New Faculty Orientation
Department of Medicine, Temerty Faculty of Medicine
We would like to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and most recently the Mississaugas of the Credit River. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

First Nations Artist Christi Belcourt
63 new full-time faculty members (48% women)

Dr. X. Y
(Rank), Division of (Specialty name)
Department of Medicine, (Hospital)
Temerty Faculty of Medicine, University of Toronto
New Faculty Orientation

• Today – Overview of the DoM

• Small group discussions by Position Description:
  – CI/CS: Tuesday Sept 28th 4:00 – 5:00pm
  – CQI: Thursday Sept 23rd 2:00-3:00pm OR Monday Sept 27 12:00-1:00pm
  – CT/CE: Friday Oct 1st 11:00am – 12:00pm OR 1:00 – 2:00pm

• Faculty Development Workshops
<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>830-850</td>
<td>Welcome &amp; introduction to U of T and the DoM - Hawker</td>
</tr>
<tr>
<td>850-900</td>
<td>Small group breakouts – get to know one another</td>
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<tr>
<td>900-920</td>
<td>How things work - Hawker</td>
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<tr>
<td>920-930</td>
<td>BREAK</td>
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<tr>
<td>930-945</td>
<td>Academic Life Cycle - Hawker</td>
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<tr>
<td>945-1000</td>
<td>Teaching essentials - Kumagai</td>
</tr>
<tr>
<td>1000-1015</td>
<td>Excellence through Equity – Najeeb</td>
</tr>
<tr>
<td>1015-1025</td>
<td>BREAK</td>
</tr>
<tr>
<td>1025-1040</td>
<td>Achieving Professional Fulfillment (Mentorship) – Yu</td>
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<tr>
<td>1040-1055</td>
<td>Achieving Balance &amp; Wellbeing – Singh</td>
</tr>
<tr>
<td>1055-1105</td>
<td>Small group breakouts – get to know one another</td>
</tr>
<tr>
<td>1105-1125</td>
<td>Early Faculty Leaders – Auguste &amp; Weisman</td>
</tr>
<tr>
<td>1125-1130</td>
<td>Closing - Hawker</td>
</tr>
</tbody>
</table>
INTRODUCTION TO THE U OF T AND THE DEPARTMENT OF MEDICINE
University of Toronto

- #1 ranked medical school in Canada and among the best in the world
- Top training programs
- Best residents
Leverage the brand...

- Provide hospital & University of Toronto affiliation on all manuscripts and posters & at beginning of all presentations
- Power-point template
  http://www.deptmedicine.utoronto.ca/communication-resources
Not **Temerity**: excessive confidence or boldness; audacity.
TAHSN (Toronto Academic Health Sciences Network)
The Department of Medicine

Med School (MSB)

Naylor Building
3rd floor

Dan Pharmacy Bldg
900 full time faculty (41% ♀)

~27% Temerty FoM
Self-Identity

2019 Faculty Survey, n=419, 54% response rate

• 85% heterosexual
• 64% care for dependents
• 30% equity-deserving groups
• 12% living with a disability
• 21% lower/lower-middle income till age 16
DoM Strategic Priorities 2020-24

- Create a clinical and academic environment that promotes mutual respect, compassion, integrity and inclusion, and thus fosters the wellbeing of our faculty and learners.

Innovate in models of learning and care to promote a sustainable, person-centred health care system that meets current and future population needs.

Promote, sustain and amplify our international status as scholars in basic and clinical research, education, quality improvement and healthcare provision, ensuring that discoveries and new knowledge get to the patients and providers who need them.

Get Political: Engage in transformational change as leaders, partners and effective followers alongside decision-makers.
Create a clinical & academic environment that promotes respect, compassion, integrity & inclusion.

Culture & Inclusion

Dr. Lisa Richardson
VC Culture & Inclusion

Dr. Simron Singh
Faculty Lead, Wellness

Dr. Umberin Najeeb
Faculty Lead, Equity

Dr. Eric Cohen
Faculty Lead, Late Career Transition

Dr. Catherine Yu
Faculty Lead, Mentorship

Dr. Mireille Norris
Faculty Lead, Black and Indigenous Resident Application and Mentorship
Small Group Breakout 1
Introduce yourselves to one another
How things work

New Faculty Orientation 2021
DoM Structure

Dean

Chair

Vice Chairs
- Portfolio Executive Committees
- Portfolio Leads
- Portfolio Admin
- Hospital Division Heads

