

# University Teaching Program

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The University Teaching Program helps prepare you for the various roles required for a career as a faculty member. The main responsibilities of faculty members are generally acknowledged as research, teaching, and administration. While traditionally there is excellent preparation for the research and clinical components of the faculty role, the teaching and administrative roles are often not explicitly addressed. The University Teaching Program helps provide structured learning experiences in these roles and engages participants in reflection on these experiences. The focus of the program is primarily teaching but also includes an introduction to administration skills.

## **Why should I participate in the University Teaching Program?**

The UTP is designed to develop knowledge, skills and attitudes useful to a new faculty member including:

- Development of some teaching skills (e.g. tutoring, small group work, lecturing, and many facets of clinical teaching)
- Familiarity with theory and literature in teaching and learning
- Familiarity with good practice in the supervision of learners
- The ability to reflect on personal experiences in teaching and learning

Upon completion of UTP components you will have all the components necessary to assemble an excellent Educational Dossier appropriate for use in the promotion and tenure process, or for a job interview for a position as a faculty member.

## **What does the University Teaching Program involve?**

Participants registering for the UTP take one or more courses related to teaching, attend workshops, teach learners and participate in university Service/Admin. In the case of graduate students, they will work as a TA. The program collects together a variety of these experiences in a structured way, builds in reflection on various experiences and develops skills useful to a new faculty member. In addition to knowledge, skills, and attitudes developed in the UTP, completion of the components results in a certificate of participation. In the case of graduate students there will be a formal notation of completion on your university transcript.

The UTP is designed to be flexible and to enable a variety of ways of meeting requirements. The main goal of the UTP is to bring about increased knowledge and skill, and to demonstrate reflection of learning on the main components of the program. If you are not sure how you will meet particular aspects of the UTP, you can meet with someone from the Program for Faculty Development, who can help you find a way to meet the objectives. An outline of detailed requirements follows on the next page.

## **How long does it take?**

The UTP is intended to be completed over several years, although it may be possible for a highly efficient and dedicated individual to complete the requirements in one year. There is no set start time, and participants may begin at any time. In addition, workshops and courses taken in the past may be credited, with permission of the Program for Faculty Development, or the Centre for Leadership in Learning.

## **How do I get started?**

First, register with the Centre for Leadership in Learning (CLL) or the Program for Faculty Development (PFD Health Sciences). Then, begin participating in and collecting evidence of courses and workshops, and completing program requirements.

**What are the required components and how do I meet them?** There are many routes; here is ONE possible path:

- Find and meet monthly with a teaching mentor
- Nursing 719, or ED 750 (graduate credit courses)
- Teaching skills workshops/courses
- Teach learners, receiving satisfactory evaluations
- Teach a Workshop in your department

- 2 teaching observations with feedback by your mentor and/or another faculty member
- Write a Teaching Philosophy
- Serve on a departmental committee
- Administrative skills workshops/courses
- Assemble a Teaching Dossier providing proof of completion, and evidence of learning in the various components.

### **Requirements of the Program**

- Register in the program through the Centre for Leadership in Learning (CLL) or the Program for Faculty Development (PFD).
- Formalize a mentorship relationship with an appropriate faculty member.
- Maintain a Learning Portfolio which contains some material from all courses, seminars and workshops for which credit is received, as well as copies of papers, reflections, and teaching materials prepared by the candidate in the course of the program.
- Meet regularly with mentor(s) and maintain a record of such meetings, including over-all objectives and learning plans, and progress towards meeting them. These records should be kept as part of the Learning Portfolio.
- Attend such courses and workshops as are outlined below. Credit may be given for courses and workshops external to McMaster University, with approval from the Program Coordinators in PFD or CLL. It is important to note courses and workshops taken prior to registering with the program may be eligible for credit, with approval from program coordinators.
- Participate in various components as outlined such as the Teaching Observation.
- Write a Summary Reflection regarding what has been learned as a result of the UTP.
- Assemble and submit the Learning Portfolio to the Centre for Leadership in Learning or the Program for Faculty Development for review upon completion of the program. This portfolio is required in order to receive the UTP certificate.
- Meet with a member of the Centre for Leadership in Learning or the Program for Faculty Development to review the portfolio, UTP requirements and discuss outcomes of the UTP.

