

**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 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 (eg. unsupportive letter from reviewer)
- DOM-TEC will serve to “pre-screen” candidates with respect to 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**

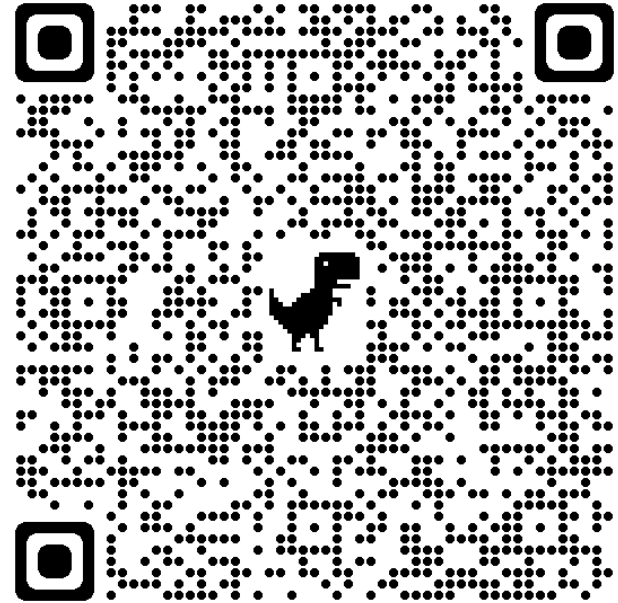
- ✓ Summary of data
- ✓ Appraisal
- If any concerns, “Updates” will be requested from Candidate, and there should be time to address these prior to DPC review in the autumn.

DPC= Departmental Promotions Committee

**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 2023

Page 31

3.3.1 Group One

Clinical (MD) Faculty (Full-time, Part-time and Adjunct), Promotion to Associate or Professor
Status Only Faculty Promotion to Associate or Professor
Grant-Funded CLTA Faculty Promotion to Associate or Professor
Non-Clinical Part-Time Salaried Faculty Promotion to Associate or Professor
Tenured Faculty Promotion to Professor

3.3.2 Group Two

Promotion Solely on the Basis of Sustained Excellence in Teaching, Promotion to Associate or Professor
Applicable for Clinical (MD) Faculty
****Waiver of External Review must be utilized***

3.3.1 Group One

Candidates must demonstrate sustained excellence in scholarship (research/CPA) or teaching, accompanied by competence in the other area. Some candidates may demonstrate an excellent level of achievement in all areas (teaching, research and CPA). Whatever the basis a candidate comes forward for promotion, there must be evidence of at least competence in teaching (accompanied by excellence in the other area).

Excellence in Teaching and Education

To meet the standard of **excellence** in teaching, the candidate must demonstrate excellent teaching skills, i.e., exemplary achievement, in a consistent manner. In addition, the candidate must demonstrate **excellence** in some combination of the following elements:

- Successful innovations in the teaching domain, including the creation of significant and innovative teaching processes, materials, and forms of evaluation
- Recognition of teaching through nomination for or receipt of awards/honours
- Teaching evaluation scores above the acceptable standard for the department
- Receipt of peer-reviewed grants for scholarship of teaching and learning
- Development of significant new courses and/or reform of curricula

- Significant contributions to the technological environment of teaching in a given area, for example, through the development of effective new technology or the use of new media to fullest advantage
- Development of innovative and creative ways to promote students' involvement in the research process and provide opportunities for students to learn through discovery-based methods
- Using one's expertise and experience to deepen student understanding and enrich the application of theory. For example:
 - Enabling students to build relationships to local communities and communities of practice
 - Offering significant opportunities for community engagement
- Ability to design unique learning experiences for students connected to professional practice
- Significant contributions to pedagogical changes in a discipline, for example through publication of innovative textbooks and/or teaching guides that are adopted beyond the Temerty Faculty of Medicine
- Critical review of, and development of curriculum, teaching methods or tools to address gaps and support Equity, Diversity, Inclusion, Indigeneity, and Accessibility (EDIIA)
- Consistent engagement in pedagogical professional development (e.g., participation in workshops, seminars, conferences and/or courses on teaching and learning; keeping abreast of current pedagogical research in one's field) and the application of these

3.3.2 Group Two

Promotion Solely on the Basis of Sustained Excellence in Teaching (Clinical MD Only)

