St. Michael’s Hospital

Centre for Faculty Development
Faculty of Medicine, University of Toronto
at St. Michael’s Hospital
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Annual Report
2008-09
The accomplishments outlined in this report would not have been possible without the steadfast support of Drs. Robert Howard, Patricia Houston, and Catharine Whiteside. Thank you for your continued commitment to faculty development and the important role it has in supporting teaching, learning and health care outcomes.

As referenced earlier in this report, Ivan Silver stepped down as the CFD’s Founding Director. We formally thanked Ivan for his 6+ years of inspirational leadership at a celebration organized in his honor.

We would also like to take this opportunity to thank Ivan for his past, present and future support in all that is faculty development!
The 2008-2009 academic year was one of new initiatives and transition for the Centre for Faculty Development.

Our Centre had an external review conducted by two well known and respected faculty developers, Dr. LuAnn Wilkerson and Dr. Blye Frank. This review informed the search process for a new Director, as Ivan Silver made the decision to leave his role as CFD Director in order to focus more of his energy towards his CEPD portfolio (while remaining firmly committed and connected to faculty development!).

I was both honoured and fortunate to have been offered the opportunity to take on the role of CFD Director and am now settling into this new role. Supported by amazing colleagues and mentors both within the CFD community and the broader academic community, I am constantly reminded of the value of having a supportive network of colleagues, particularly during times of transition. Our lives are made up of both professional and personal relationships, and support from family and friends is key to meeting the challenges and celebrating the successes we all experience.

You will see from this report that the CFD continues to grow and develop as we strive to meet the needs of teachers and educators in our academic community, to contribute new knowledge to the field of faculty development and to share these ideas and discoveries with others locally, nationally and internationally. Extending the ‘reach’ of faculty development and exploring additional formats in which faculty development can be offered are goals for upcoming years. We will also be working to strengthen our existing partnerships and initiating new relationships with groups and organizations who have similar interests and mandates in the provision and study of faculty development.

Thank you to everyone who contributes to the Centre for Faculty Development’s vibrant culture.

Karen Leslie
Introductions

Director, Academic Leadership Development

Academic health professionals enact leadership when they engage with others in pursuit of the realization of a shared academic mission of education, research and service. They lead, directly, by affecting the thoughts, feelings, and/or behaviors of others, or, indirectly, by exerting an impact through the works that they create. The goal of academic leadership development at the Centre is to support and enhance the ability of faculty members to bring forth the best in themselves and others in our important work.

Over the past several years the focus of academic leadership development at the CFD has been the development of the Education Scholars Program (ESP), a leadership program for educators. The scholarship of the ESP has enriched our understanding of education leadership development needs as well as provided a ‘living lab’ for the piloting of academic leadership curricula. It has been 5 years since the program first began and we are delighted with the achievements of our alumni and the commitment of our current class. In the past year, our scholarship on the unique evolving curriculum design model of the ESP, as well as the need for alignment of academic career planning with context, were published in separate issues of Academic Medicine. We anticipate a publication in January 2010 of the ESP needs assessment that illuminated the organizational mindsets of medical education leaders. In recognition of our leadership, we have been instrumental in the design and implementation of the Canadian Leadership Institute of Medical Education (CLIME) for the past 2 years as well as had a leadership role in the design of the Royal College Train the Trainer program for the Manager role.

Locally, we have contributed to a number of Faculty of Medicine and Department committees that are developing their strategies for leadership development and are exploring further collaborations in education scholarship in academic leadership development. As a result of successful pilots of a number of workshops on topics in leadership, we will begin to offer some of these sessions to the Centre for Faculty Development community as part of the workshop program in 2010. It is an exciting and complex time to be an academic faculty member and we look forward to collaborating with our colleagues to support and enhance their leadership activity.

Susan Lieff

Director, Research

I am delighted to report that we have had another very busy and successful year with the CFD Research Program. As outlined later in the report, collectively, we have continued to build on our research capacity with grant capture and an increasing track record of scholarly publications and presentations.