PICs
- Deputy PICs
- PIC Office Admin

Departmental Division Heads
- Hospital Division Heads
- Training Programs
- Divisional Admin
PICs / EM Chief

Sharon Straus
Unity/ St. Michael’s

Paula Harvey
Women’s College

Kathryn Tinckam
UHN

Michelle Hladunewich
Sunnybrook

Gary Naglie
Baycrest

Chaim Bell
Sinai Health System

Anil Chopra
Emergency Medicine
You have two appointments*

- **University faculty appointment**
  - Position Description & Academic Rank
  - Continuing Faculty Appointment Review
  - Senior Promotion
  - Graduate Appointments
  - Learners – MD, Residents & Fellows

- **Affiliated hospital appointment**
  - Hospital Divisions / Programs
  - Practice Plan membership
  - Clinical activities & associated resources
  - Practice management
  - Office space
  - Research institute appointment & resources

* You may acquire additional appointments to other clinical departments, School of Graduate Studies
Graduate Appointments

Required for teaching/supervision in the School of Graduate Studies (SGS)

– Wilson Centre for Research in Education
– Institute for Medical Sciences (IMS) in Faculty of Medicine
  – Basic & Translational Sciences
– Institute for Health Policy, Management & Evaluation (IHPME) @ Dalla Lana School of Public Health
  – Clinical Epidemiology & Health Care Research
  – Quality Improvement & Patient Safety

https://www.deptmedicine.utoronto.ca/graduate-appointments
Academic Position Description (APD)

- Department specific & required for all full-time faculty
- Outline % time & type of scholarship, teaching (formal and informal), clinical activities & administrative service

www.deptmedicine.utoronto.ca/academic-position-descriptions

- Administrator
- Scientist
- Educator
- Investigator
- Quality
- Teacher
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)*
Your Academic Plan

- Academic Position Description
- Formal mentor
- Key stakeholders’ support (PIC, DDD, VP Res, etc.)
- Roles & responsibilities for next 3-5 years
- Goals for next 3-5 years (what you hope to accomplish by CFAR)

Look again... is it feasible?
You are Members of a Practice Plan (PP)

- PPs support clinical faculty economically to achieve their academic goals without the constraints of competitive and financially-unrestricted clinical practice.
- A *conforming* practice plan must have:
  - Economic mechanisms to support & reward academic activities.
  - A *well understood*, transparent, and equitable mechanism for allocating resources to PP members.
Key Contacts

Margaret Mah margaret.mah@utoronto.ca
Business & Admin Director, DOM
$$$

Jen Levi & Caroline Song
Appointments & Junior Promotion
dom.academicappts@utoronto.ca
CFAR dom.cfar@utoronto.ca
Rose Langford
• Chair’s Admin dom.chair@utoronto.ca

Lilian Belknap
• Senior Promotion dom.srpromotion@utoronto.ca
• Culture & Inclusion dom.cultureandinclusion@utoronto.ca

Brianne Tulk
• Communications (website, newsletters, media) dom.communications@utoronto.ca
DoM Website
Under renovation
Look there before asking
Online Resources

• Online resources for virtual meetings/teaching (ZOOM & MS Teams) - https://act.utoronto.ca/enterprise-video-conferencing-video-meeting-resources/

• UofT Library (access via UTORid)

• Web CV (access via username & password)
If you forget / can’t find, contact
dom.academicappointments@utoronto.ca
WebCV

Software platform used for CV management & reporting, including:
– Annual Activity Report (AAR)
– Continuing Faculty Appointment Review (CFAR)
– Promotion

http://www.deptmedicine.utoronto.ca/webcv
If you aren’t registered contact us at dom.academicappointments@utoronto.ca

How to Use WebCV

This page contains the core information on using WebCV.

