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Special Note
We would like to thank Douglas Buller from The Wilson Centre for inspiring the cover design and Joseph Taylor Design for the design and layout of this report.
There is much to be said for living in the moment. Proponents of Mindfulness refer to being ‘present’ — being mindful of what is going on within you and around you and not being distracted by thoughts of the past or future or by getting lost in the details. Writing an introduction to a report about a Centre like ours is an opportunity to pause and reflect on what the centre has become since being created almost ten years ago.

This is a great time for the Centre for Faculty Development (CFD). We are fortunate to have a wonderful group of intelligent, energetic, thoughtful and fun-loving individuals working together to develop and study programs and projects that support the academic mission of the University of Toronto and the Toronto Academic Health Sciences Network (TAHSN).

It’s difficult to just stay in the present, as where we’ve come from and where we are going also define us as individuals and as a collective. We are proud of our accomplishments (as you will read in this report) and are excited about the future. New colleagues, new ideas, and new opportunities fuel growth and development. As a paediatrician, and parent, I can truly say that every stage of a child’s development is both amazing and challenging and as the Director of the CFD, a similar sentiment applies. Our centre continues to develop its identity within the local, national and international academic communities. Plans for 2012 include the renewal of our Strategic Plan and a celebration of the CFD’s 10th anniversary.

I’ll close with a huge ‘THANK YOU’ to everyone who helps make the CFD what it is -- you all know who you are.

Karen Leslie, MD, MEd, FRCPC
WHAT IS FACULTY DEVELOPMENT?
Currently, the international faculty development community describes our collective scope of work using a variety of terms – faculty development, staff development, professional development, educational development, and teacher training to name a few. Many “faculty development” programs’ main focus of activity is on the enhancement of teaching skills.

When the Centre for Faculty Development (CFD) was established in 2002, this was the unit’s primary focus - to establish programs to enhance the teaching skills of faculty in the Faculty of Medicine (FoM), University of Toronto (UofT). Over time, that focus broadened to include the full academic development of faculty in the FoM, the 5 additional health sciences faculties at UofT and faculty at other local, national and international institutions. Some of these activities provide revenue generation that supports program development for our local community. Skill development in the areas of teaching and assessment, education development and evaluation, administration, leadership, and education research are currently addressed in our programming – each to a varying degree.

**Our current working definition of Faculty development is** the broad range of activities that institutions use to renew or assist faculty, supervisors, preceptors, field instructors, clinical educators, and status appointees in their multiple academic roles. These activities are designed to improve an individual’s knowledge and skill development in the areas of teaching, education, administration, academic leadership, and education research.

**Faculty development is differentiated from continuing education** in that continuing education focuses on clinically focused areas of development whereas faculty development focuses on areas of development related to the academic aspects of one’s role.

**LOCAL PARTICIPATING UNITS**
The following local units participate in CFD programming:

- All 9 fully-affiliated hospitals
- 11 of 19 community-affiliated hospitals
- All 6 Health Science Faculties at the University of Toronto
- 26 of 28 departments in the Faculty of Medicine, University of Toronto
SPONSORS
The CFD is a unique partnership between St. Michael’s Hospital and the Faculty of Medicine, University of Toronto. Although, physically located at St. Michael’s Hospital, the CFD is a resource for the entire Toronto Academic Health Sciences Network (TASHN). The accomplishments outlined in this report would not have been possible without the support and commitment of both sponsoring partners and specifically, Dr. Catharine Whiteside, Dean, Faculty of Medicine (FoM), University of Toronto (UofT); Dr. Robert Howard, President and CEO, St. Michael’s Hospital (SMH); Dr. Ivan Silver former Vice Dean of Continuing Education and Professional Development, FoM, UofT; and Dr. Patricia Houston, Vice President of Education, SMH. We thank you for your continued support and trust.

St. Michael’s
Inspired Care. Inspiring Science.
NEW LOCATION
In November 2010, the CFD officially moved into its permanent home in the Li Ka Shing International Healthcare Education Centre of the Li Ka Shing Knowledge Institute (LKSII) at St. Michael’s Hospital. LKSII is home to leading researchers, educators, and clinicians — dedicated professionals making new scientific discoveries, generating novel therapies, developing innovative training programs, and helping translate knowledge into practice.
The current CFD Strategic Plan was developed to span 2007-2011. In the first quarter of 2010, the CFD undertook a Strategic Realignment Exercise to ensure the remaining 2 years of the plan were aligned within current local, national, and international education landscapes which had changed quite significantly. This exercise confirmed that the plan was still very relevant and only minor modifications and additions were needed to the strategic directions for the remaining two years of the plan.

As we move into the next strategic planning ‘cycle’ for the CFD, this report will summarize the activities and achievements that are aligned with our five strategic directions from 2007-2011

1. Advance skills and expertise of health professional teachers and educators.
2. Extend faculty development activities and build capacity locally, regionally and internationally.
3. Facilitate and promote research in faculty and educational development / Foster scholarship in creative professional education and innovation in health science education.
4. Support professional and leadership development throughout all stages of academic career.
5. Enhance CFD funding, infrastructure and profile.
Letter from the Assistant Director, Educational Development

This position was newly created in 2010 and I am honored to have been offered the opportunity to take on this role.

