



Extending Excellence in Faculty Development

2013-2018 Strategic Plan

Centre for Faculty Development

*A partnership between the University of Toronto and
St. Michael's Hospital*

Table of Contents

Executive Summary	1
Setting the Context	6
Background	6
Overview of the Strategic Planning Process	6
Overview of Current Situation	8
Key Assumptions	9
Establishing Strategic Direction	10
Vision Statement, Mission Statement, Values	10
Outcomes	11
Translation Strategy into Action	12
Overview	12
Goal #1: Develop and disseminate a framework for faculty development in the health profession	12
• Key Strategies	12
• Metrics	13
Goal #2: Extend capacity for delivery of faculty development across the academic health system	13
• Key Strategies	14
• Metrics	15
Goal #3: Ensure ongoing relevance of CFD's faculty development programming through focused growth	16
• Key Strategies	17
• Metrics	17
Goal #4: Contribute to the development and dissemination of new learning about the faculty development body of knowledge	19
• Key Strategies	19
• Metrics	19
Goal #5: Deliver services on a sustainable basis, collaboratively, efficiently and effectively	20
• Key Strategies	21
• Metrics	21
Resource Implications and Considerations	23
Moving to Implementation	25
Year One Objectives	25
Roles and Responsibilities	25
Risks and Contingencies	25
Monitoring and Course Correction	26
Acknowledgement	27

Executive Summary

The Centre for Faculty Development (the Centre, CFD) celebrated its 10th Anniversary with the unveiling of a new five year strategic growth plan that leverages past accomplishments to increase the influence of the Centre and the discipline of faculty development across the academic health sector: locally, nationally and internationally.

Created in 2002 through the partnership of St Michael's Hospital (SMH) and the Faculty of Medicine (FoM) at the University of Toronto (UofT), this unique Centre is known for the strength and relevance of its faculty development programming that is delivered to multi-professional audiences, its delivery of scholarly workplace relevant content, and for the leadership role it has played in developing and disseminating internationally acclaimed new knowledge.

A four step process to develop the strategic plan was adopted, including: a global scan; interviews with key stakeholders; hosting a think tank of leaders across the system followed by a staff retreat; and, finally, the documentation of the strategy and a more complete strategic plan.

Underpinning the development of the strategy was the recognition that a focus on quality, innovation and impact are fundamental to the enhancement of both the health system and health outcomes. The increasing demands being placed on the health care system and all health practitioners and the associated recognition of the role of teaching and learning in preparing health professionals to perform at their best in this dynamic environment, is expected to translate into an expanded demand for the services provided by the Centre.

Looking to the future, the Centre will continue to contribute in innovative ways to improving teaching and learning within the academic health sector by providing support to individual faculty and faculty developers. In addition, working in collaboration with others, it will build capacity for faculty development, initially with a focus on the Toronto Academic Health Sciences Network (TAHSN) community, by extending the availability of programs strategically across the GTA as well as both nationally and internationally. It will also seek to raise the credibility of faculty development as an essential component of academic programming such that faculty development is an increasingly valued component of academic work life. To this end, the CFD will work to establish faculty development leads in all hospitals and academic departments. Further, in partnership with SMH and the FoM of UofT, the CFD will lead the development, study and dissemination of new knowledge and processes relating to faculty development, including ways of sustaining networks of communities of teachers, educators, academic leaders and scholars. As a result, the linkages between faculty development, the practice of health professionals and future health outcomes will be increasingly well

understood and the CFD will be sought after as a resource by the global academic health sciences community.

In order to realize this strategy and to translate into practice the CFD's mission of "enhancing teaching, learning and leadership in the academic health sciences system through faculty development", the following five interconnected goals, depicted graphically and further elaborated on below, have been established:



Goal #1: Develop and disseminate a framework for faculty development in the health profession

Key Strategies

1. Develop a competency framework encompassing the different faculty roles (teacher, educator, education researcher/scientist, academic leader)
2. Determine how to assess and measure the impact of faculty development
3. Establish faculty development standards for use in developing health professional training programs

Key Success Measure

- Uptake of competency framework, impact measures and standards

Goal #2: Extend capacity for delivery of faculty development across the academic health system

