

**TEACHING ASSOCIATE:
CRITERIA FOR APPOINTMENT AND EVALUATION,
DEPARTMENT OF REHABILITATION MEDICINE**

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INRODUCTION

Consistent with the University’s expressed commitment to excellence, equity, diversity, and inclusion, our Department embraces diversity and promotes inclusion in our criteria for promotion. Therefore, contributions in scholarship, teaching, and service that address diversity and equal opportunity should be included among the professional and scholarly qualifications for appointments and promotion outlined below.

The Department is committed to the development of a high level of professionalism at all stages of faculty development. As a component of UW Medicine, it is the policy and expectation of the Department of Rehabilitation Medicine that all faculty will conduct themselves with professionalism, dignity, and respect in their interactions with patients, students, members of the public and each other. Professionalism includes demonstrating excellence, humanism, respect, accountability, cultural sensitivity, and a commitment to altruism in all our work interactions and responsibilities.

APPOINTMENT

Definition

Teaching Associate appointments are normally instructional positions and are given to non-students with credentials appropriate for specific teaching assignments. Other activities of the Teaching Associate may include contributing to the coordination of clinical teaching experiences and scholarship. Teaching Associates have some independence in the development and teaching of academic courses but receive guidance and feedback from a supervising faculty member. Normally, occupants do not have the Ph.D. Teaching Associate appointments are annual. There are no limitations to the number of reappointments that can be made.

Criteria for Evaluation

The criteria for evaluation shall focus on one or more of the following three areas (1) classroom teaching skills, (2) administrative or clinical supervisory skills, and (3) scholarship.

Evaluation of Classroom Teaching Skills

If the Teaching Associate is doing classroom teaching, contribution should be evaluated through evaluation of innovative teaching techniques or materials, instructional resources, and peer and

student evaluations. The assessment is carried out in a number of ways, including but not limited to, the following:

- (1) peer review of classroom teaching,
- (2) student evaluations of classroom teaching,
- (3) review of teaching techniques, materials, instructional resources,
- (4) other evidence of teaching excellence such as letters of support or recognition.

Evaluation of Administrative or Supervisory Skills

It is expected that the Teaching Associate whether coordinating clinical teaching experiences for students or teaching in the classroom, will need to utilize administrative and supervisory skills. These skills will be evaluated primarily by peer review and letters of support or commendation and may include the following:

- (1) peer or supervisory review of administrative techniques used in the coordination of student, clinical placements and/or in developing and implementing classroom teaching,
- (2) feedback from students and/or therapists in the community,
- (3) other evidence of effective leadership and management of educational activities.

Evaluation of Scholarship

Scholarship may focus on clinical practice, health services or applied clinical research, undergraduate, graduate & continuing education, or other relevant fields. They may demonstrate scholarship by independent or collaborative research, curriculum development, or program development. An evaluation should be conducted at the departmental level including but not restricted to the following:

- (1) Education (e.g. development and implementation of curriculum, teaching strategies, testing methods). This should include some end-product that can be evaluated, such as syllabus materials, published reports, textbook chapters, computer-based programs, videotapes, and so on,
- (2) Research (may include but would not necessarily be limited to disease and process descriptions, case reports, scholarly reviews in peer-reviewed journals, and book chapters),
- (3) Managerial development in rehabilitation (e.g. program evaluation strategies).