

TEC Workshop

How to identify and document your teaching effectiveness

Lori Albert MD, FRCP(C)

Chair, Teaching Effectiveness
Committee, Senior Promotions

Disclosures

- None
- I'm just here to help!

Teaching Effectiveness Committee for Senior Promotions

Terms of reference

Purpose

The Department of Medicine Teaching Effectiveness Committee (DOMTEC) serves the of reviewing the teaching dossiers of candidates for senior promotion (promotion to associate professor and full professor). All candidates must demonstrate a minimum of competence in teaching to achieve promotion. The DOMTEC verifies that such competence has been demonstrated. Additionally, the committee contributes to the appraisal of those candidates being considered for promotion on basis of 'Sustained Excellence in Teaching,' in parallel to the work done by the Department of Medicine (D Senior Promotions Committee.

All DOMTEC decisions are communicated to the DoM Senior Promotions Committee by DOMTEC chair to assist in their process or recommendation to the Decanal Promotion Committee.

What's the point?

- Teaching is important
- We all contribute to teaching
- As part of senior promotion, need to see evidence of
 - Sufficient quantity of teaching (contribution to teaching in some form)
 - Evidence of “competence” as a teacher

What's the point?

- Important opportunity to reflect on what you do as a teacher
 - Look at your “themes” as a teacher
 - Recognize all the teaching that you do (important not to “forget” some of your activities)
 - Demonstrate your contribution to the education mission of university

The Process: DOM-TEC

- Teaching concerns may be highlighted too late in the process
- DOM-TEC Serves to “pre-screen” candidates with respect to teaching/professionalism
- TEC reviewers not influenced by letters other than trainee letters
- If any concerns, “Updates” will be requested from Candidate, and there should be time to address these prior to DPC review in the autumn.

The Process: DOM-TEC

Our job is to support the candidate

➤ find the evidence to support them going forward

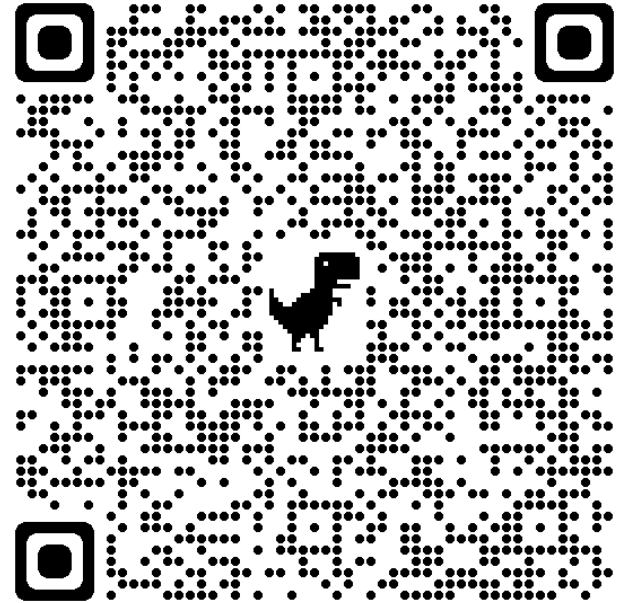
- ✓ Summary of data

- ✓ Appraisal

WHAT DOES COMPETENCE MEAN?

What does competence mean?

Temerty
Medicine



Temerty Faculty of Medicine

**Manual for Academic Promotion
To Associate Professor and Professor**

September 2023

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Competence in Teaching and Education

The criteria of teaching effectiveness, as understood at the University of Toronto, and the related standards of performance (i.e., requirements for competence and excellence) are outlined below.

To establish **competence** in teaching there must be evidence of:

- Mastery of the subject area
- Strong communication skills
- The ability to stimulate and challenge the intellectual and scholarly capacity and development of students
- Being accessible to students inside and outside the classroom
- Fair and ethical dealings with students that recognize the diverse needs and backgrounds of our student population
- Creation of supervisory conditions conducive to an undergraduate/graduate student's academic progress, intellectual growth and the development of research skills
- Professional development and integration of strategies to address and support EDIIA
- Professionalism and adherence to academic standards and administrative responsibilities as defined by University policy

In addition to demonstrating the criteria listed above, to be judged competent, candidates should also demonstrate that they:

- Use meaningful methods of assessment that reflect and contribute to student learning (e.g. the use of formative and summative assessment)
- Engage students in the learning process
- Reflect on, and strive for, improvement in teaching-related activities
- Create opportunities that involve students in the research process, where appropriate (e.g. presenting or publishing with students, mentoring/coaching students)
- Actively integrate one's own research, into teaching practice and curriculum
- Ensure course content reflects current and relevant research and practice in the field.