Key Strategies

1. Increase support for, and understanding of, faculty development across the system
2. Build capacity across the sector so that support for faculty development is embedded within the academic health institutions and among academic departments
3. Identify faculty developer competencies and implement education communities of practice
4. Build capacity to support faculty across the lifespan of their careers
5. Use technology to enable sharing of tools and frameworks

Key Success Measures

1. # of TAHSN hospitals and academic departments with a faculty development strategy
2. # of downloads of virtually accessible tools and frameworks

Goal #3: Ensure ongoing relevance of CFD's faculty development programming through focused growth

Key Strategies

1. Proactively manage program lifecycle: assess portfolio of programs for relevance and impact on an ongoing basis
2. Align current programs with new competency framework and the CFD's strategic positioning with offerings for both faculty and faculty developers
3. Develop an integrated program offering that is focused on building capacity within institutions/academic departments and competence in the individual
4. Differentiate between program areas where CFD will *lead* initiatives, where it will *collaborate/offer support* and where it will provide *advocacy* support.

Key Success Measures

1. Reduction in the number of on-site workshops delivered CFD over three years
2. Increase in topics and number of faculty development workshops being offered in either a distributed fashion or being hosted/provided completely by organizations other than CFD

Goal #4: Contribute to the development and dissemination of new learning about the faculty development body of knowledge

Key Strategies

1. Establish a sound research business model and management structure
2. Develop a scholarship agenda associated with each program
3. Develop a robust integrated knowledge translation strategy that includes publication, presentation and application
4. Grow key research metrics: grant funding, presentations, publications and citations.
5. Develop and implement an innovative evaluation approach for the Centre's impact

Key Success Measures

1. # of published articles in scholarly publications and # of citations
2. # of presentations at academic meetings
3. Evaluation results for all programs

Goal #5: Deliver services on a sustainable basis, collaboratively, efficiently and effectively

Key Strategies

1. Confirm alignment of and formalize management structures and processes
2. Monitor and review performance against plan, and make the appropriate course corrections
3. Continue to develop multiple revenue streams
4. Enhance awareness of the Centre's capabilities and capacity
5. Implement a sound technological platform
6. Nurture strategic partnerships and collaborations.

Key Success Measures

1. Performance and satisfaction measures for faculty and staff
2. Revenue generated

Achieving the desired long term outcomes of raising the profile and influence of faculty development across the academic health sector will require support and investment. The

CFD will continue to seek additional funding, beyond what is provided by SMH and the FoM of UofT, and will seek to introduce efficiencies and streamline operations. In addition, some investment in human resources, for example, the hiring of an additional faculty development educator and an Associate Director is being contemplated, together with investment in core administration and technological support.

Implementation will commence in September, 2013 under the leadership of the CFD Director, supported by the Executive Committee and with oversight provided by the Governance Committee. In alignment with the five overall goals, a number of Year One Objectives have been established and accountable leads identified. Moving forward, progress will be reviewed bi-monthly at CFD team meetings and at the individual level, through the introduction of CFD faculty performance reviews.

Setting the Context

Background

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 (FoM), University of Toronto (UofT) and St. Michael's Hospital (SMH). In October 2002, these two institutions partnered in a pioneering collaboration to create the Centre for Faculty Development ('the Centre' or 'CFD'). The Centre is the only one of its kind in the world – an enterprise housed within a teaching hospital and devoted to enhancing the skills and well-being of health professional faculty across the system. The CFD is now one of six education focused Extra-Departmental Units (EDUs) at UofT.¹

Over the past ten years, the CFD's scope has broadened from an initial focus on programs that enhance teaching skills of faculty in the FoM, to encompass academic development of faculty across the FoM, the five additional health sciences faculties at UofT (i.e. nursing, pharmacy, social work, dentistry, and kinesiology and physical education), as well as other local, national and international institutions. Today, faculty development in the areas of teaching, education, academic leadership, and education research are addressed in the CFD's programs – each to a varying degree.

Guiding the development of this strategic plan has been the following **working definition for faculty development**: "the broad range of activities that institutions use to support or renew faculty, supervisors, preceptors, field instructors, clinical educators, and status appointees in their multiple academic roles. These activities are designed to enhance an individual's career development in the areas of teaching, education, administration, academic leadership, education research".²

Overview of the Strategic Planning Process

In the final year of the CFD's 2007-2011 strategic plan, a rigorous four phase planning process was initiated that included:

¹ Each of these EDUs is supported by one or more fully affiliated hospitals and each has its own unique area of focus (i.e. health professional education research, interprofessional education, etc).

