this course?	Excellent	Very Good	Good	Fair	Poor	N/A	UA	

SUMMARY INSTRUCTOR EVALUATION

How would you rate the instructor's teaching in this course?

MEAN SUMMATIVE CLASS RATING

Hover over the top of the report until the following [action bar](#) appears to *Save or Print* your document.

Keep this version | Add this report

WV STATE
Testing, Evaluation and Research Services
Faculty Individual Report
(Page 1 of 2)

As Of: Apr 27, 2016
Time: 12:48:58 PM
Report ID: SE1002

Instructor: Course : Call No. Students Responding: out of

SUMMARY COURSE EVALUATION

RATINGS	#RESPONDING IN EACH OF THE FOLLOWING CATEGORIES							
	Excellent	Very Good	Good	Fair	Poor	N/A	UA	
Mn. Md. SD	(5)	(4)	(3)	(2)	(1)	(A)	(B)	
How would you rate this course?	Great Deal	A lot	Moderate	Little	Nothing	N/A	UA	
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SUMMARY INSTRUCTOR EVALUATION

How would you rate the instructor's teaching in this course?

MEAN SUMMATIVE CLASS RATING

Documenting Teaching

Document ALL teaching activities & achievements

- Range of settings in which you teach
 - Individual/small group (lab? rounding?)/large group
- Course development
- Curriculum design
- Instructional innovation
- Mentoring and advising activities
- Supervisor, peer and student evaluations
- Student success after graduation
- Invitations to teach outside the SOM
- Teaching awards, esp. peer recognition as an excellent teacher

• *For Laboratory Supervision and Clinical Teaching:*

Documentation can be particularly challenging since much of your teaching just “happens” – make sure you keep track of this.

CV – Teaching components

Let's review our sample CV entries (see Word Document)

Annual Review **and** P&T: Teaching Grid

Submit 3 years' grids annually for merit review

For P& T, submit grids since appointment or promotion

Type of Teaching Activity and Type of Learners	Your Role	Total # of contact hours each year	Total # of hours in preparation each year	Total # of Learners	Evaluation: Mean, SD (if appropriate and available; scoring scale; other evaluative/outcome data)
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Teaching Grid

List types of teaching activities in the teaching grid **according to effort, from most to least**. Consider the following categories:

- Lectures
- Small-group interactive instruction
- Clinical bedside instruction
- Clinical procedure instruction
- Clinical ambulatory instruction
- Laboratory precepting
- Online instruction
- Mentoring/advising (Indicate number of mentees and time commitment for each: medical students, graduate students, postdoctoral fellows, faculty, others)
- Essays/Theses/Dissertations directed
- List students by name, level, title of project.
- Visiting Professor/Lecturer (e.g., invited short courses or lectures plus interactions with students/trainees)
- Other

In addition to documenting teaching at Wayne State University, you may include teaching at other institutions.

Teaching Grid

The **last column of the grid should include summary evaluation data** or other evaluative or outcome data.

Narrative information following grid

Describe your activities in curriculum development and administration of teaching, such as:

- Course/curriculum development and instructional design/development
- Departmental or school educational administration
- Educational committees or task forces (local, regional, national/international)

Teaching Grid Sample Entries

Let's review our Teaching Grid entries (see Word Document)

Why Maintain a Teaching Portfolio? (WSU Office for Teaching and Learning)

Development

- Reflection, clarify values, establish goals, identify areas for improvement

Demonstration

- Job search, presentation to peers, making the case of excellence in your teaching

Evaluation

- Awards (merit), tenure, promotion

Teaching Portfolio – 20 pp. total

For Promotion and Tenure only

*Compose a **narrative that describes the cumulative “landscape”** of your teaching, teaching activities and outcomes. This is more detailed than the teaching component of your personal statement.*

Usually 2 – 3 pages.

*Note: You may wish to introduce your approach to teaching in **an introductory paragraph**. Consider:*

- *Demonstrate reflection, assessment, and skill improvement over time*
- *Convey your identity as a teacher*
- *Define the role of teaching in relation to other responsibilities (research, service)*

Teaching Portfolio: Narrative

NEXT:

Describe the scope of your teaching, including the settings in which you teach and the activities you carry out, such as course direction, delivery of lectures, mentoring, precepting, and advising. (usually 1 – 3 pp.)

