

## **Academic Assessment Plan**

### **University of Florida**

#### **Academic Affairs**

#### **Academic Colleges**

#### **College of Medicine**

#### **Certificates**

#### **Biomedical Scientist as Educator**

##### **Biomedical Scientists as Educator Mission**

##### **Mission of the Biomedical Scientists as Educator Certificate**

The mission of the Biomedical Scientists as Educator Certificate is to prepare the next generation of postdoctoral clinical translational (biomedical) scientists for proficiency as faculty.

##### **Mission of the College of Medicine**

The College of Medicine mission is to develop excellent physicians, scholars, scientists, physician assistants and professional staff who will contribute to the advancement of medical science and provide compassionate care of the highest quality for patients. We are committed to a diverse and inclusive environment, attracting the best minds to learn, discover, heal, and ameliorate human suffering.

To achieve this mission we aspire to the following goals:

1. **EXCELLENCE IN EDUCATION:** Recruit a highly competent, empathetic, service-oriented and diverse group of students, scientists, scholars, physicians and professional staff and educate all to become and remain exemplary practitioners and academicians who adhere to the highest professional standards. Support and encourage development of innovative and compassionate leaders who reflect the diversity of the state of Florida.
2. **DISCOVER BREAKTHROUGHS IN MEDICAL SCIENCE AND INNOVATE:** Aspire to achieve national and international preeminence in scholarly research. Foster discovery and innovation in medical science and health care by developing interdisciplinary teams of basic science and clinical researchers to conduct investigations that impact the prevention and diagnosis of disease, facilitate improved treatments, and enhance the quality of the life of individuals locally, nationally, and globally.
3. **PROVIDE THE HIGHEST QUALITY PATIENT CARE:** Ensure that our patients are our highest priority. Protect and nurture the critical nature of the patient-physician relationship. Treat patients with comprehensive, evidence-based, state-of-the-art and cost-effective methods. Promote health, prevent disease and educate the public. Provide leadership in assessing the health care needs of our patients and in designing, developing and managing innovative approaches to meeting those needs.
4. **PROMOTE ORGANIZATIONAL EXCELLENCE, PROFESSIONAL DEVELOPMENT AND ADVANCEMENT**

##### **Mission of the University of Florida**

It is the mission of the University of Florida to offer a diverse community dedicated to excellence in education and research and shaping a better future for Florida, the nation and the world.

The mission is to enable students to lead and influence the next generation and beyond for economic, cultural and societal benefit. The university welcomes the full exploration of its intellectual boundaries and supports its faculty and students in the creation of new knowledge and the pursuit of new ideas through:

- TEACHING is a fundamental purpose of the university at the graduate level.
- RESEARCH AND SCHOLARSHIP are integral to the educational process and to the expansion of our understanding of the natural world, the intellect and the senses.
- SERVICE reflects the university's obligation to share the benefits of its research and knowledge for the public good. The university serves the nation's and the state's critical needs by contributing to a well-qualified and broadly diverse citizenry, leadership and workforce.

The University of Florida must create the broadly diverse environment necessary to foster multi-cultural skills and perspectives in its teaching and research for its students to contribute and succeed in the world of the 21st century.

These three interlocking elements - teaching, research and scholarship, and service - span all of the university's academic disciplines and represent the university's commitment to lead and serve the state of Florida, the nation and the world by pursuing and disseminating new knowledge while building upon the experiences of the past. The university aspires to advance by strengthening the human condition and improving the quality of life.

**Responsible Roles:** Executive VP Research & Education (Pearson, Thomas),  
Distinguished Teaching Scholar/Prof (Behar-Horenstein, Linda)  
**Program:** Biomedical Scientist as Educator  
**Progress:** Ongoing

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**PG1: Overall Goal**

To nurture, mentor, and provide opportunities for faculty to advance their teaching scholarship and capacity for educational research to its fullest potential.

**Evaluation Method**

Development of an electronic educational portfolio that consists of selected graded assignments.

**Responsible Role:** Distinguished Teaching Scholar/Prof (Behar-Horenstein, Linda)  
**Progress:** Ongoing

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**SLO1: Knowledge**

Construct effective syllabus for teaching biomedical science curriculum.

**SLO Area (select one):** Knowledge (Grad)

**Responsible Role:** Distinguished Teaching Scholar/Prof (Behar-Horenstein, Linda)  
**Progress:** Ongoing

**Assessment Method**

Student will create and write a course syllabus.

**SLO2: Skills**

Develop a thoughtfully articulate teaching philosophy.

**SLO Area (select one):** Skills (Grad)

**Responsible Role:** Distinguished Teaching Scholar/Prof (Behar-Horenstein, Linda)  
**Progress:** Ongoing

**Assessment Method**

Assess student ability to develop a well written teaching philosophy using the attached rubric (5-15 points).

**Biomedical Scientist as Educator Certificate AAP Detail**

**Start:** 7/1/2017

**End:** 6/30/2018

**Progress:** Ongoing

**Providing Department:** Biomedical Scientist as Educator

**Responsible Roles:** Executive VP Research & Education (Pearson, Thomas)

**Research (Graduate and Professional AAPs only)**

**Assessment Timeline (Graduate and Professional AAPs only)**

	Assessment 1
<b>SLOs</b>	
<b>SLO1: Knowledge</b>	Written Syllabus
<b>SLO2: Skills</b>	Teaching Philosophy Rubric

**Curriculum Map (UG AAPs only)**

**Assessment Cycle (All AAPs)**

Program assessment is ongoing throughout the year through individual course evaluations and feedback and through annual review by the Clinical and Translational Science Institute's Training and Professional Development Program directors using input from course directors, students and graduates.

Analysis and Interpretation: From July 1 to June 30

Improvement Actions: Completed by July 30

Dissemination: Completed by July 30

Year	14-15	15-16	16-17	17-18	18-19	19-20
<b>SLOs</b>						
<b>Knowledge</b>						
#1				X	X	X
<b>Skills</b>						
#2				X	X	X

**Methods and Procedures (UG and Certificate AAPs)****SLO1 - Knowledge**

Creating a syllabus

**SLO2 - Skills**

Teaching philosophy rubric

**SLO Assessment Rubric (All AAPs)**

See attached rubric.

 Biomedical Educator\_Rubric

**Measurement Tools (Graduate and Professional AAPs Only)****Assessment Oversight (All AAPs)**

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**Academic Assessment Plan Entry Complete:**