

LOOKING AHEAD:

Identifying & Articulating Teaching Success

Before we get started



Let us know if you can hear us when we do **Audio checks**



Let us know what we can do to make the session more accessible for you.



Turn on live captions if you would like closed captioning (see screenshot for details)

During the webinar



Your **microphone** will be muted until Q&A at the end of the session



Type questions and comments into the **Chat**



Or **raise your hand** if you would like to comment verbally

Following the webinar

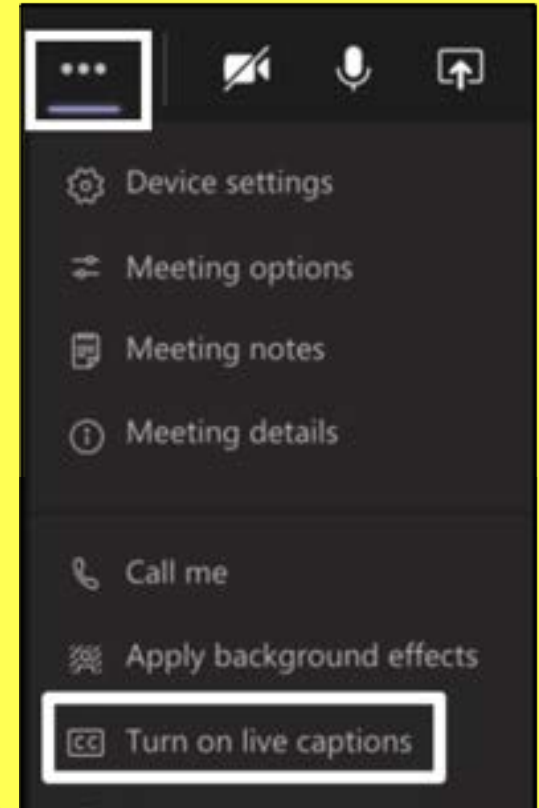


Access **Recording and slides** at uoft.me/ctsi-videos in 2 business days



Complete **Feedback Survey** (link sent via email)

WELCOME!



***** Today's Session will be recorded***

October 6, 2022

LOOKING AHEAD:

Identifying & Articulating Teaching Success

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UNIVERSITY OF
TORONTO

CENTRE FOR TEACHING SUPPORT & INNOVATION

Land Acknowledgment

We wish to acknowledge this land on which the University of Toronto operates. For thousands of years, it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit.

Today, this meeting place is still home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

