



Continuing Faculty Appointment Review (CFAR) Workshop

October 10, 2018



"Overall, I felt supported throughout the CFAR process in terms of knowing the procedures, timelines and documents required by the DoM team. (The website has a lot of information too!) Going through the process highlighted two things for me. First, ensure that your mentors are involved throughout your journey (and not only in the last six months) to help you stay 'on track' with regards to expectations and deliverables. Second, keep your CV and academic dossier up-to-date to avoid scrambling to put it together at the end. My advice for those who feel apprehensive about the process would be to reach out to the many people within their clinical department, their hospital, their academic stream and at the DoM level who can act as resources. Discuss with them what can be done to ensure success, which will hopefully help to decrease anxiety. Ultimately, I found the CFAR process useful. It confirmed my areas of strengths and provided suggestions for what I could focus on going forward towards senior promotion."

Dr. Lucas Chartier, Clinician in Quality & Innovation, Emergency Medicine



"My advice would be to put aside enough time early. It is surprising the amount of time that is required to do a good job. When all is said and done, you realize that this is a necessary step in your academic life as it sets the foundation for the next step, which is a move towards promotion. Achieving the requirements for each job description can be challenging in the three years allotted; each job description has its own challenges. And 'not' passing can seem incredibly demoralizing - but our colleagues are really there to ensure our success."

Dr. Phyllis Billia, Clinician-Scientist, Cardiology



"For fellow faculty members who are going through the CFAR process, my best piece of advice is to keep your WebCV updated regularly. Think about it like an IV: it's much easier to make quick updates in the form of a continuous infusion rather than a bolus. It's a habit of mine now, like billings and dictations; not something I like to do, but do regularly. I also recommend that new faculty read the CFAR template early in your probationary period, and keep it on your desk or somewhere close at hand to add things that fit into the headings as you think of them. As well, make sure you attend the CFAR workshop and ask questions. Tom Rylett and the CFAR staff are helpful and timely, and are there to answer your questions. Finally, it's not as painful as you might think. In fact, it's a helpful intellectual exercise and compels you to reflect on your position description and if your position in academic medicine is the right fit."

Dr. Raymond Kim, Clinician-Investigator, Medical Oncology



Agenda

- What is CFAR?
- What are we looking for?
- What can you expect?
- Process & Timeline
- CFAR Document Preparation



The First Years (the probationary period)

- Irrespective of academic rank at appointment, new faculty appointments are *probationary* for **three to five years**
 - Individuals must complete a minimum three years on faculty before review & review cannot be delayed beyond five years
- Continued appointment beyond this time is contingent upon a successful *Continuing Faculty Appointment Review (CFAR)*



Academic Plan & Position Description

- Completed and signed off at recruitment
- Faculty expected to contribute to clinical & academic mission of their Division / Department in accordance with their Academic Position Description
 - Clinical work, e.g., on-call, coverage of inpatient MRP / consult services, as appropriate for the Hospital and Division
 - Teaching (formal, informal clinically-based)
 - *Your role as a member of your division*
 - Protected time for scholarship
 - Administrative service to hospital / University (**not during probationary period**)

<http://www.deptmedicine.utoronto.ca/academic-position-descriptions>

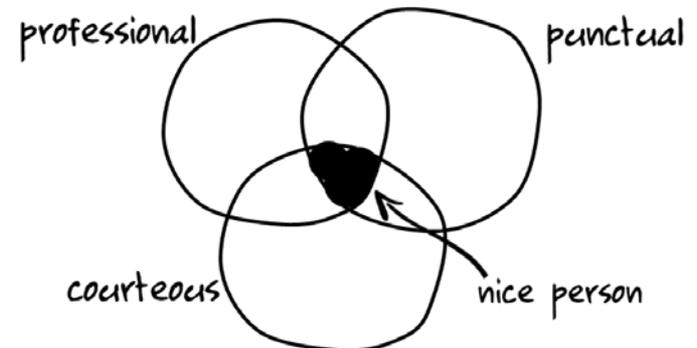


CFAR: What are we looking for?

- Advancing as expected? If not, why not?
- Demonstrated teaching effectiveness?
- Behaviour consistent with codes of conduct?

Career Development:

Are we and you doing everything in our collective power to ensure your academic success?



Professionalism

- Evaluated through:
 - Letters of support from DDD and PIC
 - Asked specifically to comment on professionalism
 - Review of learner evaluations/comments
 - May comment on interactions with house staff and hospital staff



EXPECTATIONS AT CFAR



Lecturers (irrespective of APD)

- Eligible for promotion to Assistant Professor
 - Completion of advanced training
 - Demonstrated scholarship



ALL Faculty Members

- Citizenship
 - A small division with few CTs may need CS faculty to participate in UGME even though not **REQUIRED** for CFAR
- Expected to be teaching effectively in the context of clinical care = **Informal Teaching**
 - Teaching evaluations – scores and comments
 - Teaching awards



Clinician Teachers

- Formal Teaching
 - Quantity
 - 40-50 hours per year
 - Multiple teaching levels
 - Significant presence in undergraduate medical education
 - Quality
 - Teaching excellence
 - Consistently high teaching scores with positive comments
 - Teaching awards (received and nominated)



Clinicians in Quality & Innovation

- Formal Teaching
 - Quantity
 - 15-30 hours per year
 - Multiple teaching levels
 - Engagement in QI-related teaching activities
 - Quality
 - Effective teacher
 - Teaching evaluations (teaching scores at or above mean for peers with positive comments)
- Scholarship
 - Leadership role in at least one QI-related project or contribution to several QI-related projects
 - Local level with capacity to have high impact and extend beyond the local setting



Clinician Educators

- Formal Teaching
 - Quantity
 - 15-30 hours per year variety of levels
 - continuing education, faculty development, supervision of trainee projects
 - Quality
 - Excellence in teaching
- Education Scholarship
 - At least one first/senior author and 2-3 co-authored publications with high potential for impact
 - OR
 - Significant CPA related to education with demonstrated impact beyond locally (documentation of impact important)
- Education Leadership and Administration
 - Leadership role undergraduate, postgraduate, or continuing education



