Continuing Faculty Appointment Review (CFAR) Workshop

October 15, 2021
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)*

[Link to CFAR website]

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

Patient care

Teaching

Scholarship
Sometimes...

Your plan

Reality
Unprecedented...

“Same storm, different boats…” Kaveh Shojania
CFAR

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

100% successful in 2021... the half-way to CFAR check-ins are working
HERE’S WHAT WE’RE LOOKING FOR?
What are we looking for?

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

Career Development:
Are we and you doing everything in our collective power to ensure your academic success?
ALL Faculty Members

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

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

• Informal Teaching – in context of clinical care

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

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

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

• Expected in 2022...

• 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 2021

PROCESS AND TIMING OF REVIEW
CFAR Process

• Candidates notified – fall
  – PIC may request waiver of review to subsequent year if extended leave
  – Workshops held

• Prepare & submit documents - winter

• CFAR Committee Review – spring
  – May request additional information or clarifications
  – Recommendation to Chair

• Decision – late spring

http://www.deptmedicine.utoronto.ca/continuing-faculty-appointment-review-cfar
Everything you need to know . . .

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

• Final submission deadline for the 2022 CFAR is **February 22, 2022**
• Submit your documents through your **Sharefile folder**
  [https://utmed.sharefile.com/login.aspx](https://utmed.sharefile.com/login.aspx)
  – Having issues? Contact [dom.cfar@utoronto.ca](mailto:dom.cfar@utoronto.ca)

Drs. Shiphra Ginsburg &
Michael McDonald
Co-Chairs
CFAR Committee
Process: Who Does the Evaluation?

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

• The committee co-chairs draft a letter of recommendation to the Chair conveying the committee’s deliberations and conclusions

  ✓ Meets/surpasses requirements + feedback

  ✓ Does not meet requirements, extend probation + feedback (e.g. more protected time, more mentorship, change in job description) + expectations at re-review

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

- Candidate statement – template
- Up-to-date CV (Web CV) will generate the rest
All candidates require... 

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

<table>
<thead>
<tr>
<th>Role</th>
<th>Required/Optional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinician-teacher</td>
<td><strong>Optional</strong> Creative Professional Activity (CPA) Statement (CPA contributions should be integrated into the CV)</td>
</tr>
<tr>
<td>Clinician in quality &amp; innovation</td>
<td>CPA statement and CPA contributions integrated into CV required</td>
</tr>
<tr>
<td>Clinician-educator</td>
<td>Research Statement, Refereed Publication Summary and/or CPA statement required (CPA contributions should be integrated into the CV)</td>
</tr>
<tr>
<td>Clinician-investigator &amp; Clinician-scientist</td>
<td>Research Statement, Refereed Publication Summary, Research Awards Data Summary reports, and an ORCID ID or Google Scholar page link are required. CPA statement is optional; CPA contributions should be integrated into the CV. <em>If the candidate has five or fewer publications then the ‘five most significant publications’ section should be removed.</em></td>
</tr>
</tbody>
</table>
Appendices - MAXIMUM of 5 pages

• The only additional information should be things that will *substantively* influence members of the review committee
  – e.g., non DoM FORMAL teaching
    – Accredited CME
    – Rounds you presented
    – Graduate courses taught

• *If your cover letter, CV and teaching / CPA / research statements speak for themselves then nothing additional is needed*
PLEASE DO NOT INCLUDE

- Patient thank-you letters, e-mails
- Cards from patients or students
- Letters of reference from students, peers, patients
- Any documents with personal health information
PIC & DDD Letters

• Please forward an updated CV to your PIC and DDD early in the new year
The details...
CFAR Cover Letter (fillable pdf)

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

• Introduction and Teaching Philosophy/Education Statement

• Teaching Landmarks: pulls data from WebCV
  • Education/teaching awards
  • Innovations and developments in T & E
  • Leadership and administrative service in education

• Breakdown of education by LEVEL (multi-level, undergrad, post-grad, graduate, CPD, FD, etc)
  • Within each level activities are listed by ACADEMIC YEAR (most recent year first)
  • Within each Academic Year activities are listed by TYPE (e.g., seminars, lectures, clinical supervision, innovations/development, admin service, presentations, etc)
Teaching Philosophy = Education Statement

• Describe your approach to teaching and education (or research supervision, as appropriate)

• Highlight what you feel is important to your teaching
  – e.g., specific teaching methods, approach to feedback

• Are there specific factors that modify your approach?
  – e.g., audience, discipline, purpose

• Create an authentic, coherent story of who you are as a teacher

• Be reflective – include areas in which you want/need to improve... *reflect on any poor evaluations or negative comments*
Example of Teaching “Philosophy”

**TEACHING & EDUCATION REPORT**

Shiphra Ginsburg

Division of Respirology, Department of Medicine
UNIVERSITY OF TORONTO

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

**Within each section:**
- Approach, evaluations, reflections
- May be quite different for each

End with a summary
- Include goals for the future
- Include any Faculty Development plans, etc
Another Example of Teaching “Philosophy”

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

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

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

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

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

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

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

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

### Notes
- Do Not Need to Manually Enter Scores!
- Can include brief summaries of comments here.
- May want to split out activities as they will show up lumped together.
DO NOT include

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

• Participate in courses/activities that have formal systematic evaluations of teaching as relevant to your APD

• And/or seek your own input from learners about your teaching

• Don’t assume that everything will be evaluated

• Encourage your learners to complete their evaluations
Helpful tips

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

• Research (all types) – CE, CI, CS

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

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

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

• No longer use CPA report from WebCV

• Instead, embed CPA within other sections of your CV
  – E.g., publication (led to invitation to speak... led to requests to duplicate model of care... etc.)