

# Making your Work Visible:

How to show achievement, scope and impact before your first morning coffee

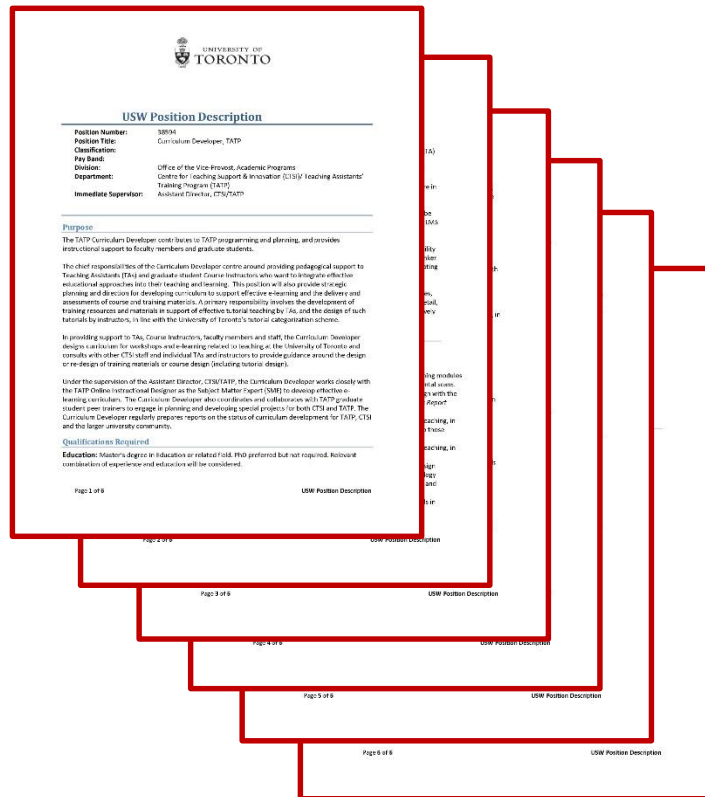


**Alli Diskin**, Program Assistant, TATP/CTSI

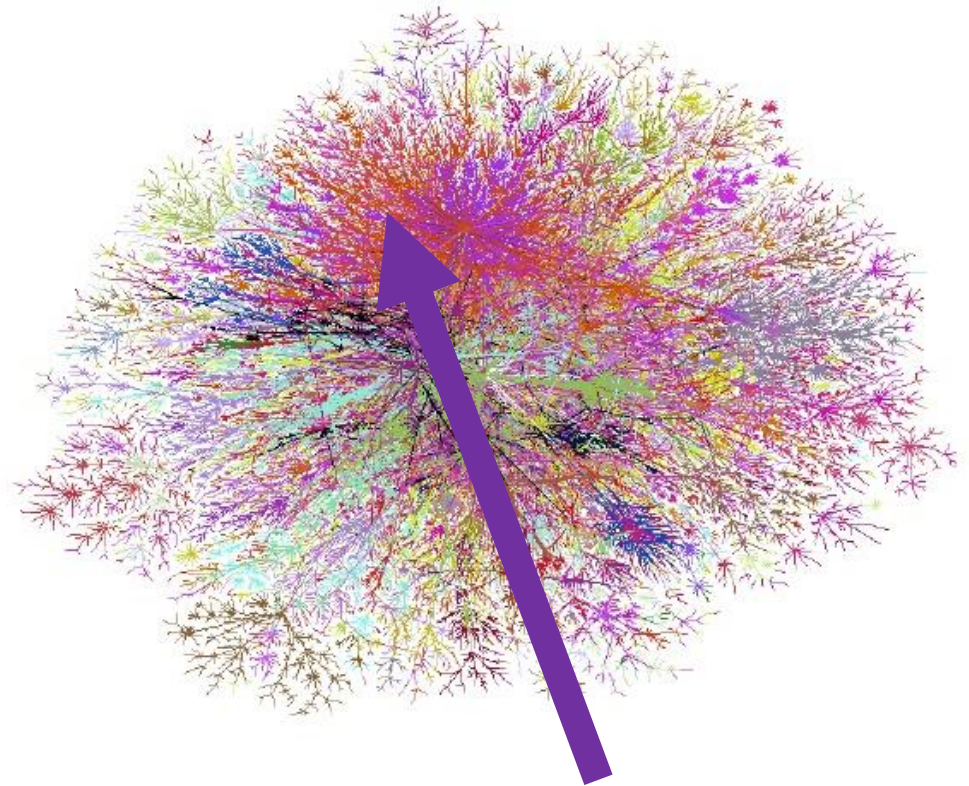
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# What do you do?



my job description...



