Continuing Faculty Appointment Review (CFAR) Workshop

November 19, 2019
"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 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
EXPECTATIONS AT 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?
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

- 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 2019…
• 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 2013-2019

- Past 5 years, 215 continuing faculty appointment reviews of 192 full-time clinical faculty members
- 90% recommended for continuing appt. at 3 years
- 100% recommended by 5 years
CFAR Outcomes

- Recommendation to the Dean for:
  - Continuing faculty appointment
  - Continuing faculty appointment once (explicit deliverables)…. (no re-review required)
  - Change APD & re-review in 2 years
  - Not sure… continued probation & re-review in 1-2 years (VERY FEW)
Reasons for Extended Probation

- Insufficient protection of the time allotted for scholarship
- Disproportionate focus on obtaining grants at the expense of publications
- Failure to complete graduate training
- Inadequate demonstration of teaching effectiveness (quality or quantity)
- Failure to address repeated unprofessional behaviour
CFAR Workshop 2019

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 24, 2020**

• Submit your documents through your **Sharefile folder**
  
  *https://utmed.sharefile.com/login.aspx*

  – Having issues? Contact **dom.cfar@utoronto.ca**

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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)
Process

• Chair reviews the letter & discusses the committee’s finding with the co-chairs and makes the final decision re recommendation to the Dean
  – Chair may discuss with PIC and DDD before making final decision

• The Chair shares the CFAR committee recommendation 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
  – But not automatic, PIC office must initiate!

• 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.
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, 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 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 MEDSIS and POWER Teaching Evaluations are collected by the department and shared with the candidate, PIC and DDD
<table>
<thead>
<tr>
<th>Clinician-teacher</th>
<th>Optional Creative Professional Activity (CPA) Statement (CPA contributions should be integrated into the CV)</th>
</tr>
</thead>
<tbody>
<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>
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</table>
| 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.  
*If the candidate has five or fewer publications then the ‘five most significant publications’ section should be removed.* |
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
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 Intro and “Philosophy”

For mine, I had 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
## Teaching Data Summary Table

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<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>
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<td>Abstracts and Other Papers</td>
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<td></td>
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<td>5.9/6</td>
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<td>Faculty of Medicine</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td>Invited Lectures and Presentations</td>
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<td>20</td>
<td>Excellent qualitative feedback</td>
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<td></td>
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<td>MediaAppearances</td>
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<td></td>
<td>Invited Lectures and Presentations</td>
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<td></td>
<td>A. 4.6/5, B. N/A, C. D. 9.75/10</td>
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</tbody>
</table>

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**Notes:**
- Need to include scores yourself.
- Can include brief summaries of comments here.
- May want to split out activities as they will show up lumped together.

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*Generated by Web CV - includes activities from Jul 2005 to Jun 2012*  
*CONFIDENTIAL DOCUMENT*
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 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

  - 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.)
Focus and Impact

CFAR Workshop November 19th 2019

Edward Etchells, MD FRCP C MSc
Senior Mentor, Centre for Quality Improvement and Patient Safety (CQUIPS)
Mentorship Coordinator, Division of General Internal Medicine
Department of Medicine, University of Toronto
Focus

• Bring the reader into your world
• Few words
• No abbreviations
• No jargon
Focus

My focus is using Rx vigilance and staffing redesign to reduce potentially harmful medication errors during prospective and retrospective medication reconciliation, as mandated by ISMP-C and the SHM.
Focus

Patients might get the wrong medications when they are admitted or discharged from hospital. My focus is reducing such errors
Activity #1 – Answer CFAR Question 2

• What is the focus of your work? (Max. 250 words)?

• 2 minutes then 2 minutes pair and share
Impact

• Patient care is better because of your creative professional activity
Activities/Evidence of Impact

• Almost Anything!
• Examples: page 17, U of T Manual for Academic Promotion
Describe Impact

• Start with a summary

• Tell your story

• For each activity, briefly cite:
  – Evidence of impact (or how you might gather evidence)
  – Scope of impact
Bad

I joined the ISMP-C in 2015. I led the QI subcommittee on MedRec. We secured grants from CSIM to address unintentional medication discrepancies with a focus on SGLT2 inhibitors, and CYP3A4 inducers. We wrote papers in CJGIM, JGIM, AIM and AJM. I gave the plenary lecture at CSIM in Rockwood. I have worked with F. Crabtree, BJ Wilks and A. Punter on educational material.
Patients might get the wrong medications when they are admitted or discharged from hospital. My focus is reducing such errors.

Since 2015 I have given 3 provincial invited presentations, participated in 1 national guidelines committee, and shared educational material with 4 international medical educators interested in my focus.
Activity #2 - Impact

• What do you consider your major accomplishments since your initial faculty appointment? (Max. 500 words)
  – Start with a summary
  – Tell your story
  – For each of activities, briefly cite:
    • Evidence of impact (or how you might gather evidence)
    • Scope of impact

• 2 minutes
Thank you

Edward Etchells, MD FRCPC MSc
edward.etchells@sunnybrook.ca