

Documentation of Educational Effectiveness

Educational activities are evaluated by the quality and quantity of an candidate's activities and by their performance and effectiveness as an educator and mentor (APP Section 2.4b). The Basic File or Tenure Dossier includes two components related to the educational activities of the candidate:

- **Documentation of Educational Activities**, listed in the candidate's CV. The [UMMS CV Format](#) is designed to encourage candidates to compile a comprehensive and complete list of their educational activities, including mentoring.
- **Evidence of Educational Effectiveness**, included as a separate component in the candidate's Basic File or Tenure Dossier. The evidence for effectiveness should be as complete as possible and should match the educational and mentoring activities listed in the CV. Include evaluations for the last five years or since the last promotion review.

Documentation of Educational Effectiveness

Materials that document educational effectiveness fall into three categories, based on the source:

1. Learner Evaluations of Faculty Teaching

OASIS is currently used to compile learner evaluations of faculty teaching in formal courses and programs for medical, graduate and nursing students at UMMS. Faculty members have individual access to their evaluation data in OASIS; many department administrators and program coordinators also have access and can assist. Logon to OASIS: <https://umassmed.oasisscheduling.com/>

For further help:

[OASIS Knowledge Base](#)

[Generic Course & Educator Evaluation Reporting Guide](#)

[GSBS-Specific OASIS User Guides](#)

E*Value was used for learner evaluations prior to 2018: for help contact Brianna Robuccio (Brianna.Robuccio@umassmed.edu) in UMMS Institutional Research, Evaluation, and Assessment (IREA).

MedHub is used by Graduate Medical Education for evaluations of faculty teaching residents and fellows. Contact the Residency or Fellowship Program Director or Coordinator for further information.

2. Other Evaluations of Faculty Teaching

Candidates may include other evidence of teaching effectiveness such as:

- learner evaluations of teaching not included in the systems listed above (e.g., CME evaluations)
- peer review of a candidate's educational activities
- assessments of student learning (results of OSCEs, NBME subject exams, in-service exams, etc.)
- evaluations of a course, clerkship or program (for faculty directing a course, clerkship or program)
- dissemination and impact of courses, curricula, or educational materials developed by the candidate

Faculty are responsible for retaining and compiling these materials in their Basic File or Tenure Dossier.

The effectiveness of **mentoring** may be demonstrated by the number and current status of mentees, and publications and other scholarly works with mentees, documented in the candidate's CV.

3. Letters of Evaluation

Letters attesting to the candidate's effectiveness in their educational or mentoring activities may be solicited from students, trainees and/or mentees proposed by the candidate (Category 3 letters). These letters may be particularly helpful for faculty members who do not teach in a formal setting. Letters may also be solicited from course directors or other individuals who can evaluate the candidate's educational or mentoring activities (Category 1 letters).

Candidates should include the individuals to be solicited for these letters in the proposed list of evaluators submitted to their chair or to the GSN Dean; see [Letters of Evaluation](#).