Suggestion: Write at least one paragraph about each of your major areas of teaching.

*Emphasize **innovations and/or quality improvements** you have contributed to teaching wherever you can.*

Teaching Portfolio: After the narrative...

- *Include teaching grids since appointment or promotion*
- *Provide sample evaluation if you wish*
- *Discuss significance of evaluation data (optional)*
- *Add documentation of recognition for your teaching – awards, letters, peer review, etc. (optional)*
- *Document professional development activities in teaching*
- *Document dissemination of teaching activities, e.g., conference presentations, database submission (ex.: MedEdPORTAL)*
- *Letters from learners, colleagues, course directors, program directors, etc. are welcome*

Teaching Portfolio Additional Notes:

- *Condense grids if needed*
- *Additional evaluative data can be provided in the “Miscellaneous” section of the dossier*

Beyond the Teaching Portfolio: Improve your Teaching and Conduct Medical Education Research

WSU Office for Teaching and Learning

<http://www.otl.wayne.edu>

Stanford Medical Teaching Course

Irichlin@med.wayne.edu

Your society may provide teaching development, too.

Disseminating Your Work

- The 3 P's
 - Public
 - Peer Reviewed
 - Platform for Others to Build on

Tewksbury, et al, Scholarship of application: When Service is Scholarship, MedEdPORTAL, 2009.

Educational Scholarship slides from:

Walvoord E, Hobson-Rohrer W, Bogdewic S. Getting Promoted:

Turning your Clinical Work into Scholarship.

MedEdPORTAL; 2014. Available from: www.mededportal.org/publication/9694

Educational Scholarship Example

- Team Based Learning session presented in Physiology course
 - New case developed using Audience Response System
 - Collaboration between basic science and clinical faculty
 - Presented to 1st year students
- Published in *MedEdPORTAL*
- Workshop developed to assist others in creating TBL cases, peer-reviewed and presented at national meeting

Education Scholarship Example

- Associate program director acts as a mentor to a resident who needs remediation
- Collaborates with a national group of educators to create a *peer-reviewed workshop* on Remediation
 - Presents at national society meetings
 - Presents portions at local education workshop
- Publishes on *MedEdPORTAL*
- Continues with peer mentoring group to collaborate on other projects
- Authors asked to be *reviewers* for educational workshops

Educational Scholarship

- Students underperforming on Step 2 & 3 exams
 - Introduce more problem solving in early years
 - Curricular innovations – Team Based and Problem based Learning (TBL/PBL)
 - Cases written
 - Student evaluations (self & team)
- Data analysis of change in learning outcomes
 - Early analysis
 - Step 2 & 3 exam scores
 - Residency placements
 - Residency program director survey
- Presentations & Paper

Explore MedEdPORTAL

A peer-reviewed, open-access journal that promotes educational scholarship and dissemination of teaching and assessment resources in the health professions

Search Publications



MedEdPORTAL Selected for Inclusion in MEDLINE

The Association of American Medical Colleges is pleased to announce that *MedEdPORTAL: The Journal of Teaching and Learning Resources* has been selected for inclusion in MEDLINE, the premier bibliographic database of the U.S. National Library of Medicine. Selection is determined by the recommendations of an expert advisory committee that evaluates journals based on a rigorous review of scientific quality and scope. Only 15%-20% of journals that apply are recommended by the committee. MEDLINE contains bibliographic citations from more than 5,000 biomedical journals published worldwide and is freely searchable using PubMed at <http://pubmed.gov>.

Founded in 2005, *MedEdPORTAL* was designed as a repository of materials for faculty to submit scholarly works for peer review. Today, it has grown into an open-access publication, internationally recognized as the preeminent journal for publishing educational resources in the health professions, while providing free access to thousands of high-quality educational materials. *MedEdPORTAL* is accessed by over 4,500 academic and health organizations in more than 175 countries, and publications are downloaded approximately 3,000 times each month.

Inclusion in MEDLINE will advance *MedEdPORTAL*'s growth by increasing its visibility and accessibility of published content. Scholars, researchers, educators, and health care practitioners around the world use MEDLINE as the authoritative gateway to access content from the most prestigious biomedical and health journals. In addition to equipping a broader community of readers with access to innovative and high-quality educational tools and resources, inclusion in MEDLINE solidifies *MedEdPORTAL* as the premier destination to publish teaching and learning materials in the health professions.