The momentum around faculty development continues to grow as we expand our academic community and partnerships. In my role, I will be looking for strategies to enhance current and implement new instructional development programs at the CFD. Through collaboration with our Education Development committee, we will endeavor to identify novel initiatives and opportunities for promotion and dissemination of programs. Creation of new partnerships with academic and clinical teaching sites will allow us to offer customized faculty development workshops in a distributed fashion.

In the year to come, we will launch a train-the-trainer program for the Teaching and Collaboration for Learning (TLC) series. Dissemination of this clinical teaching skills program will work towards building capacity to meet the growing demand for faculty development and increase the number of facilitators from all health professions.

I look forward to an exciting year ahead!

Debbie Kwan BScPhm, MSc
Strategic Direction 1:
ADVANCE SKILLS AND EXPERTISE OF HEALTH PROFESSIONAL TEACHERS AND EDUCATORS

The CFD offers a range of programs and initiatives devoted to advancing the skills of health professional teachers and educators:

Best Practice in Education Rounds
A joint endeavor between the CFD and The Wilson Centre, Best Practice in Education Rounds (BPER) focus on education/faculty development topics and include concepts from a variety of education perspectives, linking education research with practice. Presentations are videocast to 7 hospital and University sites and are simultaneously webcast, as well as archived online.

Workshops
CFD workshops continue to be of great interest to a diverse group of health professional teachers and educators. Over 30 workshops are offered centrally each year and are devoted to the enhancement of teaching and assessment skills with additional workshops on mentoring, career development, education scholarship and research, and academic leadership.

Stepping Stones Teacher Training Certificate Program
This program offers faculty the opportunity to develop and enhance their teaching skills by participating in workshops and a journal club.

As in past years, the program is also available to a select number of individuals from:

- other health science faculties at the University of Toronto
- health disciplines staff at St. Michael’s Hospital
- health disciplines staff at The Michener Institute
- education research fellowships at The Wilson Centre
Progress on Strategic Direction 1

The following 42 individuals graduated from Stepping Stones between 2009/2010 and 2010/2011 representing 11 affiliated teaching hospitals – Centre for Addiction and Mental Health, Holland Bloorview, Mt. Sinai Hospital, Sick Children’s Hospital, St. Michael’s Hospital, Sunnybrook Health Sciences Centre, Toronto General Hospital, Toronto Rehab, Toronto Western Hospital, Trillium Health Centre, and Women’s College Hospital.

**Anaesthesia**
Mojgan Davallou
Marcos Silva (Fellow)
Amy Swinson (Fellow)

**Family and Community Medicine**
Susan Deering
Carol Sander
Evelyn Williams

**Medicine**
Nicole Kester-Greene
Sheila Laredo
Othman Solaiman (Fellow)
Karen Woolfrey

**Obstetrics and Gynaecology**
Paul Tsang-I Chang

**Occupational Science and Occupational Therapy**
Isabella Cheng

**Paediatrics**
Zia Bismilla
Emer Finan
Elizabeth Jimenez
Anne Kawamura
Irene Lara-Corrales
Angela Orsino

**Physical Therapy**
Lindsay Beavers

**Psychiatry**
Michelle Pearce
Adam Quastel
Nadiya Sunderji
Carmen Wiebe

**Speech Language Pathology**
Lisa McQueen

**Surgery**
Michael Ford

**The Wilson Centre**
Mariam Baghdady
Ereny Bassilious
David Gachoud
Elisa Greco
Clare Hutchinson
Nishardi Wijeratne (joint CFD Fellow)
Carlynne Yarascavitch

**Sick Children’s Hospital**
Lisieux Eyer de Jesus (Research)

**St. Michael’s Hospital**
Janice Barnett (Echocardiology)
Henry Halapy (Clinical Pharmacy)

**Faculty of Dentistry**
Greg Anderson
Laura Dempster

**Faculty of Pharmacy**
Anna Taddio

**George Brown College**
Magdalena David
Iris Epstein
Ruth Hanton

**The Michener Institute**
Janet Maggio
Teaching for Learning and Collaboration Program

The Teaching for Learning and Collaboration Program (TLC) consists of six modules with pre-readings, interactive delivery of theoretical content, deconstruction of re-enacted video teaching simulations derived from authentic teaching situations, role plays, group discussion and feedback. This program was first offered as a component of our Education Scholars Program and then offered more broadly as a stand-alone program in 2007/2008. We continued to offer the program in its entirety (6 modules), as well as various module segments, over the course of 2009/2010 and 2010/2011. Planning is underway to copyright the curriculum as well as build local capacity in offering the program within the affiliated teaching hospitals, along with a Train-the-Trainer component.

Education Scholars Program

This program is discussed on page 28.

Teaching Performance Working Group

The CFD also ventured into a non-programmatic initiative related to enhancing the skills and expertise of teachers – the establishment of a Teaching Performance Working Group. This group is working to develop a process for the identification, assessment and support of faculty members whose teaching performance has been identified as requiring additional development. Working group members have identified the need for clear and consistent communication to all faculty about (a) teaching responsibilities and expectations, (b) information about the teacher evaluation processes and (c) available faculty development resources. Recommendations are in development for a formal structure for working with those faculty for whom there is significant concern about their teaching. These recommendations will be presented to a number of committees at the Departmental, Hospital and University levels for feedback and refinement.

