DEPARTMENT OF MEDICINE SENIOR PROMOTIONS WORKSHOP

WEDNESDAY NOVEMBER 25TH, 2020
TO BE COVERED TODAY

- Senior Promotion:
  - Assistant to Associate
  - Associate to Full Professor

- It’s all in the *Manual for Academic Promotion* (revised 2020)

- And online at: [http://www.deptmedicine.utoronto.ca/senior-promotion](http://www.deptmedicine.utoronto.ca/senior-promotion)
Mean years to promotion: 8.95 (3-24)

- CE: 9.6 (SD 2.7)
- CI: 8.8 (SD 3.4)
- CS: 7.7 (SD 3.0)
- CT: 10.4 (2.8)
CRITERIA FOR SENIOR PROMOTION BY POSITION

DESCRIPTION

- CT
- CQI
- CE
- CI
- CS

CPA | Research | Teaching

CT | 20 | 10 | 10
CQI | 5 | 1 | 4
CE | 2 | 1 | 3
CI | 15 | 10 | 5
CS | 45 | 30 | 15
OVERVIEW

- Criteria for Promotion
- Writing your candidate’s statement
- Preparing your CV (Web CV)
- Identifying referees
- Timeline (deadlines)
PROMOTION CRITERIA

- **Excellence** in at least ONE of:
  - Research
  - Creative Professional Activity
  - Teaching (sustained excellence in teaching)

Excellence is defined based on demonstration of national or international REPUTATION – external referees required

Excellence based on teaching evaluations, honours & awards, student testimonials – internal referees; external referees waived

+ demonstrated **competence** as a teacher (if excellent in research or CPA)
+ **administrative service** to the University (citizenship)
HOW IS EXCELLENCE DEFINED?

- Research & CPA
  - **Evidence** of a national (Assoc Prof) or international (Full Prof) REPUTATION
    - External referee letters
    - Leadership roles nationally/internationally
    - Invited presentations

- Sustained Excellence in Teaching
  - **Evidence** of sustained (years) of EXCELLENCE as a teacher
    - Teaching awards & honours
    - Student testimonials
    - TES scores & comments
    - Internal referee letters

Innovations in education, leadership in education, scholarship in education is CPA or Research… not teaching!
Read it....
WHAT DOCUMENTS ARE REVIEWED?

- Candidate’s Statement
- Curriculum Vitae (Web CV + additional text)
- Teaching reports
- Student testimonials
- Referee letters
  - External referees - Research & CPA
  - Internal referees - SET
WHAT IS CREATIVE PROFESSIONAL ACTIVITY?

- 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.
TYPES OF CREATIVE PROFESSIONAL ACTIVITIES

• Contributions to the Development of Professional Practices
  – Leadership in profession or professional societies, associations, or organizations that influences standards / effectiveness of discipline (not simply admin role)

• Exemplary Professional Practice
  – Practice has been recognized by peers as exemplary AND been emulated or otherwise impacted practice

• Professional Innovation & Creative Excellence
  – Inventions, new techniques, conceptual innovations, educational programs (all target audiences)
THE CANDIDATE’S STATEMENT

SENIOR PROMOTION WORKSHOP 2020
CANDIDATE STATEMENT

- Academic career history
- Career progress since last promotion
- Research
- CPA
- Teaching & Education
- Administrative Service
CANDIDATE’S STATEMENT

- What do you do?
- Why is it important?
  - Don’t assume they know
- What have you done?
  - Succinct, simple language
- What **impact** has it had?
  - Provide hard evidence
  - What would NOT have happened without your contribution?
Description of the CPA
Role of Applicant in the CPA
Impact & Significance
Dissemination & Knowledge Translation
WHAT IS YOUR FOCUS?

- Critical to be able to clearly articulate the main focus of your scholarly work
- 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 work
WHAT IS YOUR IMPACT?