- Some faculty spend most of their time in clinical work and teaching vs scholarship, so not known nationally or internationally
- Thus, can go forward for promotion on the sole basis of excellence in teaching sustained over many years
 - =10 years (possibly 8 or 9- Chair will have to “defend” in their letter)
- No dossier for Research, CPA nor Admin required. Not the pathway for you if promotion includes CPA/Admin/Research
- Request to Waive External Review

To establish **sustained excellence** in teaching for the purpose of achieving promotion, there should be evidence of:

- Exemplary knowledge level and commitment to the subject area (evidence of being a master teacher)
- Strong communication skills
- Longitudinal pattern of teaching evaluation scores consistently above the acceptable standard for the department
- The ability to stimulate and challenge the intellectual capacity and development of students
- Strategies aiming to support EDIIA
- Mentoring and role modelling that fosters critical and reflective thinking
- Being accessible to students

- 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
- Recognition of teaching through nomination for or receipt of awards/honours

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 SET mean?

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

What counts as teaching?

In the Temerty Faculty of Medicine, teachers and educators can show evidence of excellence or competence at one or more of the following levels:

- Undergraduate education
- Graduate education
- Postgraduate medical education
- Post-doctoral training
- Continuing education and faculty development
- Mentorship (e.g., Junior or mid- Faculty or others)
- Teaching and Education initiatives aiming to address EDIIA
- Patient/public education

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

And...

What counts as teaching?

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

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 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
- 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

- 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
 - Make sure to clarify your role in the design of activities

THINK IMPACT

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

THINK IMPACT

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
- How have you addressed EDIAA

... More on this in Candidate Statement/Statement of teaching philosophy

EDIAA= Equity Diversity
Inclusion , Anti-Racism and
Accessibility

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? EDIAA?
- **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

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

Information regarding appeals:

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

No one is perfect!

- Try to recognize what might be true constructive feedback (vs retaliatory comments*)
- 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 aggressive, my way of giving feedback too abrupt... I have reflected on this and realized I was not meeting the educational needs of all my learners. As such, I have done my best to ensure I was delivering the necessary feedback in a more supportive manner, and less so in public unless critical. I decided to take a course/have a colleague observe me/read the literature to enhance my communication skills ... 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.

Teaching Philosophy Statement

Other considerations:

- Please remember that others reading your documents may not be familiar with what you do
 - Concise explanations of roles, titles will enable readers to better understand what you do

TRAINEE LETTERS

Trainee Letters

-(**Do not ask Trainees Directly)

- Who can serve as a student/learner referee?
- Anyone you have taught or supervised.
 - Medical residents/medical students
 - Grad students
 - Research trainees
 - Other trainees with whom you have had extended contact (eg. NP, PA, Health Professionals etc)
 - Aim for Broad Representation of stages, settings
 - Try to avoid close colleague who might have been a learner with you

Writing your Statements

- Feel free to submit to me or another mentor for advice/feedback

Evaluate my Session!

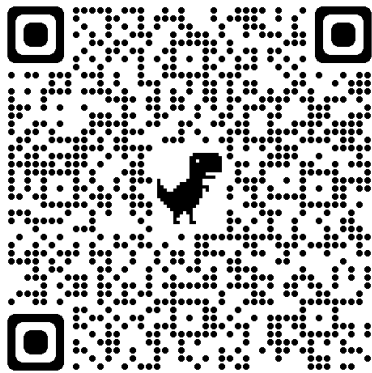
Enter code:

6453129

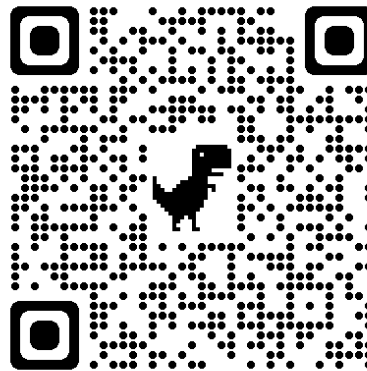


Questions, concerns, comments....

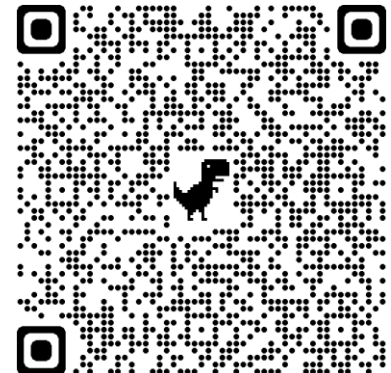
Other resources:



U of T Centre for Teaching
Support & Innovation



Centre for Teaching and
Learning , Western U



Sample Teaching
Philosophy Statement,
U of Calgary