What does competence mean?

- Quantity of teaching → Summary of data
- Quality of teaching → Impact of teaching

What counts as teaching?

- Clinical teaching- there is an expectation of some clinical teaching
- Research related education
 - Supervision of trainees
 - Projects
 - Theses
 - Presentations
 - Individual mentorship

and...

What counts as teaching?

- Formal Teaching in other domains
 - Teaching in UGME, PGME
 - Teaching at SGS, IHPME etc.
 - CME,CPD, Educating the public and others

and...

What counts as teaching?

- Mentorship
- Service to professional bodies or organization through any methods that can be described as instructional
- Community outreach and service through teaching functions, where applicable

All teaching/education matters

(go through your calendar and make sure you find it all!)

(check the Promotions Manual as well)

What counts as teaching?

- Complete the data tables!
 - **Make it easy for TEC (and decanal) to see how much you have done**

What counts as teaching?

- On Web CV
 - Teaching Data Summary
 - Teaching and Education Report (TER)

When you are working in Web CV, make sure that these reports are showing what you want...

DEPARTMENT OF MEDICINE, UNIVERSITY OF TORONTO

Teaching Data Summary

Dr. XXX

Year	Level	Program	Type of Teaching	Total Hours	Total Number of Students	Teaching Evaluation Score (if applicable)
2021 - 2022	Multilevel Education		Invited Lectures and Presentations	1.0		
	Postgraduate MD	Faculty of Medicine, Dept of Medicine, General Internal Medicine	Lectures	3.0		
	Patient and Public Education		Invited Lectures and Presentations	1.5		
2020 - 2021	Postgraduate MD	Faculty of Medicine, Dept of Medicine, Cardiology	Lectures	1.0		
		Postgraduate MD Faculty of Medicine, Dept of Medicine, General Internal Medicine	Lectures	3.0		
		Postgraduate MD Faculty of Medicine, Dept of Medicine, Immunology	Formal Teaching Rounds (Scheduled Centrally)	1.0		
		Postgraduate MD Faculty of Medicine, Dept of Medicine, Rheumatology	Lectures	3.0		
	Continuing Education		Invited Lectures and Presentations	13.3		

Learners (UME, PGME,CME,other)	Nature of teaching (clinical on service; small group; lecture; other)	Approx. weeks/Hours per year	Years during which this was done
UGME	Small group (clinical skills, CBL, portfolio, seminars, etc)		2012-2013 2013-2014 2014-2015 2015-2016 2016-2017 2017-2018 2018-2019 2020-2021 2021-2022 2022-2023
	Lectures		
	Examinations		
	Formal Teaching Rounds		
Postgraduate MD	Formal Rounds		
	Examinations		
	Seminars		
	Invited Lectures & Presentations		
	Simulations		
CME	Invited Lectures & Presentations		
Faculty Development			
Patient/Public Education			
Post-doctoral supervision			
Mentorship (colleague, trainee, other)			

**WHAT DOES TEACHING
EFFECTIVENESS/QUALITY MEAN?**

Teaching Effectiveness/Quality

Teaching Effectiveness Scores (TES)

- Your TES don't have to be perfect; Comments are really valuable
 - Just need to see that trainees
 - Are happy with your interactions
 - feel that you can create a good learning environment
 - show them respect
 - make time for them

Teaching Effectiveness/Quality

- You need to explain if any missing ratings/years
- Please submit individual years' TES -not merged scores or summative evaluations (unless too few evaluations)
 - Aggregate doesn't allow us to see trends, comments, isolate out one negative comment or put in context

Other ways to capture Teaching Effectiveness

A way to capture all of your teaching moments

“On-the-Go” Teaching
Clinic teaching
Virtual teaching

Accessible on desktop, tablet, smartphone/watch

Retrospective, anonymous, web-based



Results collated and only released if ≥ 4 evaluations

Step-by-Step Guide to MyTE



Teaching Effectiveness/Quality

- Document all graduate and undergraduate courses taught
- Course assessments/teaching evaluations if possible
- If you have a major role in responsibility for the design of a course, include the course outline, reading list, evaluation materials and describe your role

Teaching Effectiveness/Quality

- Document all students whose research work has been supervised and your role
 - supervision and joint supervision as well as thesis topics and time to completion
 - Students' papers especially those published may be included
 - Describe any other opportunities created that involve students in the research process
 - **Student awards!**

Teaching Effectiveness/Quality

- Evidence of growth as a teacher
 - Did you take any courses?
 - Engagement in any professional development regarding teaching
- Have you developed anything new or unique in the realm of teaching/education
- Have you won (or been nominated) for any teaching awards? Don't forget to mention these!

