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Supporting Teaching Excellence

ACADEMIC LEADERSHIP FORUM

February 2020



McGill

What is Teaching Excellence?

Christopher Buddle

Associate Provost (Teaching & Academic Programs)



Teaching matters

- What is teaching?
- Excellence in teaching is central to fulfilling McGill's academic mission
 - "...the **advancement of learning** and the creation and dissemination of knowledge, by offering the **best possible education**, by carrying out research and scholarly activities **judged to be excellent by the highest international standards...**"
- Teaching is one of our foundational scholarly activities, and is done by many members of the McGill community (e.g., Tenure-stream Academics, Faculty Lecturers, Course Lecturers, TAs, Librarians, Clinicians, Lab coordinators)
- But, defining and measuring 'excellence' is challenging and discipline-specific



Assessing Teaching Excellence

- Formal and informal feedback to instructors, Chairs/Directors
 - Metrics are one part of a more holistic picture
 - Changes to metrics over time can be informative
 - Expanding types of evidence (e.g. peer review)
- The tenure and promotion process (e.g., 'superior' category)
 - Guidelines provide a framework, but unit-specific differences are important to recognize
- Internal and external awards
- Evidence of creativity, innovation, collaborations
- Activities related to the Scholarship of Teaching & Learning in Higher Education (publications, projects, conferences, workshops)



Principles of Teaching Excellence

- **Mission critical:** formal and informal teaching occurs in all our physical and virtual spaces
- **Student – Teacher Partnership:** student/learner-centered
- **Inquiry-based:** good questions drive excellence in teaching and learning
- **Innovative:** new instructional and assessment strategies, spaces, tools, and technologies
- **Iterative:** ongoing collection and response to feedback





Faculty of Medicine Education Strategic Plan

Terry Hébert
Assistant Dean, Biomedical Sciences Education



McGill

Faculty of
Medicine



The Education Strategic Plan

Vice Dean, Education
Annette Majnemer

Assistant Dean, Health Professions Education
Jessica Emed

Assistant Dean, Biomedical Sciences Education
Terry Hébert

Education Champions



Faculty of Medicine's MISSION:

To **educate** future and current health care professionals and scientists based on the **highest standards of excellence** and principles of life-long learning, together with the pursuit of novel **research** and clinical innovation, to improve the health of individuals and populations **worldwide**

EDUCATION

EDUCATIONAL RESEARCH

Centre for Medical Education
Many other Departments/Schools and Offices/Centres also contribute to educational research

EDUCATION: DEGREE PROGRAMS

Health Professions Programs

- Medicine (UGME)
 - Gatineau
- Nursing
- Occupational Therapy
- Physical Therapy
 - UQÀC
- Speech & Language Pathology
- Residency (PGME)

Undergraduate Programs

- Biomedical Sciences

Graduate Programs

- MSc
- PhD
- Certificates

OFFICES/CENTRES PROMOTING EXCELLENCE

- Accreditation
- Admissions
- Assessment & Evaluation
- Continuing Professional Development
- Faculty Development
- Interprofessional Education
- Molson Informatics
- Steinberg Centre for Simulation & Interactive Learning
- Social Accountability & Community Engagement
- The WELL

OUTREACH WORLDWIDE

- Public Education
- Professional Development
- International Education
 - Global Health



OVERARCHING STRATEGIC GOALS



GOAL 1

The Faculty of Medicine embraces **evidence-based, learning-centred educational** approaches that foster deep learning and value student engagement in the education mandate.



GOAL 2

The Faculty of Medicine fosters and encourages a culture that supports **interdisciplinary and interprofessional partnerships** underpinned by a collaborative educational environment.



GOAL 3

The Faculty of Medicine promotes **educational research and scholarship and innovation** in the health sciences in order to advance our understanding of teaching and learning and to inform policy and practice within and beyond the University.

The School of Biomedical Sciences

- an innovative, overarching structure for an integrated, learner-centered educational experience for McGill University undergraduate and graduate students in the Faculty of Medicine
- an opportunity to create interdisciplinary training at every level, better prepare undergraduate students for graduate or professional training, and graduate students for varied careers
- forge links between the Faculties of Science and Medicine to generate a unique educational experience and drive innovation in educational delivery and research
- forge links with professional programs in different Faculties and within schools in our own Faculty to help build cross-cutting interdisciplinary training and research opportunities.

Needs going forward

“We want the School of Biomedical Sciences to be Plan A for students, not Plan B instead of a professional school.”

“Numeracy comes to our students too late.”

