TEC Workshop
How to identify and document your teaching effectiveness

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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 purpose of reviewing the teaching dossiers of candidates for senior promotion (promotion to associate professor and full professor). All candidates must demonstrate a minimum level 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 (DoM) Senior Promotions Committee.

All DOMTEC decisions are communicated to the DoM Senior Promotions Committee by the 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
– 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.
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?
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**

<table>
<thead>
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<th>Year</th>
<th>Level</th>
<th>Program</th>
<th>Type of Teaching</th>
<th>Total Hours</th>
<th>Total Number of Students</th>
<th>Teaching Evaluation Score (if applicable)</th>
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<td>Years during which this was done</td>
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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
• 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
• 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...
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
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”
• 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

• 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!

Enter code: 0459816

https://myte.org
Questions, concerns, comments....

Other Resources

U of T Centre for Teaching Support & Innovation