I work here...

# You are at a party...

Turn to someone sitting next to you and describe what you do in under a minute.



“I take the fun out of everything. What do you do?”

# Why is it important to make our work visible?

- to report on the scope and impact of our work (for promotion, requalification, communicating needs)
- to identify challenges as well as recognize gaps in our skills or knowledge, which can help us justify and pursue PD initiatives (e.g., secondment)
- to understand how our work fits within the larger picture of the unit/institution

# Agenda:

- to explore ways to track scope and impact of our work
- to identify effective ways to reflect on our work
- to adapt practical strategies that will help us talk about our work

How to keep track of the  
scope and impact  
of our work?

# Metrics

Standards of measurement by which efficiency, performance, progress or quality of a plan, process or product can be assessed.

A quantifiable measure that is used to track and assess the status of a specific process.

# Data vs. Metrics

There is a difference between numbers and numbers that matter.

You can't pick your data, but you must pick your metrics.



# Which Metrics Matter?

Goals reached

Completed projects (and how)

Exceeding expectations

Awards and recognitions

Presentations

Professional development completed

# Metrics at the Centre for Teaching Support & Innovation (CTSI)

Consultation

Education/Instruction

Committee Membership/Requested Expertise

Innovation/Design

Planning/Monitoring/Managing

Research

Professional Development, Growth and Learning

Communications, Liaison & Outreach

# Reach & Scope

**Reach:** Where, who? Indicates where (offices, programs, departments, divisions, etc.) and with whom (undergraduate students, instructors, TAs, department administrators, etc.)

**Scope:** What kind, how many, how much? Indicates the quantity and/or variety and/or breadth.

Area of Work	Activities	Metrics
Education/ Instruction	Designed a two-hour workshop with Abdullah Farooqi titled “Between Myth and Reality: Teaching Presence in Higher Education”. We ran this session once in at UTM and once at St. George in the fall semester.	<b><u>Reach/Scope:</u></b> 40 graduate students (9 at UTM, 31 at UTSG) across all disciplines attended.
Committee Membership/ Requested Expertise	<b><u>TA Award Committee:</u></b> For this committee I have reviewed nominations in order to create a shortlist and I will be reviewing the packages submitted by shortlist candidates.	<b><u>Scope:</u></b> The committee reviewed 60 nominations and decided on a shortlist of 12. Shortlist files were reviewed and 5 award winners were chosen.  <b><u>Reach:</u></b> nominations were reviewed for TAs across the university.
Planning/ Monitoring/ Managing	<b><u>TATP Workshop Series:</u></b> The majority of my work on this involved brainstorming and selecting sessions with the TATP team, matching sessions with trainers, contacting/inviting facilitators, scheduling the sessions, monitoring registration, and assessing how well sessions were received as well as managing attendance tracking and evaluation. I also worked with trainers to develop workshop ideas and to develop and run workshops for the series.	<b><u>Reach:</u></b> 36 workshops at St. George, 8 workshops at UTSC and 3 workshops at UTM.  <b><u>Scope:</u></b> A total attendance of 940 graduate students.

# How to track metrics

Pen and paper

Excel

Access

Outlook Calendar

Email Folders

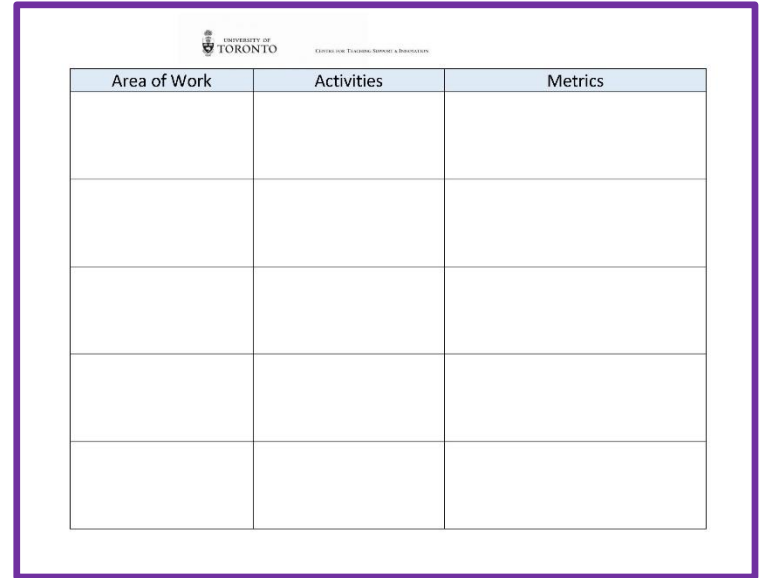
Time/task management software

Just start!