Clinician Investigators

- Formal Teaching
 - Quantity
 - 15-30 hours per year
 - Multiple teaching levels
 - Supervision of trainee projects
 - Quality
 - Effective teacher - Teaching scores aligned with peers with positive comments
- Scholarship (research or creative professional activities)
 - ≥ 1 peer-reviewed manuscript/year as 1st or senior author (≥ 3 total)
OR substantive **intellectual contributions** to multiple research publications



Clinician Scientists

- Formal Teaching
 - Quantity
 - Research supervision of trainees and graduate students and course instruction
 - Graduate school appointment an asset
 - Quality
 - Effective teacher - Teaching scores aligned with peers with positive comments
- Scholarship in the form of Research
 - Demonstrated progress towards establishment of an independent research program with high potential for impact
 - PI on at least one peer-reviewed grant
 - ≥ 2 peer-reviewed manuscripts/year reporting original research as 1st or senior author
 - Submission of application for salary support award (within 5 years)



Teamwork

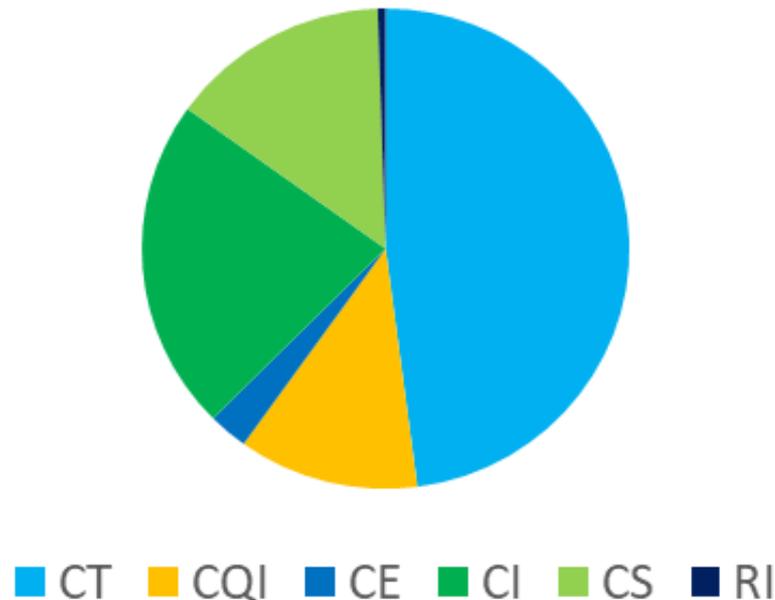
- Expected in 2018...
- Be able to articulate your unique contribution to the work... would it have happened without you? If not, why not?





CFAR 2013-2018

- Since the 2013-2014 academic year, the department has conducted 215 continuing faculty appointment reviews of 192 full-time clinical faculty members

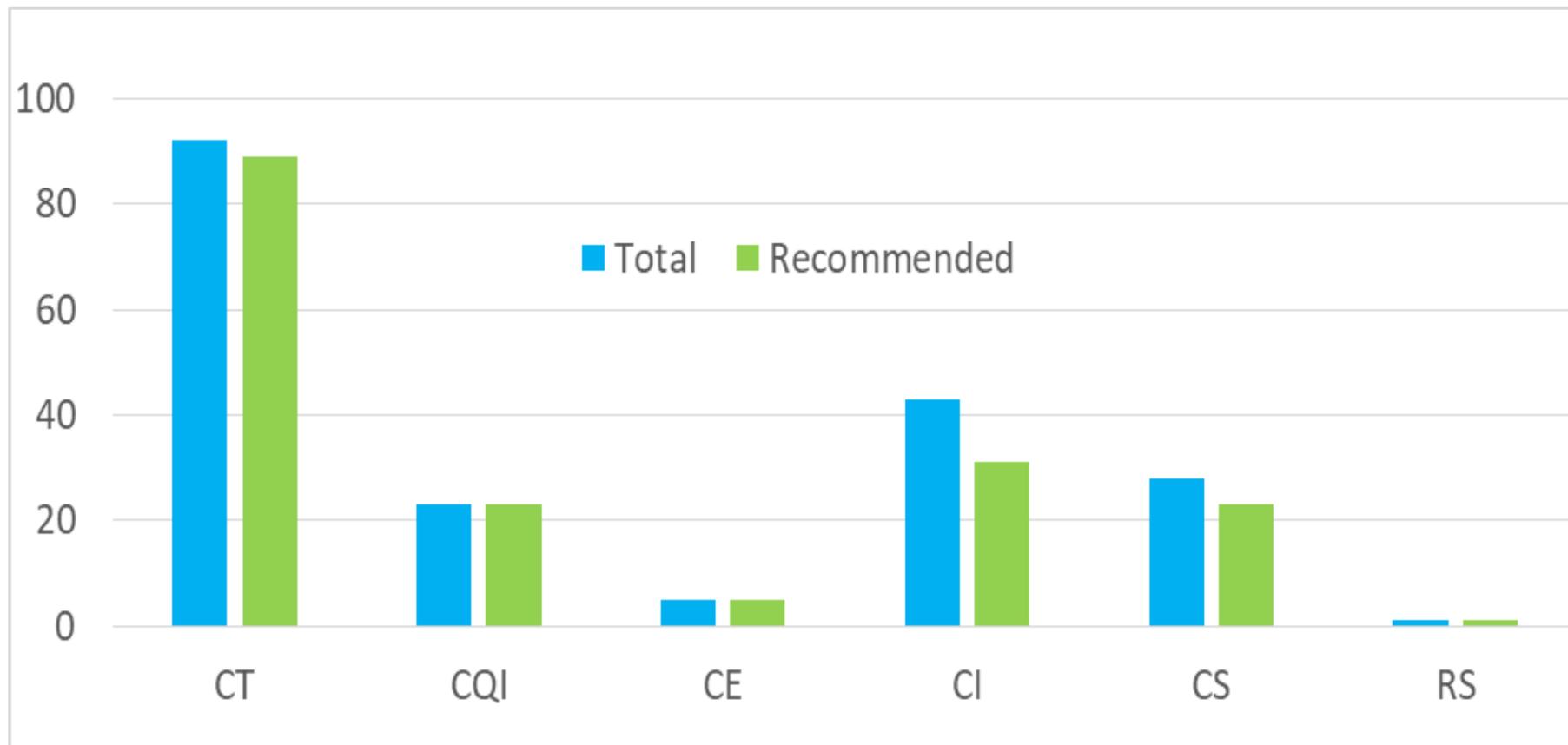


CFAR 2013-14 to 2017-18 (n=192)