- Impact means that your work has improved thinking/research, care or education in some tangible way
- Often requires demonstration of leadership (you made it happen)
- Work recognized as exemplary by peers or emulated by others
- Impact should have a *thematic* connection (i.e., focus!!)
EVIDENCE OF YOUR NATIONAL / INTERNATIONAL REPUTATION

- 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
- Invitations to consult/advice (e.g., with a quality improvement project or educational curriculum at another institution)
- Appointment to decision making bodies, advisory committees, or task forces related to the focus of one’s CPA

See the handbook for full list
TWO EXAMPLES

SENIOR PROMOTIONS 2020
CLINICIAN TEACHER
ANDREW MCDONALD
I began practicing Emergency Medicine in 1990 at Sunnybrook and became a Trauma Team Leader in 1991. I was appointed Lecturer in Medicine in 1991. Based on my teaching and leadership achievements from 1990 to March 1995, I was promoted to Assistant Professor in the Department of Medicine in 1996.

Since 1996, my teaching and education, have focused on two themes:
- Emergency Medicine, Resuscitation and Trauma Care; &
- Health System Administration, Professionalism and Ethics.
TEACHING & EDUCATION

- Theme 1: Emergency Medicine, Resuscitation and Trauma Care:
  - For postgraduate medicine trainees, I have delivered many lectures, seminars and both low and high fidelity simulation sessions on the topics of Emergency Medicine and Trauma care over the years since my last promotion. ....
  - In continuing education, I was an Instructor for the American College of Surgeons Advanced Trauma Life Support course for Community Physicians from 1990 to 2009.
  - In inter-professional education, I have taught many seminars and simulation sessions to Advanced Care and Critical Care Land and Flight Paramedics.
  - I was the thesis co-supervisor for a learner who completed a Masters degree in Disaster Medicine from the University of Eastern Piedmont (Italy), and I was the thesis supervisor for a Physician who completed a final Emergency Medicine Residency Thesis at the University of Addis Ababa, Ethiopia. In the trauma program, we have developed a role for Residents, Fellows and Community Physicians to shadow the Staff Trauma Team Leader and to learn resuscitation team leadership skills as well as the relevant clinical medicine.
  - In addition to formal teaching, the vast majority of my clinical work includes bedside supervision and teaching of Undergraduate, Postgraduate, Fellowship, Paramedic or Physician Assistant trainees. From 1996-2019, I estimate that I have supervised and taught over 3,000 trainees in conducting bedside teaching.
CLINICIAN INVESTIGATOR
LIANNE SINGER
I have been a faculty member at the University of Toronto (U of T) since completion of my fellowship training in 2001. I attended medical school (9T3), and residencies in Internal Medicine (1993-1996) and Respirology (1996-1998) at U of T, followed by a clinical fellowship in Lung Transplantation at Stanford University (1998-2001) and the Advanced Training in Clinical Research program at the University of California, San Francisco. I was promoted to Associate Professor in 2012, and hold cross-appointments to the Institutes of Medical Science and Health Policy, Management and Evaluation.

I am medical director of one of the world’s pre-eminent lung transplant programs at University Health Network, currently performing more annual transplants (197 in 2018) than any other program worldwide. The impact of my work in this field is recognized internationally and has led to 20 invited presentations at conferences and visiting professorships, contributing to high-impact international guidelines, and hosting observers and trainees from leading international transplant programs.
There are three main components to my scholarly work:

- Understanding how patients feel and function (HRQL-health-related quality of life) in advanced lung disease and following lung transplantation;
- Characterizing frailty and sarcopenia (reduced muscle size, strength or function) in transplant candidates and recipients and studying the effects of frailty and sarcopenia on health and survival; and
- Designing and evaluating clinical innovations to improve access to, and outcomes of transplantation. Health-related quality of life in advanced lung disease and lung transplantation.
In my early career, I designed and assembled a very large cohort study of health-related quality of life (HRQL) in advanced lung disease and lung transplantation. Since my last promotion, I have completed follow-up of 1069 subjects completing 7332 assessments from 2004-2016, which found that lung transplantation confers very large quality of life improvements across all age groups and clinical indications.

The main findings were published in the American Journal of Respiratory and Critical Care Medicine (impact factor 15.239) in 2015 in addition to six other sub-studies published since 2012 addressing questions including the HRQL benefit of re-transplantation, candidates’ ability to predict their own post-transplant HRQL, and the HRQL benefit of transplantation in patients with COPD who do not have a predicted survival benefit.