# Which metrics matter in your work?

Use page 1 of the worksheet to identify 3-5 specific areas of work, activities and metrics that can help you track the work that you do. The main objective is to begin the process of tracking what you do in your work.



The worksheet header includes the University of Toronto logo and the text "UNIVERSITY OF TORONTO" and "OFFICE OF TEACHING, SUPPORT & INNOVATION". Below the header is a table with three columns: "Area of Work", "Activities", and "Metrics". The table has five rows for data entry.

Area of Work	Activities	Metrics

What is the value  
of reflection in our work?

# Where does my work fit in?

## Your work within the unit's structure:

### 5 teams and a partner:

Teaching Assistants' Training Program Team

Programming (workshops/symposium) and Communications Team

Scholarship of Teaching and Learning (SoTL) Team

Course Evaluation Team

Academic & Collaborative Technology Support

*~Online Learning Strategies*



# Why strategic priorities can help?

## Identifying strategic priorities in your unit and the institution:

U of T's top priorities:

1. Leverage our urban location(s) more fully.
2. Strengthen and deepen key international partnerships.
3. Re-imagine and reinvent undergraduate education.

CTSI's strategic priorities:

To encourage excellence in

1. Instructional Practices and Course Design
2. Assessment & Evaluation
3. Scholarship of Teaching & Learning (SoTL)
4. Educational Technology
5. Culture of Teaching

# Why reflecting on our work can be challenging?

Personal and organizational culture around reflection:

- Weekly meetings led by each team
- Multiple prompts to reflect on our work
- Yearly personal activity report
- Yearly team activity report

# Requirements

- Yearly personal activity report
- Yearly team activity report

Related to one's activities

## **Identify the scope:**

who or what units/departments were involved?

## **Identify the impact:**

what was the outcome?

which strategic priorities did it support?

Identify skills/knowledge that you  
acquired/enhanced over past year:

Skills	Knowledge	Examples

# Identify skills/knowledge that you acquired/enhanced over past year:

Skills	Knowledge	Examples
Written communication	Awareness of innovative uses of educational technology	Authored <a href="#">ACTion journal articles</a>
Enhanced presentation skills	Pedagogical theories related to specific educational technologies	Designed and co-authored several workshops, <ul style="list-style-type: none"><li>• Creative pedagogical uses of media</li><li>• Course design makeover</li><li>• Discussion board to enhance learning</li><li>• Ways of providing feedback in online courses</li></ul>
Change management	End users can react with anxiety and frustration, a comparative framework can be helpful	During training sessions on new LME: acknowledge any feelings of resistance and take a supportive patient tone, highlight the advantages of new system

# Reflective practice based on strategic priorities

Instructional practice and course design	Assessment and Evaluation	Scholarship of Teaching and Learning (SOTL)	Educational Technology	Culture of Teaching and learning
Consultation re. online modules (suggested problem based learning approach)	Consultation about rubric	Provided bibliography of suggested journals for publication of research findings	8 Blackboard training session	Co-founded the AR VR Network
Consultation re peer review assignment redesign			14 Quercus/Canvas training session	Authored articles showcasing innovative uses of instructional technology
			Training on peerScholar for MT program	

# Can you identify skills or knowledge that you acquired or enhanced over the past year?

Use page 2 of the worksheet to identify specific skills or knowledge that you acquire or enhanced over the past year and if possible, provide examples that demonstrate this. Where possible, try to connect these to unit or institutional priorities.

Skills	Knowledge	Examples	Unit/Institutional Priority

How to talk about  
achievement, scope and  
impact?



