



# Continuing Faculty Appointment Review (CFAR) Workshop

**Drs. Shiphra Ginsburg &  
Michael McDonald**  
Co-Chairs  
CFAR Committee



November 15, 2024



Medicine  
UNIVERSITY OF TORONTO

# Agenda

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



# The First Years (the probationary period)

- Irrespective of academic rank at appointment, new faculty appointments are *probationary* for **three to five years**
- Continued appointment beyond this time is contingent upon a successful *Continuing Faculty Appointment Review (CFAR)*



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



# Your Academic Plan (APD)



Patient care



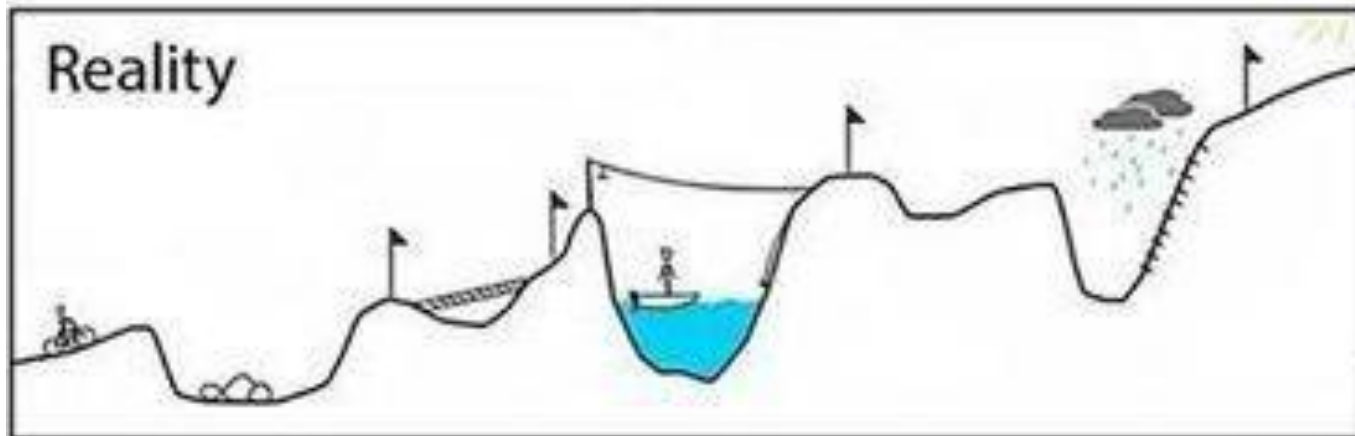
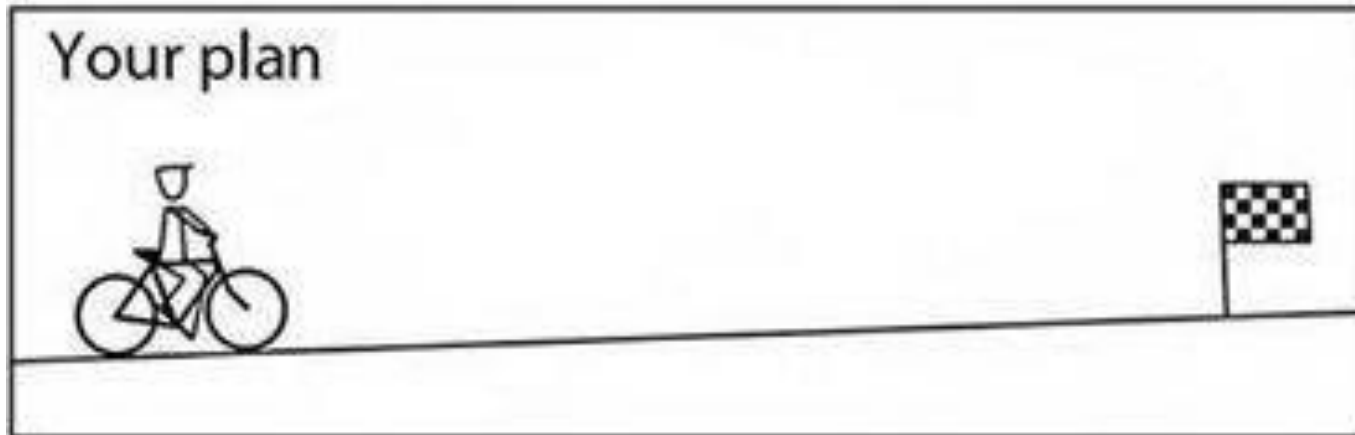
Teaching