Strategic Direction 2: EXTEND FACULTY DEVELOPMENT ACTIVITIES & BUILD CAPACITY LOCALLY, REGIONALLY & INTERNATIONALLY

Extending Activities Locally

The CFD not only offers programming for health professionals within its walls (central), but also offers programming off-site (distributed) that can be tailored to a particular department or unit. The CFD continued to expand these offerings across TASHN and other affiliated hospitals, in addition to other health care and education institutions, including:

- Baycrest
- Holland Blooview Kids Rehab as part of the launch of their new Teaching and Learning Institute
- North York General Hospital
- Scarborough General Hospital
- Sick Children’s Hospital
- St. Michael’s Hospital - Research Training Centre
- Sunnybrook Health Sciences Centre
- University Health Network: Toronto Western Hospital
- Department of Anaesthesia, FoM
- Department of Family and Community Medicine, FoM as part of their postgraduate program expansion to Royal Victoria Hospital in Barrie, Southlake Regional Health Centre in Newmarket, and Markham- Stouffville Hospital in Markham
- Department of Medicine, FoM to support their mentoring program
- Department of Surgery, FoM
- Mississauga Academy of Medicine (MAM)
- Canadian College of Naturopathic Medicine
- George Brown College

This programming was offered via face-to-face sessions, video-and web-casts.
**Workshops - Distributed vs. Central**

![Bar chart showing workshops distributed vs. central from 2007-2008 to 2010-2011.](chart)

**Building Capacity Locally**

- **Train-the-Trainer Program / Introduction to Facilitating Faculty Development**
  Now in its third year, the goal of this program is to facilitate faculty developer growth and development. Participants are recruited from local advanced education programs. They are encouraged to contribute to CFD programs as facilitators and also to bring their skills and learning back to their own sites with ongoing access to CFD supports and materials.

- **Collaboration with the Mississauga Academy of Medicine (MAM) Faculty Development Program**
  Over the past two years, a strong working relationship has been developed in support of the newly created site for the University of Toronto Medical school expansion. Working closely with MAM’s Director, Dr. Pam Coates, and the Director of Faculty Development for MAM, Jana Bajcar, a number of faculty development programs have been developed and delivered to teachers in Mississauga.

- **Bringing Leaders Together**
  **Faculty Development Leads** - Several FoM departments and TAHSN hospitals have identified faculty development leads. The CFD initiated regular meetings of this group in order to share ideas and current activities and also to receive support from the CFD with respect to curriculum and other faculty development resources.

  **Extra-Departmental Unit (EDU) Directors** - This group brings together Directors from the following educationally focused Extra-Departmental Units (EDUs) within the Faculty of Medicine to discuss synergies.
  - The Wilson Centre for Research in Education
  - Centre for Inter-Professional Education
  - Centre for Patient Safety
  - Centre for Ambulatory Care and Education
  - Joint Centre for Bioethics

- **InterHealth Sciences Faculty Development Council** - This group brings together health professional educator faculty development representatives from all 6 Health Sciences Faculties at UofT as well as from George Brown College, The Michener Institute and Ryerson University. The group collaborated on a presentation at the 2010 Society for Teaching and Learning in Higher Education annual meeting that discussed the development and goals of this unique council. The council continues to work on identifying overlapping areas of activity and expertise in order to meet the faculty development needs of our diverse health professional faculty.

- **Toronto Integrated Medical Education (T-IME) initiative**
  The CFD is playing an important role in the FoM’s T-IME initiative which is aimed to (a) establish and implement a sustainable framework for integrated medical education and (b) develop and implement an accountability framework.
There are 6 sub-groups working on this initiative – one of which is focused on Continuing Education and Professional Development and Faculty Development. Karen Leslie co-chairs this working group. Its mandate is to:

a. Create a consistent approach to providing resources and support in Faculty Development across all fully and community affiliated hospitals.
b. Align existing mechanisms in Departments to integrate CEPD activities with Hospital resources
c. Identify champions, educator leaders and make recommendations to the Hospitals and Dean about best practices for recognition of education as a valued activity

- **Organizational Learning Scan**
  Members of the CFD have played a leadership role in the scholarly aspect of the St Michael’s Hospital (SMH) Organizational Learning Scan (OLS) Project, the goal of which is to gain an understanding of the current state of educational programming for SMH staff and to identify teaching and learning needs across disciplines and programs in the organization. It is anticipated that the data from this project will be used to develop pilot projects to address learning needs across the hospital, and can serve as a model for other teaching hospitals looking for strategies with which to address teaching and learning needs of their staff and faculty.

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**Building Capacity Nationally and Internationally**

- **First International Conference on Faculty Development in the Health Professions**
  320 individuals from 28 countries took part in the First International Conference on Faculty Development in the Health Professions conference, May 10-13, 2011 – a jointly organized venture between the CFD and the Centre for Medical Education and Faculty Development McGill University. A heartfelt thank you to St. Michael’s Hospital and the St. Michael’s Hospital Foundation for underwriting the conference. Their contributions, both financial and programmatically, made this event, and 2 year planning process, possible.
The 28 countries represented at the conference were:
Algeria, Australia, Bangladesh, Belgium, Brazil, Canada, Chile, Denmark, Dominica, Germany, Grenada, Israel, Kazakhstan, Mexico, Mongolia, New Zealand, Netherlands, Qatar, Saudi Arabia, Singapore, Spain, Sweden, Switzerland, Tanzania, Thailand, UK, United Emirates and the US.

