



**Centre for Faculty  
Development**

Advancing the limits of learning

**University of Toronto, Faculty of Medicine  
and St. Michael's Hospital**

**Centre for Faculty Development**

**Advancing the Limits of Learning**

***Strategic Plan 2007-2011***



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# Executive Summary

## *External Review*

In January 2006, a three year review of the Centre for Faculty Development (CFD) was conducted by Dr. Yvonne Steinert, McGill University. She observed that the success of the Centre's programs has led to increased needs and requirements for faculty development in the Faculty of Medicine, University of Toronto. A Strategic Planning Committee was struck to address issues outlined in Dr. Steinert's report and to provide oversight in the strategic planning process.

## *Renewing Our Vision, Mission, and Values*

Early in our strategic planning process, we revisited our vision and mission. While holding true to our early goals and core purpose, insights gained over the last four years led to a more focused vision and a clearer articulation of the Centre's mandate. Values, which describe how the CFD will achieve its vision and mission, have been added to this vision statement.

### **Vision**

Serving locally and contributing globally to advance faculty development across the health sciences.

### **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.

### **Values**

As leaders who are committed to excellence and the well being of faculty, students and their patients, we embrace the following core values:

- Learner centeredness
- Inter-professional collaboration
- Critical inquiry and scholarship
- Innovation and creativity
- Accessibility
- Social accountability

In order to fulfill our renewed vision and mission and respond to the opportunities and challenges before us, the CFD confirmed six strategic directions. Several of these directions and corresponding goals reinforce the path and strategic initiatives that have been undertaken since the Centre's inception in 2002. However, what is new in this plan is a sharpened focus on the core business of the Centre, advancing the skills of health professional educators and teaching, an expanded role in career development and mentoring and enhanced attention to research and educational scholarship. In addition to confirming what the Centre will be doing over the next four years, there is new attention to where and with whom the CFD will be partnering in providing service and undertaking targeted strategic initiatives. The CFD's expansion in both role and reach has necessitated renewed attention to strengthening its funding and infrastructure.

***CFD Strategic Directions:***

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

***Implementation Priorities for the Next 12 to 18 months***

Each of the six strategic directions has designated leaders who are responsible for the assessment, planning, implementation and evaluation. The priorities listed below have been identified as short term priorities to be implemented in the first 12 to 18 months of the new strategic plan.

<b>Strategic Directions</b>	<b>Priorities for Year 1 - 2</b>
1. Advance skills and expertise of health professional teachers and educators  Leads: Karen Leslie	<ul style="list-style-type: none"> <li>• Enhance and expand distributed models of faculty development in diverse formats to a range of targeted audiences</li> </ul>
2. Facilitate and promote research in faculty and educational development  Lead: Scott Reeves	<ul style="list-style-type: none"> <li>• Establish a research plan and prioritize research themes</li> <li>• Build research infrastructure</li> <li>• Synthesize, publish and disseminate research findings</li> </ul>
3. Support professional and leadership development throughout all stages of academic career  Lead: Karen Leslie	<ul style="list-style-type: none"> <li>• Promote health professional identity and establish CFD membership</li> <li>• Provide consultation services, conduct workshops and coordinate resources for faculty and their departments around career development and mentorship</li> </ul>
4. Foster innovative and creative professional activities in health professional education  Lead: Susan Lieff	<ul style="list-style-type: none"> <li>• Create an awareness and better understanding of scholarship and CPA in education</li> <li>• Build the CPA and scholarship supporting infrastructure</li> </ul>
5. Extend faculty development activities and support capacity building locally, regionally and internationally  Lead: Ivan Silver	<ul style="list-style-type: none"> <li>• Establish Inter-Health Sciences Council for Faculty Development</li> <li>• Strengthen strategic partnerships to advance CFD including LKSKI and Office of IPE</li> <li>• Initiate planning and host international faculty development symposium by 2009</li> </ul>
6. Enhance CFD profile, funding and infrastructure  Leads: Ivan Silver	<ul style="list-style-type: none"> <li>• Revisit organizational structure to align with new strategic directions</li> <li>• Secure appropriate resources to support strategic priorities</li> </ul>

## Introduction and Background

In August 2006, Dr. Ivan Silver, Director and Dr. Karen Leslie, Associate Director, launched a strategic planning process to set new strategic directions and goals for the Centre for Faculty Development (CFD), Faculty of Medicine, University of Toronto at St. Michael's Hospital for the next four years.

The importance of establishing programs to "teach our faculty how to teach" was prioritized in the 2000 strategic plans of both the Faculty of Medicine, University of Toronto and St. Michael's Hospital. In October 2002, the two institutions partnered in a pioneering collaboration to create the Centre for Faculty Development, Faculty of Medicine, University of Toronto at St. Michael's Hospital. The Centre is the only one of its kind in the world – an enterprise devoted to enhancing the skills and well-being of medical school faculty housed within a teaching hospital<sup>1</sup>.