Reports
How To Generate Reports and Extract Data
The CV View
All Activities View
FAQs
User Guides

If you aren’t registered contact us at dom.academicappointments@utoronto.ca
My Research (MR)
@Email Accounts

• Your hospital email is secure (ok to use for patient care)
• Your UofT email is not secure (name@utoronto.ca)
• In order to ensure you receive important & time-sensitive notices to faculty members’ @utoronto.ca addresses, please forward your @utoronto email to your hospital email account
Your finances are your responsibility

• You are NOT an employee of the hospital or the university
• Get advice from an expert re. your finances
• Benefits – check with your PP
• Get disability insurance (OMA)
• Pay taxes (CRA)
• Start saving for retirement now
Relationships with Industry

• **Acceptable** *(standardized disclosure slide):*
  – Unrestricted educational grants *(clear accountability for spending; no strings attached re use)*
  – Scientific collaborations
  – Meetings with reps by appointment in your admin office/space *(value?)*

• **Unacceptable:**
  – Gifts *(e.g. dinner, travel, fellowships)*
  – Speaking engagements organized by/funded by industry where you do *not* have control of topic, slides, audience
  – Industry reps in clinical space *(ONLY if demonstrating equipment use)*
  – Providing trainee emails to industry reps
  – Industry reps interacting with residents / trainees *without faculty present* *(even then …)*
  – Marketing related work for/with industry, including CME and potentially advisory boards

• [https://www.deptmedicine.utoronto.ca/professionalismcode-conduct](https://www.deptmedicine.utoronto.ca/professionalismcode-conduct)
Faculty Perks

- Scholarship program for dependants

https://future.utoronto.ca/dependants-scholarship-program/
New Faculty Orientation

BREAK (10 MINS)
New Faculty Orientation

THE ACADEMIC LIFE CYCLE
Faculty Appointment

Senior promotion

Junior promotion

Annual review (hospital / divisional)

Check in at 1.5 years with DOM

Continuing Faculty Appointment Review
Timing of CFAR

• Must complete a minimum of 3 full years (36 months) on faculty before review
  – Review conducted in Feb-Mar – appointments up to December 31 will be considered finished three years
  – We notify you Sept of the prior year
  – No fast tracking!

• May be delayed if “clock stopped”, e.g., parental leave, illness, COVID

https://www.deptmedicine.utoronto.ca/process-timeline-and-expectations
What are we looking for?

• Advancing as expected? If not, why not?
• Demonstrated teaching effectiveness?
• Behaviour consistent with codes of conduct?
• Appropriate APD & mentorship?

Career Development:
Are we and you doing everything in our collective power to ensure your academic success?
This is what I do
This is why it’s important
This is what I have done
This is the evidence that it’s had /will have /has potential to have an impact

TELL YOUR STORY
DoM Check-in at 1.5 Years
(DoM Vice-Chair and/or Chair)

- Academic Plan – are you on track?
- Work-life balance – how are you doing?
- Proactively identify issues
  - Balance of time (time management)
  - Teaching – type, quality, quantity
  - Completion of graduate training / MTP?
  - Research – focus, grants, publications, etc.
  - CPA statement – what is your story?
  - Mentorship
Teaching Essentials
Dr. Arno Kumagai, Vice Chair, Education
Learner Levels

- Pre-clerkship
- Clerkship
- Post-graduate residents
- Post-residency fellows
Faculty Expectations & Code of Conduct

- *Dept of Med* Professionalism/Code of Conduct
  - On DoM website under *Faculty*
- *Temerty Faculty of Medicine* Guidelines (revised April 2020)
- CPSO’s *Professional Responsibilities in Medical Education* (June 2021)
We are working to create a community in which all of us—learners, faculty, staff, and patients—can flourish.
Expectations – Teaching

(Informal = in context of clinical care; formal = outside of clinical care)

• Provide appropriate level of clinical & procedural supervision to ensure safe patient care
  – Limit other activities (procedures, meetings, etc.) when in-patient attending

• Answer calls / pages promptly / be available

• Assume primary care for patients when clinical workload exceeds what learners can safely manage

• Provide constructive, timely feedback

• Address learners with difficulties

• Adhere to PARO rules & policies, e.g. duty hour restrictions, end-of-shift/end-of-day dismissal
Teaching Evaluations

• **Teachers** evaluating **Learners**
  – Through **MEDSIS** for UGME (e.g., clerkships and electives)
    • Access through medsis.ume@utoronto.ca via PIN and password from TFoM
  – Through **POWER** for PGME
    • ITERS and ITARS (evaluations of stage-, context-specific performance or performance in CanMEDS roles separate from EPAs)
    • Access through power.help@utoronto.ca via PIN and Password received from PGME
  – **Elentra** currently used for Competence By Design only
Teacher Evaluations

Learners evaluating Faculty Teaching

https://www.deptmedicine.utoronto.ca/teaching-evaluation-scores

System in flux: Development of **LACT** (*Learner Assessment of Clinical Teaching*)

- POWER (postgraduate learners, including fellows)—available quarterly
- MEDSIS (undergraduate learners)—quarterly/biannually
- Must have **a minimum of 3 evaluations** to appear; otherwise, evaluations are aggregated over time.