- 171 recommended for continuing faculty appointment (89%)
- 21 probationary period extended
 - 18/21 successful at re-review
 - 1/21 took a position elsewhere
 - 2/21 did not have their appointment continued (1%)



CFAR First Reviews 2013-14 to 2017-18 (n=192)



CI Faculty Members (n=181)

- About half are in one of three divisions: Medical Oncology (18%), Cardiology (15%) and Hematology (13%)
- 50% are at UHN
- After controlling for *position description*, no significant differences in CFAR success rates by hospital, rank or specialty
 - % women successful *at their initial review* was significantly lower than it was for men: 7/14 (50%) women vs. 24/29 (83%) men, $p=0.03$



Reasons for extended probation

- Changed position description, e.g. CT to CE, CQI to CI
- Inadequate demonstration of teaching effectiveness (quality or quantity)
- Failure to address repeated unprofessional behaviour
- Failure to complete graduate or other ‘advanced training’
- Disproportionate focus on obtaining grants at the expense of publications (CS faculty)
- Insufficient protection of the time allotted for scholarship (CI faculty)

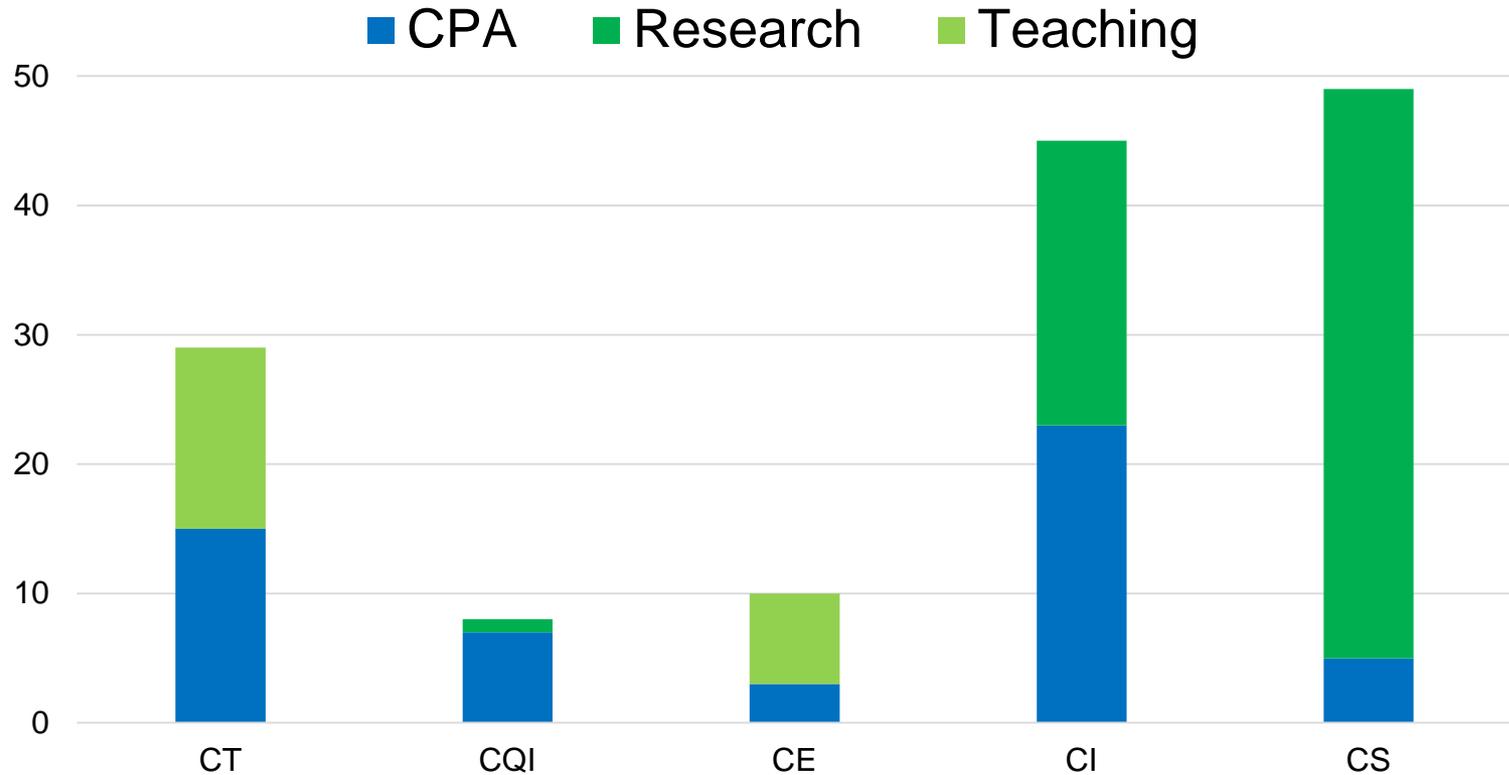


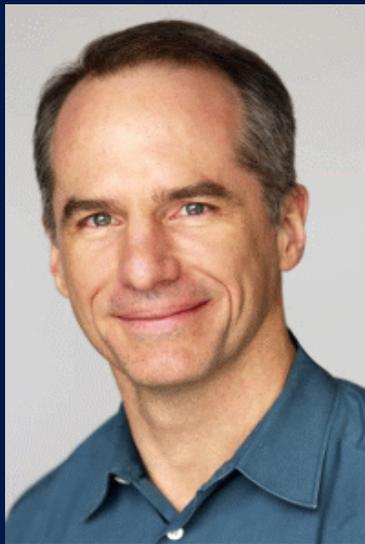
CI Faculty

- Confusion about the CI position description as ‘mini-scientists’
 - Looking for grants & papers at the level of CS faculty (we removed the requirement for a PI grant from the CI position description back in 2015!)
- Failure to align goals with criteria for promotion –
Research *or* CPA