### **Requirements for each section of the overview document**

Numbers below correspond to the numbers in the overview grid and elaborate on what is required.

### **Mentoring**

Candidates are required, as early in the program as possible, to locate a mentor (typically in their department or school) who will sponsor their involvement in the program. A mentor should be a faculty member who is well-regarded as a teacher, with whom the candidate is able to work well, and who is willing and able to spend some time advising and monitoring the candidate's progress as a university teacher. The mentor is not a "supervisor" in the traditional sense, but rather someone who can help a candidate solve teaching and learning problems as they arise, preparing regular reports on a candidate's progress, provide teaching feedback, and help the candidate maintain a portfolio of evidence of his or her progress. Meetings should be held regularly, at least monthly. The mentorship should be reviewed each quarter to determine if it will be concluded and a new mentor sought. Throughout the program you may have more than one mentor. The Department Education Coordinator will be helpful in identifying such a mentor. The Program for Faculty Development (PFD), as well as the Centre for Leadership in Learning (CLL), may also help the candidate identify a mentor.

### **2 a) Theory and Principles of Teaching and Learning - General**

Candidates must engage in reading and research-literature review regarding the theory and principles of teaching and learning. Candidates are expected to demonstrate knowledge of theory and principles by completing workshops, seminars, or courses in this area, and to demonstrate an ability to locate and cite research studies and descriptive literature regarding significant issues relevant to university teaching. Candidates must also demonstrate an awareness and understanding of educational issues in their discipline or profession, including the relevance of pedagogical theory and principles to the discipline/profession, and utilize this awareness in teaching activities.

Choose one of the following options:

- **Education 750 or Nursing 719**  
Both these graduate level courses cover basic educational theory, with application into practice. This course meets the requirements for *both* the theory and skills category.  
<http://www.mcmaster.ca/cll/programs.and.services/ta.pr/education.750.htm>  
<http://www.fhs.mcmaster.ca/grad/nursing/courses/CHS719.htm>
- **Theory-Based Workshops.** Complete a minimum of 10 hours of workshops and seminars dealing with pedagogical theory, as approved by PFD or CLL. A reflective paper for *each* workshop is required and should follow the format specified at the end of this document.
- The course tentatively titled **Theory and Practice in Health Sciences Education** led by Dr. Geoff Norman in the Program for Educational Research and Development. This is a monthly seminar series, which is planned to begin in September 2006. Enrollment will be limited.
- **A Course addressing Educational Theory offered elsewhere.** Equivalent courses and workshops taken outside McMaster may also be eligible for credit, as might others taken prior to registering with the program, with approval from program coordinators.

### Documentation Required

As appropriate,

- Proof of course and workshop completion.
- Reflective papers
- Workshop materials
- Literature review paper with references

## **2b) Theory and Principles of Teaching and Learning**

- **Discipline-Specific Workshop.** Design, plan, and implement a workshop, including theory and skill development in your discipline, from 1-3 hours in length. The nature of the skill development should be suitable for the candidate's own profession or discipline, and may be designed for students or faculty. Opportunities and assistance in workshop design are available through CLL. This workshop will have content in the candidate's area of expertise, and should demonstrate best practice in the application of educational knowledge in its development. This meets the requirement for both number 2b) and 3b).

**If this is not possible, discuss alternatives with the CLL or PFD, such as the following examples:**

- **Library Research – Literature Review Paper.** Conduct library research using appropriate journals and writing in the field of education. Write a synthesis of your findings and discuss application to your discipline. Length and format to be discussed with CLL or PFD staff.
- **Library Research – Discipline Specific Teaching Tool.** Conduct library research using appropriate journals and writing in the field of education. Apply to your discipline by creating a discipline specific teaching tool to share with others in the field.

### Documentation Required

As appropriate,

- Workshop Outline, materials developed and participant feedback forms.
- Independent Library Research Review paper. This paper should draw on and summarize the relevant educational research literature and apply this information to the specific discipline. The paper should include all references and citations.
- Discipline Specific tool developed with all materials or evidence of the tool.

## **3a) Practical Teaching Skills Development - General**

Candidates will put new knowledge and skills into use through trying out new ideas and techniques and practicing them in workshops and courses geared towards developing teaching skills.

