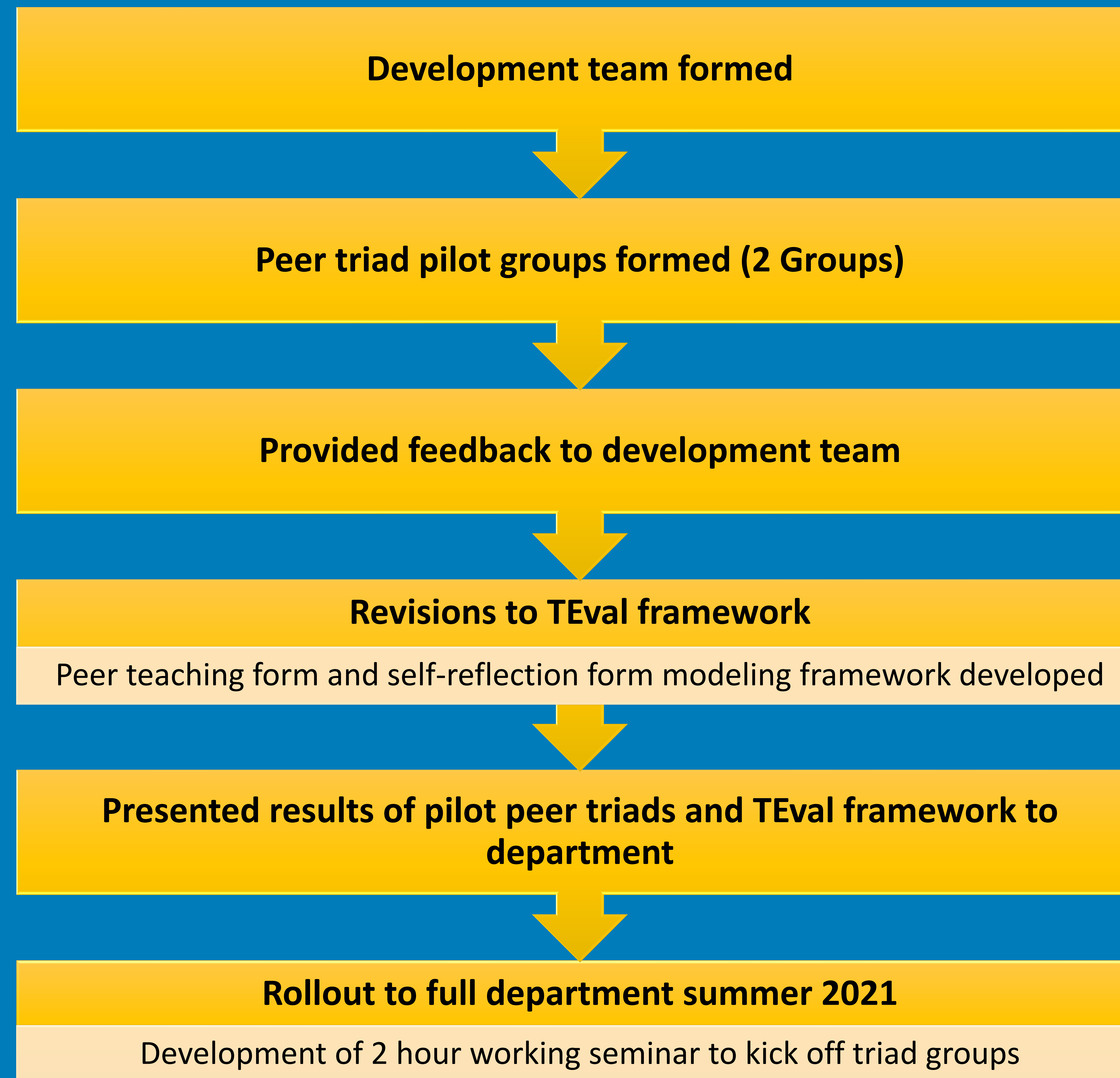


Adaptation of the TEval Framework to Improve Teaching Evaluations within a Pharmacy Practice Department

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Departmental Developmental Process



HOW PEER TRIAD WORKS

- Triads must be a safe space to encourage growth in one's teaching
- Interest form identifying at least 5 faculty members one feel safe working with
- At least one senior faculty in triad
- Two-year commitment
- Triads will meet prior to each semester to discuss teaching goals, share documents (e.g. previous student evaluations, self-reflections, assessment data, examples of assignments)
- Faculty will visit each triad's member class during semester.
- Formative assessment at end of year 1.
- Summative assessment at end of year 2 for promotion and tenure documentation.

SUCESSES

- Positive feedback from pilot group
- Departmental adaptation

FUTURE DIRECTIONS

- Departmental rollout
- Inclusion into promotion and/or tenure documents
- Possible incorporation into annual review process

ADVICE TO OTHERS

- Peer triads must offer a safe space
- Pilot test first
- Be realistic on how much work people are able to complete (keep burden small)

The work described in this poster is part of the [TEval project](#), a collaborative project of the [Bay View Alliance](#) that is funded by an NSF grant. The aim is to promote improved approaches to evaluating teaching that support, document and reward effective and equitable educational practices at colleges and universities. Departments at the University of Massachusetts Amherst, University of Kansas, and University of Colorado Boulder have been adapting and using a common research-based framework (a rubric) to define, document and evaluate effective teaching.

MOTIVATION & STARTING POINT

The Department of Pharmacy Practice (PHPR) values innovation and excellence in teaching. Our department teaches over 50% of the PharmD curriculum with a host of unique teaching environments including didactic, skills laboratory, patient simulation, and advanced pharmacy practice experiences. Traditionally, teaching excellence has been acknowledged through student teaching evaluations scores. The current departmental peer review process only applied to didactic teaching and typically occurred prior to promotion involving a snapshot of one's teaching. Our department joined the TEval project to expand teaching evaluation to a variety of longitudinal sources (self, students, and peers) to encourage faculty growth in teaching.

PROCESS, TOOLS, AND OTHER RESOURCES

- Faculty divided into peer triads for two years
- Guidance documentation on peer-triads, what to discuss, what documents to share developed
- Development of self-reflection form and peer teaching form with TEval framework