A few noteworthy research accomplishments for the past year include:

- On-going data collection, analysis and dissemination work with our interprofessional faculty development course, which was supported by a grant from the Ontario Ministry of Health and Long-Term Care. Similarly, our faculty development needs assessment project, funded from a grant by the Network of Excellence in Simulation for Clinical Teaching and Learning has also made significant progress over the past year.
- Grant capture, which has included funds for evaluating the development of an interprofessional assessment tool at the University of Toronto, and a project that aims to use teaching evaluations to promote faculty development – both funded by the Undergraduate Medical Education Curriculum Renewal Fund.
- Conceptual and theoretical work to further inform our understanding of faculty development. For example, we have been employing the theories of professional identity, situated learning and systems theory (e.g. Presage-Process-Product) to enhance the insights gained from our empirical data.

Of course, our continued success with research grants and dissemination is a collaborative effort amongst all of our CFD researchers. I would therefore like to thank all these colleagues for their enthusiasm, insight and support over the past year. Finally, I would like to acknowledge the contributions of both Lindsay Baker and Eileen Egan-Lee, our Education Research Associates, for their continued hard work, dedication and support.

Scott Reeves
Workshops

Our workshops are of great interest to health professional teachers and educators. As the graph below indicates, these workshops continue to be highly rated by participants.

New workshops topics offered in 2008-2009 included:

- Pedagogy for Clinicians: Making the Tacit Explicit
- Teaching in the Ambulatory Care Setting: Techniques, Considerations and Evidence
- Teaching in the Ambulatory Setting II: Advanced Topics
- Collegial Conflict: Fight, Flight and Insight

About the Centre for Faculty Development

Our Mission

Advancing faculty development by supporting educators and their organizations to promote excellence in teaching, research, education scholarship and leadership with the goal of improving health outcomes.

Who Can Benefit From Faculty Development

The CFD’s programming and activities are aimed at any individual or group who has a role related to teaching and education in their healthcare organization or setting. Locally, the CFD offers programs at its central location and also works collaboratively with other groups and sites to distribute these programs across the greater Toronto area and province. Nationally and internationally, the CFD is interested in collaboration with institutions on the development, delivery and evaluation of faculty development programs.

Program Participants

Numerous departments in the Faculty of Medicine, University of Toronto (UoT), additional Health Science Faculties at UoT, as well as health care institutions have taken part in our education programs since the CFD’s inception in 2002.

- 26 of the 28 departments in the Faculty of Medicine (FoM), UoT
- All 6 Health Science Faculties, UoT – Dentistry, Medicine, Nursing, Pharmacy, Physical Education and Health, and Social Work
- All 10 fully-affiliated hospitals of the FoM, UoT
- 12 of 19 community-affiliated hospitals and sites of the FoM, UoT
- 9 additional hospitals / health care organizations

Programs and Services

Best Practice in Education Rounds (BPER)

BPER rounds are a joint endeavor between the CFD and The Wilson Centre. Presentations originate from St. Michael’s Hospital and in 2008-2009 were video-cast to The Hospital for Sick Children, Bloorview Kids Rehab, Credit Valley Hospital, Sunnybrook Health Science Centre and three Toronto Rehabilitation Institute locations.

Rounds topics included:

- Should Clinical Teachers Understand the ABC’s of Pedagogy? Peter McLeod (McGill University)
- From Feedback to Feed Forward: Research and Theory to Inform Feedback, Learning and Performance Improvement Joan Sargeant (Dalhousie University)
- Assessment and Simulation in the Wild: Implications for Faculty Development Kathryn Parker & Ann Russell (Michener Institute for Applied Health Sciences)
- Evaluating Professionalism: What Have We Learned? Shiphr Ginsberg (University of Toronto)
- Intraprofessionalism: What, Why and Do We Teach It? Louise Nasmith (University of British Columbia)
- Meta-Analysis and Systematic Review of Internet-Based Learning in the Health Professions: What Does the Evidence Say Regarding Web-Based Education? Anthony Levinson (McMaster University)

Who Attends Our Programs?

By Health Care Organizations

Fully Affiliated Hospitals
Community-Affiliated Hospitals
Other Health Care Centres

Who Attends Our Programs?