# Mike's secondment:

- 2017
- Faculty Liaison Coordinator, Teaching, Learning & Technology (Level III)
- Academic & Collaborative Technologies (ACT) Support
- Coordination of Instructional Technology Innovation Fund (ITIF)

# Thinking of “areas of work”: Planning/Monitoring/Managing

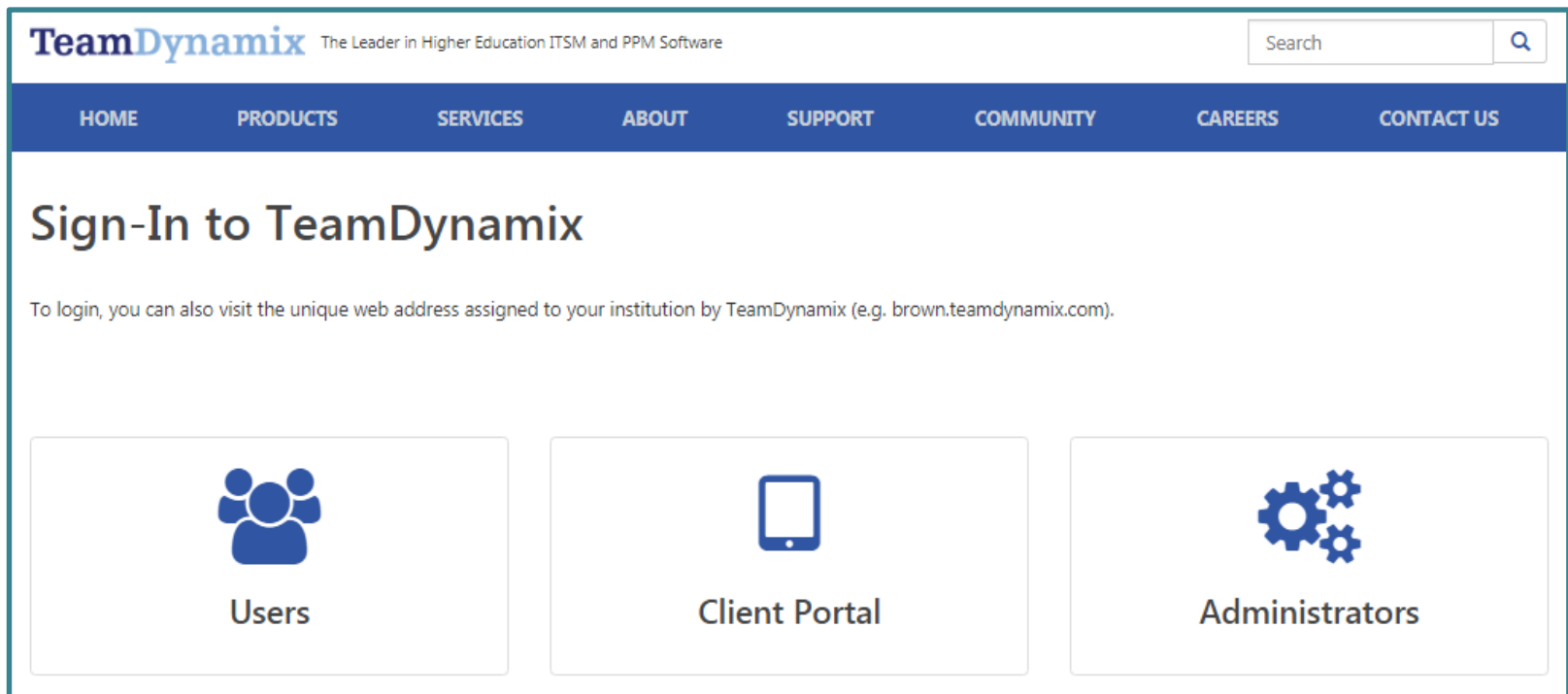
- coordination of ITIF projects
- outreach and communications for ITIF
- reporting on and showcasing past ITIF projects (2003-2015)

# Activities related to the “coordination of ITIF projects”:

- Coordinated 6 ITIF Support Stream projects (e.g., identified requirements, needs and expectations for each project; connected project leads with local supports and expertise across U of T; etc.).
- Ensured delivery of outcomes for each project.
- Developed and/or participated in various training sessions.
- Adapted TeamDynamix for project management.
- Coordinated communications, timelines, and schedules for projects.
- Created an archive of all ITIF-related materials.

# Skills and knowledge:

- Adapted TeamDynamix software for project management and reporting.



# Achievements:

- outreach and communications:
  - high number of applications for ITIF for 2017
- reports on funded projects:
  - high rates for collection of reports on completed projects – 70% (2010-2015) and 50% (2003-2009)

# One achievement or challenge.

Turn to your partner:

- **1 achievement** of which you are most proud (what accomplishment gave you the most satisfaction this past year? what made this experience so rewarding?)

OR

- **1 of your greatest challenges** (how have you responded to this challenge? do you have a plan for addressing this challenge in the future?)



# Thank you and keep reflecting on your work!

**Self-reflection proves difficult:**

