

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 (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

The Process: DOM-TEC

- Teaching concerns may be highlighted too late in the process
- DOM-TEC Serves to “pre-screen” candidates w/r 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?

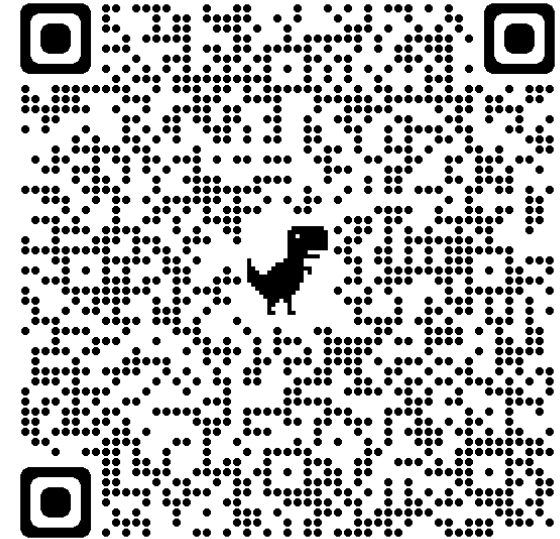
What does competence mean?

Temerty
Medicine

Temerty Faculty of Medicine

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

September 2021



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

What counts as teaching?

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

All *teaching/education matters*

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*

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...

**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
 - happy with your interactions
 - feel that you can create a good learning environment
 - show them respect
 - make time for them

Teaching Effectiveness/Quality

- Complete the data tables!
- You need to explain if any missing ratings/ years
- Submit TES only one year at a time- no merged scores or summative evaluations over 2-5 years (unless too few evaluations) to minimize confusion and overlap

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 MDFaculty of Medicine, Dept of Medicine, General Internal Medicine	Lectures	3.0		
		Postgraduate MDFaculty of Medicine, Dept of Medicine, Immunology	Formal Teaching Rounds (Scheduled Centrally)	1.0		
		Postgraduate MDFaculty of Medicine, Dept of Medicine, Rheumatology	Lectures	3.0		
	Continuing Education		Invited Lectures and Presentations	13.3		

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

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 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** *(doesn't need to be long-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
- How do you measure your success as a teacher?
What kind of impact have you aimed for?

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)
- Plans for developing teaching skills and/or future contributions to teaching)

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 care about your educational contributions

Teaching Philosophy Statement

- Address any problematic comments
- Address identified weaknesses
- Discuss what you have done/will do to address these issues

TRAINEE LETTERS

Trainee Letters

- Who can serve as a student/learner referee?
 - Medical residents/medical students
 - Grad students
 - Research trainees*

Treat your teaching career like a research career

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

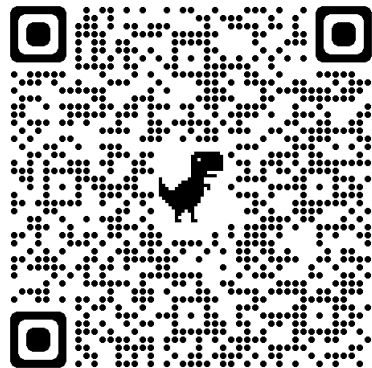
Evaluate my Session!

Enter code: **3902**



Questions, concerns, comments...

Other Resources



U of T Centre for
Teaching
Support & Innovation