### Guiding Themes

Five programmatic themes were identified to guide the Centre's initiatives, these include:

1. **Instructional Development** – strengthen teaching and education scholarship skills. The Centre's primary focus to date has been creating programs and services related to the Instructional Development theme. (See Figure 1).
2. **Career Development and Mentoring** – assist in advancing academic careers.
3. **Inter-professionalism** – strengthen skills required to work effectively in health teams and how to teach these skills to students.
4. **Professionalism** – assist faculty in defining what it means to be a professional and how to teach this.
5. **Health Professional Leadership** – strengthen leadership skills especially within education programs.

### Achievements

In just a few short years, the Centre and its team have earned a reputation for "dedication to excellence and innovation in the field of faculty development".<sup>2</sup> The CFD has been successful in a number of domains that include the following accomplishments:

- In 2004, the CFD received a \$900,000 grant (over 5 years) from the Provost's Academic Initiative Fund to support its future growth and development.
- In 2004, the U of T medical school was extensively reviewed by a group of international experts as part of an accreditation process. Their official report noted the Center's programs and plans for rapid expansion as one of the Faculty of Medicine's key strengths.

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<sup>1</sup> Faculty development is defined as activities that are designed to improve an individual's knowledge and skills in areas that are considered essential to their performance as a faculty member. (Karen Leslie, 2006)

<sup>2</sup> Dr. Yvonne Steinhart, Program Consultation : Centre for Faculty Development, January 2006  
*CFD Strategic Planning Directions January 2007*

- Dr. Scott Reeves, an internationally recognized researcher, was recruited as Director of Research in September 2005.
- Faculty participation in instructional development programs has increased each year.

## The Changing Environment

A number of important internal and external environmental factors were key drivers for this strategic planning process.

- In July 2005, Dr. Ivan Silver extended his educational leadership role beyond the Director of the CFD to Vice-Dean of Continuing Education and Professional Development for the Faculty of Medicine;
- In 2006, the Office of Interprofessional Education was created at the University of Toronto, challenging the CFD to determine how much of its programming should focus on IPP and IPE and to carve out its own niche in this area;
- In 2006, it was announced that the U of T medical school would grow, with a planned expansion to the Mississauga campus, increasing the need for faculty development and novel approaches for decentralized faculty development initiatives;
- In 2006, St. Michael's Hospital announced the establishment of The Li Ka Shing Knowledge Institute, with the goal to combine research and education to study and improve knowledge translation.

*“The CFD is a revolutionary concept in professional development and education; it is extremely well aligned with the Faculty of Medicine vision of international leadership in health research and education”.*