Criteria for Senior Promotion by Position Description (n=141)





Crafting your CPA Story

Brian M. Wong, MD FRCPC

Director, Continuing Education and Quality Improvement
General Internal Medicine, Sunnybrook HSC
Department of Medicine, University of Toronto

Edward Etchells, MD FRCPC MSc

Senior Mentor, CQUIPS
General Internal Medicine, Sunnybrook HSC
Department of Medicine, University of Toronto



Learning Objectives

- By the end of this workshop, participants will be able to:
 - Define creative professional activity (CPA)
 - Articulate in 1-2 sentences their main CPA focus
 - Describe the (anticipated) impact of their CPA activities



Acknowledgments

- Christine Soong, Mount Sinai Hospital (C-QI)
- Catherine Yu, St. Michael's Hospital (CE)



Creative Professional Activity

- Working group on CPA established by U of T Provost in 1983
- “...essential to recruit and reward faculty members with strengths and expertise in professional or clinical practice...but who lack the usual...publications in refereed journals.” – Hollenberg Report



Charles H. Hollenberg
Chair, Department of
Medicine, University of
Toronto (1970-1981)



CPA – Major Categories

- **Professional Innovation and Creative Excellence**
 - i.e., invention, new techniques, conceptual innovations, educational programs
- **Contributions to the Development of Professional Practice**
 - i.e., leadership in the profession that has influenced standards or enhanced effectiveness of the discipline
- **Exemplary Professional Practice**
 - i.e., represents an exemplar or role-model for the profession, such that students and peers should be exposed to them and encouraged to emulate them



CPA – Major Categories

- Professional Innovation and Creative Excellence
 - i.e., invention, new techniques, conceptual innovations, educational programs
- Contributions to the Development of Professional Practice

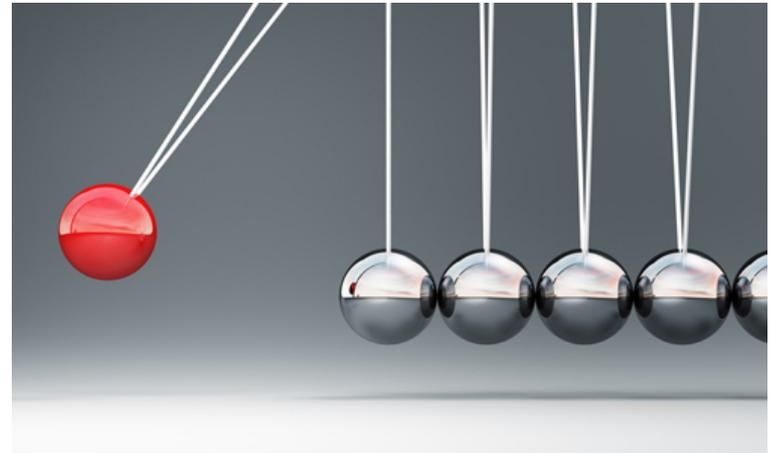
You do **NOT** need to describe CPA under these 3 headings – the University provides these headings as examples of the types of activities that CPA would encompass

- i.e., represents an exemplar or role-model for the profession, such that students and peers should be exposed to them and encouraged to emulate them



CPA – What is your impact?

- Impact means that your work has improved care or education in some tangible way
- Often requires demonstration of leadership
- Work recognized as exemplary by peers or emulated by others
- Impact of CPA should have a thematic connection (i.e., focus!!)



CPA Impact – Education Example (Catherine Yu)

Area of professional innovation and creative excellence	Impact	Evidence
a) Led the national dissemination and implementation of the Canadian Diabetes Association 2013 Clinical Practice Guidelines	i) Increased international and national awareness of existence of CDA 2013 CPG	<ol style="list-style-type: none">1) Number of media impressions (list)2) Website usage statistics (e.g. total usage, use by country)3) Number of app purchases4) User testimonials5) National survey results (list)6) Invited international/national presentations (list)7) Non-peer-reviewed publications (list)8) Peer-reviewed publications (list)



CPA Impact – QI Example (Christine Soong)

Focus	Impact	Evidence
<i>My goal is to promote appropriate use of resources through leadership, research and education.</i>	Led Choosing Wisely Canada (CWC) initiatives locally, nationally and internationally to reduce unnecessary use of tests and treatments (e.g., daily blood work, sedative hypnotics)	<ol style="list-style-type: none">1) Co-chaired the creation of the CSIM and CSHM CWC lists2) U of T Division of GIM grant to support QI project to reduce unnecessary blood work (\$20,000)3) QI project on reducing unnecessary sedative hypnotics featured in HQO report on CWC (1 of 4 projects)4) Created a toolkit for the CWC website to support other institutions seeking to reduce BZD use in hospital (downloaded x times)5) Visiting professor and grand rounds presentation at Johns Hopkins University



Documenting your CPA

(For full list, see page 17, U of T Manual for Academic Promotion)