Continued evaluations of this cohort are focused on studying the determinants of HRQL post-transplant and the impact of complications such as chronic lung allograft dysfunction. I now lead a five-center sub-study of HRQL in lung transplantation as part of a US National Institutes of Health (NIH)-sponsored clinical research consortium (CTOT-20).

My expertise in this field was recognized by invited participation in a NIH-Association of Specialty Professors consensus conference and publication in the American Journal of Transplantation on transplantation in older patients. In 2017, I was invited to present a plenary address on HRQL at the European Society of Organ Transplantation biannual conference in Barcelona, Spain (viewable at https://youtu.be/g2Ao2gKwuto ) and I have also presented my work as an invited speaker at four other international meetings since my last promotion.
Since 2013, I have established a research program to diagnose and assess the impact of frailty and sarcopenia in organ transplantation. In collaboration with Dr. Kenneth Rockwood of Dalhousie University, I developed a frailty index from the clinical data collected as part of transplant candidacy assessments. We found that frailty measurement from candidacy assessments is feasible, that frailty is highly prevalent in patients with advanced organ disease, and that frailty is a powerful predictor of pre-and post-transplant survival.

I applied a similar approach to develop a cystic-fibrosis specific frailty index. These findings have garnered significant attention at international conferences and are submitted for publication. I have also shown that a more common method of frailty assessment based on five signs or symptoms is actually not associated with survival but rather with increased functional and HRQL benefit from lung transplantation (J Heart Lung Transplant, 2018).

These frailty models are now being studied in a multicenter lung transplant cohort including patients in Toronto and 4 US centres, and in a prospective study in all solid organ transplant candidates at UHN, U of Toronto for which I am principal investigator. I am also developing and validating a frailty index based on clinical data to assess fitness of deceased organ donors prior to organ retrieval (eg. donor medical history, routine blood work results).

My work on frailty and sarcopenia has been supported through grants from national and international funding agencies including CIHR, the US National Institutes of Health, the American Society of Transplantation and the Canadian Frailty Network.

My expertise was recognized though my invited participation in an American Society of Transplantation frailty symposium, the proceedings of which are published in the American Journal of Transplantation, and by a recent visiting professorship at Duke University in North Carolina, USA. This work on understanding the optimal use and predictive validity of frailty and sarcopenia measurements will ultimately lead to intervention studies to improve candidate selection and fitness for transplantation, and mitigate the adverse effects of frailty on pre-and post-transplant outcomes.
I am the program director for our medical lung transplant fellowship, and have expanded from 3 to 5 training positions and trained 3 fellows since my last promotion.

My past fellows practice academic transplant Respirology in four Canadian provinces, several prominent US programs, and in Europe, the UK, Asia and Australia including some of the first trained transplant respirologists in Japan and India.

I have supervised the successful research of fellows, graduate students and postdoctoral research fellows.

My research trainees have received prestigious awards including a CIHR Vanier Scholarship, American Society of Transplantation Fellowship, and Royal College of Physicians and Surgeons of Canada Detweiler Travelling Fellowship, and have published 20 first author papers since my last promotion in high-impact journals such as the American Journal of Respiratory and Critical Care Medicine and the Journal of Heart and Lung Transplantation.
I have continued as medical director of the Toronto lung transplant program, and managed an increase in annual lung transplant volumes of more than 80% since my last promotion. During this time, I have recruited and mentored four new junior faculty respirologists to the transplant program.

National service has included Chair of the Lung Group of the Canadian Society of Transplantation from 2013-16, and Board of Directors for the Canadian Organ Replacement Registry from 2012-2018. I have served on committees for Canadian Blood Services and Trillium Gift of Life Network to improve transplant practices, accountability and data collection in Canada and specifically in Ontario. In 2018, I received the Joel Cooper Award from the Canadian Society of Transplantation for exceptional contributions to lung transplantation in Canada.
ADDITIONAL EXAMPLES

SENIOR PROMOTIONS WORKSHOP 2020
# Telling Your Story: Research Example (Geoff Liu - CS)