Editor-in-Chief:	Grace Huang, MD Harvard Medical School
Online ISSN:	2374-8265
Acceptance Rate:	30%
Downloads per Month:	3,000
Publication Frequency:	Continuous
Publications per Year:	250
First Year of Publication:	2005

Call for Submissions: Justice, Disparities, and Meeting the Needs of Our Most Vulnerable Populations

MedEdPORTAL is actively seeking submissions that feature curricula or learning activities that address an important topic that is both timeless and timely in medical education – the care of our most vulnerable populations. We have a responsibility as educators and leaders to highlight these issues in a scholarly way through commentary, research, and advocacy. In addition, publishing learning activities through

1. **Free** online publication service
2. **Open** to the general public around the globe
3. **Peer reviewed** health education teaching & assessment materials
4. **Publication** includes intro, background, instructor guides and all educational tools, implementation history and advice

Sexual History Taking Curriculum: Lecture and Standardized Patient Cases

Rita Lee, MD, Danielle Loeb, MD, Austin Butterfield, MD

Abstract

This sexual history taking module engages medical students in discussion and practice with standardized patients in taking an inclusive (orientation- and gender-neutral) sexual history. An inclusive sexual history is critical to providing comprehensive patient care and an environment supportive of lesbian, gay, bisexual, and transgender (LGBT) patients. This case was developed for first- and second-year medical students who have had basic communication skills training. This session was designed to be delivered in one 40-minute large-group session followed by three 1-hour-long small-group sessions (with one third of the class participating in each session) with standardized patients. Four students per group is optimal. Faculty training should take approximately 30 minutes prior to the session as well as participation in the large-group session.

The materials associated with this publication include guidelines for faculty facilitators and students to prepare them for the large-group discussion and small-group practice sessions with standardized patients. Also included are four standardized patient cases, a slide presentation using an audience response system for the large-group session, and an evaluation form.

The average response to "Overall, this session was effective in improving my sexual history taking skills" has been 4.3 out of 5. Our communication needs assessment has shown a statistically significant improvement in those reporting increased importance, confidence, and performance of a sexual history between the first and second year of medical school (before and after the curriculum). In addition, students reported performing more components of the sexual history after the session. This sexual history taking module has been incorporated into our Foundations of Doctoring communications curriculum and has been rated as highly effective by learners. Performing an inclusive sexual history is critical to providing comprehensive patient care as well as providing an environment supportive of LGBT patients.

Please see the end of the Educational Summary Report for author-supplied information and links to peer reviewed digital content associated with this publication.

Introduction

It is well known in the literature that health care providers do not routinely perform a complete sexual history.^{1,2} One of the most commonly cited reasons is lack of education and lack of comfort around how to do this. We recognized that our core communications curriculum did not include sexual history taking. Thus, this session was created to address this need and to allow students to practice a challenging communications skill.

In addition, an inclusive sexual history is one method lesbian, gay, bisexual, and transgender (LGBT) patients use to

recognize a health care provider as being LGBT-friendly.³ A secondary goal of this educational session was to improve student awareness of LGBT health disparities and to provide foundational skills in caring for LGBT patients, predominantly from a cultural standpoint. Most medical schools, including our own curriculum, provide minimal education on LGBT health topics.⁴

In 2008, we conducted a needs assessment of our communications curriculum. We found that while 87.7% of our students felt a sexual history was important, only 70.1% ($p < .0001$) felt confident in conducting and 51.9% ($p < .0001$) routinely performed a sexual history. Of the students, 72% and 85% reported wanting to learn about and practice sexual history taking skills, respectively. Thus, this curriculum was developed to address this need.

Lee R, Loeb D, Butterfield A. Sexual History Taking Curriculum: Lecture and Standardized Patient Cases. MedEdPORTAL Publications; 2014. Available from: <https://www.mededportal.org/publication/9856> http://dx.doi.org/10.15766/mep_2374-8265.9856

Originally published on July 30, 2014

“Educational Summary Report” – Content & Format

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|--|---|
| | |
| | <ol style="list-style-type: none">I. TitleII. AbstractIII. Educational ObjectivesIV. IntroductionV. MethodsVI. ResultsVII. DiscussionVIII. ReferencesIX. Appendices |

- Word Document
- 10 pt, Calibri
- Bold Headings
- 1” margins

Questions?

Documenting your Teaching

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