
DEPARTMENT OF MEDICINE SENIOR PROMOTIONS WORKSHOP

WEDNESDAY NOVEMBER 25TH, 2020

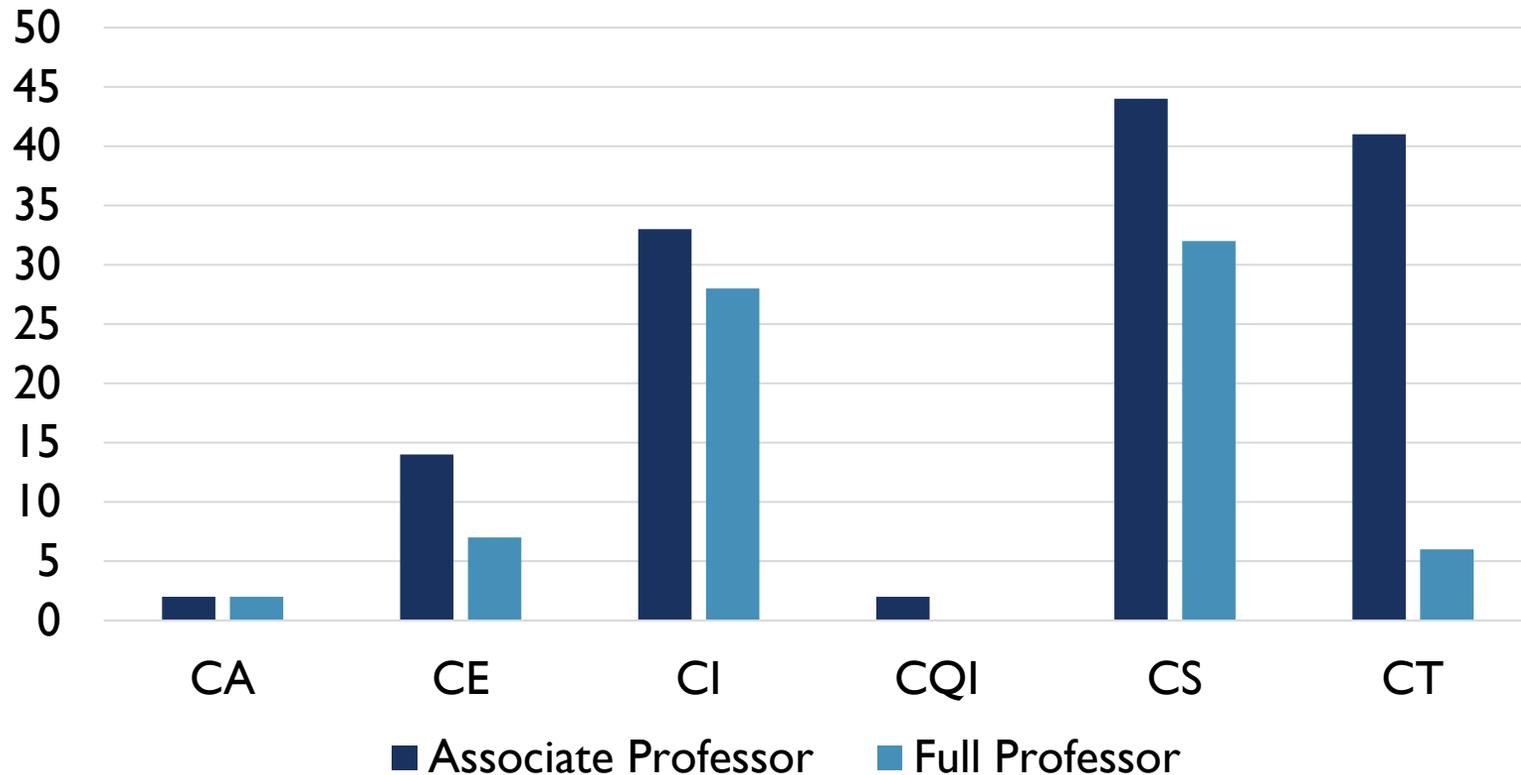


TO BE COVERED TODAY

- 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>

SENIOR PROMOTIONS 2014-2020 (N=211)

Position Description



Mean years to promotion: 8.95 (3-24)