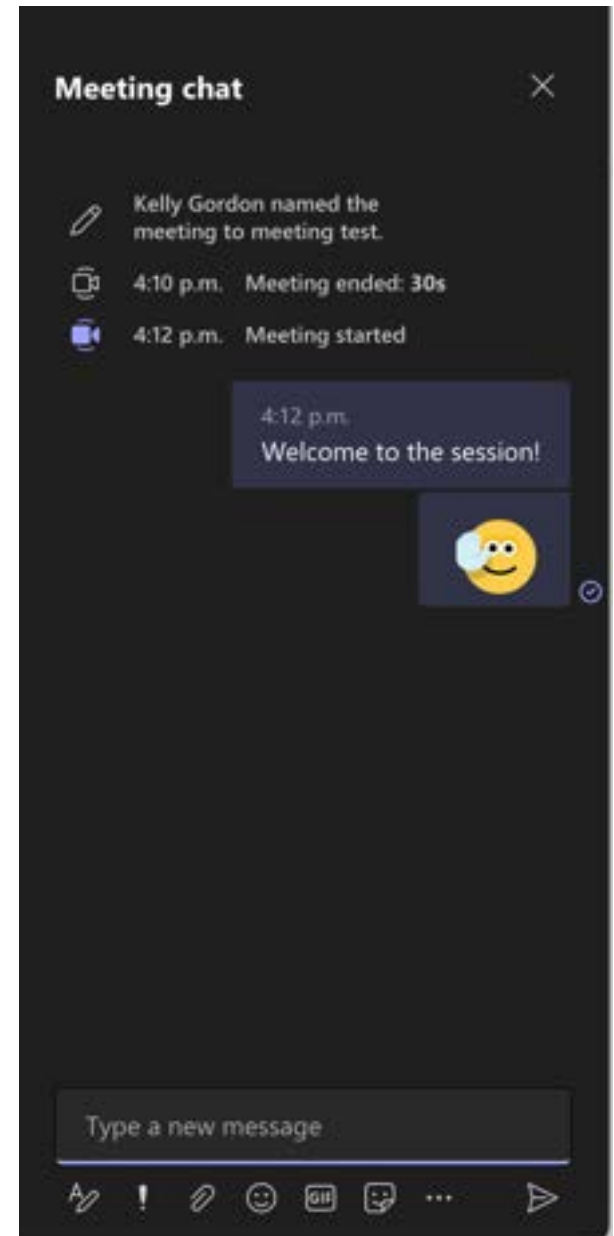


HOUSEKEEPING



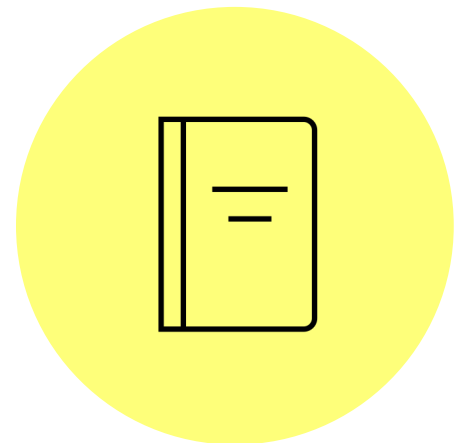
A note about question management:

*We will not be able to answer every question, live, in the **chat**, but will compile answers to the most common issues raised, so this information can be shared following the session.*



Have Your Workbook Ready!

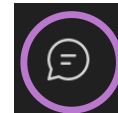
- The link was emailed to you in advance of today's webinar – please download to your own computer
- We will be referring to the Workbook throughout the session



What brings you here today?

Your goal for today's session...

Type your answer in the chat →



OUTCOMES

- **Identify practices for reflecting** on teaching and educational leadership
- **Develop a framework** for approaching data collection, organization and synthesis of key dossier elements
- **Practice articulating** key aspects of your teaching (including supervision, commitment to diversity and educational leadership) through discussion
- Consider **when and how to document** your teaching in line with the regular cycle of your work
- Identify how to **get started with professional development**

What this workshop *can't* do...

- Go into depth about the teaching dossier
- Interpret policy
- Troubleshoot all your teaching concerns and dilemmas
- Address institutional operations and challenges
- Explain how processes will work in your department or division

AGENDA

Participant Engagement Note: During the webinar you will be asked to engage via chat, a collaborative work doc and breakout groups

1. **Surveying the Landscape** – Where does the dossier journey begin?
2. **Activity #1:** Reflection - When do you feel successful as a teacher?
3. **7 steps to Identify & Articulate Success**
4. **Break**
5. **Identifying and Demonstrating Educational Leadership**
 - 5-Pillar Model
6. **Activity #2:** Leadership Activity Worksheet + Breakout Groups
7. **Strategic Professional Development**
8. **Ticket out the Door**
9. **Support and Resources**



DEMYSTIFYING the dossier series

Workshop #2

Demystifying the
Dossier: Drafting Your
Statement of Teaching
Philosophy

Nov. 24, 2022

Workshop #3

Demystifying the
Dossier: Preparing the
Teaching Dossier

Feb. 22, 2023





LOOKING AHEAD
Scan the horizon

WHERE TO START...

- Talk to your unit head!
- Carefully review your Divisional Guidelines



Teaching Evaluation Guidelines

Annual Academic HR Calendar	→
Recruitment	→
UTORecruit for Academic Recruitment	→
Appointments	→
Academic Salary Administration	→
Reviews	→
Promotions	→
Other Appointments	→
Retirement	→
Leaves	→
Workload	→
Teaching Evaluation Guidelines	→
Templates	→

[Provostial Guidelines for Developing Written Assessments of Effectiveness of Teaching in Promotion and Tenure Decisions](#)

Divisional Teaching Evaluation Guidelines

In this transitional year, as Faculties bring forward revised versions of their teaching guidelines for approval, we continue to post the previous versions of these guidelines for faculty members already in the process of review.

