#1: Recommendations for an "Educator's CV"

The following pages are intended to serve as <u>prompts</u> 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.

Instructions to applicants: As they apply to you, please use the domains/headings listed and explained in the following document on writing a Teaching Vitae.

- <u>If your department, college or university requires a specific CV format and that format does not allow you to add the requested headings and associated information</u>:
  Be creative. For example, make your Educator's CV a stand-alone document. This can then become the first section of your Teaching Dossier (or Teaching Portfolio). You should do everything in your power to ensure that your <u>complete</u> promotion/review packet (including the Teaching Portfolio and appendices) is shared with all reviewers. This may mean that you will share your entire Teaching Dossier as an appendix to whatever your college or department requires. An Educator's CV will be required of all applications submitting materials to our regional Teaching Academy's panel of external reviewers.

- <u>If your institution allows you the flexibility to expand your CV</u>:
  Add the suggested domains to it as headings in the teaching section and insert the requested information as it applies to you. Then, in the Educator's Curriculum Vitae section of your Teaching Portfolio, refer the reader to the page in your CV where the requested information can be found   e.g. *Domain IV. Curriculum and Program Development – see Curriculum Vitae, page 15-16.* Please note that referring to specific page numbers and adding hyperlinks to your CV will significantly enhance the ability of the reviewers to navigate the packet. This in turn with help them assess the information you've provided.

- <u>If you are not active in a domain</u>:
  Continue to list all the domains in the Educator's CV section of your promotion/review packet. However, for domains in which you have not been active, just add the annotation "*not applicable*" or "*not currently active in this domain*." This will prevent the reviewer from wasting time looking for this information elsewhere in the submitted materials. If you have specific plans to engage in one of more of these activities in the future, feel free to add some short comments explaining those plans. However, this is not required.

DOMAIN #1: TEACHING

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

Domain 1a: TEACHING ACTIVITIES

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)
- Coordinating 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 (or days/weeks) 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 *Note: 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.

Domain 1b: <u>DEVELOPMENT OF ENDURING EDUCATIONAL MATERIALS</u> (if applicable)

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.

Domain 1c: <u>EFFORTS TO IMPROVE YOUR TEACHING / FACULTY DEVELOPMENT</u>

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?) *See Teaching Portfolio/Reflective Document for suggestions on how to highlight and reflect on 1-2 key examples.*

Domain 1d: <u>TEACHING HONORS AND AWARDS</u>

- ☐ 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.

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. (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

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 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 #1 in your Reflective Document. 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.   *If you have been active in this domain, see Teaching Portfolio/Reflective Document for suggestions on how to highlight and reflect on 1-2 key examples.*

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

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☐ Provide a brief description of each activity & your specific role(s)
- Example of 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

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 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).

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.

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 that occurred as a result of this work.
☐ *If you have been active in this domain, see Teaching Portfolio/Reflective Document for suggestions on how to highlight and reflect on 1-2 key examples.*

DOMAIN #6: 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:
  - Steering Committee member
  - Workshop/seminar organizer
  - Host for speaker
  - Book club or interest group organizer
  - 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
☐ Provide outcomes / evidence of effectiveness   e.g. Changes or improvements as a result of this work
☐ *If you have been active in this domain, see Teaching Portfolio/Reflective Document for suggestions on how to highlight and reflect on 1-2 key examples.*

The format of the Toolbox is based on the literature and builds on the findings of the 2006 AAMC GEA Consensus Conference on Educational Scholarship and educator evaluation tools developed by leaders of the Academic Pediatric Association's Educational Scholars Program.

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