- **CFD International Faculty Development**
The CFD also provided its first week-long longitudinal program on teaching skills enhancement for a cohort of international faculty from King Saud University in Riyadh, Saudi Arabia. This program was well received and we look forward to learning with and from our international health professional colleagues.
Letter from Director of Research

I am extremely pleased to report that the CFD Research Program, through our impressive productivity, has continued to make a unique and significant scholarly contribution to the local, national and international faculty development community. From 2009 to 2011 our productivity covers the successful capture of 39 grants, the publication of 70 peer reviewed papers, and the delivery of 159 academic presentations – see pages 16-26 for further details. A few noteworthy research accomplishments for the past year include:

- At St. Michael’s Hospital, we have been working closely with colleagues on the development, implementation and analysis of an organizational learning scan for the entire hospital. We have also been working with colleagues on the evaluation of an interprofessional patient safety project (SafetyNetII) – the latter project supported by Ministry of Health and Long-Term Care.

- We have been undertaking a systematic review which is aimed at understanding the nature and reported outcomes of faculty development programs across the world – supported by a grant from the Royal College of Physicians and Surgeons of Canada.

- We are working on a knowledge translation project which aims to provide initial insight into the use of research evidence by medical educators in their curriculum development, implementation and assessment activities – supported by a grant from KT Canada.

We have also continued to work closely with a number of local research colleagues from a number of institutions, including, the Wilson Centre, Centre of Interprofessional Education, SickKids Hospital and Humber Institute of Applied Health Sciences. In addition, we provide expert advice and consultation on research and evaluation methods to colleagues at St. Michael’s Hospital and colleagues from the broader faculty development community. Furthermore, we have been developing new collaborations with Karolinska Institutet in Sweden, the Institute of Health Sciences Education, University of London in the UK and also Niigata University of Health and Welfare in Japan.

I am also very pleased to report that we launched our new CoFER (Core Foundations in Education Research) program with a cohort of 13 participants. CoFER is a two-year program which aims at developing an understanding of key principles, methods and techniques related to health professions education research.

Of course, this on-going success with research work depends, not only upon a wide collaboration with local, national and international colleagues, but in particular, our exceptional Education Research Associates – Eileen Egan-Lee and Lindsay Baker.

The past few years have also been very significant for me personally. In 2010 I was appointed as Editor-in-Chief, Journal of Interprofessional Care. I also published a textbook on interprofessional teamwork with Wiley-Blackwell. More recently, in 2011, I was promoted from to Full Professor in the Department of Psychiatry, University of Toronto.
Strategic Direction 3:

FACILITATE AND PROMOTE RESEARCH IN FACULTY DEVELOPMENT / FOSTER SCHOLARSHIP IN CREATIVE PROFESSIONAL EDUCATION AND INNOVATION IN HEALTH SCIENCES EDUCATION

• Core Foundations in Education Research (CoFER)

The CFD, in collaboration with The Wilson Centre, launched a new certificate program in January 2011 - Core Foundations in Education Research (CoFER) – which is aimed at health professionals interested in further developing their understanding of the foundations of health professions education research. Participants enter the program with either a new project idea, data from an existing project or with an idea for a paper. By the end of the program it is expected that participants will have made significant progress on their initial idea/project (e.g. completed a study, produced a draft of a manuscript for a publication).

The program curriculum includes both interactive workshops and research coaching sessions led by expert education research scientists. CoFER Program Directors, Drs. Scott Reeves and Shiphra Ginsburg, served as coaches for the program’s first cohort, along with Drs. Vicki LeBlanc and Simon Kitto. The first cohort includes the following 12 participants representing 7 affiliated teaching hospitals – Bridgepoint Health, Sick Children’s Hospital, St. Joseph’s Health Centre, St. Michael’s Hospital, Sunnybrook Health Sciences Centre, Toronto General Hospital, and Trillium Health Centre:

Family and Community Medicine
Dawn Martin
Carol Sander

Medicine
Christopher Hicks
Heather Mac Neill
Sheldon Tobe
Rene Wong

Paediatrics
Sarah Schwartz
Anu Wadhwa

Surgery
Jonathan Cardella

St. Michael’s Hospital
Concetta Martins
Heather McPhail

George Brown College
Celina Da Silva
Progress on Strategic Direction 3

**Education Research Output**
Under the directorship of Dr. Scott Reeves, we have further strengthened our growing research program during the 2009-2010 and 2010-2011 academic years. Productivity of the CFD Research Planning Committee\(^1\) includes the acquisition of 39 grants, the publication of 70 peer reviewed publications, and the delivery of 159 academic presentations related to faculty development and health professions education.

**Grant Capture**
2009

\(^1\) This committee includes CFD staff, as well as Glen Bandiera, Jerry Maniate, Tina Martimianakis, Denyse Richardson, Ivan Silver, Brian Simmons, and Susan Wagner.