<table>
<thead>
<tr>
<th>Focus</th>
<th>Accomplishments</th>
<th>Demonstrated Impact</th>
<th>Demonstrated Reputation</th>
</tr>
</thead>
</table>
| Discovery of genomic biomarkers that have potential for use in personalized cancer therapy | • Used xenografts (human tumors implanted into immunocompromised mice) to recapitulate human tumors and identify biomarkers of patient and tumour response in a number of cancer types, including esophageal cancers, lung cancer and mesothelioma  
• Conducted secondary analyses of observational & trials’ datasets to evaluate the impact of genetic variation and tumor genomics on treatment response, survival and toxicity  
• Peer-review grants & publications | • Identified promising biomarkers that have been targeted for drug development and subsequently tested in clinical trials (fibulin-3 as a serologic marker for mesothelioma diagnosis; osteopontin as a prognostic marker of mesothelioma survival; and new clinical markers for head and neck cancers)  
• Graduate supervision (trainee success)  
• Related CPA | • Invited presentations  
• Leadership of national/international groups  
• Research awards & honours |
<table>
<thead>
<tr>
<th>FOCUS</th>
<th>ACCOMPLISHMENTS</th>
<th>DEMONSTRATED IMPACT</th>
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</thead>
</table>
| To promote appropriate use of resources through leadership, research and education | • Co-chaired the creation of the CSIM and CSHM Choosing Wisely Canada (CWC) lists  
• Created a toolkit for the CWC website to support other institutions seeking to reduce BZD use in hospital  
• U of T Division of GIM grant to support QI project to reduce unnecessary blood work ($20,000) | • Download X times  
• QI project on reducing unnecessary sedative hypnotics featured in HQO report on CWC (1 of 4 projects) | • Visiting professor and grand rounds presentation at Johns Hopkins University  
• External referee letters |
## TELLING YOUR STORY: CPA EXAMPLE (MARY BELL - CI)

### FOCUS
- Continuing professional development (CPD) to advance patient-centered care and self-management for people with arthritis

### ACCOMPLISHMENTS
- Developed, implemented & evaluated a workshop for primary care providers - “Getting a Grip on Arthritis” on diagnosis & Rx of arthritis (J Rheum 2005)
- Led international development and validation of an Early Inflammatory Arthritis (EIA) Detection Tool (BMC Musculoskel Disord 2010)
- Implemented & evaluated a Peer-to-Peer (P2P) Mentoring Program for persons with early RA
- Peer-review grants and publications

### DEMONSTRATED IMPACT
- Funded by Health Canada to implement Getting a Grip across Canada ($3.8M)
- EIA tool has been cross-culturally adapted for use in other countries, e.g. US, Taiwan & Saudi Arabia
- Initial P2P feasibility work highlighted on CIHR website [http://www.cihr-irsc.gc.ca/e/47127.html#6](http://www.cihr-irsc.gc.ca/e/47127.html#6)
- P2P program adapted for other conditions, e.g. social media in adolescents, US colleagues for SLE

### DEMONSTRATED REPUTATION
- Dave Davis CME Research Award (2006-2008)
- 2012 Colin R. Woolf Award for Long-Term Contribution to Continuing Education from the Faculty of Medicine
- 2015 Division of Rheumatology Dafna Gladman Award
- 2015 Ontario Rheumatology Association Rheumatologist of the Year
- External referees
### TELLING YOUR STORY: CPA EXAMPLE (CATHERINE YU - CE)

<table>
<thead>
<tr>
<th>FOCUS</th>
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<th>DEMONSTRATED IMPACT</th>
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</tr>
</thead>
</table>
| Optimizing diabetes care by helping patients, providers and health care teams apply clinical practice guidelines in clinical practice, using educational and technologic innovations | Led the national dissemination and implementation of the Canadian Diabetes Association 2013 Clinical Practice Guidelines | Increased international and national awareness of existence of CDA 2013 CPG as evidenced by:  
- Number of media impressions (list)  
- Website usage statistics (e.g. total usage, use by country)  
- Number of app purchases  
- User testimonials (colleague letters)  
- National survey results (list)  
- Non-peer-reviewed publications (list)  
- Peer-reviewed publications | • Invited international/national presentations (list)  
• External referee letters |