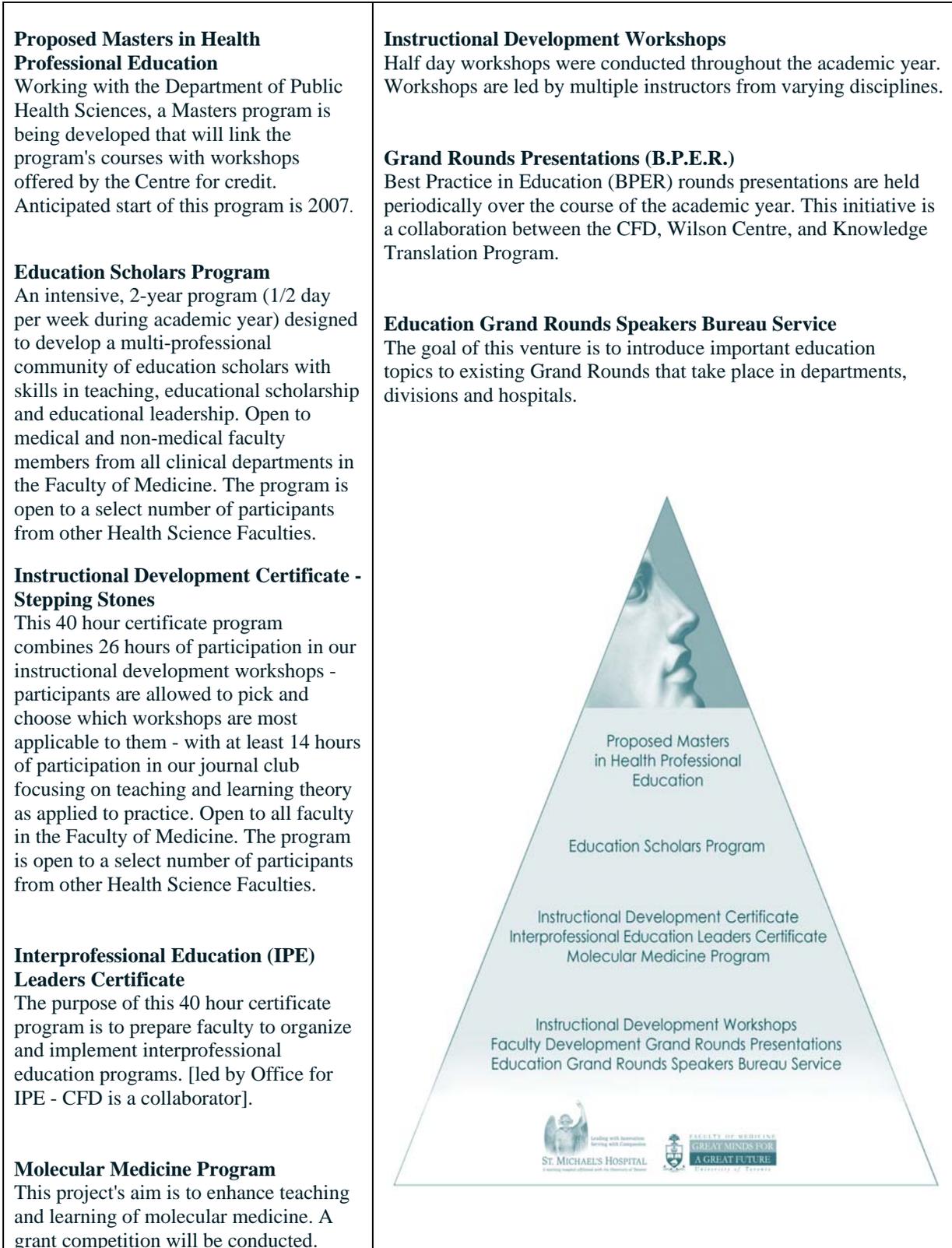
*Dean Catharine Whiteside, CFD  
Planning Retreat, November 2006*

In January 2006, a three year external review was conducted by Dr. Yvonne Steinert from McGill University. The reviewer observed that the success of CFD's programs has led to increased needs and requirements for faculty development. She noted that “some difficult decisions regarding program priorities, goals and content areas... would need to be made in light of the medical school expansion, an increased need to reach the “teachers in the trenches” and the stated focus on IPE and IPP”<sup>3</sup>. Further, a balance would need to be achieved between the pressures for enhanced service delivery and the growing requirements for research and scholarship in faculty development.

A Strategic Planning Committee (Appendix 1) was struck to address these issues and to provide oversight for the planning process. A Planning Retreat was held in November 2006 in which approximately 45 faculty and key stakeholders provided input to the strategic directions and goals articulated in this plan. (Appendix 2).

<sup>3</sup> Dr. Yvonne Steinert, Program Consultation, January 2006, p. 6.  
*CFD Strategic Planning Directions January 2007*

**Figure 1: Integrated Instructional Development / Education Scholarship Model**



## Renewing Our Vision, Mission and Values

Early in this planning process, the CFD revisited its vision and mission. While holding true to its early goals and core purpose, insights gained over the last four years have led to a more focused vision and a clearer articulation of the Centre's mandate. Values, which describe how the CFD will achieve its vision and mission have been added to this vision statement.

Figure 2: CFD Vision, Mission and Values

<p style="text-align: center;"><b>Vision</b></p> <p>Serving locally and contributing globally to advance faculty development across the health sciences.</p>
<p style="text-align: center;"><b>Mission</b></p> <p>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.</p>
<p style="text-align: center;"><b>Values</b></p> <p>As leaders who are committed to excellence and the well being of faculty, students and their patients, we embrace the following core values:</p> <ul style="list-style-type: none"><li>▪ Learner centeredness</li><li>▪ Inter-professional collaboration</li><li>▪ Critical inquiry and scholarship</li><li>▪ Innovation and creativity</li><li>▪ Accessibility</li><li>▪ Social accountability</li></ul>

## Strategic Directions, Goals and Actions

In order to fulfill its renewed vision and mission and respond to the opportunities and challenges before it, the CFD has confirmed six strategic directions. Several of these directions and corresponding goals reinforce the path and strategic initiatives that have been undertaken since the Centre's inception in 2002. However, what is new in this plan is a sharpened focus on the core business of the Centre, advancing the skills of health professional educators and teaching, an expanded role in career development and mentoring and enhanced attention to research and educational scholarship. In addition to confirming what the Centre will be doing over the next four years, there is new attention to where and with whom CFD will be partnering in providing service and undertaking targeted strategic initiatives. The CFD's expansion in both role and reach has necessitated renewed attention to strengthening its funding and infrastructure.