Other Health Sciences Faculties

Nursing
Pharmacy
Social Work
Dentistry
Physical Education

Average Number Attendees Per BPER Session

2008–2009
2007–2008
2006–2007

42
30
62

4.35
4.61
4.63

Mean Score Rating for Workshops

2008–2009
2007–2008
2006–2007

4
3
2
1

Workshops

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About the Centre for Faculty Development

- Interprofessionalism: Developing Curriculum and Assessment Tools
- Facilitating Groups in Interprofessional Education: Getting Started
- Setting the Stage: How to Use AV Effectively and Become a Better Presenter
- Best Practice in Continuing Education - Learning Styles in the Approach to Program Planning

Distributed Programming

The CFD continues to expand its reach by distributing programming - workshops and rounds - across the University, as well as to fully- and community-affiliated teaching hospitals and sites. 27 distributed workshops were offered in 2008/2009 constituting more than 3 times the number of distributed workshops offered last year. This is the first year in which the number of distributed workshops approximates those offered centrally.

Locations of these distributed faculty development sessions were:

- Bloorview Kids Rehab (BPER)
- Credit Valley Hospital (BPER)
- Department of Family and Community Medicine, Faculty of Medicine as part of the expansion to Barrie and Newmarket, Ontario (Southlake Regional Health Centre and Royal Victoria Hospital)
- Department of Medicine, Faculty of Medicine as part of their mentoring initiative
- Department of Surgery, Faculty of Medicine
- Faculty of Pharmacy, University of Toronto
- The Hospital for Sick Children (BPER)
- The Hospital for Sick Children - Division of ID and APN Nurse Educator Group
- Mt. Sinai Hospital - Department of Microbiology
- St. Michael’s Hospital - Dieticians
- Sunnybrook Health Sciences Centre (BPER)
- Sunnybrook Health Science Centre (Education Excellence Series)
- University of Toronto Mississauga in support of the medical school expansion
- Toronto Rehabilitation Institute (BPER)
- Toronto Rehabilitation Institute

BPER rounds were video-cast to 5 locations across the Greater Toronto Area.

About the Centre for Faculty Development

Stepping Stones Certificate Program

This longitudinal teaching skills program provides participants with flexibility both in terms of content and duration. The 40 hours of required programming includes participation in CFD workshops of interest (26+ hours) and a CFD organized journal club (14 hours). These requirements can be fulfilled as quickly as a year or if more convenient, over 2 years.

As in past years, 3 spaces in the Stepping Stones program were offered to other Health Science Faculties at the University of Toronto and 3 spaces to health disciplines staff at St. Michael’s Hospital and at The Michener Institute. For the first time, the program was available to fellows from The Wilson Centre.

15 individuals graduated from the Stepping Stones Certificate program this year:

Department of Family and Community Medicine
Leah Steinberg
Frank Wagner

Department of Laboratory Medicine & Pathology
Eleanor Latta

Department of Medicine
Heather Mac Neil
Rahim Valani

Department of Paediatrics
Sara Abed
Adelle Atkinson
Shaheen Doctor

Department of Pharmacology
Michelle Arnot

Department of Psychiatry
Kim Miller

Department of Surgery
Christiane Werneck

St. Michael’s Hospital – Nursing
Cindy Eiken/Stafford

The Michener Institute
Felita Kwan
Susan Weltz

The Wilson Centre
Catharine Walsh

Mean Score Rating for Stepping Stones Certificate Program

2006/07 2007/08 2008/09

4.42 4.35 4.56
They hail from Bloorview Kids Rehabilitation Centre, The Centre for Addiction and Mental Health, North York General Hospital, Sick Children’s Hospital, St. Michael’s Hospital, Sunnybrook Health Sciences Centre, The Toronto Rehabilitation Institute, and University Health Network.

