

Faculty development : Engaging our Learner

Proposal

Background

Academic promotions require excellence in at least one of the three academic pillars, research education and creative professional activity. While our job description and chosen career path typically would direct a natural emphasis on one of these as the dominant pillar for promotions through the academic ranks, competence in teaching is expected from all faculty as a criterion. There is general acceptance that modern teaching goes beyond the basics of providing a clinical environment to learn and the transmission of knowledge from teachers to trainees. An excellent and effective supervisor/teacher can inspire passion, facilitate learning and retention by matching teaching techniques to learner styles, make the difference between success or failure for a student with learning difficulty. The greatest legacy of an expert supervisor/teacher is to inspire future generations of brilliant scientists and practitioners.

Technology, skill and knowledge is growing in an exponential rate. Learning styles that was adequate in years past, is no longer sufficient to sustain the needs of the future. Just as discoveries are made and hypothesis are affirmed through laboratory-based experiments and clinical trials, evidence behind the art and science of effective teaching is growing exponentially. Faculty development is the formal mechanism within academic and clinical departments to support the development of teaching effectiveness and excellence, with benefits for the teachers, their students, and our field at large. Formal faculty development offerings can range from enhancing supervisory effectiveness for the post doctorate candidates in the laboratory, to the ability to inspire an international audience of several hundred at a conference, to the ability to inspire a medical student in a busy clinic. The Competencies for Training and Development Professionals provide a structured approach to faculty development¹.

Academic promotions of faculty include competency in teaching. UTDR0 encourage all faculty and department heads to incorporate **teaching effectiveness** as part of an individual's annual continuous education professional development plan and discussion during performance evaluation.

To enable personal growth and development, faculty is encouraged to set annual learning objectives appropriate to their teaching commitments and aspirations. Sample learning objectives for suitable for supervisors/ clinical teachers suggested (appendix I). Selected resources dedicated to enhancing excellence in supervision/teaching are summarized in Appendix II. The offerings span a broad spectrum of activities including strategies to enhance teaching effectiveness to advanced topics for specialized circumstances including advanced teaching strategies and tools and supporting learner in difficulty for example. A central repository to capture teaching effectiveness scores collected through various UTDR0 administered courses for residents, fellows, physics residents is maintained through the UTDR0 office and summary scores provided to faculty on an annual basis. TES review, 360 evaluations on teaching effectiveness and mentorship on teaching excellence can be arranged upon request.

1. <http://performanceandlearning.ca/ip/ wp-content/uploads/2015/10/Competencies-for-Training-and-Development.pdf>

Appendix 1 sample Learning Objectives for Supervisors & Clinical Teachers

Sample objectives

Feedback

- To be able to provide actionable feedback in a timely manner
- To understand the concept of psychological safety within giving feedback
- Coaching student to pose a meaningful answerable research question
- Describe principles and strategies to giving constructive feedback
- Establish mutually agreed upon expectations for research students
- Assess research students progress and acquisition of scientific and professional skills

Learner in difficulty

- Explore the definition of the learner in difficulty
- Explore strategies for dealing with difficult situations in the learning environment
- Recognize early science of a learner in difficulty
- Explore frameworks for analyzing and assisting a struggling learner

Teaching

- Practice interactive strategies for large and small groups

Culture diversity


- Fostering the acquisition of a greater understanding of the background and life experiences of international learners
- Promote development and self awareness and cultural awareness of teaching practices

Appendix II

Education resources

- UHN education http://intranet.uhn.ca/education/edu_development.asp
- UT Faculty development <https://cfid.utoronto.ca/>

Self directed learning	weblink	Notes	Cost
UT MOOC	https://cfid.utoronto.ca/teaching/programs	3 modules: 1. foundational, 2. strategies, 3. professionalism	Free
Best practice in education rounds (BPER)	https://cfid.utoronto.ca/bper https://cfid.utoronto.ca/bper/archive	1 hour per session	Free
Faculty development workshops	https://cfid.utoronto.ca/workshops	3-4 hours per session	Individualized
Centre for Faculty Development - Teaching for transformation (Online Supplement)	http://www.teachingfortransformation.com/	4 sections: <ul style="list-style-type: none"> • Introduction • Theory • Practice • Moving Forward 	Free
MD programs Office of Faculty Development	http://ofd.med.utoronto.ca/resources		
	UHN Preceptorship Course (eModule)	Designed for health professionals	
CAMRT	Providing Effective Feedback to MRT Students in the Clinical Environment	Designed for Radiation therapists	Free
Michener Institute for Education at UHN	Accelerated Certificate in Clinical Education	Designed for health care professionals. 3 months	\$399

Group based learning		Notes/Duration	Cost
RMP offerings for radiation therapists	contact carina.feuz@rmp.uhn.ca	<ul style="list-style-type: none"> • Preceptorship Course Level 1 (4 x 1.0 hr sessions) • Preceptorship Course Level 2 (2 x 1.5 hr sessions) • Clinical Teaching Refreshers (45 min sessions) 	Free
Fostering humanism and professionalism	http://www.deptmedicine.utoronto.ca/news/faculty-development-fostering-humanism-and-professionalism	10 session Mondays 4-7 Sep – Dec) (30 hours)	Free
Teaching for learning and collaboration program	https://cfid.utoronto.ca/workshops  TLC Program Flyer_2018.pdf	6 modules 2 hours per session (12 hours total) 1. Setting the educational climate 2. Identifying learning needs and setting objectives 3. making learning stick 4. managing the teaching session 5. Checking in 6. Feedback	Free
Education Scholars program (ESP)	https://cfid.utoronto.ca/esp	2 years, weekly, typically Tuesdays 1230-5	\$5550 per year (health care professional Faculty)
Stepping stones (Teacher development program)	https://cfid.utoronto.ca/steppingstones	26 hours of workshops and BPER presentation and 16 hours of journal club (Approx. 2 years)	\$385 – 935 depending on hospital/ university status
New and Evolving Academic Leaders (NEAL) Program	https://cfid.utoronto.ca/neal	Three 4 day modules over the course of one year with coaching and web based distance learning	\$12,000 for MDs and other faculty members