

THE TEACHING EXCHANGE

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Faculty Forum: Faculty Annual Review Statements

How do you document your teaching innovations or improvements for your Annual Review Statements? Brown faculty have much to share with colleagues about the innovations they have introduced into their pedagogy. Many thanks to Elaine Bearer (Bio Med Pathology & Laboratory Medicine) and Victoria Smith (Hispanic Studies) for their contributions to this issue. We hope that this will start conversations across campus.

The "Faculty Forum" is a regular feature of The Teaching Exchange and we hope that YOU will be inspired by these ideas to share yours in the next issue.

Prof. Elaine L. Bearer, MD/Ph.D. *(Bio Med Pathology & Laboratory Medicine)*

Prof. Bearer reports that she recently visited the University of California at San Francisco (UCSF) with the Brown Medical Curriculum Committee to review their new medical school curriculum. They have a new "Academy of medical educators" for which there is a prescribed "**teaching portfolio**". This is sent to outside "peer" reviewers around the country and the comments are included in promotion reviews. This give teaching the credentials normally ascribed to "peer review" of publications. Instructions for the teaching portfolio: http://medschool.ucsf.edu/academy/events/educators_portfolio.aspx

Senior Lecturer Victoria P. Smith, Ph.D. *(Hispanic Studies)*

Prof. Smith, coordinator since 1984 of the largest language program on campus, generously provided a sample of how she describes her teaching innovations in an Annual Review. As Language Program Coordinator, she describes the fundamental functions and then notes the new areas of endeavor, such as **mentoring new faculty colleagues**:

"... fellow Senior Lecturer, Beth Bauer, and I worked closely with these new colleagues. In addition to innumerable informal conversations with them, we held six formal meetings

during the fall to orient them to our program and to the Brown community, redistribute various departmental tasks, discuss new course offerings, examine ways to expand undergraduate support (especially in the area of correct placement, remediation, and emotional/psychological issues) and expand our TA training program. Regarding the last item, I proposed that we offer a two-year cycle of departmental teaching workshops about which we polled graduate students for topics. We compiled a list of about 10 topics and will begin the series next semester. (We may eventually open these sessions to the campus community.)...Working with these new colleagues I want to cultivate an atmosphere in which playful creativity is welcomed along with the necessary structure."

With regard to Course Teaching, Prof. Smith makes note in her Annual Review of *how* she conducts her teaching. She notes that her approach to Course Supervision of TAs entails the following: "planning and chairing weekly course meetings with all instructors (these often include a pedagogical/theoretical component); ... and tracking and supporting students with difficulties, an area of supreme importance."