Sherese Ali
Adelle Atkinson
Jean-Pierre Bissonnette
Pablo Diaz
Darlene Hubley
Mandy Lowe
Larissa Matukas
George Oreopoulos
Rick Penciner
Terry Smith
Adrienne Tan
Rahim Valani
Shelly Weiss
Brian Wong
Vincent Woo
Paul Yip

Train the Trainer Day
A part of our goal to enhance capacity for the provision of distributed faculty development, the CFD piloted a one day program to develop participants’ skills and effectiveness in facilitating small and large group teaching sessions; engaging learners; and understanding key strategies for developing and delivering effective faculty development workshops.

Participants (n=20) were recruited as graduates of local, advanced education programs and to date 50% of attendees have put the acquired skills to use by leading or co-leading a faculty development session for the CFD or their home department.

Education Scholars Program
The Education Scholars Program (ESP) is a 2 year leadership development program for educators of health professional students. The curriculum has three core themes - Teaching Excellence, Scholarship & Curriculum and Education Leadership & Career Development. Participants of the 2008-10 class have just completed the first year of their curriculum.

Each ESP cohort experiences a uniquely designed curriculum that is structured to adapt to the specific needs of the Scholars, sponsoring departments and the current educational environment. This past year, new modifications included:

• development of core recommended resources and a small library for the program;
• use of a wiki for class assignments and;
• development of a scholarly project workbook

Planning for the second year was informed by the class’ needs assessment, the ESP program committee and our environmental scan. We look forward to covering a number of new topics and will be introducing more opportunities to utilize and experience educational technology both as faculty and as learners. We are grateful to the commitment of the ESP program committee, the 30 faculty who taught this year and the 16 faculty who have volunteered as project advisors for the Scholars.

Our current class, who will graduate in October 2010, includes sixteen faculty members representing: Family & Community Medicine, Internal Medicine, Laboratory Medicine, Occupational Science & Occupational Therapy, Paediatrics, Psychiatry, Radiation Medicine, and Surgery.
About the Centre for Faculty Development

**Faculty Development Fellowship Program**

The CFD offers fellowships in Faculty Development. The fellowship is one to two years in duration and incorporates advanced level training in a relevant field and a mentored research project in faculty development. The program aims to provide fellows with a detailed understanding of the current state of faculty development, a thorough introduction to education research methodology, and skills to ensure successful development as an academic faculty member. In addition, fellows acquire practical skills to enable them to lead faculty development programs. In recent years, this fellowship has been offered jointly with The Wilson Centre.

The CFD's current fellow is Nishardi Wijeratne. Dr. Wijeratne is a family physician from Sri Lanka. She is also completing a graduate degree in Bioethics at the Joint Centre for Bioethics. Dr. Wijeratne's scholarly interests relate to the use of reflective portfolios to enhance student learning in ethics and professionalism and the implications for faculty development.

**Interprofessional Education Faculty Development Program**

The concept for this program was based on an identified need to enhance the capacity of the current education system to further disseminate concepts, skills and practices relating to interprofessional education (IPE) and interprofessional care (IPC). The project was funded by Health Force Ontario.

The overall program goal is to prepare participants for being a faculty/staff developer for IPE. The outcomes for participants include being able to:

- Provide leadership in faculty/staff development for IPE in the organization and or the broader community
- Design, develop and deliver best practices faculty/staff development
- Transfer, clarify and reinforce key concepts of IPE and IPC
- Integrate and align IPE faculty/staff development into what is happening in the organization with reference to the broader IPE community
- Measure outcomes of faculty/staff development interventions
- Actively participate and contribute as a member of a community of IPE faculty/staff developers

39 individuals representing 17 health care institutions were accepted into the program in its inaugural year. Their health care delivery settings spanned the continuum of acute care to long term care and rehabilitation, in addition to capturing various settings of care (ambulatory, in-patient, community based). As a requirement of the program, they delivered faculty development sessions at their home institutions – reaching over 800 individuals. 28 additional sessions are planned in the next months with anticipated participation by an additional 900 individuals. Thus, the program will have impacted over 1,700 health professionals.
Under the directorship of Dr. Scott Reeves, we have further strengthened our growing research program. Below is a list of research highlights in the form of grants, peer reviewed publications, presentations, and workshops which the CFD research community has achieved during the 2008 – 2009 academic year.