² Note the difference between **faculty development and continuing education**. Continuing education focuses on learning related to *clinical practice* whereas faculty development focuses on learning and development related to the academic aspects of a health professional's role.

Phase 1a – Global Scan May 2010 to May 2011

A scan of qualitative and quantitative data gathered during the planning and implementation of the *First International Faculty Development Conference in the Health Professions – May 2011*³ identified that a broad conceptualization of faculty development is supported by faculty developers worldwide and reinforced the need for innovative approaches to the delivery of faculty development, including practice and work-based models. While a significant amount of scholarship in faculty development exists worldwide, there is an identified need for enhanced evaluation frameworks and additional studies in the area of outcomes and impact of faculty development.

Phase 1b – Stakeholder Engagement – October 2011 to April 2012

Meetings were conducted with key local individuals and groups with leadership, education and faculty development responsibilities from SMH, the Faculties of Health Sciences at UofT, and other health professional organizations at UofT and across the GTA.

Suggestions for the CFD's future clustered under three framing concepts:

1. *Capacity Building* - for people and processes.
 - Workplace-based learning
 - Strong endorsement for technology assisted programming to augment face to face delivery
 - Advocacy role to support culture shift around teaching and learning and contribute to system building
2. *Innovation / Scholarship*
 - Extend scholarly work and knowledge building in faculty development.
3. *Impact/Outcomes*
 - Align CFD activities with strategies of the FoM, SMH, TAHSN and other community affiliated hospitals
 - Engage faculty and staff in the academic enterprise. There is a need to clarify academic roles, skills, learning needs, and performance expectations as educators and leaders.
 - Clarify the CFD's role locally, across Canada and internationally.

³ Included qualitative data collected from interviews with key informants in the field of faculty development world-wide, quantitative survey data collected during the conference, and a scan of the more than 250 abstracts submitted from 28 countries

Phase 2 – Strategy Day– January to May 2012

CFD faculty and staff and participants selected on the basis of their current roles in the system, as well as their ability to represent groups of staff and faculty across the hospital, department, university and health professional organization sectors, engaged in activities that promoted reflection and discussion on current and emerging issues that could and should influence the CFD strategy.

Phase 3 – Staff Engagement – July 2012

Building from the Strategy Day conversation, at a day-long retreat, CFD faculty and staff provided input into the overall strategic direction and long term outcomes for the CFD. Logic models were introduced and the changes required for the CFD's ongoing success were identified.

Phase 4 –Approval and Implementation Cycle – August 2012 to July 2013

An executive summary of the strategic direction was reviewed and endorsed by the Governance Committee of the CFD and released as part of the ten year CFD anniversary celebration. This more detailed document was informed by extensive conversations with CFD faculty and staff program teams. It was developed subsequently to guide implementation and support priority setting and resource deployment moving forward.

Overview of Current Situation

The CFD has a strong track record off which to build. Examples of specific strengths identified by stakeholders include:

- Delivery to multi-professional audiences while also embracing the values of inter-professionalism
- Managing the tensions between providing workplace-relevant content while contributing to scholarship in the area of faculty development, teaching and learning
- Commitment to working with others, sharing and learning together; and
- Being prepared to play a leadership role in developing new knowledge and new ways of doing things or working together.

The FoM and SMH share a focus on quality, innovation and impact to enhance the health care system and health outcomes. This focus informs the strategy of CFD.

Key Assumptions

The following important assumptions underpin the development of CFD's strategy:

- Better training and education delivered by strong teachers/educators can have a positive impact on the provision of care. However, it is clear that improved patient care and better health outcomes is conditional on a number of related factors beyond faculty development
- The demand in hospitals and academic departments for faculty development will continue and will be beyond what CFD can provide on a one-on-one/direct delivery basis. There is a need to continue to explore in a systematic way, leveraged opportunities to develop faculty both locally in Toronto, as well as possibly nationally and internationally
- Value is seen by stakeholders in CFD continuing to develop, study and disseminate new knowledge and processes relating to faculty development, including ways of sustaining a network of communities of teachers, educators, and academic leaders and scholars across the system
- CFD's target audience is those involved in the academic mission of health care institutions, i.e. those identified formally as faculty, as well as those who have academic roles such as teaching, yet may not have a faculty appointment
- Value is placed by stakeholders on CFD continuing to be innovative and at the same time, recognizing and managing the tension between the ongoing search for innovative responses and ideas and the need to run a sustainable enterprise
- Pursuing an international presence will be managed in an emergent manner. Opportunities to extend CFD's global presence will be identified strategically from the work that is underway and doing things differently, for example, adopting more innovative usages of technology to enable broader reach, will be pursued.