### ***CFD Strategic Directions***

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

## **Strategic Direction 1:**

### **Advance skills and expertise of health professional teachers and educators**

One of the core mandates of the CFD is to provide activities which develop and enhance faculty skills in the areas of teaching and education. Members of the Faculty of Medicine (FoM) at the University of Toronto are the target audience of these activities; in addition, there are a number of opportunities for participants from other Health Science Faculties and for non-faculty members.

Currently, the CFD provides individual instructional development workshops, the Stepping Stones Teacher Trainer Certificate Program, which includes workshops, plus a Journal Club. The more intensive two year, Education Scholars Program focuses on teaching skills, educational leadership and educational scholarship. Best Practice in Education Rounds (BPER) focus on various health professional education, scholarship and research topics and are videocast live to several other health sciences institutions.

In the next four years, this area will be enhanced with an intensified focus on Interprofessional Education, working collaboratively with the new Office of Interprofessional Education. To enhance the impact of individual and group consultations, the CFD will be more proactive in meeting annually with departmental chairs and education representatives to determine needs and effective interventions.

**Table1**  
**Strategic Direction 1: Advance skills and expertise of health professional teachers and educators**

<b>Goals</b>	<b>Actions</b>
1. Provide instructional development to faculty in diverse formats	a) Support leadership skills in curriculum development (not content) and innovation b) Offer a wide range of instructional development programs including stand alone workshops to support faculty in improving teaching skills c) Working with partners, develop and promote individuals' skills to evaluate learners and programs.
2. Promote interprofessional education	a) Collaborate with the Office of Interprofessional Education to define faculty development needs for IPE and establish priorities for CFD b) Offer workshops on IPE c) Embed IPE competencies within existing multi-professional programs d) Pursue attribution of IPE and Stepping Stone courses hours to each respective program.
3. Provide consultation to individuals and to groups	a) Establish annual consultations with individual department chairs or education representatives to discuss how the CFD can help plan, develop or support academic unit specific faculty development. b) Provide consultation in educational innovations, curriculum and program development and evaluation

## **Strategic Direction 2:**

### **Facilitate and promote research in faculty and educational development**

The CFD must understand the nature of the faculty development programs it develops and delivers and the kind of impacts these programs have on learners, facilitators and patients. Without comprehensive and rigorous empirical insights, the CFD can only guess at how effective (or not) its work has been. These insights confirm key successes and areas which require strengthening. Scholarship in this field includes traditional research, program evaluation and dissemination at national and international meetings<sup>4</sup>.

In the past two years, research and evaluation within the Centre's activities have begun to take shape. There is a small research team working together to advance a program of research and evaluation in faculty development. There is interest in strengthening the conceptual and theoretical bases that underpin this field. To support this work, the CFD is actively participating in various grants and collaborations with colleagues based at St Michael's Hospital, in other health sciences departments across the University and at other institutes in this country and abroad.

Over the next few years, the Centre aims to enhance its collaborative research partnerships, secure further grant monies (to appoint researchers and fellows) and to increase its research outputs (peer-reviewed papers, conference presentations).

**Table 2**  
**Strategic Direction 2: Facilitate and promote research in faculty and educational development**

<b>Goals</b>	<b>Actions</b>
1. Develop a plan and agree upon research priorities	a) Research lead and Research Planning Committee to identify target areas for CFD research activities b) Identify opportunities for research and/or evaluation within ongoing programs
2. Develop a sustainable infrastructure to pursue scholarship and research	a) Build research capacity through the appointment of research assistants, research associates and research/ education fellowships b) Build research support capacity (e.g. administrative, audio visual, IT support) c) Collaborate with local partners, Li Ka Shing Knowledge Institute and The Wilson Centre d) Collaborate with national partners (e.g. McGill, McMaster and University of Western Ontario) and international faculty development partners (e.g. U.S. and U.K.).
3. Increase CFD research activities and scholarly outputs	a) Enhance quality of programming by incorporating formative evaluation findings into ongoing planning process b) Target gradual increase in research and evaluation grant applications c) Increase numbers of published papers in peer reviewed journals

<sup>4</sup> Dr. Yvonne Steinert, January 2006, p. 4  
*CFD Strategic Planning Directions January 2007*

	d) Increase number of papers/posters/workshops presented at national and international conferences.
4. Increase knowledge transfer and dissemination of research and best practices in faculty development	a) Develop strategies to increase knowledge sharing and exchange of faculty development innovation and scholarship. b) Collaborate with the Li Ka Shing Knowledge Institute to promote and ensure evidence-based faculty development

### **Strategic Direction 3:**

#### **Support professional & leadership development throughout all stages of academic career**

The CFD has identified the need to support faculty with various aspects of their career development, in particular, those aspects relating to their roles as teachers and educators. Faculty at all stages in their career, from junior to mid-career and late career, have identified the need for strategies to assist them with career planning. Key strategies include the use of mentoring to facilitate career development.