An important way to demonstrate your teaching quality....

CANDIDATE STATEMENT & STATEMENT OF TEACHING PHILOSOPHY

Candidate Statement

The story of the teaching component of your career (*1-2 paragraphs within your full candidate statement*)

- Overview of what you have done as a teacher, how it fits into your career pathway
 - Some comment on how you see your research supervision as an education activity
 - How you actively integrate your research into teaching practice and curriculum
 - If you've won teaching awards, mention here and explain what the award is, and why you received it

Candidate Statement

- Discuss any efforts made to improve a course design, and describe outcomes if possible (formal and informal)
 - How you ensure course content reflects current and relevant research and practice in the field

Teaching Philosophy Statement

A little more detailed, maybe 2-3 paragraphs for CS/CI/CQI depending on nature of your work

- What motivates you as a teacher?
- What have you done to prepare for teaching?
- What methods do you use to achieve your goals as a teacher
- What kind of impact have you aimed for?
- How do you measure your success as a teacher?

Teaching Philosophy Statement

- How you have tried to stimulate and challenge the intellectual and scholarly capacity and development of learners you work with
- Comments on how you make yourself accessible to students inside and outside the class
 - fair and ethical dealings with students?
- **Creation of supervisory conditions conducive to an undergrad/grad student's academic progress, intellectual growth and the development of research skills**

Teaching Philosophy Statement

- Reflection on how you have done and what you might do in the future
- Discuss any efforts made to improve teaching skills or course design and describe outcomes if possible (formal and informal)
 - Have you made efforts to address EDIAA?
- Plans for developing teaching skills and/or future contributions to teaching)

EDIAA= Equity Diversity
Inclusion , Anti-Racism and
Accessibility

No one is perfect!

- More valuable to see that you have reflected on any concerns raised around your teaching
 - Why?
 - We all have blind spots
 - We can all improve our interactions with trainees
 - We can all improve our teachings skills
 - Shows that you have insight into your educational contributions

Information regarding appeals:

<https://deptmedicine.utoronto.ca/teaching-evaluation-scores>

No one is perfect!

- Try to recognize what might be true constructive feedback
- Don't let one or 2 negative comments become the narrative.
 - No one is perfect but there is a need to understand what happened with respect to a particular situation

Information regarding appeals:

<https://deptmedicine.utoronto.ca/teaching-evaluation-scores>

No one is perfect!

- **Example:**

“I have, in my last several years, received 2 quite critical comments from learners, related to how I made them feel during our rounds. They found my style to be... my way of giving feedback too abrupt... I have reflected on this and done my best to ensure I was delivering the necessary feedback in a more supportive manner, and less so in public when needed. I am pleased that my evaluations subsequently have not had any more such evaluations”

Teaching Philosophy Statement

- Address any problematic comments
- Address identified weaknesses
- Discuss what you have done/will do to address these issues
 - Do not need to dwell on this! Address it and move on.

TRAINEE LETTERS

Trainee Letters

- Who can serve as a student/learner referee?
 - Medical residents/medical students
 - Other health professions trainees/mentees
 - Grad students
 - *Research trainees*
- It's great to have broad representation

Treat your teaching career like your research career

- Your goals as a teacher
- How you prepared for this aspect of your career
- What kinds of methods you used
- How you have measured success

Evaluate my Session!

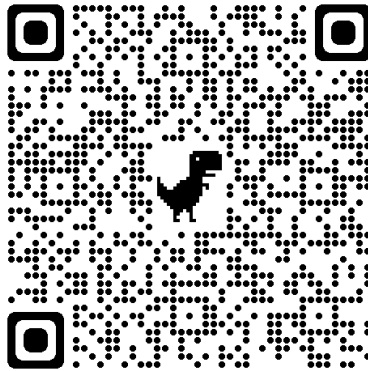
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Questions, concerns, comments....

Other Resources



U of T Centre for Teaching
Support & Innovation