Grants

7. Leslie K, Glover-Takahashi S, Verma S, Gottesman M. Enhancing capacity for faculty development for teachers of IMGs. AFMC ($59,000) Faculty Development for IMG Grant 2008
9. Leslie K, Schneider R. Evaluation of a faculty mentoring program department of paediatrics ($55,000) Paediatric Consultants Education Grant 2008
12. Richardson D. Resident as collaborative practitioner, PGME core curriculum web initiative ($10,450) Instructional Technology Course Development Fund, University of Toronto, 2008
17. Simmons B, Wagner S, Reeves S. Assessment and evaluation of a pilot interprofessional objective structure clinical examination ($19,862) Undergraduate Medical Education Grant Competition, University of Toronto, 2009 – 2010
18. Wagner S, Simmons B, Reeves S. Evaluation of case-based interprofessional education sessions: development and implementation ($13,952) Undergraduate Medical Education Grant Competition, University of Toronto, 2009 – 2010

Grants

Education Research

Education Research
Education Research

Peer-Reviewed Publications


22. Price J, Lief S. Complexity theory: how might it help medical educational leaders in practice? The AMEE, Malaga, Spain, August 2009


26. Lief S, Albert M. How effective medical education leaders perceive their practice? The Association of Medical Education of Europe, Prague, September 2008


30. Rosenfeld D, Oandaas i, Reeves S. IPE and medical students: The covert operation. Ontario Interprofessional Health Collaborative Conference, University of Toronto, January 2009


35. Silver I. Knowledge translation: What educators need to know? Annual faculty development day, Faculty of Medicine, University of Ottawa, Ottawa, February 2009


39. Yeung E, Davies R, Mori B. Use of remote facilitation to develop clinical reasoning skills in physical therapy students. Orthopedic Division of the Canadian Physiotherapy Association 19th annual orthopedic symposium, Montreal, September 2008

Conference Posters


Conference Workshops


9. Silver I. A social network model for a faculty development program. University of British Columbia Faculty Development Retreat, March 2009


An external review of the Centre for Faculty Development was conducted in November 2008 by two well-known and respected educators, Drs. LuAnn Wilkerson (UCLA) and Blye Frank (Dalhousie University).

Drs. Wilkerson and Frank met with individuals and groups consisting of CFD committees, Department Chairs, administrative leads from St. Michael’s Hospital and the Faculty of Medicine and participants from various CFD programs. They also reviewed a number of documents including a previous review conducted by Dr. Yvonne Steinert.

The reviewers’ assessment of the CFD was positive and they concluded that the CFD provides faculty in the Faculty of Medicine, University of Toronto with significant benefits and opportunities in faculty development. They identified that the CFD needs to remain strategic about balancing requests for new services with the need to sustain already successful programs. They also pointed out the need for a more formal structure to link departments and organizations with shared missions around instructional development, faculty development and educational scholarship.

While the current CFD strategic plan outlines a framework into 2011, there will be a ‘re-orienting’ of this strategic plan in order to align the strategic plan with emerging needs in the academic community, to accommodate changes that have occurred both at St. Michael’s Hospital and in the Faculties of Health Sciences, University of Toronto and incorporate some of the recommendations made from the review.

The CFD has worked diligently over the past year to establish alliances with local and international partners in the development of the 1st International Conference on Faculty Development in the Health Professions, the goals of which are to:

- bring together for the 1st time, international faculty development leaders and educators in academic health sciences
- share best practices and current research in faculty development
- foster a new faculty development network of leaders in the field
- stimulate program development and education research
- raise the profile of faculty development

The development of this conference is in response to the fact that no academic conference currently exists to specifically address the faculty development field for academic health science centers world-wide.

George Brown College Partnership

An exciting 2008-2009 development is the partnership established with George Brown College. The purpose is to assist them in the professional development of George Brown, Faculty of Community Services and Health Sciences faculty members in the areas teaching and learning, interprofessional education, education research, education leadership and scholarly activity. The CFD will offer customized, on-site programming at George Brown, as well as provide opportunities within our centrally offered programming.