“An important piece is helping students recognize and be more confident in the skills they are developing, such as: teamwork, critical analysis, literacy, problem solving, etc. We want students to be able to learn whatever they are presented with.”

Challenges associated with transformation

“Do we understand the tension between ‘training’ and ‘skill development’?”

“Teachers do not know what undergrads are qualified to do, so they do not help them identify the skills that they are learning that will benefit them.”

“Students choose their majors in the biomedical sciences randomly.”

“We need to incentivize teaching.”



Supporting Chairs

- Help develop laboratory teaching spaces and training opportunities
- Helping preserve departmental identities while building shared educational platforms
- Helping develop curriculum mapping, self-accreditation and curriculum renewal toolkits
- Enshrining education and teaching as core values in departments
- Developing peer to peer mentorship for students and faculty alike

Developing teachers

John Lydon

Chair, Department of Psychology



Context in Psychology

- Enrolments 11,000
- 20 courses enrolment 300-650



Before hiring

- Candidate interview with the chair
- First item before space, startup, tenure



Don't cannibalize our young

- Tenured faculty want to dump



How do we launch a teaching career

- First time teach 100 instead of 600
- Use a seminar to develop a lecture course
- Repeat small set of courses



Observe excellent teachers

- Field trips
- Excellent teachers with very different styles
- Meet and discuss



Unofficial guide

- Testing
- Grading
- Justice and mercy



Take home

- Teaching is highly valued
- Different ways to be a good teacher
- Privilege to teach amazing students
- Nurture climate of mutual respect with students



Brainstorming:

Teaching excellence in your units—opportunities and obstacles

Identify at least 2:

- ways to support teaching excellence in your units, and
- obstacles to effectively support teaching excellence



Support and resources

Laura Winer

Director, Teaching and Learning Services

- For instructors and programs
- Reward and Recognition
- Beyond McGill



Teaching and Learning Services

We provide [instructor support and recognition](#), facilitate [student skills development opportunities](#), and oversee [teaching and learning spaces](#). [Learn more](#) →

Instructors: looking to (re)design your course?

Read more and register for the Course Design Workshop →



For instructors

Creating a course outline? Seeking new teaching strategies?
Curious about assessment methods?

[Access resources](#)

For students

Looking for ways to develop your skills outside the classroom?
Wondering how to recognize a stellar prof?

[Find information](#)

Instructional Strategies

Class Preparedness

Discussion Generation

Interactive Lectures

Group Work

Problem-Solving

Knowledge Application

Synthesis and Reflection

Misconceptions

Writing Assignment Toolkit

Design Assignments

Write Comments

Grade Assignments

McGill Examples

Faculty of Arts Toolkit

Assessment

Teaching and Learning
Technologies

Faculty Partnerships

McGill Policies and Guidelines

Teaching Portfolio

Writing Assignment Toolkit

Use this toolkit to design, comment on, and assess writing assignments, regardless of class size or discipline.

+ Introduction to the Toolkit



Create assignments that promote student learning and build in opportunities for feedback

Design assignments



Provide meaningful comments that students can use in future assignments

Write comments



Grade assignments in a way that is fair, efficient, and meaningful to students

Grade assignments

Please note that there are University requirements for policy statements in course outlines; please consult the [Course Outline Guide](#) for details.

The following is a list of all policies and guidelines that directly address teaching at McGill. Note that other policies may apply depending on course circumstances; please contact tls@mcgill.ca if you have any specific questions.

- [Academic Integrity](#)
- [Code of Student Conduct and Disciplinary Procedures](#)
- [Conflict of Interest](#)
- [Copyright](#)
- [Course Evaluations, End-of-](#)
- [Course Outline Guide](#)
- [E-Mail Communications with Students](#)
[Communications par courrier électronique avec les étudiants](#)
- [Guidelines for Assessment of Experiential Learning](#)
- [Guidelines on Intimate Relationships Between Teaching Staff and Students](#)
[Lignes directrices sur les relations intimes entre des membres du personnel enseignant et des étudiants](#)
- [Guidelines for Search Committees](#)
- [Mobile Computing & Communications Devices in Classes](#)
- [Ombudsperson for Students](#)
[L'ombudsman des étudiants et étudiantes](#)
- [Religious Holy Days](#)
[L'accommodement des fêtes religieuses](#)
- [Reporting Harassment, Discrimination, and Sexual Violence](#)
- [Responsible Use of McGill Information Technology Resources](#)
[Bon usage des ressources informatique de McGill](#)
- [Rights of Student with Disabilities](#)
[Les droits des étudiants handicapés](#)
- [Safe Disclosure](#)
- [Sexual Violence](#)
- [Teaching Portfolio Guidelines](#)
- [University Student Assessment](#)
L'université relative à l'évaluation des étudiants
[View reference sheet](#)

View complete list of University Policies and Regulations.