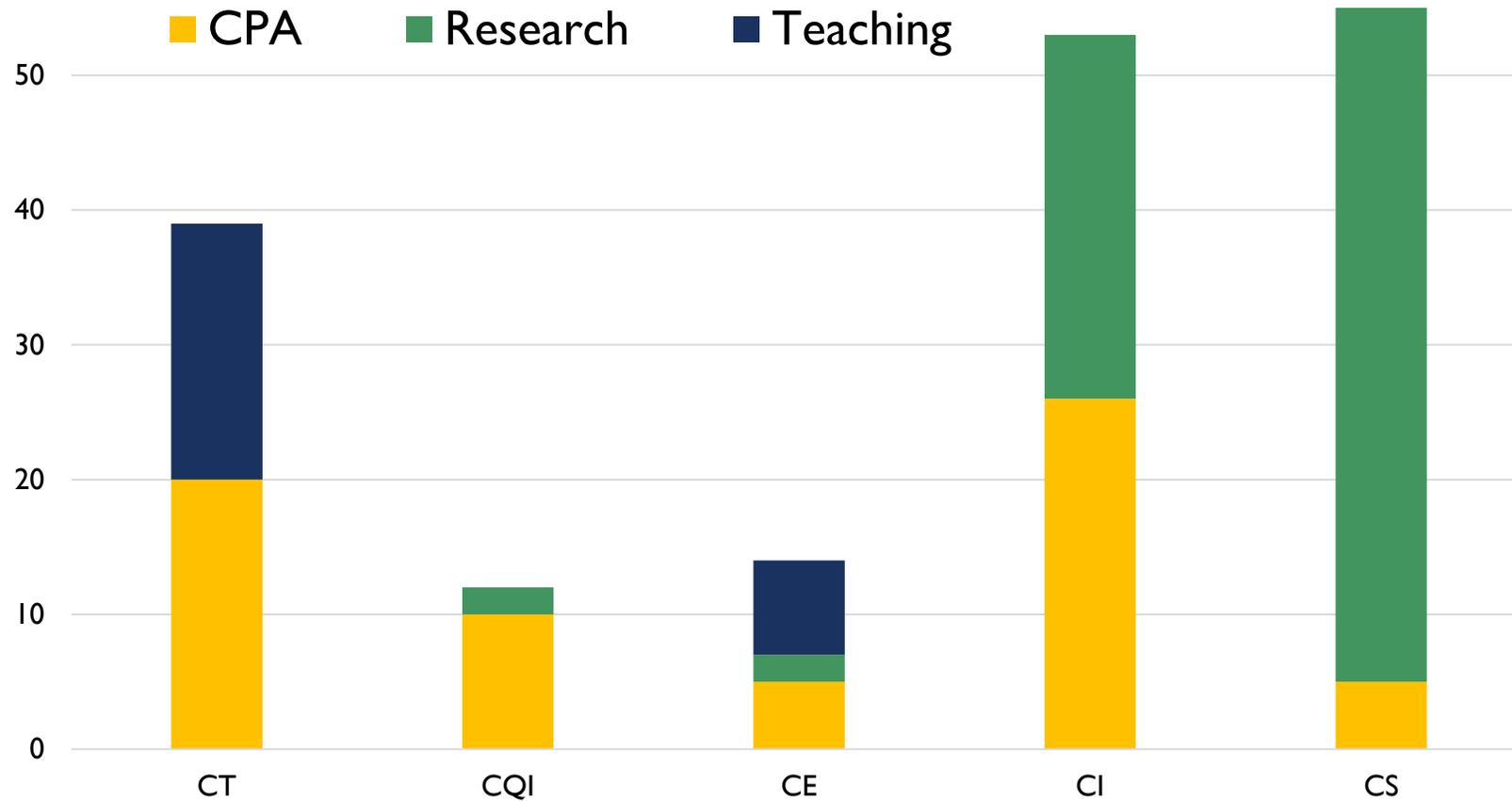
CE: 9.6 (SD 2.7)

CI: 8.8 (SD 3.4)

CS: 7.7 (SD 3.0)

CT: 10.4 (2.8)

CRITERIA FOR SENIOR PROMOTION BY POSITION DESCRIPTION



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!

MANUAL FOR ACADEMIC PROMOTION



Manual for Academic Promotion to Associate Professor and Professor

- Read it....



July 2019

NOTE: This manual is not intended to be used for:

- the process of applying for tenure at the University of Toronto
- the process of applying for continuing status, teaching stream appointments to the Faculty of Medicine
- transfer of rank on appointment from another academic institution
- promotion of clinical(MD) faculty from Lecturer to Assistant Professor

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?*



CREATIVE PROFESSIONAL ACTIVITIES CHECKLIST (PG. 75 HANDBOOK)

- Description of the CPA
- Role of Applicant in the CPA
- Impact & Significance
- Dissemination & Knowledge Translation

