



# Continuing Faculty Appointment Review (CFAR) Workshop

## November 19, 2019



"Overall, I felt supported throughout the CFAR process in terms of knowing the procedures, timelines and documents required by the DoM team. (The website has a lot of information too!) Going through the process highlighted two things for me. First, ensure that your mentors are involved throughout your journey (and not only in the last six months) to help you stay 'on track' with regards to expectations and deliverables. Second, keep your CV and academic dossier up-to-date to avoid scrambling to put it together at the end. My advice for those who feel apprehensive about the process would be to reach out to the many people within their clinical department, their hospital, their academic stream and at the DoM level who can act as resources. Discuss with them what can be done to ensure success, which will hopefully help to decrease anxiety. Ultimately, I found the CFAR process useful. It confirmed my areas of strengths and provided suggestions for what I could focus on going forward towards senior promotion."

*Dr. Lucas Chartier, Clinician in Quality & Innovation, Emergency Medicine*



"My advice would be to put aside enough time early. It is surprising the amount of time that is required to do a good job. When all is said and done, you realize that this is a necessary step in your academic life as it sets the foundation for the next step, which is a move towards promotion. Achieving the requirements for each job description can be challenging in the three years allotted; each job description has its own challenges. And 'not' passing can seem incredibly demoralizing - but our colleagues are really there to ensure our success."

*Dr. Phyllis Billia, Clinician-Scientist, Cardiology*



"For fellow faculty members who are going through the CFAR process, my best piece of advice is to keep your WebCV updated regularly. Think about it like an IV: it's much easier to make quick updates in the form of a continuous infusion rather than a bolus. It's a habit of mine now, like billings and dictations; not something I like to do, but do regularly. I also recommend that new faculty read the CFAR template early in your probationary period, and keep it on your desk or somewhere close at hand to add things that fit into the headings as you think of them. As well, make sure you attend the CFAR workshop and ask questions. Tom Rylett and the CFAR staff are helpful and timely, and are there to answer your questions. Finally, it's not as painful as you might think. In fact, it's a helpful intellectual exercise and compels you to reflect on your position description and if your position in academic medicine is the right fit."

*Dr. Raymond Kim, Clinician-Investigator, Medical Oncology*



# Agenda

- What is CFAR?
- What are we looking for?
- What can you expect?
- 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**
  - Individuals must complete a minimum three years on faculty before review & review cannot be delayed beyond five years
- Continued appointment beyond this time is contingent upon a successful *Continuing Faculty Appointment Review (CFAR)*



# Academic Plan & Position Description

- Completed and signed off at recruitment
- Faculty expected to contribute to clinical & academic mission of their Division / Department in accordance with their Academic Position Description
  - Clinical work, e.g., on-call, coverage of inpatient MRP / consult services, as appropriate for the Hospital and Division
  - Teaching (formal, informal clinically-based)
    - *Your role as a member of your division*
  - Protected time for scholarship
  - Administrative service to hospital / University (not during probationary period)

<http://www.deptmedicine.utoronto.ca/academic-position-descriptions>



# EXPECTATIONS AT CFAR



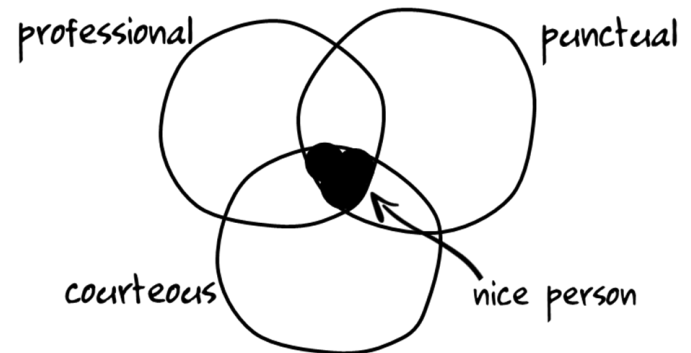


# What are we looking for?

- 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?*



# Lecturers (*irrespective* of APD)

- Eligible for promotion to Assistant Professor
  - Completion of advanced training
  - Demonstrated scholarship



# 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 2019...
- Be able to articulate your unique contribution to the work... would it have happened without you? If not, why not?



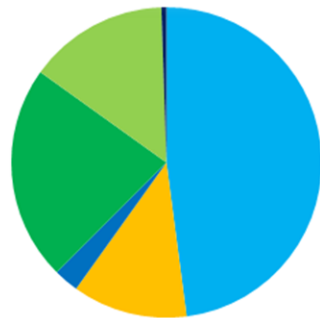
# Professional Behaviour

- Consistent with code of conduct



# CFAR 2013-2019

- Past 5 years, 215 continuing faculty appointment reviews of 192 full-time clinical faculty members



■ CT ■ CQI ■ CE ■ CI ■ CS ■ RI

- 90% recommended for continuing appt. at 3 years
- 100% recommended by 5 years





# CFAR Outcomes

- Recommendation to the Dean for:
  - Continuing faculty appointment
  - Continuing faculty appointment once (explicit deliverables).... (no re-review required)
  - Change APD & re-review in 2 years
  - Not sure... continued probation & re-review in 1-2 years (VERY FEW)



# Reasons for Extended Probation

- Insufficient protection of the time allotted for scholarship
- Disproportionate focus on obtaining grants at the expense of publications
- Failure to complete graduate training
- Inadequate demonstration of teaching effectiveness (quality or quantity)
- Failure to address repeated unprofessional behaviour







CFAR Workshop 2019

# **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 2020 CFAR is **February 24, 2020**
- Submit your documents through your **Sharefile** folder  
<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)



# Process

- Chair reviews the letter & discusses the committee's finding with the co-chairs and makes the final decision re recommendation to the Dean
  - Chair may discuss with PIC and DDD before making final decision
- The Chair shares the CFAR committee recommendation with the PIC, DDD, **and the faculty member**
  - Opportunity for response, reconsideration
- Irrespective of the recommendation, candidate expected to meet with PIC, DDD to discuss the CFAR recommendations, plan next steps
  - Communicate plan to the Chair



# Senior Promotion (Associate & Full Professor)

- CFAR committee may make recommendation
  - But not automatic, PIC office must initiate!
- Criteria for senior promotion
  - Excellence in *at least one* of:
    - Research
    - Creative professional activities (CPA)
    - Teaching (*everyone must be at least competent*)
- For research & CPA, “excellence” defined as:
  - National reputation (Associate Prof)
  - International reputation (Full Prof)

You are welcome to attend a *Senior Promotion Workshop*



# Recommendation for Extension of the Probationary Period

- Faculty member will be provided clear expectations (deliverables) at re-review, which may be 1-2 years later
- Re-review may include full review as per initial review OR submission of updated CV and letter of response indicating how the objectives have been met



# Note

- When the decision reached is *not to renew* the appointment, the member of the Department is advised by the Chair that the decision can be appealed to the Dean of the Faculty of Medicine





CFAR Workshop 2019

# **PREPARING YOUR CFAR DOCUMENTS**



# 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 except for TES scores, which you must input manually
- *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

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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>

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# 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

- PIC & DDD submit detailed written evaluation of your performance (including professional conduct)
- Please forward an updated CV to your PIC and DDD

Please send by early next 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 Intro and “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

#### For mine, I had 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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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.

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#### 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



# Teaching Data Summary Table

Need to include scores yourself

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 Funding
  - 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.)



