

TEC Workshop: How to document Sustained Excellence in Teaching

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 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 (eg. 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

The Process: DOM-TEC

Our job is to support the candidate

➤ find the evidence to support them going forward

- ✓ Summary of data

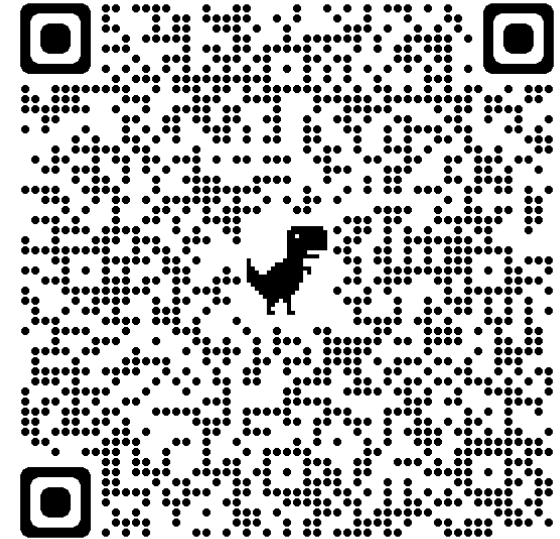
- ✓ Appraisal

- 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?

Temerty
Medicine



Temerty Faculty of Medicine

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

September 2021

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/Quality

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

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

- 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

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

... 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**

Candidate Statement

- 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 Najeel

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

Teaching Philosophy Statement

- 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

Teaching Philosophy Statement

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.

Teaching Philosophy Statement

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

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

Writing your Statements

- 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

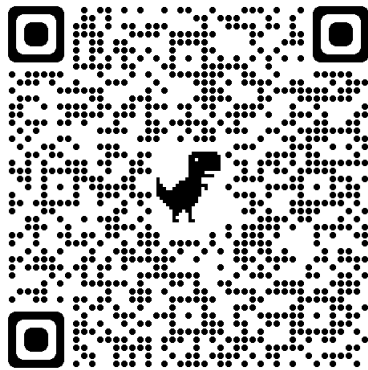
Evaluate my Session!

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Questions, concerns, comments....

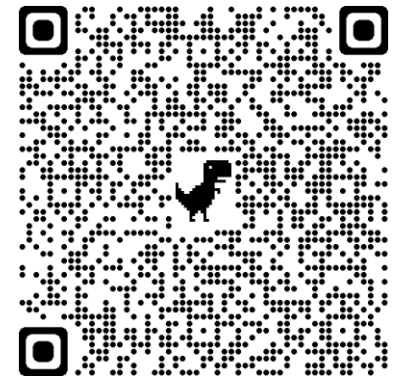
Other resources:



U of T Centre for Teaching
Support & Innovation



Centre for Teaching and
Learning , Western U



Sample Teaching
Philosophy Statement,
U of Calgary