The CFD has provided consultations to individuals and groups in the area of mentoring. The Centre has offered workshops on career development planning and on mentoring skills, and has partnered with other groups to offer these workshops at other sites throughout the Faculty of Medicine. The CFD is committed to the discovery of new knowledge about mentoring and career development, and to the dissemination of this knowledge.

A more recent focus for the CFD is on the needs of faculty with respect to the development of educational leadership skills. While this has been an existing theme in our Education Scholars Program from its inception, the CFD is interested in exploring and expanding our programming to address this career area.

Expected outcomes as a result of the initiatives include the establishment of a mentoring network, with a core group located at the CFD, which will assist individuals and groups in various settings in the development, implementation and evaluation of mentoring initiatives. In addition, the establishment of membership criteria for the Centre and forums for ongoing collaborative learning opportunities for members will be further developed. Finally, a framework to support the development of educational leaders will be established.

**Table 3**

**Strategic Direction 3: Support professional and leadership development throughout all stages of academic career**

Goals	Actions
<p>1. Provide mentoring and career development planning support for junior, mid-career and late career faculty.</p>	<ul style="list-style-type: none"> <li>a) Conduct environmental scan locally, nationally and internationally to identify best practice centres and to benchmark against these for career and leadership development practices.</li> <li>b) Develop, support and assess the impact of diverse mentoring models.</li> <li>c) Support individuals and groups by providing consultation services, conducting workshops and coordinating resources for faculty and their departments around career development and mentorship.</li> <li>d) Conduct faculty orientation in collaboration with interested departments / groups</li> <li>e) Explore faculty development needs for researchers and determine CFD's role in addressing these needs.</li> </ul>
<p>2. Support the development of current and future educational leaders</p>	<ul style="list-style-type: none"> <li>a) Provide coaching, mentoring and consultation to educational leaders and education leader groups</li> <li>b) Conduct workshops and develop programs</li> <li>c) Incorporate work/life balance and well-being in leadership curriculum</li> </ul>
<p>3. Promote professional identity as health science teachers and educators</p>	<ul style="list-style-type: none"> <li>a) Create defined "membership of the CFD"</li> <li>b) Establish privileges and benefits of membership within CFD</li> <li>c) Pursue and secure graduate credits for courses</li> <li>d) Create opportunities for program graduates.</li> </ul>

#### **Strategic Direction 4:**

##### **Foster scholarship in creative professional education & innovation in health science education**

Traditional paradigms of scholarship in research have historically failed to capture the creative scholarship of the health professional educator. In the University of Toronto, Faculty of Medicine, scholarship in creative professional activities and innovation in education is valued and recognized. Most recently the academic promotions manual was revised to incorporate this new construct.

There are three paradigms that illuminate the nature of scholarship in education. Boyer's paradigm identifies four potential areas of focus for education scholarship: discovery (research), integration (synthesis of ideas), application (translation) and teaching (innovations in methods, course and curriculum development, assessment, theory, etc)<sup>5</sup>. A scholarly method or approach, as described by Glassick, must incorporate six essential elements<sup>6</sup>. These include clear goals, adequate preparation (informed by evidence, theory or practice), appropriate methods that are aligned with the goals, evaluation for significant results, reflective critique/discussion and dissemination. Dissemination that is public, peer-reviewed and a platform from which others can build is what turns a scholarly product into scholarship (Hutchings & Shulman)<sup>7</sup>.

To date, the Education Scholars Program has been developed to build capacity of faculty in this area. Stepping Stones workshops on promotions and dossiers have also attempted to disseminate these constructs more broadly and encourage the development of scholarly activities in education.

Expected outcomes of this direction would be: increased productivity of health science educators in the development of scholarly innovations and activities in health science education, increased dissemination of creative professional activities and innovations, increased promotion of faculty on planks which include scholarship in creative professional activities in education, and the development of a community of health science educators with an interest in this area.

**Table 4:**

##### **Strategic Direction 4: Foster scholarship in creative professional education & innovation in health science education**

<b>Goals</b>	<b>Actions</b>
1. Establish and sustain a supporting infrastructure for scholarship and CPA	a) Create an awareness and better understanding of scholarship and creative professional activities. b) Identify leadership for this area. c) Build capacity in educators to meet the growing need for faculty development. d) Provide forums to encourage innovation and CPA and support learning communities through listserves, journal clubs, online communities and faculty development days.
2. Enhance the skills of individuals engaged in scholarship & CPA in health science ed.	a) Support individuals and groups b) Provide consultation services and conduct workshops

<sup>5</sup> Boyer EL. *Scholarship Reconsidered: Priorities of the Professoriate*. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching, 1990.