Choose one of the following options:

- **Education 750 or Nursing 719**  
Both these graduate level courses cover basic educational theory, with application into practice. This course meets the requirements for both the theory and skills category.  
<http://www.mcmaster.ca/cll/programs.and.services/ta.program/education.750.htm>  
<http://www.fhs.mcmaster.ca/grad/nursing/courses/CHS719.htm>
- **Teaching Skill Workshops.** Complete a minimum of **20** hours of workshops and seminars dealing with teaching skills, as approved by PFD or CLL. A reflective paper for **each** skill workshop is required and should follow the format specified at the end of this document.

#### **Documentation required**

As appropriate,

- Proof of course and workshop completion
- Reflective papers if individual skill workshops are taken.
- Workshop materials

### **3b) Practical Teaching Skills Development**

Choose one of the following options:

- **Teach a Discipline-Specific Workshop.** See Discipline-Specific Workshop 2b) above. This meets the requirement for both number 2b) and 3b).
- **Education-related conference.** Attend **six** hours of teaching skills workshops in one's own profession. Outside courses offered through professional bodies or education-related conference presentations may be considered for credit, in addition to those offered through PFD.
- **Teaching Skill Workshops.** Complete a minimum of **six** hours of workshops and seminars dealing with teaching skills, as approved by PFD or CLL. A reflective paper for **each** skill workshop is required and should follow the format specified at the end of this document.

#### **Documentation Required**

As appropriate,

- Workshop outline, materials developed, and participant feedback forms.
- Proof of workshop completion.

### **Educational Leadership**

The UTP introduces candidates to their roles in providing administration support to the university community and, more broadly, contributions to the educational mission and the university community. This may take the form of committee work initially, and more eventually leadership and innovation in education. In addition, it addresses the faculty role of providing "Supervision" of students towards meeting requirements of a Masters or PhD program. Preparation for the role of graduate student supervision is described more completely in the document prepared for the Centre for Leadership in Learning, and should be discussed with that program if those alternatives are contemplated.

#### **4a) Administration Preparation:**

Choose one of the following options:

- **Administrative Skills Workshops or Seminars.** Take at least 4 hours of workshops or seminars focused on administrative skills. This might include such topics as: running meetings, conflict management, organizational change etc. In addition, join, or be elected to, a *University* or Departmental committee for a minimum of one year.
- **Leadership Certification.** Complete a leadership development course satisfactory to the Program Coordinators. Such a course would include session covering topics addressing administrative skills noted above.

#### **Documentation Required**

- Proof of committee involvement.

- Proof of Leadership Certificate completion.

#### **4b) Administration/Leadership Options:**

Choose one of the following options:

- **Departmental Service/Admin.** Join, or be elected to, a Departmental or School committee for a minimum of **one year**. The objective is to gain a greater understanding of the dynamics of effective committee work.
- **Departmental Leadership** Play a leadership role in an aspect of the educational mission of your department or school. Consult with the CLL or PFD.
- **Community Involvement.** Using professional expertise for the benefit of the larger community, beyond ones usual job description. One example would be to participate in community liaison work as a representative from McMaster University, e.g. giving a talk to a lay audience on one's area of expertise, or any volunteer work which draws on the candidate's expertise.

#### **Documentation Required**

As appropriate,

- Proof of committee involvement or community involvement
- Reflective paper on the role played in the option chosen. In the case of committee work, this would include notes taken, reflection on the role played by the candidate, observation of group dynamics, and a discussion of practices facilitating and hindering committee progress.

### **5. Synthesis & Evaluation**

This part of the UTP integrates the various components of the program and requires application to actual teaching practice. Teaching theory and skill development is only really understood when it is finally applied and experienced, thus some practical experience is essential. In this category three components must be met; **a) Teaching Philosophy, b) Teaching Practice, and c) Feedback** (in the form of class observations or development of a Discipline Specific Teaching Tool).

#### **5a) Teaching Philosophy**

- Best written upon completion of other components of the UTP, the one-to-two page teaching philosophy outlines how you view education and how you believe students learn best. More information is available at the Centre for Leadership in Learning, or from the Program for Faculty Development.