Seek feedback on your teaching
- Review your evaluations (scores, comments)
- Appeal mechanism if you feel the evaluation is retaliatory or otherwise unfair
  - To appeal, contact VCE (Arno Kumagai)
- Seek help if consistent pattern of feedback indicating need for improvement

Give learners time at rotation end to evaluate you…

Ensure you give yourself time to evaluate them
New Faculty Lead
Valuing the Clinician Teacher

• Advocacy and mentorship of clinician teachers
• Rethinking evaluation processes
• Awards and recognition
• Promotions
• Enhancing a community of teaching practice
New Faculty Lead, Faculty Development in Ambulatory & Virtual Care

• Enhancing and connecting disparate efforts in development of ambulatory care;
• Collaboration with groups developing virtual models of ambulatory care;
• Wide dissemination of best practices & innovation.

Hemant Shah, MD
Competence by Design (CBD)

Focus of Assessment
• Direct observations in the workplace
• Assignment of *Entrustable Professional Activities* (*EPAs*)

Nature of Assessment
• More feedback & coaching
Three things for new faculty to know about CBD

- Your role in EPA assessments
- Accessing Elentra
- Documenting CBD activities in your Teaching Portfolio
EPAs are...

• Snapshot in time of resident ability
  – An observation of a specific activity
  – Formative (opportunity to provide & document feedback)
  – Usually initiated by the resident
  – Best done in real time (or close to it....)
EPA Completion

• Which EPA? (usually resident driven)

• How to incorporate EPA completion into the workflow? (usually faculty led, e.g., end of day, morning report, end of clinic)
Documenting EPAs on Elentra

Go to the Elentra website https://meded.utoronto.ca/
Login using your UTORid & password.

Usually resident will send you a link, but faculty can initiate
• Done in “real time” or via email—sooner the better.

Courtesy of PGME. User guide can be found here:
EPA Completion

• The assessor provides feedback & comments
  o 2 – 3 Strengths
  o 2 – 3 Areas for Improvement

• The assessor enters an overall entrustment score.
  o How well did the resident do on the task
  o Entrustment decision – can the resident do this task without supervision?
Internal Medicine (IM) Accreditation Task Force (AC Task Force)

Co-Chairs AC Task Force
Prof. Kevin Imrie (Hematology SBK) & Michael Elfassy (PGY2 IM)
Teaching Resources

Resident in Difficulty Process Map
http://www.deptmedicine.utoronto.ca/policies-guidelines

PARO policies: http://www.myparo.ca/your-contract/

Teaching expectations for each APD:
http://www.deptmedicine.utoronto.ca/teaching-educational-expectations

CBD:
http://www.deptmedicine.utoronto.ca/competency-based-medical-education

https://medicine.utoronto.ca/about-faculty-medicine/education-vice-deans-medical-education-related-policies
Get Involved!

E. Kyeyune *The Conversation*, 1963

Arno Kumagai, MD

arno.kumagai@utoronto.ca
Culture and Inclusion @ DOM

Equity: Dr. Umberin Najeeb
Mentorship: Dr. Catherine Yu
Wellness: Dr. Simron Singh
Culture & Inclusion @ DoM

Excellence through Equity
U. Najeeb

Achieving Professional Fulfillment (Mentorship)
C. Yu

Achieving Balance & Wellbeing
S. Singh
Culture & Inclusion @ DoM

Excellence through *Equity*
U. Najeeb

Achieving Professional Fulfillment *(Mentorship)*
C. Yu

Achieving Balance & *Wellbeing*
S. Singh
Why does EDI matter?
Why does EDI matter?

• Proportion of women decrease with increase in academic rank

• Diversity (race and ethnicity) decrease with increase in academic rank

• Minority Tax and power relations

EQUALITY VERSUS EQUITY

In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.

In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.

In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.
Equality

Equity

JUSTICE

Race, Metaphor, and Myth in Academic Medicine

Nicolás E. Barceló & Sonya Shadravan, Academic Psychiatry
https://doi.org/10.1007/s40596-020-01331-9
Going Beyond “EDI”

Social Justice

- Intersectionality
- Power & Privilege
- Equity
- Diversity
- Inclusion

Colonization

- Accessibility
- Indigenous Rights
- Human Rights

Oppression

- Racism, sexism, ableism, homophobia, transphobia, anti-indigeneity & more

Environmental Justice

Neo-liberalism
What resources are available?

