Teaching Dossier

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Importance of Teaching

- Promotion: recognize **sustained excellence** in specific aspects of the academic mission

- Based on excellence in scholarly achievement, which may be expressed in
  - research or creative professional activity (CPA,)
  - **and to excellence in teaching**

- The successful candidate for promotion will be expected to have established a wide reputation in his or her field of interest, to be deeply engaged in scholarly work, and to show him/herself **to be an effective teacher.**

https://www.radonc.utoronto.ca/promotions-information-application
U of T Promotions manual 2017

Why maintain a teaching dossier

- Promotions

- Major award nominations

- Teaching Dossier - (together with your CV) describes your scholarly achievement

- Quality

Teaching dossier includes

Teaching Claim	⟷	Artifact/Action/ Product	⟷	Evidence

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Proposed structure

1. **Statement of teaching philosophy**

2. **Teaching responsibilities**
   - **Courses taught**
   - **Graduate students supervised**
   - **Course developed**
   - **Curriculum developed**

   Teaching summary

3. **Evidence of teaching effectiveness**
   - **Interpretive summary on course evaluation data**
   - **Quantitative summary of course evaluation data**

   Teaching summary
   - **Teaching awards** **(CV)**
   - **Other**

4. **Leadership & professional contributions to teaching** **(CV)**
   - **Publications/presentations on teaching and learning**
   - **Innovations**
   - **Outreach in community/organizations**

5. **Professional development undertaken to enhance teaching** **(CV)**

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Teaching & Education Report

- **Awards**
- **Innovations and development**
- **Leadership**
- **Administrative roles**
- **Teaching evaluations summary scores**
- **Teaching responsibilities**
  - **Seminars/lectures**
  - **Small group teaching/PBL**
  - **Workshops**
  - **Examinations**
  - **Informal teaching rounds**
  - **Simulation/Labs/Practicum**
  - **Individual consultation/peer coaching/remediation**
  - **Clinical supervision**
  - **Research supervision**
  - **Patents/ Grants/ contracts and clinical trials**
  - **Publications**
  - **Presentations**
  - **Thesis**
  - **Other**

I. Multilevel
II. Undergraduate
III. Graduate
IV. Undergraduate MD
V. Postgraduate MD
VI. Continuing education
VII. Faculty development
VIII. Patient and Public education
IX. Related
X. Research in Teaching and education
XI. CPA in teaching and education

Activity Title, Type of learner, Hrs, No. evaluation scores

Delete sections not relevant

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Teaching Effectiveness – Defining

Competence

1. Success - Stimulating and challenging students
2. Strong communication skills
3. Success in developing students' mastery
4. Success in encouraging students' sense of inquiry
5. Active engagement with students' learning progress
6. Active promotion of students professionalism
7. Create opportunities
8. Create supervisory conditions conducive of success

Excellence

1. Superlative teaching skills
2. Creative Leadership
3. Innovation (teaching)
4. Technological enrichment
5. Publications (including teaching guides)
6. Development of significant new courses, curricula
7. Innovative ways to promote student involvement in research
8. Contribution to pedagogical changes

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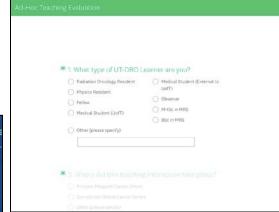# Teaching effectiveness - Sources

- **POWER**
- **Undergraduate clinic rotations (UTDRO survey monkey)**
- **Course assessments**
- **UTDRO Ad Hoc Evaluation**
  - **Who should complete it:**
    - For all teachers (faculty, non faculty, trainees teaching other trainees)
    - >30 minutes of teaching
    - Teaching not part of formal capture (e.g. POWER)
    - When in doubt, do one
  - **Who should initiate one:**
    - Faculty, learner
  - **Survey Monkey: 10 items**
  - **Collated once a year (can collate more frequency)**
  - **Summary data provided (anonymous)**
  - **Release only if >3 evaluations**
  - **Growing use**
- **Other**
  - **Your feedback to students (require annotation)**
  - **Student testament, student product/achievements**

Teaching effectiveness – Ad Hoc evaluation

- Type of student, duration/time of teaching
- Rate interaction (1-5)
  - Expectations,
  - complexity,
  - challenging Q,
  - explained ideas,
  - topic relevant,
  - effective style,
  - increase knowledge
- *Key learning*
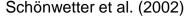- *How improve*
- *Additional comments*

Statement of teaching philosophy

- **What is it:**

  Systematic and **critical rationale** focuses on the important components **defining effective** teaching and learning in a particular discipline ….. Personal and reflective … drawing from own experience as a teacher

- **What should it include:**

  1. **Context**

  2. **Definition of good teaching (and why)**

  3. **Your methods (and how)**

  4. **Evaluation and assessment methods**

  5. **Teaching goals (knowledge, skills, values students should gain)**

  6. **Description of strategy for own improvement**

Schönwetter et al. (2002)
Developing & Assessing Teaching Dossiers: A guide for university of Toronto faculty, adminstrators and graduate students.
Center for teaching support & Innovation (CTSI) U of T www.teaching.utoronto.ca

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Practically…

- **Have a draft structure**

- **Collect material**
  - **have a framework of where you will store and find**

- **It takes 2-6 months to compile!**

Extra references

- **Developing & Assessing Teaching Dossiers: A guide for university of Toronto faculty, adminstrators and graduate students. Center for teaching support & Innovation (CTSI) U of T**

  – http://teaching.utoronto.ca/wp-content/uploads/2017/06/Developing-and-Assessing-Teaching-Dossiers-a-guide-for-U-of-T-faculty_June2017.pdf

- **Elements of a teaching dossier ; the basics – Queen's University**

  – http://www.queensu.ca/ctl/teaching-support/teaching-dossier

- **Manual for academic promotion –Dalla Lana School of Public Health**

  – (http://www.dlsph.utoronto.ca/page/manuals-faculty) and the Institute of Health Policy Management and Evaluation (http://ihpme.utoronto.ca/community/faculty/academic-appointments/) websites.

Spare slides

Academic appointments
non MD (clinical): non promotional

- **Status only (assistant and above)**
  - Full time employment at another institution (affiliated hospitals or research institutions, other universities)
  - Appointment academic (research and teaching) in nature

- **Status only (instructor and lecturer)**
  - Full time employment at another institution (affiliated hospitals or research institutions, other universities)
  - Appointment academic (research and teaching) in nature
  - Non PhD, sufficient **academic background to contribute to teaching (and research**) activities

- **Adjunct faculty**
  - Full time employment at another institution (affiliated hospitals or research institutions, other universities, **government, private sector**)
  - Their primary appointment is **non-academic** in nature
  - Possess **specialized expertise** or learning that is of value to the appointing dept
  - (non rank appointment designated as lecturer/professor depending on primary)

http://aca.med.utoronto.ca

Primary Academic (MD)

- **Full time clinical**
  - Active staff at fully affiliated (or occasionally community affiliated) teaching hospital
  - Teaching in pt care, **academic work >/=80%** professional working time

- **Part time clinical**
  - Appointments at relevant clinical sites affiliated with UoT
  - Academic work **20-80%**

- **Adjunct Clinical**
  - Appointment at unaffiliated site (e.g. private practice)
  - Academic work **<20%**

- **Visiting clinical**
  - Practicing ND in a clinical dept, on leave from his/her own academic institution
  - Contribute to teaching or research in FoM

- **Clinical cross appointment**
  - Practicing MD in a clinical dept, holds a primary clinical appointment in another clinical dept
  - Allow appointees to participate in teaching activities of the academic dept