**EXCELLENCE IN TEACHING**

***(Delete items that don’t apply.)***

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| **EXCELLENCE** | **FACULTY MEMBER’S ACCOMPLISHMENTS** |
| *Regularly assumes greater than average share of teaching duties –in classroom, laboratory, clinical or community settings.* |  |
| *Regularly assumes greater than average share of administrative or service responsibilities related to teaching. Examples might include leading or contributing significantly to committees that focus on curriculum development, management or assessment.* |  |
| *Demonstration of educational leadership (for example, by serving as a course, fellowship or training program director, curriculum committee chair or assistant or associate dean).* |  |
| *Consistently receives excellent or outstanding teaching evaluations.* |  |
| *Nomination for, or receipt of, honors or awards for excellence in teaching or mentorship.* |  |
| *Recognition as an outstanding and influential role model for students, fellows, residents or other trainees.* |  |
| *Record of successful mentorship of students, residents, fellows or other faculty, as measured by: letters of support from mentees; publications, presentations, grants, awards or*  *other evidence of mentees’ academic success; evidence that mentees have pursued outstanding careers.* |  |
| *Development of mentoring or coaching programs that focus on career development, academic advancement or wellness and resiliency of students, residents, fellows or faculty.* |  |
| *Development of innovative teaching methods, such as educational websites, simulations, videotapes, packaged courses or workshops.* |  |
| *Development of, or significant contributions to, courses, service-learning activities or other educational programs that focus on: health and healthcare disparities; societal and healthcare racism; socioeconomic determinants of health; or optimizing care for marginalized patients and populations, including those defined by race, ethnicity, language, culture, gender, gender identity, sexual orientation or disability.* |  |
| *Consistent record of advocacy for diversity, inclusion and equity in the education of health professionals. Examples might include leadership of recruitment, pipeline or diversity programs or significant mentorship of learners or colleagues who are under-represented in the health professions.* |  |
| *Leadership of, or significant contributions to, activities or programs that address other challenges in education, such as: training of scientists; assessment of competencies or learning outcomes; professionalism; promoting inclusive learning environments for learners with disabilities; or developing educational technology.* |  |
| *Teaching in unusually challenging circumstances (for example, during a disaster or public health emergency, in remote or resource-constrained communities or countries, or teaching English-as-second language or special needs learners).* |  |
| *Successful leadership of local, regional or national continuing education courses.* |  |
| *Consistent participation in national educational activities (for example, residency review committees, programs sponsored by professional organizations, re-certification courses or workshops).* |  |
| *Invitations to be a visiting professor at other institutions.* |  |
| *Development of innovative courses, high-quality syllabi, novel lectures, problem-based learning cases, laboratory exercises, on-line or remote teaching resources or other instructional materials.* |  |
| *Leadership of, or significant contributions to, the development of certifying, credentialling or qualifying examinations for students, residents, fellows or practicing clinicians.* |  |
| *Evidence of teaching scholarship (for example, research, grants, publications or national presentations that focus on understanding the best methods or outcomes of teaching).* |  |