Establishing Strategic Direction

In order to continue to contribute in innovative ways to improving teaching and learning within the academic health sector, the Centre will provide support to individual faculty members, build capacity for faculty development, and will also extend its scholarship activities. In partnership with SMH and the FoM of UofT, the CFD will lead the development, study and dissemination of new knowledge and processes relating to faculty development, including ways of sustaining a network of communities of teachers, educators and academic leaders and scholars. In collaboration with others, the CFD's commitment is to extend the availability of programs across the GTA as well as both nationally and internationally in a strategic manner. It will also seek to raise the credibility of faculty development as an essential component of academic programming such that faculty development is, embedded in, and an increasingly valued component of, academic work life. To this end, the CFD will work to establish faculty development leads in all hospitals and departments. The linkages between faculty development, the practice of health professionals and future health outcomes will be increasingly well understood and the CFD will be sought after as a resource by the global academic health sciences community.

Vision Statement⁴

Advancing faculty development across the health sciences to promote academic excellence

Mission Statement⁵

To enhance teaching, learning and leadership in the academic health sciences system through faculty development

Values⁶

As leaders who are committed to excellence and the well being of faculty, students and their communities, the CFD embraces the following core values:

- **Collaboration** – Valuing and recognizing the wealth of knowledge and expertise of colleagues and partner institutions.

⁴ A statement of the impact to be made on the world

⁵ A statement of the work that is done and the purpose behind it

⁶ A statement of the kinds of behaviors valued and that will inform decision making

- **Critical inquiry and scholarship** – Valuing ongoing questioning of what is done and striving to be scholarly in all programs and projects.
- **Innovation and creativity** – Valuing creative thinking and calculated risk taking in discovery, delivery, and evaluation.
- **Adaptability and responsiveness** – Valuing flexibility in addressing the needs of an ever growing, diverse audience.
- **Social accountability** – Valuing the support the CFD provides to the health care system and the communities it serves.

Outcomes⁷

Over the course of the next five to ten years, the following will be achieved:

- Faculty development is embedded in academic health sector planning processes
- Faculty development is embraced at the institutional and individual level and the appropriate resourcing and tools are in place
- Faculty development plays a significant role in the dissemination of best evidence in teaching, learning and academic leadership
- The CFD is regarded as a global leader in faculty development.

⁷ What is expected to be in place over a 5-10 year period as a result of CFD efforts

Translation Strategy into Action

Overview

This section outlines five interconnected goals for the CFD for the next five years:



Each goal is presented in terms of a brief summary followed by the key strategies and metrics, and then three year activities and deliverables. The final section of the plan outlines the year one objectives and provides an overview of implementation.

Goal #1: Develop and disseminate a framework for faculty development in the health profession

While the value of effective teaching and the importance of developing faculty in terms of contribution to learning outcomes are well established, definitions and models, including a definition of the impact of faculty development, remain elusive. Over the next five years, the Centre will seek to redress this gap by creating the necessary frameworks for the health profession sector and moving them into practice, including applying them within the Centre to help assess gaps and opportunities with the current program offering.

