Continuing Faculty Appointment Review (CFAR) Workshop

October 6, 2020
Agenda

• What is CFAR?
• What are we looking for?
• 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**
- Continued appointment beyond this time is contingent upon a successful *Continuing Faculty Appointment Review (CFAR)*

http://www.deptmedicine.utoronto.ca/continuing-faculty-appointment-review-cfar
Your Academic Plan (APD)

- Patient care
- Teaching
- Scholarship
Sometimes...

Your plan

Reality
Unprecedented...

“Same storm, different boats...” Kaveh Shojania
CFAR

• The worst that can happen at first review....
  – We recommend a bit more time to confirm you are on the right course (1-2 years)
  – Rarely re-review ... mostly ask you to let us know when above is accomplished (send updated CV)

100% successful in 2020... the half-way to CFAR check-ins are working
HERE’S WHAT WE’RE LOOKING FOR?
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?
ALL Faculty Members

• Citizenship
  – A small division with few CTs may need CS faculty to participate in UGME even though not REQUIRED for CFAR

• Formal teaching consistent with APD (see website)
  – Hours per year
  – Level of trainees

• Informal Teaching – in context of clinical care

• Effective teacher striving for excellence
  – Teaching evaluations – scores and comments
  – Teaching awards
Teaching Effectiveness

• Not a hard and fast rule re numbers of evaluations...
  – We need enough data to show consistently good teacher across trainee levels as appropriate to APD
  – If there are *insufficient data*, we will ask Program Director to solicit trainees and/or ask for additional information
Scholarship

• Moving along as per academic plan and expectations of APD
  – Teachers – demonstration of teaching effectiveness
  – CQI – participating in teaching in QI; engaged in QI projects
  – CE/CI – demonstration of scholarly output ... generally a publication or two...that would not have happened without you
  – CS – evidence of potential as a PI (grants submitted, papers published or in press)
Teamwork

• Expected in 2020...
• Be able to articulate your unique contribution to the work... would it have happened without you? If not, why not?
Professional Behaviour

• Consistent with code of conduct
CFAR Workshop 2020

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 . . .

http://www.deptmedicine.utoronto.ca/
Review Process

• Final submission deadline for the 2020 CFAR is **February 22, 2021**
• Submit your documents through your **Sharefile folder**
  https://utmed.sharefile.com/login.aspx
  – Having issues? Contact  **dom.cfar@utoronto.ca**

Drs. Shiphra Ginsburg &
Michael McDonald
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
  – e.g. they wish more documentation of teaching effectiveness & we may survey residents in their program
Process

• The committee co-chairs draft a letter of recommendation to the Chair 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) + expectations at re-review

  ✓ Does not meet requirements, recommend that appointment not be renewed (*never at first review*)
CFAR Documents

- Candidate statement – template
- Up-to-date CV (Web CV) will generate the rest
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, Research & CPA Statements as appropriate (*everyone needs a Teaching Statement*)
  - Papers in preparation may be included once the WebCV report is run
- A Teaching & Education Report (TER)
  - Generated by WebCV & includes the Teaching Statement (thus latter will be represented twice)
- Teaching Data Summary Table
  - Generated by WebCV (do NOT need to enter your own TES – we already have these!)
- *All* teaching evaluations since initial appointment
  - *Pre-clerkship evaluations must be provided by the candidate*
  - All MEDSIS and POWER Teaching Evaluations are collected by the department and shared with the candidate, PIC and DDD
## APD- Specific Documents

<table>
<thead>
<tr>
<th>Role</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinician-teacher</td>
<td><strong>Optional</strong> Creative Professional Activity (CPA) Statement (CPA contributions should be integrated into the CV)</td>
</tr>
<tr>
<td>Clinician in quality &amp; innovation</td>
<td>CPA statement and CPA contributions integrated into CV required</td>
</tr>
<tr>
<td>Clinician-educator</td>
<td>Research Statement, Refereed Publication Summary and/or CPA statement required (CPA contributions should be integrated into the CV)</td>
</tr>
</tbody>
</table>
| Clinician-investigator &         | 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.  
*If the candidate has five or fewer publications then the ‘five most significant publications’ section should be removed.* |
| Clinician-scientist              |                                                                                               |

---

*10/8/2020*
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

• Please forward an updated CV to your PIC and DDD early in the new year
The details...
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?
Teaching and Education Report

- Introduction and Teaching Philosophy/Education Statement
- 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 = Education Statement

- Describe your approach to teaching and education (or research supervision, as appropriate)
- Highlight what you feel is important to your teaching
  - e.g., specific teaching methods, approach to feedback
- Are there specific factors that 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 Teaching “Philosophy”

TEACHING & EDUCATION REPORT
Shiphra Ginsburg
Division of Respiratory, 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

3 sections
• Educating about professionalism
• Educating about research in medical education
• Clinical teaching and supervision

Introduction:
• Includes summary of activities to date, changes/evolution since appointment

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
Another Example of Teaching “Philosophy”

Introduction:
• Includes summary of activities and settings in which teaching is done
• General statement of teaching ‘style’

For example: 3 sections
• Educating senior fellows and refining consultant skills
• Educating residents and students
• Educating undergrad/grad students

Within each section:
• Approach, role modelling, reflections
• Different for each section

End with a summary
• Include plans for the future
• Include any Faculty Development plans or plans to broaden reach nationally, etc
Getting started with the Education Statement:
A few themes to consider

• In what settings do I teach?
• How do I describe my teaching style?
• What is my approach to research supervision?
• How is my teaching or research supervision approach similar or different to my peers? or mentors?
• What aspects of my teaching seem to be successful? Enjoyable? Why?
• Have I been able to demonstrate effectiveness as a teacher or research supervisor?
• What aspects of my teaching am I trying to improve?
• How have I responded to criticism of my teaching/supervision?
A few comments on Education Statement

• This is a useful exercise for many reasons
  – Demonstrates caring, commitment
  – Analogous to research statements
  – Opportunity to set academic goals
  – Forced self-reflection
  – Useful for senior promotion

• Not much “Philosophy” involved
• Format is flexible
• Be authentic
## Teaching Data Summary Table

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

*Do Not Need to Manually Enter Scores!*

*Can include brief summaries of comments here.*

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

• If you don’t have enough evaluations please seek advice from the DoM
  – Actively seek documentation e.g., evals from CE talks
  – Letters of acknowledgement of significant education activities
  – Letters regarding adopting your teaching materials/research
Documenting Scholarship

• Research (all types) – CE, CI, CS

• Creative Professional Activities – CI, CQI
  – Activities that advance your profession / professional practice, e.g. clinical practice guidelines, advances in clinical practice, new therapies, curriculum design and implementation, clinical practice innovations, etc. etc.
Documenting Scholarship

- Research Funding (required for CS)
  - 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.)
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.)