Applied Science and Engineering

(2018) [Divisional Guidelines for the Evaluation of Teaching Effectiveness for Promotion to Professor, Teaching Stream](#)

[Evaluation of Teaching Effectiveness](#)

Architecture, Landscape, and Design, John H. Daniels Faculty of

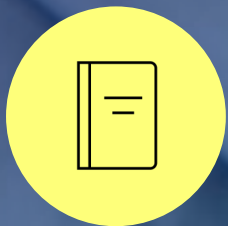
(2002) [Guidelines for Evaluation of Teaching Activities](#)

Arts & Science

(2018) [Guidelines and Procedures for the Assessment of Teaching Stream Faculty \(for Probationary, Continuing Status and Promotion Budget\)](#)

COLLABORATIVE REFLECTION:

- When do you feel **successful** as a teacher?
- What contributes to this success?
- How do/would you document this success?



STEP #1: Workbook Activity #1 - Reflect for a moment individually in your workbook. **3 MINUTES**

STEP #2: Type your thoughts in shared collaborative document:
4 MINUTES

LARGE GROUP SHARE

Type your answers in the chat or turn on your microphone to share your responses.

What makes teachers successful...?

- knowing their context: students, discipline, expectations
- taking stock
- tracking, trying, assessing, trying again
- getting *and using* feedback

...approaching teaching as a craft

SEE Appendix A or B



LOOKING AHEAD

Know your landscape

[This Photo](#) by Unknown Author is licensed under [CC BY-SA](#)

7 STEPS TO IDENTIFY & ARTICULATE SUCCESS

Gathering the data that leads to teaching enhancement and the evidence that conveys effective teaching

Please refer to Workbook...



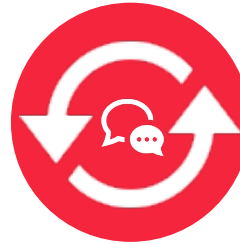
1. UNDERSTAND YOUR
CONTEXT



5. GATHER INFORMATION
FROM OTHERS



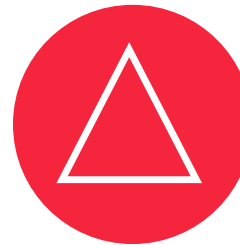
2. COMPILE COURSE
INFORMATION



6. COLLECT, COMMUNICATE
AND USE FEEDBACK



3. DOCUMENT YOUR
TEACHING PRACTICE



7. TRIANGULATE AND
PROCESS YOUR TEACHING
DATA



4. COLLECT SAMPLES OF
STUDENT WORK



1. UNDERSTAND YOUR CONTEXT

- Degree learning outcomes for your program/department?
- How do your courses fit within the overall program structure?
- Disciplinary & student “burning issues”



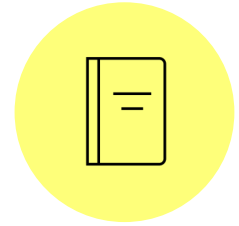
2. COMPILE COURSE INFORMATION

- Course changes and your contributions
- Did you/will you develop a course from scratch...why?
 - What information/data/resources do you use **to build new courses?**
- What information/data/resources do you use to **refine existing courses?**



3. DOCUMENT YOUR TEACHING PRACTICE

- Keep a teaching journal that includes..
 - In-class Activities / Tutorial / Lab Designs
 - Lecture Outlines
 - Assessment Designs
 - Debrief of Teaching Sessions
- Use milestones or a template to help you keep track

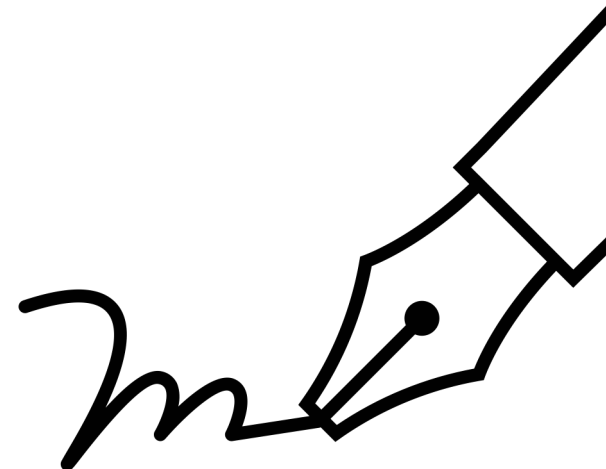


See
APPENDIX A
in Workbook



4. COLLECT SAMPLES OF STUDENT WORK (OPTIONAL!)

- Demonstration of effectiveness of instructor feedback
- Demonstration of effectiveness of teaching methods
- Ask permission and assure anonymity



