TEC Workshop:
How to document
Sustained Excellence in Teaching

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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 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.
The Process: DOM-TEC

- Teaching concerns may be highlighted too late in the current process (e.g. unsupportive letter from reviewer)
- DOM-TEC will serve to “pre-screen” candidates w/r teaching/professionalism
- TEC reviewers not influenced by letters other than trainee letters
- Important to identify any issues, early enough to intervene
  - Identify those who should wait
  - Address blind spots in teaching statement
  - Time to gather additional materials or response to concerns
Our job is to support the candidate

- find the evidence to support them going forward

✓ Summary of data
✓ Appraisal

• If any concerns, “Updates” will be requested from Candidate, and there should be time to address these prior to DPC review in the autumn.
WHAT DOES SUSTAINED TEACHING EXCELLENCE MEAN?
What does SET mean?
What does SET mean?

- Quantity of teaching → Summary of data
- Quality of teaching → Impact of teaching
What counts as teaching?

- Clinical teaching - might be the bulk of what you do as a teacher
- Research related education
  - Supervision of trainees
    - Projects
    - Theses
    - Presentations
    - Individual mentorship
What counts as teaching?

- Teaching in other domains
  -- CME, CPD, Educating the public and others
  -- Graduate, undergraduate courses

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
Your “Teaching Dossier”

- Captures the complexity of teaching and educational activities
- Prompts reflective practice and ongoing instructional improvement
- Helps foster a culture of teaching and learning
- Documents one’s teaching activities and abilities over extended period of time
- Provides an academic record of your scholarly activities in teaching and education

Courtesy of Drs. Danny Panisko and Umberin Najeeb
WHAT DOES TEACHING EFFECTIVENESS/QUALITY MEAN?
Teaching Effectiveness Scores (TES)

• Your TES don’t have to be perfect; Comments are very meaningful
  – Good to see that trainees
    • Are happy with your interactions
    • Feel that you can create a good learning environment
    • Think that you show them respect
    • Think that you make time for them
  – Good to see how they value your teaching
  – Good to see the impact of your teaching
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
<table>
<thead>
<tr>
<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>
</tr>
</thead>
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<td>2021 - 2022</td>
<td>Postgraduate MD</td>
<td>Faculty of Medicine, Dept of Medicine, General Internal Medicine</td>
<td>Invited Lectures and Presentations</td>
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<td>Invited Lectures and Presentations</td>
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</table>
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

https://myte.org
Step-by-Step Guide to MyTE
Teaching Effectiveness/Quality

- 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
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

... More on this in Candidate Statement/Statement of teaching philosophy
An important way to demonstrate your teaching quality....

CANDIDATE STATEMENT & STATEMENT OF TEACHING PHILOSOPHY
Candidate Statement

• The story of you as a teacher/educator
  – Strengths and accomplishments as a teacher

• Doesn’t have to be earth shattering!

• A story of steady growth and impact/ success as a teacher
Candidate Statement

• The story of your teaching career
  – Overview of what you have done as a teacher, how it fits into your career pathway
  – For those involved in research, some comment on how you see your research supervision as an education activity
  – Discuss any efforts made to improve teaching skills or course design and describe outcomes if possible (formal and informal)
Candidate 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 trainees’ academic progress, intellectual growth and the development of clinical/thinking skills.
• What is the evidence of success as a teacher?
  – Nice to have awards
  – Nice to have good TES
  – Comments are really important, and sustained positive comments are good evidence
  – Impact is really important- what happened as a result of your contributions to education?
Teaching Philosophy Statement

• A reflective statement
• 2-3 pages long qualitative statement
• Written by the faculty member to describe:
  – personal teaching philosophy
  – teaching objectives
  – strategies and methodologies used
• Demonstrates knowledge of, involvement in, and commitment to medical education
• Outlines long term goals

Courtesy of Drs. Danny Panisko and Umberin Najeeb
Teaching Philosophy Statement

Things to think about:

• 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

• 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
Teaching Philosophy Statement

• For clinical teaching, some comment on how you handle teaching to different levels of learners.

• For those involved in research, comment on how you see your research supervision as an education activity
Growth- what have you done to develop as a teacher?
  – How can we understand how you have grown?
  – What have you learned in your work
  – How is your current teaching practice influenced by what you have learned
  – Are there courses/seminars/PLPs that you have done to improve your skills?
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
Teaching Philosophy Statement

• Address any problematic comments

• Address identified weaknesses

• Discuss what you have done/will do to address these issues
Other considerations:

• As academics seem to have a vision of the “typical” or the “traditional” in mind as they read about teaching practices, it may be useful for portfolio authors to provide thorough rationales for practices that deviate from the norm.

Consider:
Treat your teaching career like a research career
• Your goals
• How you prepared for this
• What kinds of methods you used
• What your results are like
• How you have measured success/impact
Trainee Letters

• Who can serve as a student/learner referee?
  – Medical residents/medical students
  – Grad students
  – Research trainees
  – Other trainees with whom you have had extended contact (eg. NP, PA, Health Professionals etc)
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
• We don’t have time to do a writing workshop today

• Options:
  • Feel free to submit to me or another mentor for advice/feedback
  • We can arrange another workshop time together
Evaluate my Session!

Enter code: 4590

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

Other resources:

- U of T Centre for Teaching Support & Innovation
- Centre for Teaching and Learning, Western U
- Sample Teaching Philosophy Statement, U of Calgary