Inter-Health Sciences Faculty Development Council

As part of our on-going work to enhance access to faculty development, the Inter-Health Sciences Faculty Development Council was established in 2008-2009. Its purpose is to foster faculty development activities and related scholarship across the Health Science Faculties at the University of Toronto and at the Michener Institute, Ryerson University, George Brown College, and other institutions.

This year, the Council established objectives, initiated an informal, cross-institutional inventory of current faculty development offerings, examined areas of need in each Faculty or institution represented in the group, and explored opportunities for joint scholarship.
How did you become interested in faculty development?
I’ve always been interested in people and how they learn, first in my clinical roles as a Neuropsychometrist and Cognitive Behavioural Therapist; and later in an academic role as a Cognitive Scientist. That curiosity about how people learn, how the brain recovers from traumatic injury or how we heal emotionally after some personal devastation, started me on a long journey towards understanding how health care practitioners build knowledge to improve practice and patient care. Faculty Development is essential in this process.

What aspect of your work in education brings you the most joy?
Working with creative people who have big ideas and enjoy the creative journey!

We all juggle many different professional roles - how do you re-charge your battery?
By being an active participant in the world -- both natural and conceptual -- favorite activities include hiking, cycling, reading, laughing with friends and family.

Who is your favorite visual or musical artist and why?
U2 because their music makes me feel close to my Irish roots.

Martin Schreiber
Director, Pre-Clerkship
Course Director, Foundations of Medical Practice
Associate Professor, Department of Medicine
Faculty of Medicine, University of Toronto
Staff Nephrologist, St. Michael’s Hospital

How did you become interested in faculty development?
I basically fell into it in the context of directing a course.

What aspect of your work in education brings you the most joy?
When students understand something for the first time that had previously eluded them.

We all juggle many different professional roles - how do you re-charge your battery?
i go home to my family.

Who is your favorite visual or musical artist and why?
Rembrandt. He captures humanity like no one else.
How did you become interested in faculty development?
My interest in faculty development grew out of the satisfaction I derive from working in interprofessional collaborative settings, particularly my work on the highly collaborative stroke rehabilitation inpatient unit at Toronto Rehab. As interprofessional education has become increasingly recognized, I became involved in faculty development around IPE. This led me into graduate work, and with mentorship and encouragement from Dr. Helen Batty, I realized that my interest extended into many areas of faculty development.

What aspect of your work in education brings you the most joy?
A particular focus for me at the moment is educational scholarship, as I am immersed in PhD work looking at the concept of physician responsibility in medical education, using a Foucauldian discourse analytic approach. However, I continue to delight in clinical teaching, residency programme development (working with the Department of Family Medicine on the development of family medicine residency competencies) and faculty development. My work in each area is informed by and helps to sustain the others.

We all juggle many different professional roles - how do you re-charge your battery?
Having multiple roles to juggle is itself energizing, with no time to get bored or discouraged by any one role. Inevitably something exciting is happening in at least one role at any given time. I find relaxation and renewal through family, running and gardening.

Who is your favorite visual or musical artist and why?
The cellist Mstislav Rostropovich is certainly one of my favorite musical artists because of his passion for his art, technical expertise, and willingness to engage creatively with music.
Executive Council

The Executive Council is responsible for overseeing matters of day-to-day success of the CFD. The council:

- Advises on CFD policies, practices, goals and objectives
- Assists in establishing and monitoring the implementation of the CFD’s strategic plan
- Advises about funding for strategic plan
- Advises on financial and budgetary aspects of the centre
- Advises on strategic relationships with the university and hospitals, our partners in professional education other hospitals and community health providers

Glen Bandiera
Chief, Emergency Medicine and Director, PostGraduate Medicine
Education, St. Michael’s Hospital; Director, Postgraduate Programs in Medicine, Faculty of Medicine

Brian Hodges
Director, The Wilson Centre

Karen Leslie
Director, Centre for Faculty Development

Jamie Meuser
Director, Professional Development, Department of Family and Community Medicine, Faculty of Medicine

Ivy Oandasan
Director, Office of Interprofessional Education, University of Toronto

Ann Russell
Director, Centre for Learning and Innovation, Michener Institute for Applied Health Sciences

Martin Schreiber
Director, Pre-Clerkship and Course Director, Foundations of Medical Practice, Faculty of Medicine, University of Toronto

Ivan Silver
Director, Centre for Faculty Development

Education Development Committee

The Education Development Committee helps to plan, coordinate and deliver innovative instructional development activities; assists in developing evaluation methods for instructional development; as well as serves as a sounding board for the CFD’s numerous education endeavours.