15. Reeves S. A mixed methods evaluation of interprofessional education for pre-registration students School of Health Sciences. ($50,000) Humber Institute of Technology & Advanced Learning, 2009-2010.


2010


25. Ford Jones L, Van den Heuvel M, Levin L, Bernstein S, Martimianakis M. Evaluation of the social pediatric


2011


38. Silver I, Sargeant J, Mann K, Holmboe E. Performance feedback to inform self-assessment and guide practice improvement: Developing and testing a feedback
facilitation model. ($50,000) Society for Academic CME Manning Award, 2011-2013.


Grants Captured

Peer-Reviewed Publications

2009


2010


2011


58. Dematteo D, Reeves S. (2011) A critical examination of the role of appreciative inquiry within an interprofessional


Peer-Reviewed Publications

Selected Conference Presentations

2009


2010


10. **Maniate JM, Mehta S, Sriharan S. You Can Do It! Managing Challenging Teaching Situations and “Problem Learners”**. Association for Medical Education in Europe (AMEE), Glasgow UK, September 2010.

11. **Maniate JM, Mehta S. “A Pleasure To Work With”: Going Beyond The Usual Feedback and Evaluation With Learners.**
RCPSC International Conference on Residency Education (ICRE), Ottawa ON, September 2010.


2011

13. Arweiler D, Millette B, Maniate JM, Reeves S, Hodges BD, Parker S. Leadership and Change in Medical Education. Canadian Conference on Medical Education, Toronto ON, May 2011


22. Kwan D, Barker K, Richardson D, Wagner S, Austin, Z. Effectiveness of a Faculty Development Program in Fostering Interprofessional Education Competencies: A Randomized Controlled Trial. International Conference on Faculty Development in the Health Professions, Toronto ON, May 2011.


28. Silver I, Steinert Y, Egan-Lee E, Baker L. Towards understanding the practices, scope and meaning of faculty development internationally. Association for Medical Education in Europe, Vienna Austria, August 2011.

29. Silver I, Steinert Y. Building Quality Improvement in Faculty Development – A Model for Conducting Faculty Development Program Reviews in Medical Schools. Canadian Conference for Medical Education, Toronto ON, May 2011.

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 academic work. It is an exciting and complex time to be an academic faculty member. Our work continues to focus on supporting academic leadership development locally and beyond as well as enriching the scholarship in the field.

We completed the needs assessment of the Chairs in the Faculty of Medicine and have presented the findings at the International Conference on Faculty Development as well as the AAMC Group for Faculty Affairs. A paper is in progress to further disseminate the findings. The study of medical education leaders’ practices is also complete and will further inform the design of further leadership curricula, particularly in the Education Scholars Program. In collaboration with the PGME office, a leadership competency inventory for residency program directors has been developed that has had national and local input. A pilot of a formative multi-source feedback adaptation of this instrument is planned for the new year.

We have been having conversations with departmental leaders about their leadership development needs and will be creating a working group in the coming year to address program development for academic leadership. We have collaborated with colleagues from the UK and the USA on workshops on complexity, education leadership and change at international meetings. More locally, we have been collaborating with faculty from the Rotman School of Management and Schulich School of Business on development initiatives.

We are excited by the interest and enthusiasm in our faculty and look forward to future developments to support their leadership.
Progress on Strategic Direction 4

Strategic Direction 4:

**SUPPORT PROFESSIONAL AND LEADERSHIP DEVELOPMENT THROUGHOUT ALL STAGES OF ACADEMIC CAREER**

- **Education Scholars Program**

The Education Scholars Program (ESP) is a 2 year leadership development program for educators of health professional students that is designed to support and enable their success as scholarly educators, education leaders and teachers, as well as, faculty developers who support their colleagues in their educational work. The curriculum has three core themes which include: Teaching Excellence, Scholarship & Curriculum and Education Leadership & Career Development. In the fall of 2010, 16 ESP Scholars graduated from the program’s 2008-2010 cohort and 20 new Scholars were welcomed into the 2010-2012 cohort.

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. It was an exciting first year for our current 2010-2012 class. Scholars participated in sessions on curriculum, teaching, scholarship and the beginning of the leadership theme.

The current class of Scholars, which will graduate in October 2012, includes 20 Scholars with representation from departments within the Faculty of Medicine including: Laboratory Medicine and Pathology, Medical Imaging, Medicine, Obstetrics and Gynaecology, Physical Therapy, Paediatrics, Psychiatry, Radiation Oncology and Surgery, as well as the Faculty of Community Services and Health Sciences at George Brown College. They hail from the following institutional settings: Baycrest, Holland Bloorview Kids Rehabilitation Hospital, The Centre for Addition and Mental Health, Sick Children’s Hospital, St. Joseph’s Health Centre, St. Michael’s, Sunnybrook Health Sciences Centre, Trillium Health Centre & Credit Valley Hospital, University Health Network and George Brown College.