- List of accomplishments and outcomes related to the dissemination and implementation of clinical practice guidelines.
### TELLING YOUR STORY: SET EXAMPLE (RAJ GUPTA - CT)

<table>
<thead>
<tr>
<th>FOCUS</th>
<th>ACCOMPLISHMENTS</th>
<th>DEMONSTRATED IMPACT</th>
<th>DEMONSTRATED REPUTATION</th>
</tr>
</thead>
</table>
| Teaching in under-graduate and post-graduate medical education, particularly at pre-clerkship and clerkship levels | • Numerous leadership roles related to the medical clerkship program (list)  
• Developed and implemented the structured oral examination that became the standard skills examination for the DoM for many years  
• As Director of the Remediation Program for UGME, provided individualized tutoring to >60 medical students | • High pass rate for these students.  
• His remediation model has served as the exemplar for programs university-wide. | • Numerous teaching awards and nominations (list)  
• Teaching effectiveness scores (comparison with peers)  
• Student testimonials and TES comments |
PREPARING YOUR CURRICULUM VITAE

SENIOR PROMOTIONS WORKSHOP 2019
HONOURS & AWARDS

- Your awards
  - International
  - National
  - Provincial
  - Local

- Your trainees’ awards
  - International
  - National
  - Provincial
  - Local

2016 **Alanna Weisman, MD:** Dr. Fernand Labrie Fellowship Research Award, The Canadian Society of Endocrinology and Metabolism. Ontario Ministry of Health, Clinician Investigator Program, Canada

2013 **Bheeshma Ravi, MD:** Gallie-Bateman Award, Awarded third prize for poster presentation: - Total Joint Arthroplasty Appears Cardioprotective In Patients With Moderate-Severe Osteoarthritis - A Propensity-Score Matched Analysis.
PROFESSIONAL AFFILIATIONS AND ACTIVITIES

- Ensure all national / international leadership roles documented
- Ensure your role is clear, e.g. Chair, Co-Chair, Member…
  - Clarify your role if unclear
RESEARCH & CPA STATEMENTS

- Within WebCV
- ~1/2 page each
- As per candidate statement, but includes full career not just since last promotion/initial appointment
  - What is your focus, what do you do/have you done, what impact has it had, what is your next step?
Peer-review separate from non-peer-review and industry

2016 - 2019 **Co-Investigator.** Using Knowledge Translation Theory to Inform the Development of Interventions to Improve management of Early Osteoarthritis. **Canadian Institutes of Health Research (CIHR).** PI: Mackay, CJ. 156,667 CAD. I was the primary supervisor for CJ MacKay on this project, which comprised her post-doctoral work.
Provide details re your contribution & independence if large team (or working with former supervisor, or industry sponsored etc.) e.g. role in design, conduct, analysis, publication
- Would the work have happened without you? If not, why not?
SALARY SUPPORT & OTHER FUNDING

- Personal Salary Awards
- Trainee Salary Awards
List separately:
- Refereed and non-refereed publications
- Published papers and papers in press
- Abstracts
- Books, edited books and book chapters

For each publication, clearly indicate:
- Level of contribution for each publication – as the Senior Responsible Author (SRA), the Principal Author (PA), the Co-Principal Author (Co-PA), or a Collaborator (COLL)/Co-Author(CA)
- Where authorship includes trainees, indicate the supervisory role, e.g. primary supervisor, co-supervisor, member of graduate committee, etc.
PUBLICATIONS – YOUR ROLE

• Senior Responsible Author (SRA) generally last author
  • Initiates & obtains study funding
  • Establishes setting in which the project is conducted
  • Plays major role in analysis and manuscript preparation
  • Is the Corresponding Author for publication of the manuscript

• Principal* Author (PA) generally first author
  • Carries out the research, data analysis, manuscript preparation (e.g. trainee)

• Co-principal Author (Co-PA)
  • Has role in experimental design & conducting the research, analysis of data & manuscript preparation
  • Project would be compromised seriously without the Co-PA

• Collaborator (COLL) or Co-Author (CA)
  • Contributes experimental material, assays, patients, existing data (e.g. registry or database) to the study, but no major conceptual role
Follow the format in Handbook p33