<https://www.mcgill.ca/tls/instructors/policies>



Thank a Prof

Thanked Profs (2017-2018)

Thanked Profs (2016-2017)

Weston Fellowship

Thanked Profs (2017-2018)

The following instructors were thanked in our Thank a Prof program during the 2017-18 academic year. Congratulations to all recipients!

THANK A PROF

[Agricultural and Environmental Sciences](#) | [Arts](#) | [Continuing Studies](#) | [Dentistry](#) | [Education](#) | [Engineering](#) | [Law](#) | [Library](#) | [Management](#) | [Medicine](#) | [Music](#) | [Science](#)

Faculty of Agricultural and Environmental Sciences

Alice Cherestes
Asim Biswas
Benoît Côté
Brigitte Cadieux
Caroline Begg
Chandra Madramootoo
Eyad Atallah
George McCourt
Grace Marquis
Grant Clark
Hugo Melgar-Quinonez
Jerry Aldridge
Jim Fyles
Joann Whalen
Kevin Wade
Lawrence Goodridge
Linda Wykes
Luis Agellon

School of Continuing Studies

Beverley Robinson
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Diane Dechief
Donetta Hines
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Grzegorz Prokopski
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Karen Diaz
Lawrence Tenenbaum
Marguerite Kumor
Michelle Warner
Miruna Bogdan
Nathaniel Hauteceour
Ralph Cecere
Roshan Patroo
Salim Laaroussi
Sarah Wolfson
Scott Cross

Faculty of Medicine

Alain Nepveu
Argerie Tsimicalis
Bartha Knoppers
Boris Bernhardt
Catherine-Anne Miller
Claudia Brown
Edith Zorychta
Eric Lécuyer
Franco Carli
Gillian Bartlett-Esquillant
Heather Lambert
Isabel Audette
Jeannie Haggerty
John Pringle
Joseph Cox
Karsten Steinhauer
Kristian Filion
Madhukar Pai
Marco Leuten

McGill.CA / TEACHING AND LEARNING SERVICES (TLS) / For Instructors

<https://www.mcgill.ca/tls/instructors/awards>

Course and Program Design

Instructional Strategies

Assessment

Teaching and Learning Technologies

Faculty Partnerships

McGill Policies and Guidelines

Teaching Portfolio

Teaching Awards

University-wide

Faculty- and Department-based

External

Teaching Awards

Teaching is an activity that is often recognized only by the students of great teachers. However, there are many opportunities for our great teachers to be publicly acknowledged for their commitment and excellence, both at McGill and externally.



University-wide awards

Learn more



Faculty- and Department-based awards

Learn more



External awards

Learn more

<https://www.mcgill.ca/tls/students/thank-prof>



Featured Posts

[SEE ALL POSTS →](#)

Beyond grading: Assessment strategies from McGill instructors

Authors: Carolyn Samuel and Kira Smith Inspired by instructors' enthusiastic participation at the December 7, 2018 Beyond Grading: Effective Assessment... Continue Reading

<https://teachingblog.mcgill.ca/2019/08/01/getting-ready-for-the-beginning-of-the-semester-check-out-these-resources/>



FACULTY TODAY / FEATURED

Getting ready for the beginning of the semester? Check out these resources!



EVENTS / FEATURED

Graduate supervision as teaching: Let's talk



FACULTY TODAY / FEATURED

My love affair with the document camera



FACULTY TODAY / FEATURED

How do I get students to engage with course



FACULTY TODAY / FEATURED



2020 ASEE Annual Conference & Exposition

June 21-24, 2020 | Palais des congrès de Montréal | Montréal, Quebec, Canada

#ASEEANNUAL

[Overview](#) [Travel](#) [Program](#) [Registration](#) [Sponsors & Exhibitors](#) [Paper Management](#) [ADA Accommodations](#) [On-site Services](#)

conference-congres@stlhe.ca



STLHE Sapes

Society for Teaching and Learning in Higher Education
La société pour l'avancement de la pédagogie dans l'enseignement supérieur

[Program](#) ▾

[Conference Info](#) ▾

[Call For Proposals](#)

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STLHE 2020 Sapes

The Annual Conference of the Society for Teaching and Learning in Higher Education (STLHE)
will be held in **Ottawa** on **June 9–12, 2020**.



McGill

<https://stlhe2020sapes.ca/>

Wrap up and adjournment