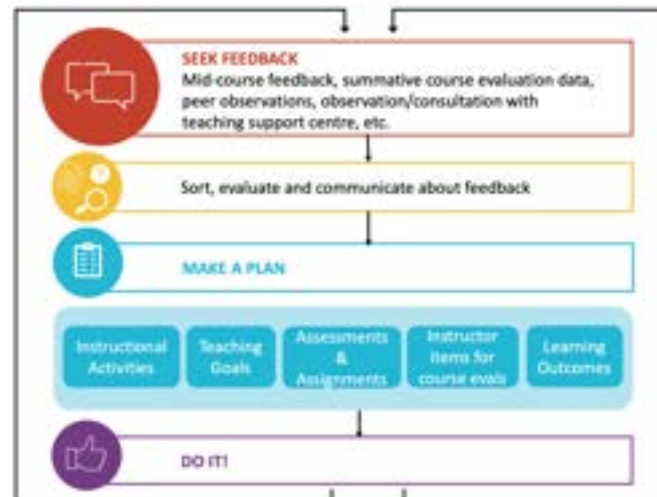


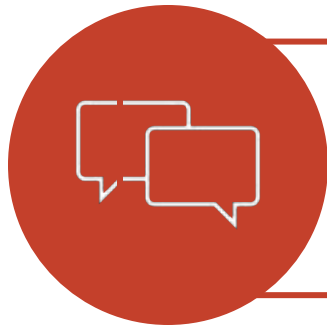
5. GATHER INFORMATION FROM OTHERS

- Solicited letters (from colleagues – e.g. from a team-taught course)
- Unsolicited communications (from colleagues or students – when reporting, always check with Chair about what to include!)
- Written feedback from a peer observation of your teaching
- Evidence that course materials you have designed have been taken up by others in their courses
- Evidence that your scholarship and/or teaching resources have been taken up in courses at other institutions



6. COLLECT, COMMUNICATE AND USE FEEDBACK





SEEK FEEDBACK

Mid-course feedback, summative course evaluation data, peer observations, observation/consultation with teaching support centre, etc.



Sort, evaluate and communicate about feedback



MAKE A PLAN

Instructional
Activities

Teaching
Goals

Assessments
&
Assignments

Instructor
items for
course evals

Learning
Outcomes



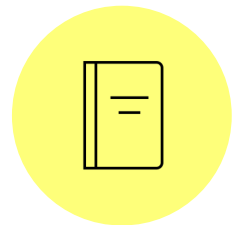
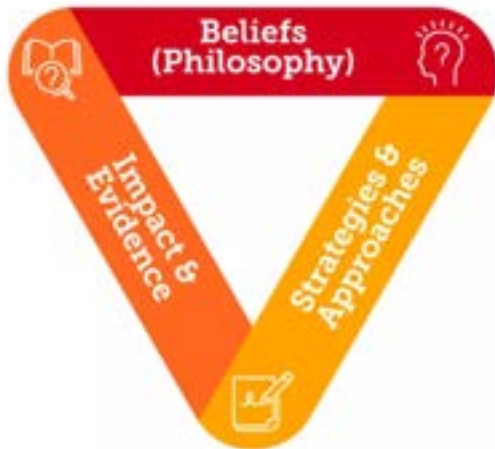
DO IT!



7. TRIANGULATE AND PROCESS YOUR TEACHING DATA

Read across all materials to consider:

- key themes that emerge
- key questions to answer
- can I provide evidence of impact on students?
- isolate challenges for special consideration



See
APPENDIX B
in Workbook

BREAK

5 mins



LOOKING AHEAD

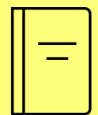
Plan your ascent; choose your steps



IDENTIFYING AND DEMONSTRATING EDUCATIONAL LEADERSHIP

Together with meaningful professional development, this points to “future promise”

Please refer to Workbook...



POLL

What are your initial thoughts?



**developing and sharing innovative teaching approaches
or innovative uses of educational technologies/tools**

mentoring

contributing to improvement through sharing of resources, researching new approaches

WHAT IS EDUCATIONAL LEADERSHIP?

investigating own practice

contributions to committees

community activities/outreach

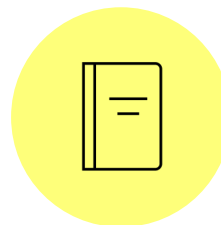
disseminating information about teaching successes/challenges

WHAT IS LEADERSHIP IN THE CONTEXT OF HIGHER EDUCATION?