<sup>6</sup> Glassick CE. Reconsidering scholarship. *Journal of Public Health Management & Practice*. 6(1):4-9, 2000 Jan.

<sup>7</sup> Hutchings P, Shulman LS. The scholarship of teaching: new elaborations, new developments. *Change*. 1999; 31(5): 10-15.

**Strategic Direction 5:  
Extend faculty development activities and build capacity locally, regionally and internationally**

Building capacity locally, nationally and internationally is a core mission of the University of Toronto. The CFD is also looking to extend its borders to maximize its impact on faculty development activities. Several types of delivery systems are necessary. These include providing faculty development activities directly, offering consultation to and collaborating with other providers in divisions, departments and other Health Science Faculties and collaborating with partners in other medical schools in Canada and internationally. The CFD has a social responsibility to enable medical schools in less advantaged countries to provide faculty development programs for their faculty. In turn, partnering and collaborating with others will build our own capacity to function effectively in diverse cultures and contexts.

*“Working with members of our various local, national and international communities, the University of Toronto strives to make far-reaching and positive differences in the world – through the education of our students and through our pioneering research.”*

Dr. David Naylor, President,  
University of Toronto

To date, the CFD has provided diverse faculty development programs for all departments in the FoM and for the fully affiliated teaching hospitals. The Centre is beginning to provide direct service and consultation to U of T’s community affiliated hospitals. Through the Education Scholars Program, the CFD has trained opinion leaders in faculty development in most of the clinical departments. These leaders are having an impact on the quality of teaching in their departments and divisions. The Centre attracts staff and faculty from health disciplines outside of the FOM into our programs and collaborates with other health science education institutions within the GTA, the Office for Teaching Advancement at the University, and the Office for IPE.

Beginning in January 2007, in collaboration with the Wilson Centre, the CFD will be training fellows. The CFD has provided consultation in faculty development and for setting up Faculty Development centres to medical schools in the U.S., Jordan, the Palestinian territories, Ethiopia, and China.

Investments in this strategic direction are expected to yield increased numbers of faculty participating in CFD programs directly or indirectly, increased numbers of consultations to medical schools, increased numbers of international exchanges with faculty and knowledge transfer and exchange of scholarship and practices in faculty development.

**Table 5**  
**Strategic Direction 5: Extend faculty development activities and build capacity**  
**locally, regionally and internationally**

Goals	Actions
1. Optimize Faculty of Medicine participation in faculty development activities	<ul style="list-style-type: none"> <li>a) Assess and support the faculty development requirements of TAHSN and the community affiliated teaching hospitals.</li> <li>b) Provide outreach workshops and presentations within the health sciences at the University of Toronto and in other health sciences faculties.</li> <li>c) Consider services in terms of those that CFD will deliver directly, will provide support for others to deliver or those for which CFD will coordinate local, national and international best practices.</li> </ul>
2. Develop and implement a plan to phase-in and expand the faculty development participant pool to all Health Sciences	<ul style="list-style-type: none"> <li>a) Offer a select number of spots in CFD workshops and certificate programs to health science faculty outside of Medicine (e.g. Social Work, Nursing)</li> <li>b) Establish an Inter-Faculty Council to explore planning for the expansion of the Centre into health sciences faculties (Social Work, Nursing, etc)</li> <li>c) Encourage each Faculty to develop their own faculty development programs in consultation with CFD or with CFD acting as a hub to coordinate faculty development and research across the health sciences faculties.</li> <li>d) Collaborate on the development of a new Masters of Health Sciences in Health Professional Education</li> </ul>
3. Explore opportunities to exchange knowledge and undertake targeted faculty development activities on an international level.	<ul style="list-style-type: none"> <li>a) Plan and host an international Faculty Development conference by '09/'10</li> <li>b) Establish international programs and fellowships (e.g. Education Scholars Program)</li> <li>c) Support and collaborate with faculty development efforts in less advantaged countries.</li> </ul>
4. Clarify and strengthen strategic partnerships and collaborations.	<ul style="list-style-type: none"> <li>a) Support opportunities for interested parties to collaborate on areas of research, knowledge transfer and best practices in faculty development.</li> <li>b) Identify activities for collaboration with academic partners at the University of Toronto</li> <li>c) Identify activities for collaboration with regional and national partners.</li> </ul>

## **Strategic Direction 6:**

### **Enhance CFD funding, infrastructure and profile**

Enhancing both the Centre's financial resource pool and infrastructure is critical to the sustainability and future success of the CFD. It will improve the CFD's capacity to do what it currently does and it enable it to do it better. There is a need to promote the Centre, to profile its successes and experience. Other faculty development programs around the province, country, North America and beyond can glean invaluable information from the CFD's expertise and experience. New partnerships can be attracted, with the potential for intellectual and financial resources to augment the funding base of the Centre.