Document your role on each publication as per Promotions Handbook

Proof read carefully

- Ensure publications under correct headings
  - Original research vs Others

AFTER the data is uploaded & BEFORE clicking 'save', add the PMID to the "Rest of citation" on the publication input page

Include journal impact factor

Note widely cited papers & papers accompanied by editorials (insert text post webcv export)

Calculate your h-index (career, since last promotion)


Hawker, GA., Wright, JG., Badley, EM., Coyte, PC., for the Toronto Arthroplasty Health Services Research Consortium. Perceptions of, and willingness to consider, total joint arthroplasty in a population-based cohort of individuals with disabling hip and knee arthritis. Arthritis Rheum 2004; 51(4): 635-41. **Principal Author.**

Cadarette, SM., Beaton, DE., Hawker, GA. Osteoporosis Health Belief Scale: Minor changes were required after telephone administration among women. J Clin Epidemiol 2004; 57:154-66. **Senior Responsible Author.**
H INDEX

- Web of Science
- SCOPUS

Page 76 of Handbook
TOP FIVE PAPERS

- Should be recent (within time period of promotion… calendar year)
- Senior author, first author – YOUR original contribution
- You can update …. Big paper under review gets accepted
PRESENTATIONS & SPECIAL LECTURES

- Specify the nature of the presentation & audience
- Make a distinction between *invited lectures* – including keynote lectures, plenary lectures and concurrent sessions at scientific meetings – and *presentations of accepted abstracts of original research*
- In instances of multi-authored abstract presentations, indicate whether the candidate was the presenter or whether the presentation was provided by a trainee directly supervised by the candidate.

International meetings held in Toronto…. 
TEACHING AND EDUCATION
COMPETENCE IN TEACHING

- EVERYONE must have demonstrated competence as a teacher
- Formal & informal teaching
- Quality (evaluations; testimonials)
- Quantity (meets expectations of position description)
- Teaching philosophy/statement
Sustained *Excellence* in Teaching

- Academic achievement in *teaching alone, sustained over many years* (~ 10 years)
  - Outstanding teacher
    - Teaching awards (received and nominations)
  - Consistently high evaluations / comments
    - Power & MEDSIS
    - CME
    - Student testimonials
DOCUMENTATION OF TEACHING

- Teaching evaluations
- Teaching Philosophy/Statement – *reflect on negative comments*
- Teaching report – generated from Web CV
TEACHING EVALUATIONS

- POWER & Clerkship evaluations will be obtained by DoM and sent to you, your PIC/Chief, your DDD
- Pre-clerkship (MEDSIS) evaluations and any evaluations from non U of T activities must be obtained by YOU
  - If you have enough internal evaluations you need not go searching for extra
- Carefully review ALL evaluations for “red flags”
  - Appeal if appropriate
  - Reflect on negative comments, if any, in your teaching philosophy
TEACHING STATEMENT (PHILOSOPHY)

- Identify your aims, values, and beliefs about teaching
- Highlight key aspects of your approach to 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
My **philosophy of teaching** recognizes the importance of imparting attitudes, professional behaviours and leadership through mentoring or role modeling (in addition to knowledge and clinical skills). Learning about, and seeing these leadership skills in action, are essential components to becoming both effective leaders and effective team members. I developed teaching materials and interactive sessions with these goals in mind and regularly include actionable feedback on learners’ demonstrated professional and leadership behaviours. I feel that I can most help learners by teaching how to think more than what to think. Clinical learners have many sources of information including interviewing patients and consulting resources in books, journals and online resources. Junior learners (e.g. Medical Students and Paramedics) need help to organize the vast amount of material in order to make sense of clinical syndromes and to communicate with colleagues effectively. More senior learners (Residents and Fellows) need to use the information to develop a sensible plan of care, test it with the patient’s expectations and the available resources. It is this synthesis level thinking where I feel I can contributes more during our learning interactions. When learners are also training to be a team leader (such as leading an interprofessional trauma resuscitation team), they need modeling and feedback on important skills of team leadership; this is what I strive to give to them.
TEACHING AND EDUCATION REPORT