Education Resources to enhance knowledge:

- in terms of health equity
- around various forms of discrimination

https://www.emergencymedicine.utoronto.ca/educational-resources-anti-racism
https://www.emergencymedicine.utoronto.ca/glossary-terms-equity-diversity-inclusion
How can I contribute?

Self Identity Survey

• Demographics Data
How can I contribute?

- Equity Working Group
- Affinity Groups
Umberin.Najeeb@sunnybrook.ca
@UmberinNajeeb
New Faculty Orientation

BREAK (10 MINS)
Diversity and Inclusion @ DoM

Excellence through *Equity*
U. Najeeb

Achieving Professional Fulfillment (*Mentorship*)
C. Yu

Achieving Balance & *Wellbeing*
S. Singh
Top 5 things you need to know about... Mentorship

- Why does mentorship matter?
- How can I make the most of mentorship?
- What resources are available to me?
- “What if’s”... [challenges]
- What are my next steps?
Progressing on your academic journey... takes a village
1) Why does mentorship matter?

- career satisfaction
- protected time for scholarly activities
- grants & publications
- promoted more quickly
- likely to stay at academic institutions

Acad Med 2004;79:865-72
J Gen Int Med 2007;22:210-4
JAMA 2006;296:1103-15
BMC Med Educ 2011;11:13
2) How do I make the most of mentorship?

PREPARE

What am I doing with my career?

Academic planning document
Getting to know you

MEET

What to cover

Meeting checklist

REFLECT

How did this go?

Feedback:
Mentee→Mentee
Mentor→Mentee

SUBMIT

Make it count twice!

SCHEDULE YOUR NEXT MEETING

Medicine
UNIVERSITY OF TORONTO
3) What resources are available to me?

People
- Me
- Site / Divisional Director

“Papers”
- Meeting guide
- Menteeship tips

Presentations
- “How-to” troubleshooting
**MENTORSHIP MEETING GUIDE** (to be completed by Mentee with Mentor)

<table>
<thead>
<tr>
<th>Mentee</th>
<th>Mentor</th>
<th>September 17, 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job description</td>
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### Check in

<table>
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<tr>
<th>Priority Issues?</th>
<th>Coping with COVID</th>
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<tbody>
<tr>
<td>Other</td>
<td></td>
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### Review Academic Planning Document

<table>
<thead>
<tr>
<th>Clinical (%</th>
<th>Teaching (%)</th>
<th>CPA/Research (%)</th>
<th>Admin (%)</th>
<th>Work-Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Activities</td>
<td></td>
<td></td>
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</table>

Advise & Support – Are activities in line with goals? Are goals well-supported?
4) What if...

• ... I can’t get in touch with my mentor?
• ... I don’t “jive” with my mentor?
• ... I don’t think I’m getting the support I need?
How to find a mentor

1. Connect
   - Contact us
     - Divisional director
     - Physician-in-Chief
     - Mentorship Lead

2. Reflect
   - What are you looking for
     - Getting to know you

3. Meet
   - How did this go?
     - Feedback: Mentee → Mentee

4. Feedback
   - Make it count twice!

5. Meet the next choice
   or
   Schedule your next meeting
5) What are my next steps?

**PREPARE**
- What am I doing with my career?
  - Academic planning document
  - Getting to know you

**MEET**
- What to cover
  - Meeting checklist

**REFLECT**
- How did this go?
  - Feedback:
    - Mentee → Mentee
    - Mentee → Mentor
    - Mentor → Mentee

**SUBMIT**
- Make it count twice!
  - MAINPort credits

**SCHEDULE YOUR NEXT MEETING**
5) What are my next steps?

- Tell us what you need!
  - “Mentorship needs in academic medicine”
    - 30-minute interview (telephone)
      - dom.cultureandinclusion@utoronto.ca
    - Resources?
    - Workshops?
Diversity and Inclusion @ DoM

Excellence through *Equity*
U. Najeeb

Achieving Professional Fulfillment (*Mentorship*)
C. Yu

Achieving Balance & *Wellbeing*
S. Singh
What is wellness?

- Stress
- Moral Injury
- Burnout
- Wellness
- Joy In Work
- Resiliency
Is wellness/burnout and issue?