Scholarship



# Sometimes...



# CFAR

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



**HERE'S WHAT  
WE'RE  
LOOKING FOR?**

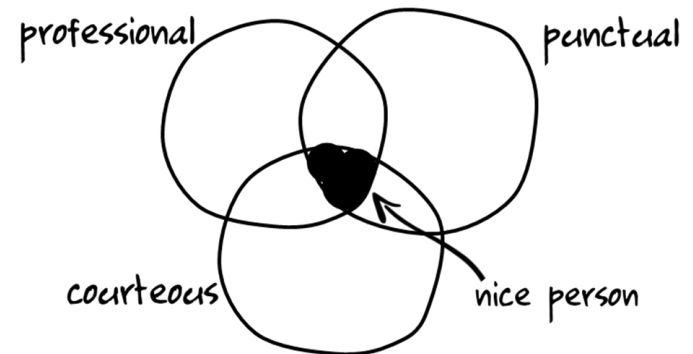


# What are we looking for?

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

## Career Development:

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





# ALL Faculty Members

- Citizenship
  - A small division with few CTs may need CS faculty to participate in UGME even though not REQUIRED for CFAR
- Formal teaching consistent with Academic Position Description (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 may ask for additional information (PD, VCE, etc)
  - Gather your TE reports early! The department will provide your Postgraduate Medical Education (PGME) reports. Any Undergraduate Medical Education (UGME) must be pulled from Medsis by faculty and submitted with your CFAR documentation.



# Scholarship

- Moving along as per academic plan and expectations of APD
  - Teachers – demonstration of teaching effectiveness
  - CQI – 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 2024...
- Be able to articulate your unique contribution to the work... would it have happened without you? If not, why not?

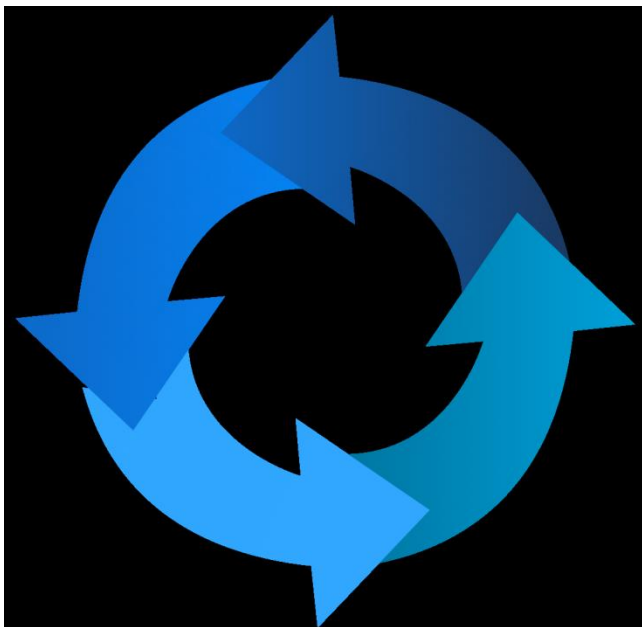


# Professional Behaviour

- Consistent with code of conduct







CFAR Workshop 2024

# PROCESS AND TIMING OF REVIEW



# CHANGES for 2025

- The department has adopted a bi-annual CFAR cycle with timelines based on the date that the faculty three-year appointment probation ends.
- Prior to submitting your required CFAR documentation to the department, there will be a mandatory review by your DDD of all dossier materials.

## CFAR PROCESS AND DEADLINES

### SPRING 2025

#### Who?

Faculty with probation end dates in April to Sept 2024

- Document submission to DDD: **December 13<sup>th</sup>, 2024**
- Document submission to the department: **Feb 24, 2025**
- CFAR committee review: **April 2025**

### FALL 2025

#### Who?

Faculty with probation end dates in Oct 2024 to March 2025

- Document submission to DDD: **June 13, 2025**
- Document submission to the department: **August 5<sup>th</sup>, 2025**
- CFAR committee review: **October 2025**

Candidates are notified of their CFAR outcome in June 2025 or December 2025





# Everything you need to know . . .



## FACULTY DIRECTORY

## RECRUITMENT

## ACADEMIC APPOINTMENTS

[Academic Position Descriptions](#)

[Clinical Faculty Academic Appointments](#)

[Professors Emeriti](#)

[Non-Clinical Academic Appointments](#)