Educational leaders **influence change and implement initiatives to strengthen teaching and learning** practices, communities, and cultures (Keppell, O'Dwyer, Lyon & Childs, 2020; STLHE, n.d.)

They **share their expertise** to inspire and help others strengthen their teaching practices; **implement strategic programs**, initiatives and policies to **improve teaching and student learning**; **advocate for positive change**; and, **lead** institutions, faculties and committees to continuously improve postsecondary education.

(Creanor, 2014, Mårtensson & Roxå, 2016, STLHE, n.d., Taylor, 2005; UBC, n.d.; University of Calgary, n.d.). (p.4)



MORE EXAMPLES in
Workbook, **APPENDIX C**

EXAMPLES FROM U of T DIVISIONAL GUIDELINES

Ontario Institute for Studies in Education

Criteria and Examples of Indicators (p.9)

LEADERSHIP IN TEACHING

- developing new courses and/or reform of curricula
- mentoring colleagues and students on teaching
- coordinating programs, cohorts, options, or other program-level initiatives
- creating and/or development of models of effective teaching
- significant changes in policy related to teaching as a profession
- technology or other advances in the delivery of education in a discipline or profession
- offering advice and/or consultation on teaching to programs or organizations outside your department/division
- providing seminars, training, modules, programs, etc. on teaching to organisations outside your department/division



GOOD TEACHERS ...

- Actively engage learners
- Demonstrate passion, empathy and respect
- Encourage student independence
- Create a teaching and learning community
- Use appropriate assessment methods
- Commit to continuous improvement



EDUCATIONAL LEADERS...

- Appreciate that teaching and learning occurs in a community
- Acknowledge the importance of local cultures and contexts
- Respect autonomy, value diversity and inclusion, share power & decision-making
- Critically reflect on one's leadership approaches and practices with a focus on growth

The 5-PILLAR MODEL

Fields, Kenny, & Mueller, 2019, p.8

Educational Leadership

Affective Qualities

- Demonstrating humility
- Showing respect and empathy
- Establishing trust
- Facilitating relationship-building

Action Orientation

- Effective change
- Taking risks
- Facilitating long-term transformation
- Creating & implementing new teaching & learning projects

Mentoring & Empowering

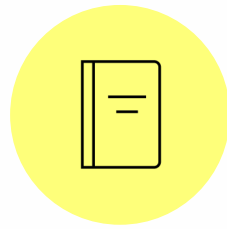
- Helping colleagues strengthen their teaching & learning practices
- Mentoring & coaching colleagues
- Sharing resources
- Building capacity for growth
- Sharing insights & advice
- Bringing colleagues together

Teaching Excellence

- Facilitating student learning
- Enabling and empowering students
- Inspiring and building learners' confidence
- Eliminating barriers to learning
- Being exemplary teachers
- Effectively communicating and collaborating with students
- Improving student learning experiences

Research & Scholarship

- Engaging in research
- Applying & disseminating scholarship in teaching and learning

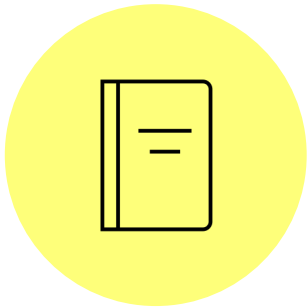


Leadership Activity Worksheet

- ☐ See Activity #2 in your workbook
- ☐ Share examples of something you are currently doing that fits into any of the 5 categories ("pillars")
- ☐ Identify ONE area where you would like to demonstrate (more) leadership - what could you do to work towards this?