- Introduction and Teaching 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)

Keep it simple re categories
### 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>Multilevel 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>
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<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>
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<td></td>
<td>Undergraduate MD</td>
<td>Faculty of Medicine, Dept of Medicine, Respology</td>
<td>Lectures</td>
<td>2.0</td>
<td>20</td>
<td>4.3/6</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>Patient and Public Education</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></td>
<td>Invited Lectures and Presentations</td>
<td>2.0</td>
<td>20</td>
<td>Excellent qualitative feedback</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Media Appearances</td>
<td>0.3</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>2010 - 2011</td>
<td>Multilevel 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, Respology</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, B. 75, C. 20, D. 40</td>
<td>A. 4.6/5, B. N/A, C. D. 9.75/10</td>
</tr>
</tbody>
</table>
DO NOT INCLUDE

- Schedules of rounds with your name on it
- Emails/messages confirming times/dates of talks
- Copies of talks, presentations, papers
We do NOT use the Web CV CPA report

Embed within your CV + CPA statement

Example:

Administrative Activities - Provincial

2017 Apr - present  **Member.** Health Quality Ontario: QBP bundle for hip/knee replacement.

Based on my expertise in the field of arthroplasty appropriateness, I was invited to participate on the Steering Committee to advise the MOHLTC on its approach to evaluating the implementation of bundled payments for hip/knee replacement in the province. I was the only rheumatologist appointed to the committee.
**Document Excellence or Competence in:**

<table>
<thead>
<tr>
<th>Document</th>
<th>Excellence or Competence in: (Research</th>
<th>CPA)</th>
<th>Competence in Teaching</th>
<th>Sustained Excellence in Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most Significant Publications</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Data Summary Sheets (research)</td>
<td>X</td>
<td>X</td>
<td></td>
<td>If relevant</td>
</tr>
<tr>
<td>Awards (grants)</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Supervision</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer-review publications</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data Summary Sheet (teaching)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Teaching &amp; Education report</td>
<td>X</td>
<td>X</td>
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</tr>
</tbody>
</table>

*Do NOT produce a CPA report*
ADMINISTRATIVE SERVICE

- Activities that benefit your career advancement e.g. chairing scientific conference, should be discussed under CPA or Research....
- Here we are talking about things you do to be a good citizen, e.g. REB committee, CIHR grant panel, Royal College Examiner
- Not on its own sufficient for promotion
EXTERNAL REFEREES

- **At least THREE letters required – submit min. 6-8 names**
  - They do NOT need to know you….
  - We need names from you and separately from your PIC/DDD – share!

- **What we expect from them**
  - Establishes your reputation nationally or internationally
  - Help to frame value add of your work (why is what you do important?)
  - Would you be promoted to Associate/Full Professor at their University

- **Eligibility**
  - At arm's length - no collaboration in the past 5 years
  - Senior experts in your field (can attest to your accomplishments and reputation)
  - At or above the rank you aspire to
  - If going forward to Full Professor it is expected that your external referees be international
EXTERNAL REFEREES

- Referees should NOT be former supervisors or mentors even if you haven’t published with them in the past five years
- Suggestions for finding eligible referees
  - Speak with DDD and local experts in your field
  - Conduct PubMed search
  - Ask your international colleagues for names
WAIVER OF EXTERNAL REVIEW

- Should be sought when the promotion will be based on
  - Sustained Excellence in Teaching
- Submit Letter of Request & Full CV to:
  - The Dean,
  - c/o Dr Gillian Hawker, Chair of Medicine
- Example letter: http://www.deptmedicine.utoronto.ca/required-documentation#WaiverExt

If ANY chance that CPA will be included, obtain external letters
INTERNAL REFEREES

- At least THREE letters required – submit min. 6 names
- What we expect from them
  - Corroborate your reputation, eligibility for promotion
- Eligibility
  - Faculty in DoM or other U of T departments, e.g., Surgery
  - **Not in your university division or hospital**
  - NOT close colleagues, collaborators, teachers, mentors, supervisors, friends
  - NOT members of the DoM promotion committee
  - No collaboration in the past 5 years
STUDENT TESTIMONIALS