**PLUS**

#### **5b) Teaching at McMaster**

- **Work as a Teaching Assistant or Clinical Preceptor/Field Educator or a co-tutor.** In clinical teaching, this would be interpreted as holding primary responsibility for one or more learners for a 6 week (minimum) period of time. For graduate students, holding at least two half-time teaching assistantships (or equivalent) while registered in the UTP would meet this requirement. This should involve actually designing, planning and implementing teaching sessions such as tutorials incorporating principles, methods and techniques learned. Student evaluations of teaching performance must be included in the candidate's portfolio. If formal TA evaluations are not conducted in your department, the CLL can suggest alternatives. For this component, conducting formal evaluations of the students need not be one of the teaching responsibilities.
- **Teach all or part of an Undergraduate or Graduate Course.** Incorporate principles, methods, and techniques learned and include student evaluations of teaching performance in the candidate's portfolio. Functioning as a co-tutor for an entire course would be considered equivalent, provided at least 50% of tutorials were primarily the responsibility of the candidate. Student evaluations by the candidate would be required.

**If the above is not possible, discuss alternatives with CLL or PFD, such as the following examples:**

- **Design a course independently.** This requires more than a simple course outline or syllabus but includes rationale for the course, a weekly breakdown of topics, activities, plans for assessment, sample evaluation, and sample assignments.

**AND**

- **Design and teach 3 hours of workshops, seminars, presentations, or lectures.** Teaching sessions may be for learners of any university level, from students, residents, through to faculty members. Written evaluations from participants of the candidate's teaching must be kept in the candidate's portfolio, and ratings must be satisfactory.

## 5c) Feedback on teaching

In addition to the requirement for teaching, this category also requires one of the following:

- **Two observations of teaching performance.** This may be fulfilled by the mentor, another faculty member, or a peer, on at least 2 occasions. The observer should provide written feedback to the candidate, to be kept in the candidate's portfolio.

**If this is not possible, consult with the CLL or PFD to discuss alternatives such as;**

- **Develop a Discipline-Specific Teaching Tool.** This is intended to be a generalizable tool others would find useful. e.g., a website on a Getting groups off to a good start with useful information, a tutorial for introductory students on using the library, a student assessment checklist based on best teaching practices, or a series of active learning activities including any handouts and forms required. Discuss ideas with CLL or PFD staff.

**Note:** If a Discipline Specific Teaching Tool has been created for 2b), something different should be considered for completion of this element.

### Documentation Required

- Teaching Philosophy
- Summary of Teaching Experience
- Student evaluations of teaching performance
- Feedback from teaching observations

PLUS as appropriate,

- Complete course design
- Reflective papers with references
- Workshop Teaching materials developed
- Letter from faculty supervisor, where applicable (optional)

## 5d) Write a Summary Reflection

Write a reflection on the experience of the University Teaching Program. How are you different as a result of the program?

## Program Completion

When the candidate has completed all of the requirements listed above, the portfolio should be reviewed for completeness and to ensure it contains the appropriate proof of registration in, and attendance at, workshops and seminars, all reflective papers completed, all research papers completed (if those options were taken), copies of all evaluations received (by students, peers, and faculty), plans/outlines and resources for any seminars, workshops, classes designed and taught, a copy of course design materials and so forth as outlined above.

Once complete, the candidate should assemble all these materials into a teaching dossier and bring it for review to the office in which they registered for the program, namely, the PFD office or the CLL. More information about the format for a teaching dossier is available from the CLL or the PFD.

The successful candidate will receive a Certificate of Attendance signed by representatives from the Centre for Leadership in Learning or the Program for Faculty Development. The School of Graduate Studies will make an entry on the candidate's transcript (where applicable), noting that he or she has successfully completed the program.

**Please Note:**

The individual workshops and seminars offered by the Program for Faculty Development are accredited for study credits with the Royal College of Physicians and Surgeons of Canada and the College of Family Physicians of Canada.

**\*\*A Brief Guide to Writing Reflective Papers**

- Describe your experience. Be specific.
- What has been your progress during this experience? What new ideas have you gained?
- Identify the one moment or idea that stands out above all others. Why? What impact has it had on you? How will it influence you? What changes will you make? How will you know if you have succeeded?

**Length:** One to two pages maximum.

**Guide to Writing a Research Summary**

- The objective is to become familiar with some of the educational literature on the relevant topic including, educational journals, books, key authors and papers. Sources must be of excellent quality, and based on evidence where appropriate; however opinion pieces and reflections are also useful. Read and write a summary of your findings.
- Relate your readings to your discipline and to your own experience.

**Length:** Two to three pages maximum