[Clinical Cross-Appointments](#)

[Graduate Appointments](#)

[Department Appointments Committee](#)

## NEW FACULTY

## CONTINUING FACULTY APPOINTMENT REVIEW (CFAR)

[Process/Timeline](#)

[Required Documentation](#)

[Submission Deadlines](#)

[Resources](#)

## JUNIOR PROMOTION

## SENIOR PROMOTION

[Promotion Process](#)

[Promotion Criteria](#)

[Required Documentation](#)

[Letters of Reference](#)

[Submission Deadlines](#)

[Promotion Committees](#)

[Resources](#)

## MENTORSHIP, EQUITY & DIVERSITY

[Vice-Chair, Mentorship, Equity & Diversity](#)

[Mentorship, Equity & Diversity Committee](#)

[Mentorship in the Department of Medicine](#)

[Mentorship Facilitators](#)

[Faculty Survey](#)

[Mentorship, Equity & Diversity Resources](#)

## CLINICAL FACULTY ADVOCATE

## FACULTY DEVELOPMENT

[Centre for Faculty Development](#)

[Master Teacher Program](#)

[Resources for Physician Leadership](#)

[Competency by Design](#)

## PROFESSIONALISM/CODE OF CONDUCT

## WEBCV

[WebCV Login](#)

[WebCV Help](#)

## EXPENSE CLAIMS, HONORARIUMS & WAIVERS

[POLICIES \(INDUSTRY RELATIONS, CONDUCT, PROMOTIONS, ETC.\)](#)

[TEACHING EXPECTATIONS](#)

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



# Process: Who Does the Evaluation?

- 18-24 committee members
  - Varying job descriptions, hospitals, specialties
- Primary & secondary reviewer assigned to each faculty dossier - review independently & summarize the material for the whole committee
- The committee has a full discussion about each candidate and a consensus opinion is reached *OR* a request is made for additional information and the decision is postponed
  - e.g. they wish more documentation of teaching effectiveness & we may survey residents in their program



# Process

- The committee co-chairs draft a letter of recommendation to the Chair conveying the committee's deliberations and conclusions
  - ✓ Meets/surpasses requirements + feedback
  - ✓ Does not meet requirements, extend probation + feedback (e.g. more protected time, more mentorship, change in job description) + expectations at re-review
  - ✓ Does not meet requirements, recommend that appointment not be renewed (*never* at first review)





CFAR Workshop 2024

# **PREPARING YOUR CFAR DOCUMENTS**



# Required CFAR Documents

- **The CFAR Candidate Summary** - Please complete with Adobe Acrobat Pro or Reader rather than a third party built-in PDF reader
- **CFAR Contents Checklist** – APD specific
- An up to date Curriculum Vitae for the time period from year of initial appointment
  - Papers in preparation may be included once the WebCV report is run
  - All candidates must include a Teaching Philosophy / Statement in their CV
- **A Teaching & Education Report (TER)**
  - This report is generated by WebCV
  - It will also include the Teaching Philosophy/Statement. It is fine for it to appear twice, both here and in the CV Report
- **Teaching Data Summary Table**
  - This report is generated by WebCV
- **All teaching evaluations since initial appointment**
  - *Pre-clerkship evaluations must be provided by the candidate*
  - All clerkship and POWER Teaching Evaluations are collected by the department and shared with the candidate, PIC and DDD
- **Up to five (5) pages of appendices**
  - To provide any relevant additional documentation of teaching effectiveness or scholarship that is not already included in above
  - Candidates may NOT include letters of reference or testimonials, emails or personal communications, or any documents containing patients' personal health identifiers

**\*In addition to the common documents, each academic position description has an associated series of WebCV reports that the committee reviews to evaluate the candidate's progress to date.**

---



# APD- Specific Documents

---

|  |   |
|--|---|
| Clinician-teacher                            | Creative Professional Activity (CPA) Statement  |
| Clinician in quality & innovation            | CPA statement and CPA contributions integrated into CV required   |
| Clinician-educator                           | Research Statement, Refereed Publication Summary and CPA statement required   |
| 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.<br><i>If the candidate has five or fewer publications then the 'five most significant publications' section should be removed.</i> |

---

CPA contributions should be integrated into the CV!