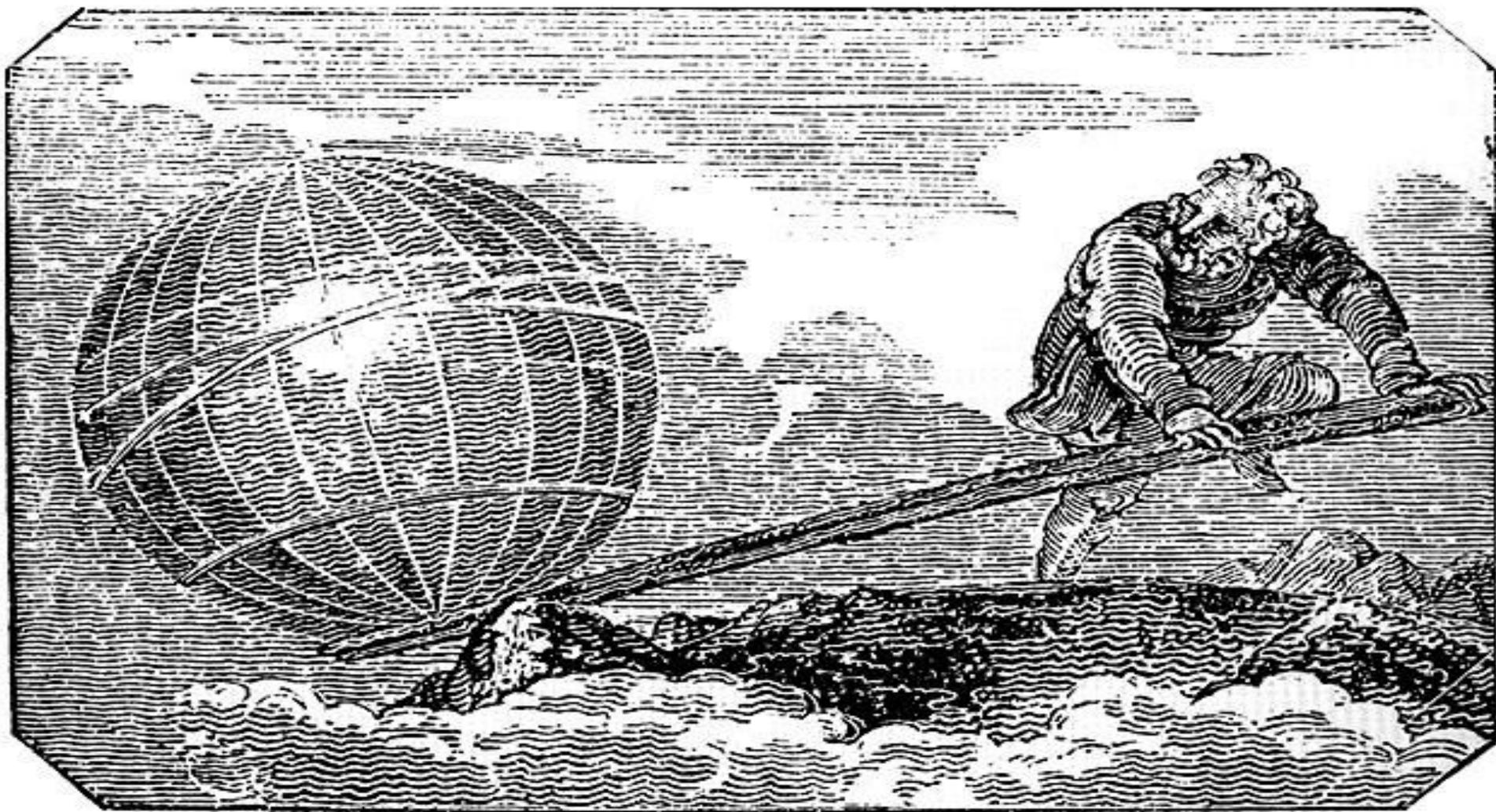
- Scholarly publications: papers, books, chapters, monographs
- Non peer-reviewed and lay publications
- Invitations as a visiting professor or scholar
- Guidelines and consensus conference proceedings
- Development of health policies
- Evidence of dissemination of QI/educational innovation through adoption or incorporation either within or outside the university
- Evidence of leadership that has influenced standards and /or enhanced the effectiveness of health professional education
- Leadership roles in professional organizations
- Contributions to editorial boards of peer-reviewed journals
- Unsolicited letters
- Awards or recognition for CPA role by the profession or by groups outside of the profession



Breakout Activity #1

- Spend the next 3-5 minutes and reflect on your most impactful academic activities and accomplishments over the past 2.5 years
 - Write each activity on a separate Post-It Note
 - For each activity, write down the *evidence* of its impact
 - For example:
 - Activity = Created a novel curriculum in X;
 - Impact = Consulted colleagues at McMaster University to help them to implement the same curriculum for their students





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CPA – What is your focus?

- Critical to be able to clearly articulate the main focus of your CPA
- In general, less is more (i.e., try to have no more than 1-2 main themes)
- Make sure that people who are not in your field can understand the importance of your CPA focus



CPA focus – Example from education

“My goal is to optimize health care delivery in diabetes care by helping patients, providers and health care teams apply clinical practice guidelines into practice, using educational and technologic innovations. In order to achieve this, I am targeting several levels of intervention: patients, health care providers (at various stages of training: undergraduate, postgraduate and practising), health care teams, and systems.”

Adapted from Catherine Yu’s CPA dossier



CPA focus – Example from QI

“My goal is to promote appropriate use of resources through leadership, research and education.”

Adapted from Christine Soong’s CPA dossier



Breakout Activity #2

- Organize your most impactful academic activities and accomplishments written on Post-It Notes into 1-2 main groupings
- Write a high level statement to summarize the CPA focus based on your grouping of impactful activities
- Partner up with person next to you and discuss to get feedback
 - Is the CPA statement clear?
 - Does the statement clearly relate the impact of the work?
 - Is there a clear thematic connection?