5 MINUTES

ACTIVITY: Individual reflection followed by small group discussion



Spend **5 minutes** alone to fill out **Activity #2** in your workbook

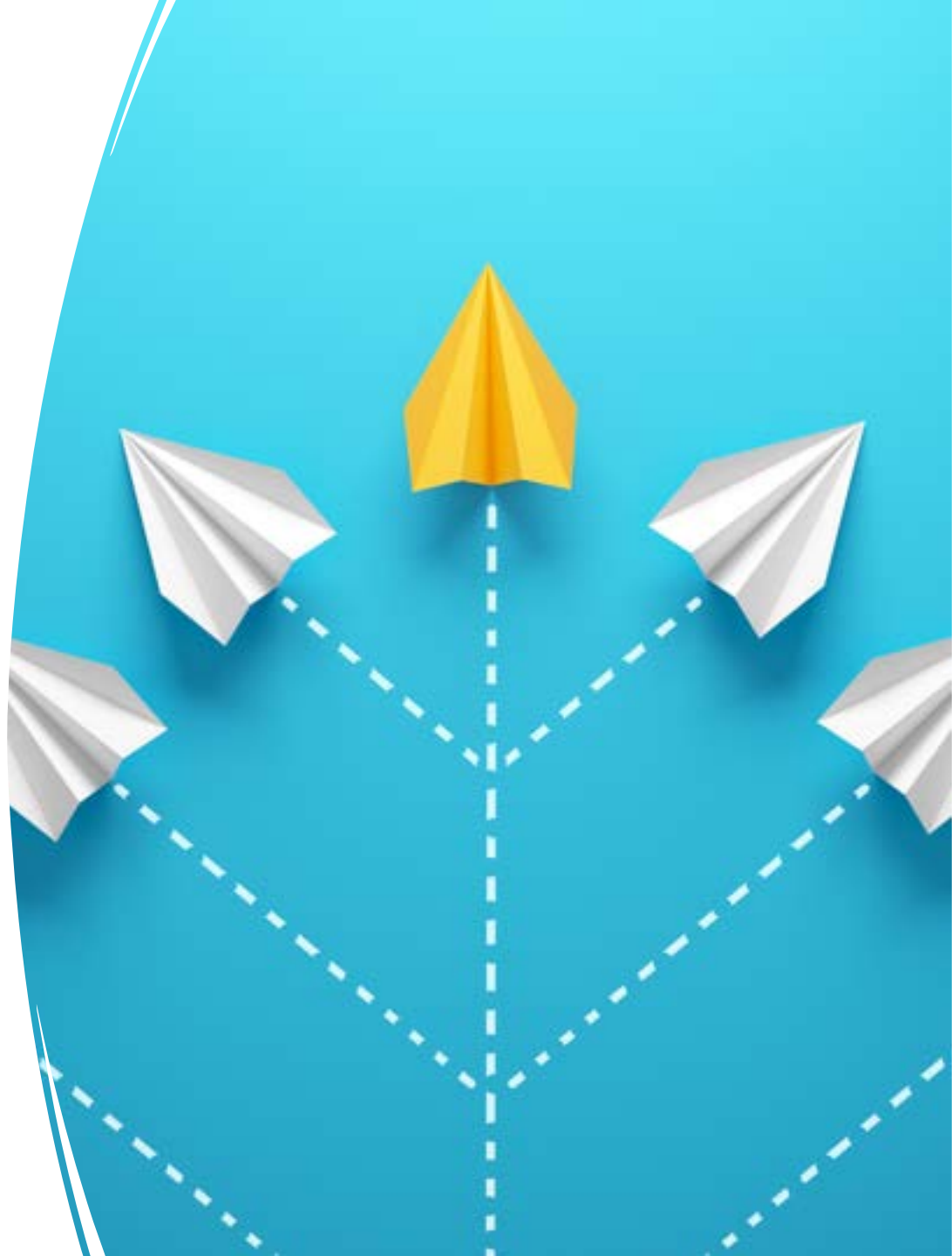


You will then be placed in a **breakout group** for **10 minutes** to discuss:

- one pillar where you have particularly strong evidence
- one pillar where you are hoping to focus your attention on moving forward?

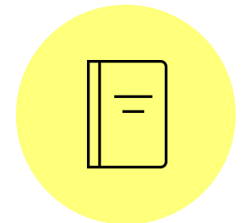
Leadership Activity Worksheet Debrief

- What came up during your independent work and group discussion?
- Has your notion of educational leadership shifted at all?



STRATEGIC PROFESSIONAL DEVELOPMENT

From where can I draw
inspiration for
my teaching...?



See EXAMPLES
APPENDIX D in
Workbook

STRATEGIC PROFESSIONAL DEVELOPMENT



Review course evaluation data.



Review your teaching philosophy draft, and materials.



Discuss teaching issues with colleagues.



Track how you apply what you learn.



Connect with a librarian.

What PD opportunity will serve more than one purpose...?