- Lori Albert MD, FRCPC
- Beverly Bulmer BScPT
- Shelly Dev MD, FRCPC
- Robert Dinniwell MD, FRCPC
- Daniel Gorman MD, FRCPC
- Cindy Grief MD, FRCPC, MSc
- Gary Kapelus MBA, DSP, BSc
- Anne Kawamura MD, FRCPC
- Briseida Mema MD, FRCPC
- Kim Miller MD, FRCPC
- Farah Moid MD, FRCPC
- Kim Moody MEd, BHSc PT
- Umberin Najeeb MD, FRCPC, ABIM, FCPS
- Linda Probyn MD, FRCPC, BScPT
- Jennifer Riley MD, FRCPC
- Jennifer Russell MD, FRCPC
- Shirley Tse MD, FRCPC
- Priya Watson MSc, MD, FRCPC
- Christiane Werneck MD, RVT
- Suzanne Wong MD, FACOG, FRCSC, RDMS
**Strategic Direction 5:**

**ENHANCE CFD FUNDING, INFRASTRUCTURE AND PROFILE**

In 2010, a business consultation was obtained in order to review the CFD’s funding structure and processes, and to examine more closely how resources are used within the Centre. As a result of this consultation, we have begun to restructure the ways in which our programs are planned and tracked, and will be revamping our database and registration processes. A new website design is also planned, as is a renewed communication strategy.

**Late Career Planning Working Group**

This group has been working over the past year to look at issues for faculty in the latter part of their academic careers, including aspects relating to retirement. The group has initiated a project involving a 2-phase survey of clinical faculty in order to better understand the needs of late career faculty. The results of this study will inform the development of resources aimed at both the individual faculty member and the departments in which they are appointed. Members of the group include: John Bohnen, Barney Giblon, Bob Hyland, Anna Jarvis, Karen Leslie, Ivan Silver and Don Wasylenki.
How did you become interested in faculty development?
I’ve always enjoyed teaching and enabling others in their work. My interest in faculty development started when my role as education coordinator expanded to include mentoring physiotherapy colleagues. This led to completion of graduate work in adult education as well as to the Centre for Faculty Development where I was a participant in many of the courses it offered. Since then, I have come to enjoy my involvement in facilitating CFD activities.

What aspect of your work in education brings you the most joy?
Having a hand in bringing about a positive change in how others view teaching and learning is very satisfying.

Tell us something about yourself you think we may not know?
I starred as Chino in West Side Story when I was in university.

If you could have dinner with anyone, past or present, who would it be and why?
The guy who played Chino in the original West Side Story.
How did you become interested in faculty development?
It was all Ivan Silver’s fault. There I was bumbling along, blissfully not even really knowing what faculty development was. Out of the blue, Ivan recruited me to co-present a workshop on adult learning theories, which I felt tremendously unqualified to do. That workshop begat other workshops on teaching and soon I was doing faculty development on a regular basis.

Around the same time, Ivan also suggested that I facilitate one of the Stepping Stones journal clubs. Despite not being sure that I could critically appraise education literature, I gave it a go. Six years later, I am still giving it a go and hope to get it right one day.

What aspect of your work in education brings you the most joy?
Increasingly I have found that mentoring and supporting others in their own work has given me the greatest pleasure. It is a lot of fun (and pretty easy) to facilitate the success of bright and talented trainees and colleagues.

Tell us something about yourself you think we may not know?
I went to a Lady Gaga concert on her Monster Ball tour and quite enjoyed it.

If you could have dinner with anyone, past or present, who would it be and why?
Susur Lee. I don’t really care what the conversation is like. I just want to make sure I have a really good dinner.
How did you become interested in faculty development?

Back in 2000 I was asked to give a workshop to my colleagues on “strategies for teaching in a busy Emergency Department”. At the time, there was no guide or literature on this and I realized that this was an opportunity to make a difference.

What aspect of your work in education brings you the most joy?

I enjoy so many aspects of my roles in education. As an Emergency Physician, I am a generalist, likewise I consider myself a generalist in education. I get to do so many different things – the diversity and variety keeps me energized.

Tell us something about yourself you think we may not know?

I spend a lot of my time from May to September on my road bike. Some of my best ideas have come to me while riding.

If you could have dinner with anyone, past or present, who would it be and why?

Albert Einstein. I would like to ask him why?
How did you become interested in faculty development?
It was an area that I was curious about and wanted to know more.

What aspect of your work in education brings you the most joy?
Creating new programs and collaborating with others who are excited about doing the same.

Tell us something about yourself you think we may not know?
I once appeared on an episode of Melrose Place as an extra!

If you could have dinner with anyone, past or present, who would it be and why?
My 3 year old son - he makes us laugh everyday!

DEBBIE KWAN
Assistant Director, Educational Development,
Centre for Faculty Development
Assistant Professor, Pharmacy and Family
and Community Medicine
Committee Members
The Centre is fortunate to have many local educators and leaders contribute to our 12 committees and working groups. Membership of our 3 core committees is listed below.

