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|  | **Narrative/Description** | **Evidence**  **Bullet items in this column are suggestions, not an exclusive list of what you may present as evidence. Please highlight the italicized text and replace with your relevant evidence. Reference any relevant evidence already in CV, do not duplicate entries here.** |
| **Quantity**  (Roles and Activities) |  | * *Complete the Teaching Record (required), include in Appendix and list it here. Explain entries in the Teaching Record as necessary to ensure that reviewers understand and appreciate the significance of your involvement in teaching. .* * *List other evidence and/or reference entries already in your CV.* |
| **Quality**  (Effectiveness and Excellence) |  | * *Summary table or graph of student ratings of teaching (include comparative results, as available)* * *Description of narrative feedback from students with several representative quotes – again, can be organized as a table* * *List other documentation/evidence of quality (e.g., results of peer observation, repeated invitations as guest teacher/presenter; specific learner outcomes). Items already listed in the CV, reference page and citation here.* |
| **Engagement**  (Collaboration; Scholarly Approach, Scholarship, Contributions/ Impact) |  | * *List activities and describe ways in which you have engaged with others about teaching practices (including participation in faculty development workshops, presentations at meetings, involvement and contributions on teaching/education/curriculum committees and work groups)* * *Actions/Activities for innovation and improvement in teaching and connections to prior work, literature, and best practices* * *List of specific contributions and outcomes (significant results) resulting from actions targeting innovation and excellence in teaching* * *List or reference items in your CV for presentations, publications, and other scholarly activities pertaining specifically to teaching (peer reviewer , invited presenter or consultant, grant-funded initiatives pertaining to teaching)* |

**Teaching Record**

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| Name: | Dept. | School: | Date |
| Page \_\_\_\_ of \_\_\_\_ |

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| **Year[[1]](#footnote-1)** | **Course Title** | **Course[[2]](#footnote-2)**  **R E** | | **Hours[[3]](#footnote-3)** | **Number of Learners[[4]](#footnote-4)** | **Learner Level[[5]](#footnote-5)** | **Teaching Method(s)[[6]](#footnote-6)** | | | | | | | | | | | |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
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1. Please indicate the academic year in which each teaching activity occurred (e.g., 2009-2010). Include only the most recent five years. Add rows to the table, as needed. [↑](#footnote-ref-1)
2. R=Required/Core Curriculum Course; E=Elective Course [↑](#footnote-ref-2)
3. Number of hours involved in direct teaching with learners [↑](#footnote-ref-3)
4. Number of learners enrolled/participating in the course/educational program [↑](#footnote-ref-4)
5. Write in each cell the code(s) that apply for the course (Modify key to reflect appropriate learner groups):

   Y1, Y2, Y3, Y4, G = Ph.D./Graduate, PGY1, PGY2, PGY3, F = Fellow, FD = Faculty Development, C =

   Continuing Education [↑](#footnote-ref-5)
6. Double click the boxes corresponding to numerical codes that reflect the teaching method(s) you use regularly in the course. Mark all that apply for each course entry. Use the following key:

   1= Lecture; 2 = Lecture/Demonstration; 3 = Laboratory; 4 = Small Group/Case-Based;

   5 = Small Group/Discussion; 6 = Small Group/Seminar; 7 = Hospital/Inpatient/Bedside Rounds;

   8 = Hospital/Clinic; 9 = Community/Clinic; 10 = One-to-one, Laboratory/Research Preceptor

   11 = One-to-one, Clinical Preceptor; 12 = Distance Learning [↑](#footnote-ref-6)