Learning Objectives

- By the end of this workshop, participants will be able to:
 - Define creative professional activity
 - Articulate in 1-2 sentences their main CPA focus
 - Describe the impact of their CPA activities



Thank you

Brian M. Wong, MD FRCPC

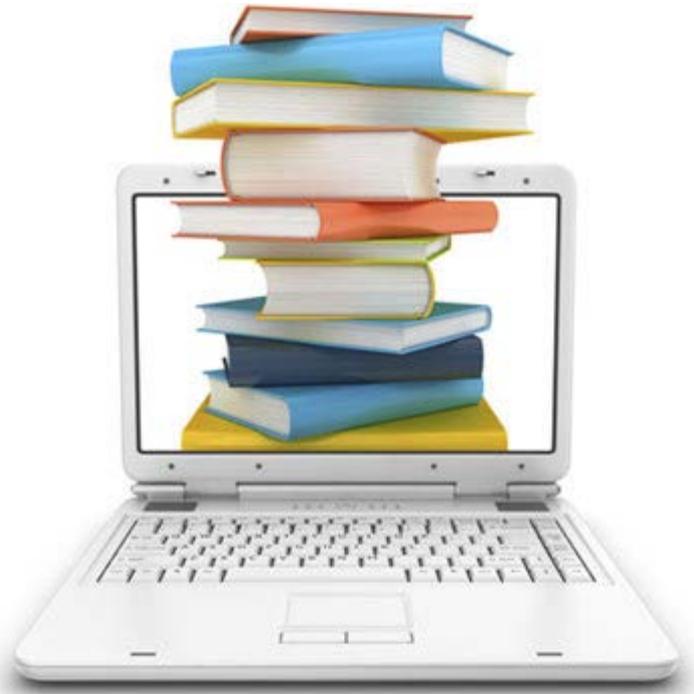
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CFAR Workshop 2018

PREPARING YOUR CFAR DOCUMENTS



All Candidates require...

- [The CFAR Candidate Summary](#) - completed with Adobe Acrobat
- Up to date Curriculum Vitae for the time period *from year of initial appointment* with Teaching Philosophy
 - Papers in preparation may be included once the WebCV report is run
- A Teaching & Education Report (TER)
 - Generated by WebCV & includes the Teaching Philosophy (thus latter will be represented twice)
- Teaching Data Summary Table
 - Generated by WebCV except for TES scores, which you must input manually
- *All* teaching evaluations since initial appointment
 - *Pre-clerkship evaluations must be provided by the candidate*
 - All clerkship and POWER Teaching Evaluations are collected by the department and shared with the candidate, PIC and DDD



CFAR Cover Letter (fillable pdf)

- Candidate's statement (*fixed word count for each*)
 - What is the focus of your work?
 - Why you have chosen an academic career in medicine?
 - What do you consider your major accomplishments since your initial appointment?
 - What impact do you think your work has or will have?
 - Have you achieved what you set out to achieve in your academic plan? If not, why not?
 - Have there been any career interruptions or other challenges that have impacted your academic progress?
 - What are your goals for the next five years in academic medicine?



APD- Specific Documents

Clinician-teacher	Optional Creative Professional Activity (CPA) Statement (CPA contributions should be integrated into the CV)
Clinician in quality & innovation	CPA statement and CPA contributions integrated into CV required
Clinician-educator	Research Statement, Refereed Publication Summary and/or CPA statement required (CPA contributions should be integrated into the CV)
Clinician-investigator & Clinician-scientist	Research Statement, Refereed Publication Summary, Research Awards Data Summary reports, and an ORCID ID or Google Scholar page link are required. CPA statement is optional; CPA contributions should be integrated into the CV. <i>If the candidate has five or fewer publications then the 'five most significant publications' section should be removed.</i>



Documenting CPA

- No longer use CPA report from WebCV
- Instead, embed CPA within other sections of your CV
 - E.g., publication (led to invitation to speak... led to requests to duplicate model of care... etc.)



Appendices **MAXIMUM of 5 pages**

- The only additional information should be things that will *substantively* influence members of the review committee
 - e.g., non DoM **FORMAL** teaching
 - Accredited CME
 - Rounds you presented
 - Graduate courses taught
- *If your cover letter, CV and teaching / CPA / research statements speak for themselves then nothing additional is needed*



PLEASE DO NOT INCLUDE

- Patient thank-you letters, e-mails
- Cards from patients or students
- Letters of reference from students, peers, patients
- Any documents with personal health information



PIC & DDD Letters

- PIC & DDD submit detailed written evaluation of your performance (including professional conduct)
- Please forward an updated CV to your PIC and DDD

Please send by early next year





Research CI, CE and CS position descriptions

- Grant Funding (as appropriate)
 - Contribution & independence if large team (or working with former supervisor, or industry sponsored etc.) e.g. role in design, conduct, analysis, publication?
- Dissemination of Findings
 - Publications (quality > quantity)
 - Invited research presentations (national, international)
 - Presentations of accepted abstracts
 - CME and lay presentations
- Supervision of trainees
 - Numbers, levels, their success (senior author publications)
 - Graduate appointment



Research, continued...

- Research Funding
 - No funding yet?
 - List all grants applied for
 - Include both unsuccessful and pending grants
 - Enter in WebCV and modify/rearrange later
 - For all grants
 - Add after WebCV printed...
 - Role on the project – what is your contribution?
 - If industry grant (i.e. recruitment of patients, wrote grant, steering committee, etc.)



Publications & Presentations

- Include manuscripts published/in press, submitted, & *in preparation*
 - Highlight your contribution to manuscript, especially if you are neither first/last author but made significant contribution
 - Peer-review & non-peer-review separate
 - Notify committee of any accepted manuscripts
 - Publishing with previous supervisor?
 - Highlight your unique contribution to help establish independence
 - Include abstracts and presentations
 - Add free text as necessary to highlight role/significance (i.e. award winning, plenary session etc.)