*Governance Committee*

**Patricia Houston**  
Vice President of Education, St. Michael’s Hospital (co-chair)  

**Ivan Silver**  
Vice-Dean, Continuing Education and Professional Development, Faculty of Medicine, University of Toronto (co-chair)  

**Katherine Berg**  
Chair, Department of Physical Therapy, Faculty of Medicine, University of Toronto  

**Mike den Haan**  
Executive Director of Advancement, Faculty of Medicine, University of Toronto  

**Amy Dionne**  
Manager, Centre for Faculty Development  

**Ella Ferris**  
Executive Vice President and Chief Nursing Officer, St. Michael’s Hospital  

**Yves Gadler**  
Vice President, Major and Planned Gifts, St. Michael’s Hospital Foundation  

**Karen Leslie**  
Director, Centre for Faculty Development  

**Jay Rosenfield**  
Vice-Dean, Undergraduate Medical Education  

**Art Slutsky**  
Vice President, Research, St. Michael’s Hospital  

*Education Development Committee*

**Debbie Kwan**  
Assistant Director, Educational Development, Centre for Faculty Development (chair)  

**Jana Bajcar**  
Director, Faculty Development – Mississauga Campus  

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

**Avi Hyman**  
Former Director, Academic Computing, University of Toronto  

**Karen Leslie**  
Director, Centre for Faculty Development  

*Executive Council*

**Karen Leslie**  
Director, Centre for Faculty Development (chair)  

**Glen Bandiera**  
Chief, Emergency Medicine and Director, PostGraduate Medical Education, St. Michael’s Hospital; Director, Postgraduate Programs in Medicine, Faculty of Medicine
Susan Lieff  
Director, Academic Leadership Development,  
Centre for Faculty Development  

Jackie McCaffrey  
Project Coordinator, Centre for Faculty Development  

Latika Nirula  
Curriculum and Faculty Development Specialist - Innovation Centre,  
The Michener Institute  

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  

Susan Wagner  
Coordinator, Clinical Education, Department of Speech Language  
Pathology, Faculty of Medicine; Faculty Lead – Curriculum and  
Placement, Center for 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, nearly 250 individuals have served as faculty in  
our programs. The majority are affiliated with the Faculty  
of Medicine, University of Toronto. 120 individuals served  
as faculty over the course of the 2009/2010 and 2010/2011  
academic years:  

Anaesthesia  
Patricia Houston  
Martin van der Vyver  

Family and Community Medicine  
Helen Batty  
Milena Forte  

Risa Freeman  
Maureen Gottesman  
Valerie Krym  
Debbie Kwan (and Faculty of Pharmacy)  
Margarita Lam-Antoniades  
Alan Monavvari  
Rick Penciner  
Mruna Shah  
Rita Shaughnessy  
Barbara Stubbs  
Yves Talbot  
Cynthia Whitehead  

Laboratory Medicine and Pathology  
Avrum Gotlieb  
Larissa Matukas  

Medicine  
Glen Bandiera  
Mary Bell  
Hal Berman  
Ryan Brydges  
Rodrigo Cavalcanti  
Shiphra Ginsburg  
Marko Hansen  
Jodi Herold  
Vicki LeBlanc  
Shirley Lee  
Ken Locke  
Heather MacNeill  
Jerry Maniate  
Heather McDonald-Blumer  
Danny Panisko  
Denyse Richardson  
Rahim Valani  
Brian Wong  
Catherine Yu
People

**Obstetrics and Gynaecology**
Janet Bodley
Filomena Meffe
Barry Rosen

**Occupational Science and Therapy**
Heather Carnahan
Debbie Hebert
Darlene Hubley
Mandy Lowe

**Paediatrics**
Adelle Atkinson
Stacey Bernstein
Bob Hilliard
Ann Jefferies
Anne Kawamura
Karen Leslie
Tina Martimianakis
Sanjay Mehta
Maria Mylopoulos
Suzan Schneeweiss
Brian Simmons
Jennifer Thull-Freedman

**Physical Therapy**
Brenda Mori
Mary Ellen Newbold
Euson Yeung

**Psychiatry**
Susan Abbey
Bruce Ballon
Pier Bryden

Carole Cohen
Kien Dang
Raed Hawa
Brian Hodges
Susan Lieff
Rob Madan
Scott Reeves
Ivan Silver
Melinda Solomon
John Teshima

**Radiation Oncology**
Barbara-Ann Millar

**Speech Language Pathology**
Elizabeth Hanna
Susan Wagner

**Surgery**
Najma Ahmed
Simon Kitto
Melinda Musgrave
Nicole Woods

**Other University of Toronto Units and Affiliated Teaching Hospitals**
Martine Andrews – Faculty of Nursing and St. Michael’s Hospital
Zubin Austin – Faculty of Pharmacy
Mariam Baghdady – Faculty of Dentistry
Lindsay Baker – Centre for Faculty Development
Ryan Brydges – Institute of Medical Science
Douglas Buller – The Wilson Centre
Lorry Chen – Holland Bloorview
Adam Dubrowski – Faculty of Nursing
Eileen Egan-Lee – Centre for Faculty Development
Carol Flewelling – Telemedicine Program, St. Michael’s Hospital
Pam Gravestock – Centre for Teaching Support and Innovation
Emily Greenleaf – Centre for Teaching Support and Innovation
Kate Hodgson – Continuing Education & Professional Development
Avi Hyman – Academic Technology
Janet Koecher – Discovery Commons
Saira Mall – Centre for Teaching Support and Innovation
Gail Nichol – Gerstein Health Science Library
Kathryn Parker – The Learning Institute, Hospital for Sick Children
Janette Schoon – Faculty of Nursing and Holland Bloorview
Lynne Sinclair – Toronto Rehab Institute and The Centre for IPE
Abi Sriharan – Centre for International Health
Jane Tipping – Continuing Education & Professional Development
Rita Vine – Gerstein Health Science Library
Helen Yarish – Trinity College