The recently revamped website presents a heightened professionalism to the Centre and provides access to CFD's program offerings, services and faculty. Further investments into communications strategies and technologies will be required to enable the distributed model of faculty development which the Centre envisions.

The CFD has been successful in securing Academic Incentive Funding from U of T and support from St. Michael's Hospital, most recently to support the hire of the CFD's Associate Director. Alignment of the CFD research team with the Li Ka Shing Knowledge Institute, St. Michael's Hospital and the FoM Office for Continuing Education and Professional Development, provides opportunities for shared research positions. However, with the growing expectations of service and scholarship, the CFD will need to be creative in seeking out new funding sources to sustain its operations and ambitions. A priority will be the development of a new business model to support this growth.

Expected outcomes for this strategic direction include increased and stable sources of income, enhanced visibility and recognition which attracts new learners and scholars, and a highly functional governance and management structure which facilitates the CFD strategic agenda.

**Table 6**  
**Strategic Direction 6: Enhance CFD funding, infrastructure and profile**

<b>Goals</b>	<b>Actions</b>
1. Align CFD organizational structure and resources to achieve renewed mission, vision and strategic directions	a) Revisit committee and reporting structure to strengthen accountability and support for strategic directions. b) Identify and secure necessary faculty and staff to support CFD expanded role. c) Explore shared positions with strategic partners (e.g. LKSKI, KTP, CEPD)
2. Achieve sustainable funding for CFD and its expanded role.	a) Develop a business model for cost recovery and new sources of revenue, considering target markets and the full range of CFD services b) Pursue grant funding within and external to the University c) Establish a Chair in Faculty Development d) Explore strategic partnerships to enhance funding opportunities
3. Strengthen communications and enhance CFD profile	a) Enhance CFD website to enhance its effectiveness as a communications tool. b) Develop communications strategy for the Centre in conjunction with St. Michael's Hospital and FoM

## Implementation Priorities for the Next 12 to 18 months

Each of the six strategic directions has designated faculty leaders who are responsible for the assessment, planning, implementation and evaluation. The below listed priorities have been identified as short term priorities to be implemented in the first 12 to 18 months of the new strategic plan.

Strategic Directions	Priorities for Year 1 - 2
<p>1. Advance skills and expertise of health professional teachers and educators</p> <p>Leads: Karen Leslie</p>	<ul style="list-style-type: none"> <li>• Enhance and expand distributed models of faculty development in diverse formats to a range of targeted audiences</li> </ul>
<p>2. Facilitate and promote research in faculty and educational development</p> <p>Lead: Scott Reeves</p>	<ul style="list-style-type: none"> <li>• Establish a research plan and prioritize research themes</li> <li>• Build research infrastructure</li> <li>• Synthesize, publish and disseminate research findings</li> </ul>
<p>3. Support professional and leadership development throughout all stages of academic career</p> <p>Lead: Karen Leslie</p>	<ul style="list-style-type: none"> <li>• Promote health professional identity and establish CFD membership</li> <li>• Provide consultation services, conduct workshops and coordinate resources for faculty and their departments around career development and mentorship</li> </ul>
<p>4. Foster innovative and creative professional activities in health professional education</p> <p>Lead: Susan Lieff</p>	<ul style="list-style-type: none"> <li>• Create an awareness and better understanding of scholarship and CPA in education</li> <li>• Build the CPA and scholarship supporting infrastructure</li> </ul>
<p>5. Extend faculty development activities and support capacity building locally, regionally and internationally</p> <p>Lead: Ivan Silver</p>	<ul style="list-style-type: none"> <li>• Establish Inter-Health Sciences Council for Faculty Development</li> <li>• Strengthen strategic partnerships to advance CFD including LKSKI and Office of IPE</li> <li>• Initiate planning and host international faculty development symposium by 2009</li> </ul>
<p>6. Enhance CFD profile, funding and infrastructure</p> <p>Leads: Ivan Silver</p>	<ul style="list-style-type: none"> <li>• Revisit organizational structure to align with new strategic directions</li> <li>• Secure appropriate resources to support strategic priorities</li> </ul>

## Conclusion

The first four years of the Centre's operations have demonstrated the tremendous need and enthusiasm for the CFD. The Centre has received strong support from its lead sponsors, St. Michael's Hospital and the U of T Faculty of Medicine and endorsements from a broad constituency within and outside the Faculty.