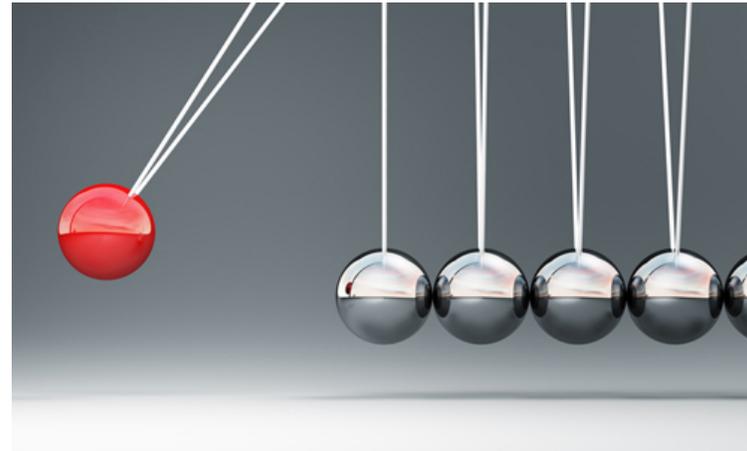
WHAT IS YOUR FOCUS?

- 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?

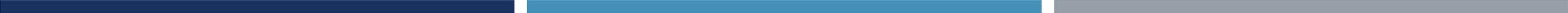
- Impact means that your work has improved thinking/research, care or education in some tangible way
- Often requires demonstration of leadership (you made it happen)
- Work recognized as exemplary by peers or emulated by others
- Impact should have a thematic connection (i.e., focus!!)



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/advise (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 M^CDONALD



ACADEMIC CAREER HISTORY (ANDREW MCDONALD, EM)

- 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 I: 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



ACADEMIC CAREER HISTORY

- 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 Respiriology (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.

RESEARCH & CREATIVE PROFESSIONAL ACTIVITY

- 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

THEME I: HRQL FOLLOWING 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.

THEME 2: FRAILTY & SARCOPENIA

- 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 through 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.

TEACHING & EDUCATION

- 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 Respiriology 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.

ADMINISTRATIVE SERVICE

- 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)

FOCUS	ACCOMPLISHMENTS	DEMONSTRATED IMPACT	DEMONSTRATED REPUTATION
<p>Discovery of genomic biomarkers that have potential for use in personalized cancer therapy</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Invited presentations Leadership of national/international groups Research awards & honours External referee letters

TELLING YOUR STORY: CPA EXAMPLE (CHRISTINE SOONG - CQI)

FOCUS	ACCOMPLISHMENTS	DEMONSTRATED IMPACT	DEMONSTRATED REPUTATION
<p>To promote appropriate use of resources through leadership, research and education</p>	<ul style="list-style-type: none"> • 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 ofT Division of GIM grant to support QI project to reduce unnecessary blood work (\$20,000) 	<ul style="list-style-type: none"> • Download X times • QI project on reducing unnecessary sedative hypnotics featured in HQO report on CWC (1 of 4 projects) 	<ul style="list-style-type: none"> • Visiting professor and grand rounds presentation at Johns Hopkins University • External referee letters

TELLING YOUR STORY: CPA EXAMPLE (MARY BELL - CI)

FOCUS	ACCOMPLISHMENTS	DEMONSTRATED IMPACT	DEMONSTRATED REPUTATION
<p>Continuing professional development (CPD) to advance patient-centered care and self-management for people with arthritis</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 • P2P program adapted for other conditions, e.g. social media in adolescents, US colleagues for SLE 	<ul style="list-style-type: none"> • 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)

FOCUS	ACCOMPLISHMENTS	DEMONSTRATED IMPACT	DEMONSTRATED REPUTATION
<p>Optimizing diabetes care by helping patients, providers and health care teams apply clinical practice guidelines in clinical practice, using educational and technologic innovations</p>	<p>Led the national dissemination and implementation of the Canadian Diabetes Association 2013 Clinical Practice Guidelines</p>	<p>Increased international and national awareness of existence of CDA 2013 CPG as evidenced by:</p> <ul style="list-style-type: none"> • 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) <p>Peer-reviewed publications</p>	<ul style="list-style-type: none"> • Invited international/national presentations (list) • External referee letters

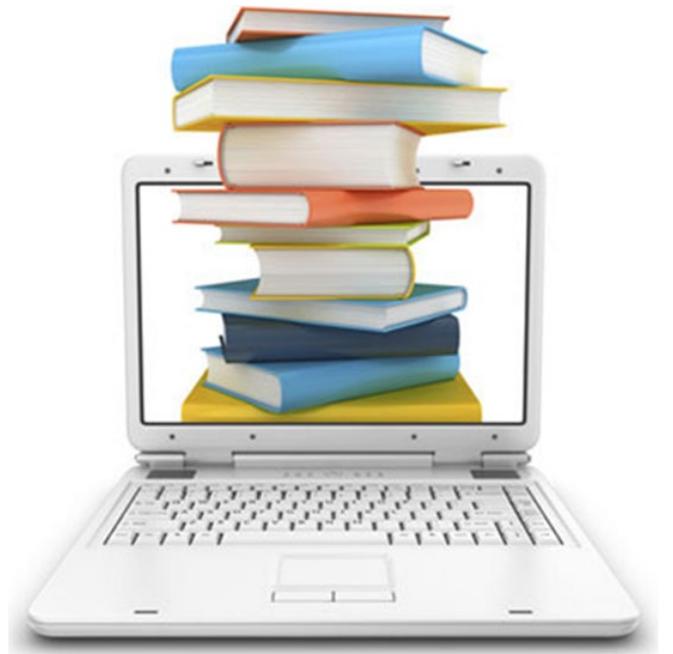
TELLING YOUR STORY: SET EXAMPLE (RAJ GUPTA - CT)

