



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)*



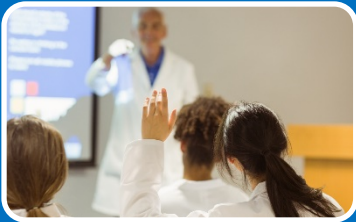
<http://www.deptmedicine.utoronto.ca/continuing-faculty-appointment-review-cfar>



Your Academic Plan (APD)



Patient care



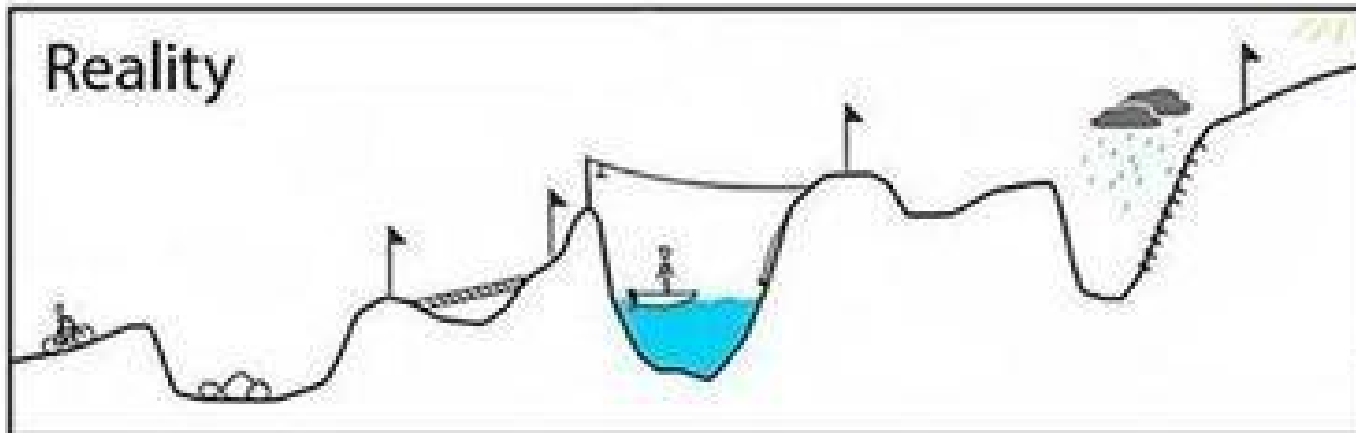
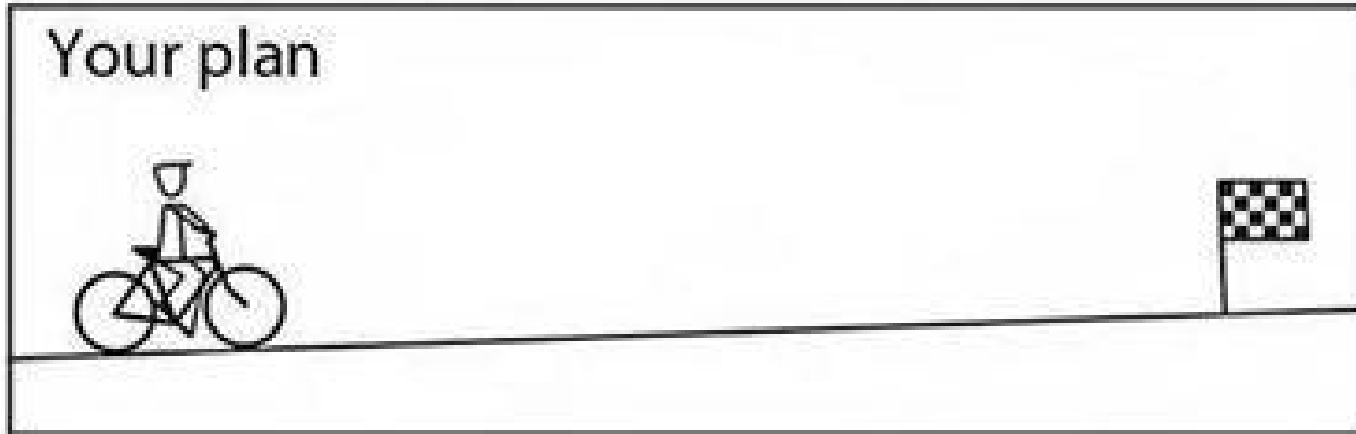
Teaching