The CFD has established itself as a unique educational entity leading the way for faculty development across North America. The next four years are likely to see a more mature organization, enhancing its service delivery offerings and models of faculty development, achieving greater success in producing and publishing high impact research, expanding its mentoring methods and networks and producing a group of alumni who promote and support faculty development locally, regionally and internationally. This next stage of faculty development efforts go beyond the individual level to begin to make inroads into changing culture of teaching and learning at the organizational and system level.

*“What has been done by CFD to date is a platform for the exciting things to be done in the future”.*

Dr. Bob Howard, Vice President  
Education, St. Michael's Hospital,  
November 2006 Planning Retreat

With the continued commitment of its leadership team and support of its sponsors and key stakeholders, the CFD should move closer to its vision of “serving locally and contributing globally to advance faculty development across the health sciences”.

# Appendices

## ***Appendix 1 – Core Planning Committee Membership***

Helena Axler – Consultant

Amy Dionne – Manager, Centre for Faculty Development

Eileen Egan-Lee – Special Projects Coordinator, Centre for Faculty Development

Karen Leslie – Associate Director, Centre for Faculty Development

Susan Lieff – Director, Education Scholars Program, Centre for Faculty Development

Jackie McCaffrey – Administrative Assistant, Centre for Faculty Development

Scott Reeves – Director of Research, Centre for Faculty Development

Denyse Richardson – Stepping Stones Research and Development, Centre for Faculty Development

Ivan Silver – Director, Centre for Faculty Development

## **Appendix 2 – November 20, 2006 Retreat Participants**

Mohamad Alameddine – Director of International Development & Partnerships, Postgrad  
Viola Antao – Professional Development Committee Member, Dept of Family and Community Medicine  
Helena Axler – Consultant  
Glen Bandiera – Director, Postgrad Education, St. Michael's Hospital  
Mary Bell – Director of Continuing Education, Department of Medicine  
Katherine Berg – Chair, Department of Physical Therapy  
Marion Bogoy – Faculty of Social Work  
John Bohnen – Vice Chair Education and Director Postgraduate Education, Department of Surgery  
Andrea Cameron – Faculty of Pharmacy  
Vince Chien – FitzGerald Academy Director  
Louise Conwell – Fellow  
Jane Cudmore – Director of Faculty Development, The Michener Institute  
Aidean Cunniffe – Student  
Amy Dionne – Manager, CFD  
Eileen Egan-Lee – Special Projects Coordinator, CFD  
Susan Glover-Takahasi – Director, Education & Research, Postgrad  
Pam Gravestock – Associate Director, Office for Teaching Advancement, UofT  
Debbie Hebert – Chair, Continuing Education Committee, Department of Occupational Science and OT  
Bob Hilliard – Professor, Department of Paediatrics  
Brian Hodges – Director, The Wilson Centre for Research in Education  
Robert Howard – Executive VP of Education and Chief Medical Officer, St. Michael's Hospital  
Karen Leslie – Associate Director, CFD  
Wendy Levinson – Chair, Department of Medicine  
Susan Lief – Director, Education Scholars Program, CFD  
Mandy Lowe – IP Education Director, Toronto Rehab  
Jaclyn McCaffrey – Administrative Assistant, CFD  
Jane Merkely – Director of Nursing Practice, St. Michael's Hospital  
Sonia Melo – Secretary, CFD  
Brenda Mori – Assistant Director, Education Scholars Program, CFD  
Ivy Oandasan – Director, Office of Interprofessional Education, UofT  
Danny Panisko – Co-Director, Master Teacher Program, Department of Medicine  
Peeter Poldre – Vice President of Education & Medical Affairs, Sunnybrook  
Scott Reeves – Director of Research, Centre for Faculty Development  
Sandy Rennie – Assistant Professor, Department of Physical Therapy  
Denyse Richardson – Assistant Professor, Department of Medicine  
Jay Rosenfield – Vice-Dean, Undergraduate Education  
Ann Russell – Knowledge Translation Program  
Jacqueline Schleifer-Taylor – Director, Health Disciplines Practice & Education, St. Michael's Hospital  
Suzan Schneeweiss – Director of Continuing Education, Department of Paediatrics  
Martin Schreiber – Director Undergraduate Education, Dept. of Medicine and Director, Pre-Clerkship, FoM  
Meera Shah – Student  
Ivan Silver – Director, CFD and Vice-Dean, Continuing Education and Professional Development, FoM  
John Teshima – Assistant Professor, Department of Psychiatry  
Wayne Weston – Professor Emeritus and Faculty Developer, University of Western Ontario  
Catharine Whiteside – Dean, FoM  
Ari Zaretsky – Director of PostGrad Education, Department of Psychiatry