This database is used to document a promotion candidate’s performance as a teacher and to strengthen the dossier for promotion. Please supply information in response to all items below. The department Academic Coordinator and Faculty Coordinator should serve as a resource to all candidates for promotion in completing and submitting their dossier in an accurate and timely manner.

<table>
<thead>
<tr>
<th>Promotion from</th>
<th>Promotion to</th>
<th>Effective Year</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate</td>
<td>Full</td>
<td>July 2007</td>
<td>December 16, 2005</td>
</tr>
<tr>
<td>Associate</td>
<td>Full</td>
<td>July 2008</td>
<td>December 15, 2006</td>
</tr>
</tbody>
</table>

Candidates for conversion must submit an educational database and conform to the same deadlines above.

The candidate for promotion should actively work on the Faculty Affairs portion of the promotion process while completing the Educational Database. Please refer to their website for procedures and deadlines [http://www.med.upenn.edu/facaffrs/fac_coords/index.html](http://www.med.upenn.edu/facaffrs/fac_coords/index.html)

Please note that the responses to questions #1, 2, 4a-b and 5 a-d, will be forwarded to the Committee on Appointments and Promotions and subsequently to the Provost as supporting documents accompanying the summary teaching evaluation prepared by the COAP-Subcommittee on Teaching Evaluation.

To facilitate the manipulation of the information into its final format, submit the entire database (with the exception of teaching materials and support letters) on a diskette.

1. List all teaching activities in which the candidate has participated during the past three years, separated by year. For each course or other teaching activity, provide details about the frequency of teaching and the hours of contact with students. Also specify the number and kinds of students taught, which are likely to fall into the following categories:
   a. Medical students
   b. Biomedical Graduate students (BGS)
   c. Residents and Fellows
   d. Continuing Medical Education program attendees
   e. Other (e.g., undergraduates, visiting scientists, nurses, health care professionals, etc.)
   f. Significant contributions: teaching activities outside of the three year time-span in which the candidate has made a significant contribution to teaching.

2. Provide information on the number of thesis committees chaired; research projects supervised; papers written by students, fellows and others that were principally edited by the candidate; or other special teaching activities that might not ordinarily be noted. Include membership on departmental and school-wide committees related to education and participation in medical school or BGS advising programs (provide a list of advisees for the past three years, if applicable.)

3. List internal teaching materials such as syllabi, readings, presentations, examinations developed by the candidate and indicate how these materials are used. Also list textbooks published and other external instructional materials developed by the candidate and related to medical education. Please provide copies only if the materials are particularly exceptional or innovative. The committee will be comparing materials to other submissions.
4. Evaluation by former students or other trainees:

   a. Please provide names, addresses, and e-mail addresses of 10 to 20 individuals (medical students, graduate students, house-staff, physicians in continuing medical education, nurses, other health care professionals, etc.) whom the candidate has taught particularly in the past 3 years, indicating whether contact was on an individual basis or in a small group setting. Different from those named as consultants for the Office of Faculty Affairs. We will not solicit letters from more than 20 individuals.

   b. Please provide a summary of student evaluation of the candidate’s teaching performance, including quantitative ratings if available. (If such ratings are supplied, indicate the scale used. For example: >, 4 = excellent, 3 = good, 2 = adequate, 1 = poor). Participants in the pre-clinical modules of Curriculum 2000® since the 1999-2000 academic year should first contact their Course Director for evaluation data. That person can contact Judy Shea, PhD, Director of the Office of Evaluation and Assessment (sheaj@mail.med.upenn.edu) for copies of evaluation data, if necessary. Candidates should include evaluative data from CME teaching participation and teaching outside of the University of Pennsylvania as long as it is within the past three years.

5. Evaluation by peers:

   a. Please provide the names, address, phone number, and e-mail address of 3-5 course directors and the course name in which the candidate has had a major teaching responsibility, as outlined in question #1 (past three years), or the name of the individual acting in a similar capacity for other types of teaching activities listed. For example: the director of a CME program. Different from those named as consultants for the Office of Faculty Affairs. The COAP-Subcommittee on Teaching Evaluation will solicit letters from these individuals. Names of the directors of teaching activities in which the candidate has played a lesser role may also be submitted if desired.

   b. Please provide a letter from your department’s education officer evaluating the candidate’s teaching performance. This letter should provide a detailed summary of the candidate’s teaching activity, including the degree of participation and a performance evaluation for each activity. Good as well as bad data should be thoroughly explained and a scale when appropriate should be included. The role of the education officer in each department rotates from time to time; please contact your department chair if you are unsure who currently holds this position in your department.

   c. If applicable, please provide a letter from the chair of the graduate group with which the candidate is primarily affiliated, describing the candidate’s participation in graduate student training.

   d. If appropriate, evaluations of teaching performance may be submitted from other peers who have had an opportunity to observe the candidate teach but do not fall into categories 4 and 5. Different from those names as consultants for the Office of Faculty Affairs. The COAP-Subcommittee on Teaching Evaluation will not solicit these letters.

6. Please provide a copy of the candidate’s current curriculum vitae excluding grant participation.