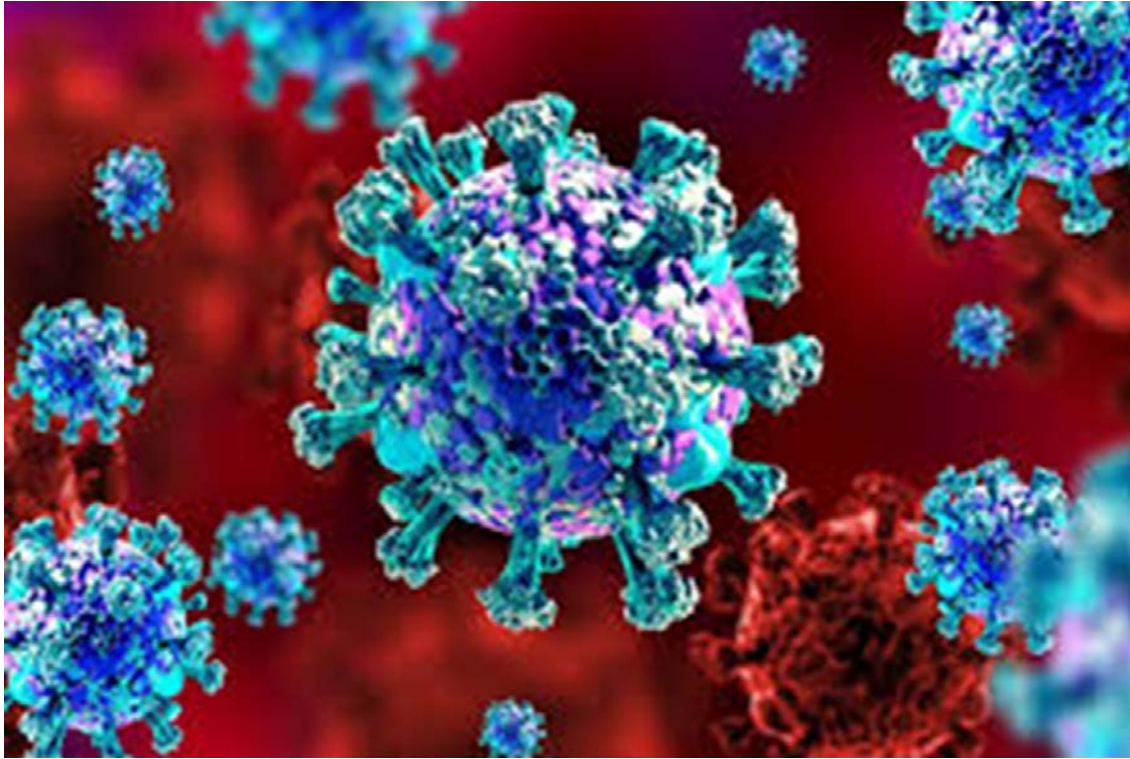
Scholarship



Sometimes...



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?**

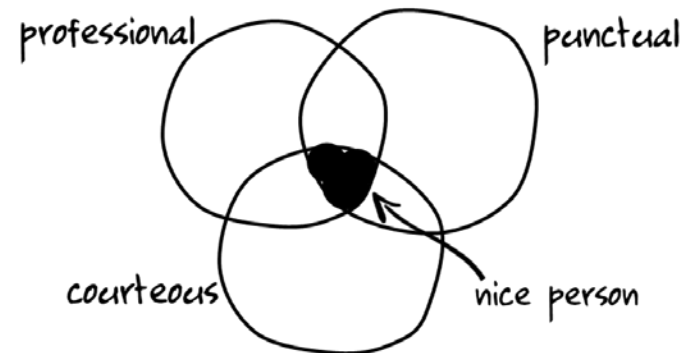


What are we looking for?

- 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?

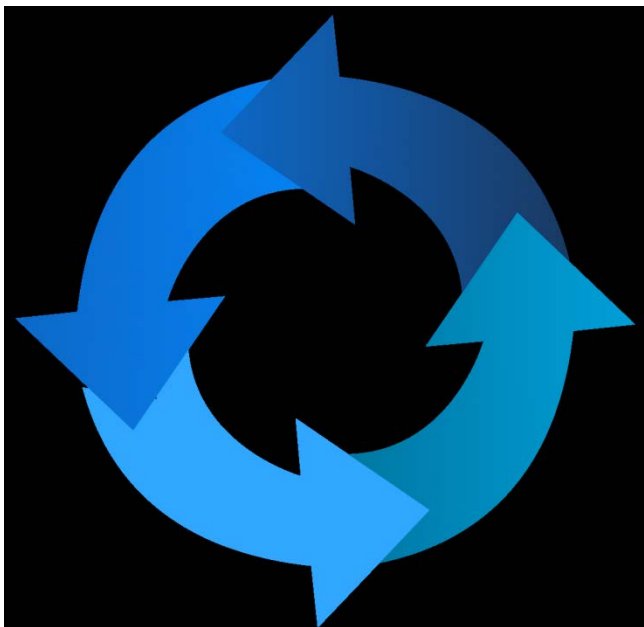


Professional Behaviour

- 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 . . .



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/>



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>
 - Having issues? Contact 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)





CFAR Workshop 2021

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

Clinician-teacher	Optional Creative Professional Activity (CPA) Statement (CPA contributions should be integrated into the CV)
Clinician in quality & innovation	CPA statement and CPA contributions integrated into CV required
Clinician-educator	Research Statement, Refereed Publication Summary and/or CPA statement required (CPA contributions should be integrated into the CV)
Clinician-investigator & Clinician-scientist	Research Statement, Refereed Publication Summary, Research Awards Data Summary reports, and an ORCID ID or Google Scholar page link are required. CPA statement is optional; CPA contributions should be integrated into the CV. <i>If the candidate has five or fewer publications then the 'five most significant publications' section should be removed.</i>



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”

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

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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 quality. 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

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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

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, Respirology	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, Respirology	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

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.)