**SETTING CLEAR GOALS FOR
DEVELOPING YOUR TEACHING**

OVER TIME INDICATES AN
ORIENTATION TO IMPROVEMENT
AND INNOVATION

**ARTICULATING GOALS IN YOUR
TEACHING DOSSIER** SHOWS THE
READER YOU HAVE REFLECTED ON
YOUR TEACHING AND HAVE A
PLAN FOR DEVELOPING YOUR
TEACHING

Set
Teaching
Goals:
Mind the
Gap!

MIND THE GAP

Ticket out the door...

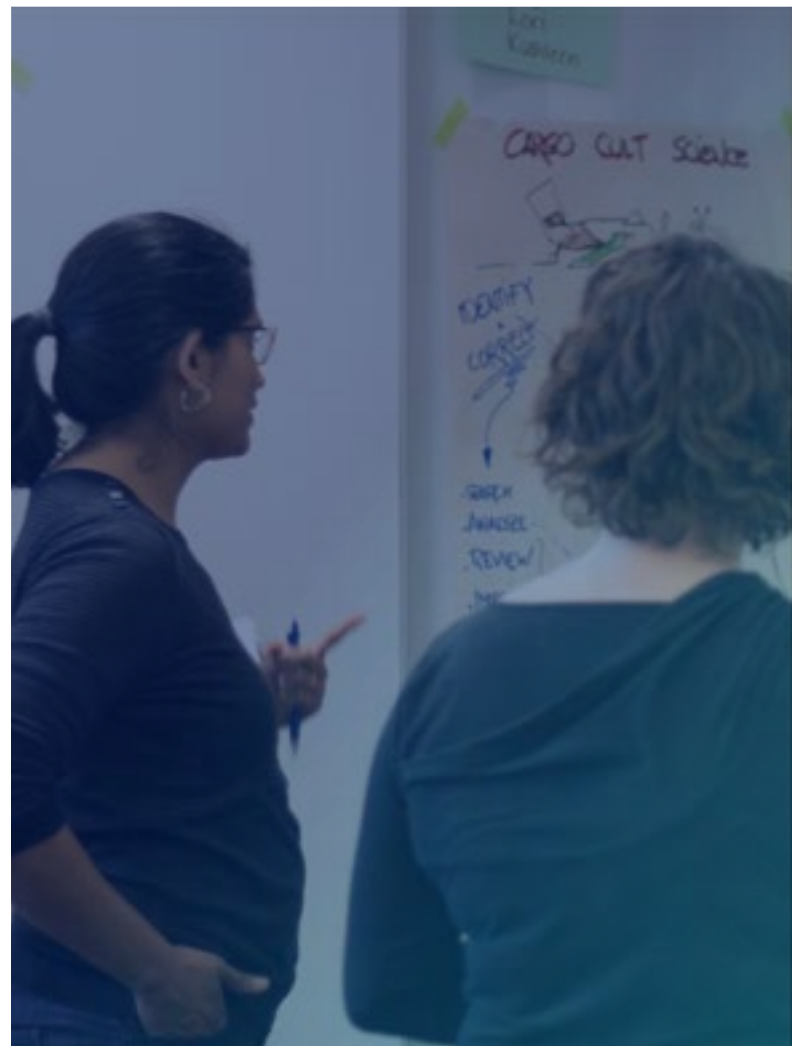
Post in the chat your next steps

- e.g., name one NEW step you will take to begin documenting your teaching.



WHERE CAN I GET SUPPORT?

- Speak with colleagues and department leadership
- Review Divisional (and Provostial) guidelines
- Consider workshops and networks
- CTSI Workshop Series and Special Events; RGASC Workshops at UTM; CTL Educator Exchange series at UTSC , etc.
 - CTSI SoTL Network & Listserv
 - CTSI listserv
 - CoPs - Arts & Science, Online Teaching Academy, UTM Teaching Collaborative
- Consult Peter Seldin's work (4th edition)



WHERE CAN I GET SUPPORT? (continued)

- Set up a consultation with a CTSI staff member to discuss teaching PD or leadership opportunities
- TEACHING DOSSIER SUPPORT:
 - Review the [CTSI teaching dossier guide](#)
 - Teaching [dossier review](#) and feedback is available **only to faculty members going through a review process.**
 - Use online form to book a virtual consultation:

<https://teaching.utoronto.ca/teaching-support/consultations/dossierrequestform/>

- For CTSI staff to review any documentation, please allow a minimum of **3 WEEKS to book consultation and provide feedback!**



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THANK YOU!

Eyes forward...step boldly, one stair at a time.

www.teaching.utoronto.ca