Teaching & Education

Shiphra Ginsburg, MD FRCPC

Director, Education Scholarship

Division of Respiriology, Sinai Health System/Mt. Sinai Hospital

Department of Medicine, University of Toronto

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2018-10-10

Teaching and Education Report

- Introduction and Teaching Philosophy
- Teaching Landmarks: pulls data from WebCV
 - Education/teaching awards
 - Innovations and developments in T & E
 - Leadership and administrative service in education
- Breakdown of education by LEVEL (multi-level, undergrad, post-grad, graduate, CPD, FD, etc)
 - Within each level activities are listed by ACADEMIC YEAR (most recent year first)
 - Within each Academic Year activities are listed by TYPE (e.g., seminars, lectures, clinical supervision, innovations/development, admin service, presentations, etc)



Teaching Philosophy

- Identify your aims, values, and beliefs about teaching
- Highlight key aspects deemed important to your teaching (e.g., specific teaching methods, assessment approaches)
- Specific contextual factors that affect or modify your approach (e.g., audience, discipline, purpose)
- Create an authentic, coherent story of who you are as a teacher
- Be reflective – include areas in which you want/need to improve... **reflect on any poor evaluations or negative comments**



Example of Intro and Philosophy

Shiphra Ginsburg - Teaching & Related Educational Activities Summary

TEACHING & EDUCATION REPORT

Shiphra Ginsburg

Division of Respirology, Department of Medicine
UNIVERSITY OF TORONTO

Introduction

As my career has evolved over the past several years, so has my approach to education and teaching. In the early part of my career I

Introduction:

- Includes summary of activities to date, changes/evolution since appointment

For mine, I had 3 sections:

- *Educating about professionalism*
- *Educating about research in medical education*
- *Clinical teaching and supervision*

The course consists of workshops (of which I've taught 2 directly) and coaching, which is where the bulk of my time is spent. I meet with varying members of the group for about 2 hours per month (and sometimes in between) to help participants set their own goals and strategize how they will gain the necessary knowledge and skills to achieve them. The coaching sessions are learner-focused, and the coaches come prepared to help the students in whatever way is required. This can be challenging, as our students encompass quite different levels of preparedness in the area, but we encourage "peer-coaching" as well so that those that are more able can contribute

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Shiphra Ginsburg - Teaching & Related Educational Activities Summary

their expertise. Evaluations from CoFER are preliminary as this is the first cohort, but relevant details can be found in the body of the Dossier.

Since Co Research includes formation for topics Annual F during w

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Clinical T Last but physician have out internal r

patients. available evaluati qualitat

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In summ grows. I

Within each section:

- Approach, evaluations, reflections
- May be quite different for each

End with a summary

- Include goals for the future
- Include any Faculty Development plans, etc

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Teaching Data Summary Table



Need to include scores yourself

Year	Level	Program	Type of Teaching	Total Hours	Total Number of Students	Teaching Evaluation Score (if applicable)
2011 - 2012	Multilevel Education	Faculty of Medicine, Dept of Medicine	Formal Teaching Rounds (Scheduled Centrally)	4.0	12	N/A
			Abstracts and Other Papers	5.5	N/A	N/A
			Invited Lectures and Presentations	2.0	200	5.9/6
	Undergraduate MD	Faculty of Medicine, Dept of Medicine, Respirology	Lectures	2.0	20	4.3/5
	Faculty Development	Faculty of Medicine	Workshops	4.0	18	Very good to excellent
		Faculty of Medicine, Wilson Centre for Research in Education	Workshops	20.0	25	Excellent qualitative feedback
		Faculty of Medicine, Dept of Medicine	Workshops	2.0	16	N/A
			Invited Lectures and Presentations	2.0	20	Excellent qualitative feedback
Patient and Public Education		Media Appearances	0.3		N/A	
2010 - 2011	Multilevel Education	Faculty of Medicine, Dept of Medicine	Formal Teaching Rounds (Scheduled Centrally)	1.0	50	N/A
		Faculty of Medicine, Dept of Medicine, Respirology	Formal Teaching Rounds (Scheduled Centrally)	1.0	12	N/A
			Abstracts and Other Papers	3.5		
			Invited Lectures and Presentations	7.5	A. 50 B. 75 C. 20 D. 40	A. 4.6/5 B. N/A C. D. 9.75/10

Can include brief summaries of comments here.



May want to split out activities as they will show up lumped together

Example

Highlight Related Fields For		All Reports
Start - End Dates	2012	Jul 1 – 2013 Jun 30
Faculty	Faculty of Medicine	
University Department	Dept of Medicine	
Division	General Internal Medicine	
Primary Audience	Undergraduate MD	
Year / Stage	Year 2	
Activity Type	Small Group or PBL Teaching	
Activity Title	ASCM11	
Activity Description	Teaching second year medical students as Core Tutor	
Location of Teaching	Sunnybrook and Women's College Health Sciences Centre	
Number of Students	5	
Total Hours	40	
Teaching Evaluation Score	8.84 / 10	
Teaching Evaluation Details	"Dr. Najeeb is extremely thorough. I always knew that I was getting the full a "Overall an excellent teacher ; a very supportive learning environment was c	
Student Names (optional and does not print)	Student Name (firstname lastname)	Pr



Example

Highlight Related Fields For	All Reports
Start - End Dates	2017 ▾ Oct ▾ 18 ▾ – --- ▾ ▾ ▾
Faculty	Faculty of Medicine
University Department	Dept of Medicine
Division	General Internal Medicine
Primary Audience	Postgraduate MD
Year / Stage	Core Program
Activity Type	Formal Teaching Rounds (Scheduled Centrally)
Activity Title	PGY4 AHD
Activity Description	Allyship and Advocacy
Location of Teaching	University of Toronto
Number of Students	18
Total Hours	1.5
Teaching Evaluation Score	4.75
Teaching Evaluation Details	



Example – Presentations/CE

Highlight Related Fields For	All Reports
Type	Presented Abstracts
Geographical Scope	International
Date	2018 ▾ Aug ▾ 28 ▾
Trainee Presentation	<input type="checkbox"/>
Competitive	<input checked="" type="checkbox"/>
Presentation Role	Presenter
Title	Using Reflection to be an Effective Communicator
Organizer	AMEE 2018
Country	Switzerland
Province/State	Basel-Landschaft (de)
City	Basel
Presenter(s)	
Description/Contribution Value	Short Communication