---



# 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 (condense scores and learner comments to 1 or 2 pages)
      - Graduate courses taught
  - *If your cover letter, CV and teaching / CPA / research statements speak for themselves then nothing additional is needed*
- 





# CFAR Cover Letter (fillable pdf)

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



# Teaching and Education Report

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



# Teaching Philosophy = Education Statement

- Describe your approach to teaching and education (or research supervision, as appropriate)
- Highlight what you feel is important to your teaching
  - e.g., specific teaching methods, approach to feedback
- Are there specific factors that modify your approach?
  - e.g., audience, discipline, purpose
- Create an authentic, coherent story of who you are as a teacher
- Be reflective – include areas in which you want/need to improve... *reflect on any poor evaluations or negative comments*



# Example of Teaching “Philosophy”

Shiphra Ginsburg - Teaching & Related Educational Activities Summary

## TEACHING & EDUCATION REPORT

Shiphra Ginsburg

Division of Respirology, Department of Medicine  
UNIVERSITY OF TORONTO

### Introduction

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

#### Introduction:

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

#### 3 sections

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

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

Page 1 of 164

Generated by WebCV - 2012 Nov 21  
CONFIDENTIAL DOCUMENT

Shiphra Ginsburg - Teaching & Related Educational Activities Summary

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

Since Co Research includes formation for topics Annual F during w

I have al Centre fo years.

Mentorin Closely r related to exploring resulted people's

Clinical T Last but physician have out internal r

patients. In terms of my evaluations the most rewarding comments for me indicate my dedication to excellence in patient care, my available evaluati qualitati

In the p "balance changes to half-f

In summ grows. I

#### Within each section:

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

#### End with a summary

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

Page 2 of 164

Generated by WebCV - 2012 Nov 21  
CONFIDENTIAL DOCUMENT



# Another Example of Teaching “Philosophy”

## Teaching Philosophy

### Introduction:

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

provides me  
xt and the d  
n I offer in th  
rove increm  
of role mode

### Within each section:

- Approach, role modelling, reflections
- Different for each section

As the Director of the Advanced Heart Failure and Transplantation Fellowship Program, I work closely with clinical fellows and senior cardiology residents on the advanced heart failure inpatient service, and in the heart transplant and ventricular assist device ambulatory

### For example : 3 sections

- *Educating senior fellows and refining consultant skills*
- *Educating residents and students*
- *Educating undergrad/grad students*

consultants.

nization  
nts and  
expert  
es. At  
articulate  
It decisi  
manage  
eam cor  
h helps

### End with a summary

- Include plans for the future
- Include any Faculty Development plans or plans to broaden reach nationally, etc



# Getting started with the Education Statement: A few themes to consider

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



# A few comments on Education Statement

- This is a useful exercise for many reasons
  - Demonstrates caring, commitment
  - Analogous to research statements
  - Opportunity to set academic goals
  - Forced self-reflection
  - Useful for senior promotion
- Not much “Philosophy” involved
- Format is flexible
- Be authentic



# Teaching Data Summary Table

Do Not Need to Manually Enter Scores!

| 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<br>B. 75<br>C. 20<br>D. 40 | A. 4.6/5<br>B. N/A<br>C.<br>D. 9.75/10    |

Can include brief summaries of comments here.



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



# DO NOT include

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



# Helpful tips

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



# Helpful tips

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





# Documenting Scholarship

- Research (all types) – CE, CI, CS
- Creative Professional Activities – CI, CQI
  - Activities that advance your profession / professional practice, e.g. clinical practice guidelines, advances in clinical practice, new therapies, curriculum design and implementation, clinical practice innovations, etc. etc.



# Documenting Scholarship

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



# Publications & Presentations

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



# Documenting CPA

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





# CFAR Documentation Pre-Submission Review

DoM requires all CFAR candidates have their documents reviewed by their DDD prior to submission to the department.

This review will include (1) ensure that all required documentation is included in the package and (2) identify potential concerns that need to be addressed.

Candidates will include their content checklist with their documents to ensure that all the necessary material is submitted and to confirm that the pre-submission review has occurred. Content lists will be APD specific.

## Physician-In-Chief and Division Director Evaluations

Detailed written evaluations of the faculty member's performance from the candidate's physician-in-chief (PIC) and departmental division director (DDD) will be provided to the department directly and included in the review package for the committee.



# Discussion

- Questions....
- Concerns...
- Feedback...
  
- Please contact the Academic Appointments office:
  
- [dom.cfar@utoronto.ca](mailto:dom.cfar@utoronto.ca)
- [dom.academicappts@utoronto.ca](mailto:dom.academicappts@utoronto.ca)