• 30% of Canadian physicians experience burnout
  • CMA National Physician Health Survey 2017

• 65.4% burnout in physicians in cardiovascular centers in Toronto
  • Barry Rubin et al, CMAJ 2021

• 73% of oncologists in Ontario
  • Singh et al, JCO 2021

• 30% of our faculty according to 2019 survey
What is Burnout?

• A Syndrome of:
  – Loss of enthusiasm for work (emotional exhaustion)
  – Feeling of cynicism (depersonalization)
  – Low sense of personal accomplishment

• Burnout affects not only you but the care of your patients

But I’m just staring my career....

• Burnout can affect early faculty at 2X rate
  – Trying to get a career off the ground
  – Finances
  – Childcare/family
  – Navigating a “space” for yourself

• Early career females may be at higher risk

Hoff, Lee Med Care 2021 Aug 1
Shanafelt T, Annals J Med, 2003 April 15
Same storm, different boats
The Domains of Well Being

EFFICIENCY OF PRACTICE
• Workplace systems, processes, and practices that promote safety, quality, effectiveness, positive patient and colleague interactions, and work-life balance

CULTURE OF WELLNESS
• Shared values, behaviors, and leadership qualities that prioritize personal and professional growth, community, and compassion for self and others

PERSONAL RESILIENCE
• Individual skills, behaviors, and attitudes that contribute to physical, emotional, and professional well-being
What can I do?

- Think about your own wellness and how it affects you and your work
  - recognize symptoms of burnout

- Take care of yourself
  - physically and emotionally

- Manage your time
  - guilt of saying no
  - meeting and emails

- Discuss a realistic, manageable workload

- Don’t neglect your support system
  - family, friends, other people
What can I do?

- Take breaks, take your vacations
- Pick your battles
- Talk about how you are feeling
  - peers
  - division heads
  - mentors
  - others
- Give yourself a break
  - We are often our own worst enemies
  - Perfectionism, over-commitment, self-critical
- Try to determine what fills your bucket and do it at least 20% of the time
We are in this together...

- Talk to each other
  - peer support is important
- Professionalism and civility
- Watch out for social media

- Create a culture of wellness
What are we doing at DOM?

- Wellness lead and committee
- Guidance on email communications, meetings
  - Emailing Wisely
- Webinars, rounds, peer support
  - Upcoming Junior faculty forum
  - Sharing your stories
- Trying to make your life easier with CFAR
- Advocating for you at the institutional and system level
- Creating a culture of wellness and EDI

- We’ve got your back....
Where can I go to?

• https://www.deptmedicine.utoronto.ca/covid-19-wellness-resources-faculty-and-trainees

• https://temertymedicine.utoronto.ca/wellness-resources-faculty

• https://www.cmpa-acpm.ca/physician-wellness

• https://php.oma.org/
“It is not our differences that divide us. It is our inability to recognize, accept, and celebrate those differences.”

Audrey Lorde
QUESTIONS?
FEEL FREE TO REACH OUT...

simron.singh@sunnybrook.ca
Small Group Breakout 3
New faculty orientation
Early Faculty Leads

DoM Executive Committee

Bourne Auguste
CQI Nephrology SBK

Alanna Weisman
CS Endocrinology Sinai

Next Early Faculty Virtual Town Hall

Oct 12 at 12PM
Alanna and Bourne’s Top Five List

1. Create an e-mail folder & file all e-mails related to CFAR / Promotion / WebCV
   • Manuscripts, Awards, Committees, etc.

2. Have an e-mail organization strategy to avoid being overwhelmed
   • e.g., folder for non-urgent tasks to follow-up on

3. Be selective in what you say ‘Yes’ to
   • You can say ‘No’ immediately but wait 24 hours and reflect before saying ‘Yes’

4. Identify time off for vacation early & stick with it

5. Create boundaries between work & personal life that work for you, e.g., meetings, charting, e-mails
New Faculty Orientation

CLOSING
Our “doors” are open

- g.hawker@utoronto.ca
- dom.chair@utoronto.ca
- dom.academicappointments@utoronto.ca
- arno.Kumagai@wchospital.ca
- sarah.jung@utoronto.ca
-umberin.Najeeb@sunnybrook.ca
- catherine.yu@unityhealth.to
- simron.singh@sunnybrook.ca
- dom.cultureandinclusion@utoronto.ca
I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.

Maya Angelou, American author and poet
ENJOY
the journey