Other Organizations
Helena Axler – Helena Axler and Associates
Sheena Bhimji-Hewitt – The Michener Institute
Jack Butler
Rachel Ellaway – Northern Ontario School of Medicine
Blye Frank – Dalhousie University
Jason Frank – Royal College of Physicians and Surgeons
Richard Frankel – Regenstrief Institute, Indiana University
Hilliard Jason – University of Colorado
Mark Jones – University of South Australia
Gary Kapelus – George Brown College
Lorelei Lingard – University of Western Ontario
Judy McKimm – University of Auckland
Danny Nashman – The Potential Group
David Pitts – Royal College of Surgeons – Edinburgh, Scotland
Jill Shaver – B.J. Shaver Consulting Inc.
Joshua Tepper – Ministry of Long Term Health and Care

CFD Members

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

Academic Educators
Adelle Atkinson – Paediatrics
Bruce Ballon – Psychiatry
Glen Bandiera – Medicine
Tatyana Barankin – Psychiatry
Helen Batty – Family and Community Medicine
David Berbrayer – Medicine
Sheena Bhimji-Hewitt – The Michener Institute
John Bohnen – Surgery
Susan Bondy – Dalla Lana School of Public Health
Andrea Cameron – Faculty of Pharmacy
Carole Chatalalsingh – Nutritional Sciences
Shiphra Ginsburg – Medicine
Elizabeth Hanna – Speech Language Pathology
Raed Hawa – Psychiatry
Kerry Knickle – Standardized Patient Program
Ayelet Kuper - Medicine
Lisa Lefebvre – Family and Community Medicine
Larry Librach – Family and Community Medicine
Susan Lieff - Psychiatry
Kenneth Locke – Medicine
Jerry Maniate – Medicine
Tina Martimianakis – Psychiatry
Nancy McNaughton – Standardized Patient Program
Sanjay Mehta – Paediatrics
Brenda Mori – Physical Therapy
People

John Murnaghan – Surgery
Rick Penciner – Family and Community Medicine
Sara Promislow – Faculty of Nursing
Savithri Rathnapalan - Paediatrics
Jay Silverberg – Medicine
Brian Simmons – Paediatrics
Abi Sriharan – Continuing Education and Professional Development
Barbara Stubbs – Family and Community Medicine
Ewa Szumacher – Radiation Oncology
Susan Tallett – Paediatrics
Rahim Valani – Medicine
Martin Van der Vyver – Anaesthesia
Susan Wagner – Speech-Language Pathology
William Watson – Family and Community Medicine

Honorary Members
Paula Burns – Northern Alberta Institute of Technology
John Collins – University of British Columbia
Marcel D’Eon – University of Saskatchewan
Barbara Davis – University of Rochester
Dave Davis – American Association of Medical Colleges
Dianne Delva – Dalhousie University
Kevin Eva – University of British Columbia
Della Freeth – Queen Mary University of London, UK
Hilliard Jason – University of Colorado, USA
Karen Mann – Dalhousie University
Louise Nasmith – University of British Columbia
Dan Pratt – University of British Columbia
Sandy Rennie – Dalhousie University
Joan Sargeant – Dalhousie University
Kelley Skeff – Stanford University, USA
Yvonne Steinert – McGill University
Georgette Stratos – Stanford University, USA
Richard Tiberius – University of Miami, USA
Denham Ward – University of Rochester, USA
Wayne Weston – University of Western Ontario
LuAnn Wilkerson – University of California Los Angeles, USA

Helen P. Batty Award Winners

In 2005, the CFD established the Helen P. Batty Awards for Excellence and Achievement in Faculty Development to recognize excellence in faculty development programming and teaching.

In 2009-2010, we added a 3rd category to our awards and we were happy to give it for the first time to Dr. James Meuser for Sustained Contribution to the Field of Faculty Development. We were also pleased to award the Department of Family and Community Medicine’s Basics Program the award for Innovation in Program Development and Design.

Our winners for 2010-2011 were both in the category of Innovation in Program Development and Design. The Project Planning and Management Program led by Dr. Savithri Ratnapalan and the Undergraduate Education Faculty Development Workshop.
People

**Staff**

Lindsay Baker – Education Research Associate *(a)*
Amy Dionne – Manager *(b)*
Eileen Egan-Lee – Education Research Associate (mat leave) *(c)*
Debbie Kwan – Assistant Director, Educational Development
Karen Leslie – Director
Susan Lieff – Director, Academic Leadership Development
Jackie McCaffrey – Project Coordinator *(d)*
Barbara-Ann Millar – Associate Director, Education Scholars Program *(e)*
Brenda Mori – Associate Director, Education Scholars Program (mat leave) *(f)*
Scott Reeves – Director, Research
Jasmine Sheehan – Education Program Coordinator *(g)*
Grace Torres – Secretary *(h)*
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**Special Note**

We would like to thank Douglas Butler from The Wilson Centre for inspiring the cover design and Joseph Taylor Design for the design and layout of this report.