Helen Batty
Director, Graduate Studies and Academic Fellowship Program, Department of Family and Community Medicine

Ivy Oandasan
Director, Office of Interprofessional Education, University of Toronto

Education Development Committee

Amy Dionne
Manager, Centre for Faculty Development

Karen Leslie
Director, Centre for Faculty Development

Susan Lief
Director, Academic Leadership Development, Centre for Faculty Development

Jackie McCaffrey
Project Coordinator, Centre for Faculty Development

John Murnaghan
Assistant Professor, Department of Surgery, Faculty of Medicine, University of Toronto

Anna Natoli
Curriculum and Faculty Developer, Centre for Learning and Innovation, Michener Institute for Applied Health Sciences

Danny Panisko
Director, Master Teacher Program, Department of Medicine, Faculty of Medicine, University of Toronto

Denyse Richardson
Director, Faculty Development Program, Division of Physiatry, Department of Medicine, Faculty of Medicine, University of Toronto

Ivan Silver
Director, Continuing Education and Professional Development; Founding Director, Centre for Faculty Development St. Michael’s Hospital, Faculty of Medicine, University of Toronto

Susan Wagner
Coordinator, Clinical Education, Department of Speech Language Pathology, Faculty of Medicine, Faculty Lead — Curriculum and Placement, Office of Interprofessional Education, University of Toronto

Euson Young
Coordinator, Clinical Training and Development, Toronto Western Hospital, Department of Physical Therapy, Faculty of Medicine, University of Toronto

Program Faculty

To date, over 200 individuals have served as faculty in our programs. The vast majority are affiliated with the Faculty of Medicine, University of Toronto. 75 individuals served as faculty this year:

Family and Community Medicine
1. Helen Batty
2. Monica Branigan
3. Milena Forte
4. Risa Freeman
5. Debbie Kwan (and Faculty of Pharmacy)
6. Margarita Lam-Antoniades
7. Shirley Lee
8. Ivy Oandasan
9. Murna Shah
10. Rita Shaughnessy
11. Barbara Stubbs
12. Anoo Tambar
13. Cynthia Whitehead

Medicine
1. Glen Bandiera
2. Mary Bell
3. Shiphra Ginsburg
4. Marko Hansen
5. Ayelet Kuper
6. Ken Locke
7. Jerry Maniate
8. Jodi McIroy
9. Danny Panisko
10. Denyse Richardson
11. Jeffrey Schiff
12. Martin Schreiber

Obstetrics and Gynaecology
1. Janet Bodley
32

Other Organizations
1. Martine Andrews – Nursing, St. Michael's Hospital
2. Sheena Bhimji-Hewitt – The Michener Institute for Applied Health Sciences
3. Paula Burns – Northern Alberta Institute of Technology
4. Della Freeth – City University, London, UK
5. Anthony Levinson – McMaster University
6. Peter McLendon – McGill University
7. Jane Merkley – BridgePoint Health
8. Louise Nasmith – University of British Columbia
9. Kathryn Parker – The Learning Institute, Hospital for Sick Children
10. Ann Russell – The Michener Institute for Applied Health Sciences
11. Joan Sargeant – Dalhousie University
12. Lynne Sinclair – Toronto Rehabilitation Institute

CFD Members

CFD Membership is designed to provide support to teachers and educators to promote excellence in teaching, research, education scholarship and leadership. Through formal affiliation, CFD Membership offers opportunities and benefits such as:

- A platform for networking with colleagues in the areas of teaching, education scholarship, education leadership and faculty development
- Mentoring and career development
- Enhancing identity and recognition within your home department
- Eligibility for CFD members-only travel grants
- Opportunities to participate in working groups and committees
- Invitations to attend all CFD sponsored events
- Invitations to attend special members-only events
- Access to CFD educational resources

In the first year of the program, 5 General Members and 27 Academic Educator Members were accepted:

General Members
Carole Cohen – Psychiatry
John Court – Psychiatry
Chandra Farrer – Physical Therapy
Aaron Fenton – Faculty of Dentistry
Allan Grill – Family and Community Medicine

CFD Members

Academic Educators
Adelle Atkinson – Paediatrics
Bruce Ballon – Psychiatry
Glen Bandiera – Medicine
Tatyana Barakian – Psychiatry
Helen Batty – Family and Community Medicine
David Berbrayer – Medicine
Sheena Bhimji-Hewitt – The Michener Institute
Susan Bondy – Dalla Lana School of Public Health
Shiphra Ginsburg – Medicine
Elizabeth Hanna – Speech Language Pathology
Raed Hawa – Psychiatry
Lisa Lefebvre – Family and Community Medicine
Larry Librach – Family and Community Medicine
Kenneth Locke – Medicine
Jerry Maniate – Medicine
Tina Martimianakis – Psychiatry
Sanjay Mehta – Paediatrics
Brenda Mori – Physical Therapy
John Mumaghan – Surgery
Jay Silverberg – Medicine
Brian Simmons – Paediatrics
Abi Sinharan – Continuing Education and Professional Development
Barbara Stubbs – Family and Community Medicine
Susan Tallett – Paediatrics
Rahim Valani – Medicine
Martin Van der Vyver – Anaesthesia
William Watson – Family and Community Medicine
People

Helen P. Batty Awards for Excellence and Achievement in Faculty Development

In 2005, the CFD established the Helen P. Batty Awards to recognize excellence in faculty development programming and teaching. This year, we renamed the awards the Helen P. Batty Awards for Excellence and Achievement in Faculty Development, modified the existing award categories and added a new category to capture those who have contributed to the field of faculty development over the years. The new award categories are:

1. Sustained Excellence in Teaching as a Faculty Developer
2. Innovation in Program Development and Design
3. Sustained Contribution to the Field of Faculty Development

2009 award recipients were:
- **Dr. Glen Bandiera** (Medicine) for Sustained Excellence in Teaching as a Faculty Developer
- **Dr. Raed Hawa** (Psychiatry), **Ms. Debbie Kwan** (Leslie Dan Faculty of Pharmacy and DFCM) and **Ms. Brenda Mori** (Physical Therapy) for Innovation in Program Development and Design for the Teaching for Learning and Collaboration (TLC) Program.

Staff

- **Lindsay Baker** – *Education Research Associate*
- **Amy Dionne** – *Manager*
- **Eileen Egan-Lee** – *Education Research Associate*
- **Karen Leslie** – *Director (as of July 1, 2009)*
- **Susan Lieff** – *Director, Academic Leadership Development*
- **Jackie McCaffrey** – *Project Coordinator*
- **Brenda Mori** – *Associate Director, Education Scholars Program*
- **Stacy Palmer** – *Education Program Coordinator*
- **Scott Reeves** – *Director, Research*
- **Ivan Silver** – *Director (until June 30, 2009)*
- **Grace Torres** – *Secretary*
- **Nishardi Wijeratne** – *Fellow*
As referenced earlier in this report, Ivan Silver stepped down as the CFD’s Founding Director. We formally thanked Ivan for his 6+ years of inspirational leadership at a celebration organized in his honor.

We would also like to take this opportunity to thank Ivan for his past, present and future support in all that is faculty development.

The accomplishments outlined in this report would not have been possible without the steadfast support of Drs. Robert Howard, Patricia Houston, and Catharine Whiteside. Thank you for your continued commitment to faculty development and the important role it has in supporting teaching, learning and health care outcomes.

These figures do not include research grant monies which are listed separately in the Education Research section of this report.