Key Strategies

1. Develop competency framework encompassing the different faculty roles (teacher, educator, education researcher/scientist, academic leader)
2. Determine how to assess and measure the impact of faculty development
3. Establish faculty development standards for use in developing health professional training programs

Metrics

1. Uptake of competency framework, impact measures and standards

Activities	Deliverables over 3 Years
1.1 Co-construct framework for the continuum of education roles, building from the existing paper on 'Careers for Health Professionals in Education' and working with the findings from other projects related to defining the competencies of health educators 1.2 Develop self assessment tools, initially for Stepping Stones participants, based on required competencies to assess current capacity and help design an optimal learning journey moving forward	<ul style="list-style-type: none"> • Clarification of roles, skills, competencies and learning needs, for individuals practicing in academic health settings • Assessment tool for faculty to enable identification of competency gaps and to support the development of an integrated learning plan
1.3 Co-create a faculty development plan (including a career development process map) to support academic career development ⁸ ; and conduct a gap analysis given what is available currently across the system	<ul style="list-style-type: none"> • Gap analysis of what is required to support faculty development
1.4 Develop faculty development standards, working with the CFD Faculty Developer Group , the Interhealth Sciences Faculty Development Council and the Council of Health Sciences	<ul style="list-style-type: none"> • A document outlining faculty development standards • A document outlining required competencies of faculty developers
1.5 Create a framework and action plan for assessing impact of faculty development	<ul style="list-style-type: none"> • A clear framework for assessing the impact

Goal #2: Extend capacity for delivery of faculty development across the academic health system

Over the next five years, the CFD will build capacity across the system, working with other entities to ensure that the necessary supports for individual faculty are in place at the

⁸ This will include working with the Association of Faculties of Medicine of Canada to establish a national agenda for clinical teachers' faculty development

institutional level. Some of those supports will be delivered by the Centre and in that regard, some healthy renewal with respect to current programming has already been identified as described further under Goal #3.

However, the major shift in this time period will be seen in the CFD's proactive outreach to firstly identify what is needed to support faculty development and then to enable the introduction or enhancement of the identified infrastructure, capacity and capability starting with the TAHSN and additional community affiliated hospitals. While the importance of education is entrenched across the academic health sector, there are different levels of understanding, support and engagement with respect to the value of, and need for, a focus on faculty development. Some growth and support for faculty development has been evidenced in a number of academic departments, hospitals and programs, and ongoing support for these initiatives and their leaders will be provided. Further success in building cross sector support will be contingent on validating the importance of the role of teaching and faculty development with those in leadership positions and building their support for these changes.

Complementary to the work outlined on role competencies in Goal #1, the Centre, leveraging the understanding of competencies for faculty developers derived from the current research project funded by the Royal College of Physicians and Surgeons of Canada (RCPSC), will work with others to create a framework to support skill development for faculty developers. Support will be provided to faculty development leads to establish a community of practice of faculty developers wanting to share experiences and resources.

As part of this competency development process, non-institutionally based mechanisms (such as communities of practice) to support faculty will be introduced. Finally, the important role of technology in supporting the development of distributed capacity and capabilities will be identified. Additional steps will include the identification of the supports needed by faculty across the span of their careers, together with mechanisms to build the requisite capacity across the system.

Key Strategies

1. Increase support for, and understanding of, faculty development across the system
2. Build capacity across the sector so that support for faculty development is embedded within the academic health institutions and among academic departments
3. Identify faculty developer competencies and implement communities of practice
4. Build capacity to support faculty across the lifespan of their careers
5. Use technology to enable sharing of tools and frameworks

Metrics

1. # of TAHSN hospitals and academic departments with a faculty development strategy
2. # of downloads of virtually accessible tools and frameworks

Activities	Deliverables over 3 Years
<p>2.1 Determine capacity required to sustain faculty development within academic departments and individual health science institutions and promote a change strategy that acknowledges the strengths and differences across and within institutions</p> <p>2.2 Seek opportunities to link the health institutions and academic departments to share their faculty development learnings and best practices, and to find opportunities for partnering</p> <p>2.3 Develop and market robust outreach programs to support the development of the identified department and institutional level competencies</p>	<ul style="list-style-type: none"> • Document outlining capacity requirements • Series of outreach programs to support capacity development • Mechanisms in place to facilitate sharing across the TAHSN hospitals
<p>2.4 Develop and implement a multi-level advocacy plan to foster ongoing support for faculty development at the individual, organizational and system levels</p> <p>2.5 Develop and implement a communication and engagement plan with EDU Directors to collaborate on faculty development and to help assess impact</p>	<ul style="list-style-type: none"> • Broad leadership support across the system for faculty development
<p>2.6 Strengthen and focus the development of a community of faculty developers, bringing them together on a regular basis to:</p> <ul style="list-style-type: none"> • Set an ongoing learning agenda, share, learn and hone their skills • Support advocacy for faculty development in their institutions • Connect and build capacity by helping each other • Create new scholarship opportunities for the CFD <p>2.7 Explore appropriate models for an academic leadership community in alignment with the launch of the academic leadership program (NEAL)</p>	<ul style="list-style-type: none"> • Communities for faculty developers developed and supported