Example

Highlight Related Fields For	All Reports
Type	Invited Lectures and Presentations
Geographical Scope	Provincial / Regional
Date	2018 ▾ Apr ▾ 17 ▾
Trainee Presentation	<input type="checkbox"/>
Competitive	<input type="checkbox"/>
Presentation Role	Invited Speaker
Title	Challenges Surrounding IEHPs Education: The Good , The Bad and Not so Simple
Organizer	Education Scholars Program
Country	Canada
Province/State	Ontario
City	
Presenter(s)	
Description/Contribution Value	
URL	
Total Hours	1
Teaching Evaluation Score	4.71 / 5
Teaching Evaluation Details	
Attach to an Audience in TER	<input checked="" type="checkbox"/>
Attach to Research in TER	<input type="checkbox"/>
Attach to CPA	<input checked="" type="checkbox"/>
	<input type="checkbox"/> Attach to: Development of the PGY4 Internal Medicine Program
	<input checked="" type="checkbox"/> Attach to: Supporting the Integration of Internationally Educated Professionals into the Canadian He[...]
Other Details (doesn't print)	

NO – we are no longer using WebCV CPA report



DO NOT include

- Schedules of rounds with your name on it
- Emails/messages confirming times/dates of talks
- Copies of talks, presentations, papers



Helpful tips

- Participate in courses/activities that have formal systematic evaluations of teaching *as relevant to your APD*
- And/or seek your own input from learners about your teaching
- Don't assume that everything will be evaluated
- Encourage your learners to complete their evaluations



Helpful tips

- Actively seek documentation if it has not been provided to you
 - Evaluations from CE events
 - Letters of acknowledgement of significant education administrative activities
 - Letters regarding adopting your teaching materials/research
- Maintain list of learners taught by year and by course
 - (some of them will be your references for promotion)
 - don't forget your role in formal mentoring relationships

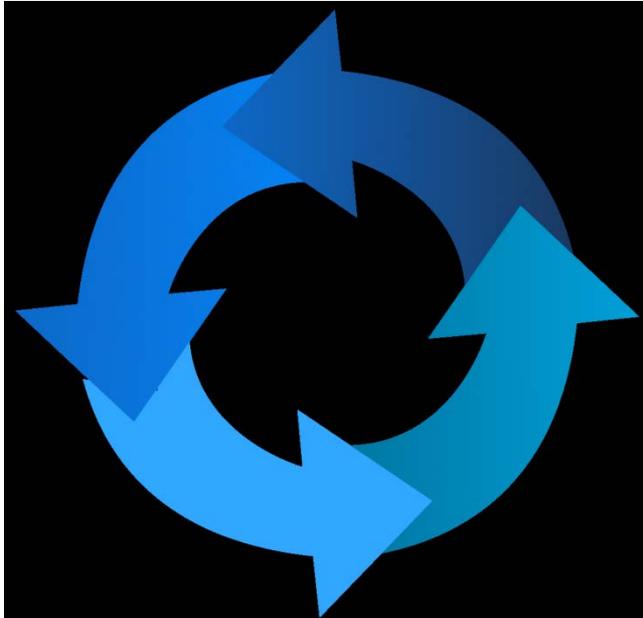


Awards

- Find out what awards you may be eligible for
 - Hospital and university, department/division
 - Undergraduate, postgraduate, continuing education
- Find colleagues to support your application and nomination for these awards
- If you are not successful, get feedback
- Try again!







CFAR Workshop 2018

PROCESS AND TIMING OF REVIEW



CFAR Process

- Candidates notified – fall
 - PIC may request waiver of review to subsequent year if extended leave
 - Workshops held
- Prepare & submit documents - winter
- CFAR Committee Review – spring
 - May request additional information or clarifications
 - Recommendation to Chair
- Decision – late spring

<http://www.deptmedicine.utoronto.ca/continuing-faculty-appointment-review-cfar>



Everything you need to know . . .



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<http://www.deptmedicine.utoronto.ca/>



Review Process

- Final submission deadline for the 2019 CFAR is **February 25, 2019**
- Submit your documents through your **Sharefile folder**
<https://utmed.sharefile.com/login.aspx>
 - Having issues? Contact dom.cfar@utoronto.ca

**Drs. Frank Silver &
Joan Wither**
Co-Chairs,
CFAR Committee



Process: Who Does the Evaluation?

- 18 committee members
 - Varying job descriptions , hospitals, specialties
- Primary & secondary reviewer assigned to each faculty dossier - review independently & summarize the material for the whole committee
- The committee has a full discussion about each candidate and a consensus opinion is reached *OR* a request is made for additional information and the decision is postponed



Process

- The committee co-chairs draft a letter for the Chair Department of Medicine conveying the committee's deliberations and conclusions
 - ✓ Meets/surpasses requirements + feedback
 - ✓ Does not meet requirements, extend probation + feedback (e.g. more protected time, more mentorship, change in job description)
 - ✓ Does not meet requirements, recommend that appointment not be renewed



Process

- Chair reviews the Committee's review letter, discusses the committee's finding with the co-chairs and makes the final decision
- The Chair shares the final CFAR review letter with the PIC, DDD, **and the faculty member**
 - Opportunity for response, reconsideration
- Irrespective of the recommendation, candidate expected to meet with PIC, DDD to discuss the CFAR recommendations, plan next steps
 - Communicate plan to the Chair



Senior Promotion (Associate & Full Professor)

- CFAR committee may make recommendation
- Criteria for senior promotion
 - Excellence in *at least one* of:
 - Research
 - Creative professional activities (CPA)
 - Teaching (*everyone must be at least competent*)
- For research & CPA, ‘excellence’ defined as:
 - National reputation (Associate Prof)
 - International reputation (Full Prof)

You are welcome to attend a *Senior Promotion Workshop*



Recommendation for Extension of the Probationary Period

- Faculty member will be provided clear expectations (deliverables) at re-review, which may be 1-2 years later
- Re-review may include full review as per initial review OR submission of updated CV and letter of response indicating how the objectives have been met



Note

- When the decision reached is *not to renew* the appointment, the member of the Department is advised by the Chair that the decision can be appealed to the Dean of the Faculty of Medicine