FOCUS	ACCOMPLISHMENTS	DEMONSTRATED IMPACT	DEMONSTRATED REPUTATION
Teaching in undergraduate and post-graduate medical education, particularly at pre-clerkship and clerkship levels	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• High pass rate for these students.• His remediation model has served as the exemplar for programs university-wide.	<ul style="list-style-type: none">• 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

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

- National

- Provincial

- Local

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.

- Your trainees' awards

- International

- National

- Provincial

- Local

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?

RESEARCH FUNDING

- 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.

TEAMWORK

- 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

PUBLICATIONS

- 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

PUBLICATIONS

- **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)

Kendzerska T, King L, Lipscombe L, Croxford R, Stanaitis I, **Hawker G**. The Impact of Hip and Knee Osteoarthritis on the Subsequent Risk of Incident Diabetes: A Population-Based Cohort Study. *Diabetologia* 61(11):2290-2299; 2018
Coauthor or Collaborator. (IF 6.2)

AUTHORSHIP

- Clark, JP., Hudak, PL., **Hawker, GA.**, Coyte, PC., Mahomed, NN., Kreder, HJ., Wright, JG. The moving target: A qualitative study of elderly patients' decision-making regarding total joint replacement surgery. *J Bone Joint Surg* 2004; 86-A(7): 1366-74. **Coauthor or Collaborator.**
- **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.**

What does the online journal say?

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

11/26/2020

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

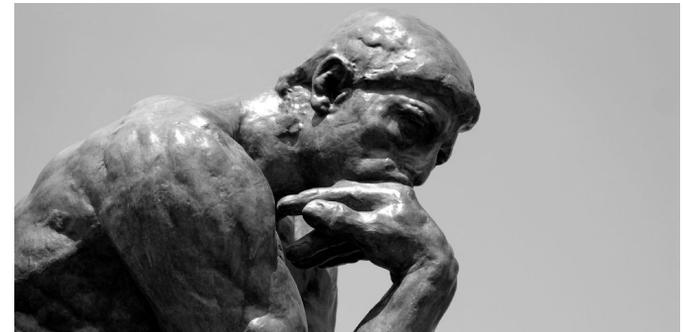
- Teaching evaluations
- Teaching Philosophy/Statement – *reflect on negative comments*
- Teaching report – generated from Web CV

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



TEACHING PHILOSOPHY

- 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 contribute 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

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, Respiriology	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, Respiriology	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

You need to add your teaching scores

DO NOT INCLUDE

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

DOCUMENTING CPA

- 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.

PRODUCED FROM WEB-CV

Document	Excellence or Competence in:		Competence in Teaching	Sustained Excellence in Teaching
	Research	CPA		
Most Significant Publications	X	X	X	X
Data Summary Sheets (research)				
Awards (grants)	X	X		If relevant
Supervision	X	X		X
Peer-review publications	X	X		X
Data Summary Sheet (teaching)				
Teaching & Education report	X	X	X	X

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>
- FoM Handbook:
 - <http://www.deptmedicine.utoronto.ca/sites/default/files/2016%20Academic%20Promotions%20Manual.pdf>
- Hospital
 - Department Promotions Administrator
 - Hospital Promotion Mentor (should be assigned to you)
- University DoM
 - University DoM Promotions Administrator: Lilian Belknap dom.srpromotion@utoronto.ca

WHERE CAN I GET HELP?

Department Promotion Committee Administrators		
HOSPITAL	NAME	CONTACT INFO
Baycrest	Vicki Corris	416-785-2500 ext. 2073 vcorris@baycrest.org
MSH-UHN-TRI	Mena Suh	416-340-4479 Mena.Suh@uhn.ca
SHSC	Denise Campbell	416-480-6100 ext. 2007 Denise.Campbell@sunnybrook.ca
SMH	Julia Stratta	416-864-5810 StrattaJ@smh.ca
WCH	Monica Khalil	416.323.7722 Monica.khalil@wchospital.ca

University Department Promotion Committee Administrator	
NAME	CONTACT INFO
Lilian Belknap	416-978-6834 dom.srpromotion@utoronto.ca

TIMELINE AND DEADLINES:

- Promotions Timeline: <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>

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>