- EIGHT names required from you
  - Current and former trainees since your last promotion
  - Ideally across multiple levels
  - Attest to your attributes as an effective teacher, educational scholar and mentor
SENIOR PROMOTION PROCESS

- Department of Medicine promotions review committee
  - 3 meetings October-November
  - 2 independent reviewers – discuss – consensus recommendation OR requires revision and re-review at third meeting
  - Meeting 3 – recommendation to Chair (candidate may appeal decision)
  - Chair letter to Dean and final promotion documents submitted by first week of January

- Decanal Committee
  - Independent review by 2 reviewers (not Medicine) January-March
  - Letter to Chair re providing additional justification Feb (no news is good news) to present to committee in person in March
  - Final recommendation given to Dean

- Dean reviews & makes recommendation for/against promotion effective July 1
What Is MY ROLE?

- Web CV perfecto!
- Prepare and edit your documents & submit on time to your hospital administrator!!
- Provide referees (but do NOT contact them):
  - EXTERNAL REFEREES – 6 names (share with DDD and PIC)
  - INTERNAL REFEREES - 6 names “”
  - STUDENTS for TESTIMONIALS - 8 names
WHERE CAN I GET HELP?

- **DoM Website:**
  - [http://www.deptmedicine.utoronto.ca/senior-promotion](http://www.deptmedicine.utoronto.ca/senior-promotion)

- **FoM Handbook:**

- **Hospital**
  - Department Promotions Administrator
  - Hospital Promotion Mentor (should be assigned to you)

- **University DoM**
  - University DoM Promotions Administrator: Lilian Belknap [dom.srpromotion@utoronto.ca](mailto:dom.srpromotion@utoronto.ca)
## WHERE CAN I GET HELP?

### Department Promotion Committee Administrators

<table>
<thead>
<tr>
<th>HOSPITAL</th>
<th>NAME</th>
<th>CONTACT INFO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baycrest</td>
<td>Vicki Corris</td>
<td>416-785-2500 ext. 2073 <a href="mailto:vcorris@baycrest.org">vcorris@baycrest.org</a></td>
</tr>
<tr>
<td>MSH-UHN-TRI</td>
<td>Mena Suh</td>
<td>416-340-4479 <a href="mailto:Mena.Suh@uhn.ca">Mena.Suh@uhn.ca</a></td>
</tr>
<tr>
<td>SHSC</td>
<td>Denise Campbell</td>
<td>416-480-6100 ext. 2007 <a href="mailto:Denise.Campbell@sunnybrook.ca">Denise.Campbell@sunnybrook.ca</a></td>
</tr>
<tr>
<td>SMH</td>
<td>Julia Stratta</td>
<td>416-864-5810 <a href="mailto:StrattaJ@smh.ca">StrattaJ@smh.ca</a></td>
</tr>
<tr>
<td>WCH</td>
<td>Monica Khalil</td>
<td>416.323.7722 <a href="mailto:Monica.khalil@wchospital.ca">Monica.khalil@wchospital.ca</a></td>
</tr>
</tbody>
</table>

### University Department Promotion Committee Administrator

<table>
<thead>
<tr>
<th>NAME</th>
<th>CONTACT INFO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lilian Belknap</td>
<td>416-978-6834 <a href="mailto:dom.srpromotion@utoronto.ca">dom.srpromotion@utoronto.ca</a></td>
</tr>
</tbody>
</table>
TIMELINE AND DEADLINES:

- Promotions Timeline: [http://www.deptmedicine.utoronto.ca/promotion-process](http://www.deptmedicine.utoronto.ca/promotion-process)

- Submission Deadlines:
  - Contact your Hospital Promotions Administrator!
  - Deadlines vary by hospital and are earlier than those listed on the DoM website.

- DoM Deadlines: [http://www.deptmedicine.utoronto.ca/submission-deadlines-0](http://www.deptmedicine.utoronto.ca/submission-deadlines-0)
DOCUMENTATION SPECIFIC TO CPA

- Appendix: 5 pgs max.
  - ONLY if you think your case has not already been made through other documents

http://www.deptmedicine.utoronto.ca/required-documentation