Activities	Deliverables over 3 Years
2.8 Revisit membership criteria for CFD given the premise that there is value to participants in CFD programs in having a formal affiliation to the Centre, together with some form of programming/ annual event	
2.9 Ensure materials and relevant tools are accessible on the website, including linkages to key sites and contacts.	<ul style="list-style-type: none"> • Availability of materials and supports for faculty development delivery expanded through the use of technology.

Goal #3: Ensure ongoing relevance of CFD’s faculty development programming through focused growth

Faculty members teach, design curriculum and programs, engage in education scholarship and have academic leadership roles. They require efficient and effective support in all of these roles. While the contribution made by CFD will shift increasingly over the next five years to building capacity across the system at the organizational level (as outlined in Goal #2), a key role remains to ensure this individual support is available, working with other providers across the system. This will require the ongoing assessment of current CFD offerings to ensure their relevance and robustness, and to develop a go-forward plan for each program. Currently, programs such as *Best Practices in Education Rounds*, *Stepping Stones*, *Accessible Resource for Teaching*, and *Teaching for Learning and Collaboration* are geared toward faculty in their roles with learners; with programs such as *Education Scholars*, *New and Emerging Academic Leaders*, *Core Foundations in Education Research*, and *Faculty Developer* programs being geared to their roles as academic educators, leaders, scholars, and consultants.

As part of this strategic planning initiative, the need to reduce the current number of ‘one-off’ workshops has been identified. Once the competency framework described under Goal #1 is in place, the expectation is that the CFD will review its current programming and will adopt increasingly integrated approaches and programming mapped to developing the identified competencies. Workshops that are integral to this integrated set of programs will continue, offered either by the Centre or by others across the system. The Centre will also continue to offer workshops on new and emerging topics.

Areas of growth include leading the roll out of a new program on academic leadership and exploring involvement in faculty wellness initiatives.

Key Strategies

1. Proactively manage program lifecycle: assess portfolio of programs for relevance and impact on an ongoing basis.
2. Align current programs with new competency framework and the CFD’s strategic positioning with offerings for both faculty and faculty developers
3. Develop an integrated program offering that is focused on building capacity within institutions/academic departments and competence in the individual
4. Differentiate between program areas where CFD will *lead* initiatives, where it will *collaborate/offer* support and where it will *provide advocacy*.

Metrics

1. Reduction in the number of onsite workshops delivered by CFD over three years
2. Increase in topics and number of faculty development workshops being offered in either a distributed fashion or being hosted/provided completely by organizations other than CFD

Activities	Deliverables over 3 Years
<p>3.1 Taking into consideration the frameworks developed as part of Goal 1, design a portfolio program management process under the oversight of Executive Committee that includes ongoing environmental scanning, faculty and staff input, service agreements and takes into account quality metrics and evaluation results; annual update to be provided to Governance Committee</p> <p>3.2 Develop continuous improvement/quality assurance process as part of evaluation cycle</p> <p>3.3 Develop business case process and template to support investment requests</p> <p>3.4 Build integrated programming based on results of mapping current CFD programs together with relevant program offerings from other institutions to the framework created as part of Goal #1</p>	<ul style="list-style-type: none"> • Refinement of CFD’s career development programming and resources • Process in place to support deliberate and thoughtful management of the program portfolio • Business case template and process • Mapping of programs/activities/ supports for faculty (in all their roles) in the academic environment • Integrated program offering

Activities	Deliverables over 3 Years
<p>3.5 Establish calendar of workshops at the outset of each academic year based on a determination of the number of offerings required to enable participant fulfillment of course and credential requirements</p> <p>3.6 Determine ways to expand the competence of faculty in using technology for teaching and learning</p> <p>3.7 Revisit positioning and business models of <i>Teaching for Learning and Collaboration; Faculty Developer; Accessible Resource for Teaching and Core Foundations in Education Research</i> programs</p>	<ul style="list-style-type: none"> • 30% reduction in on-site workshops with concomitant increase in the number of on-line offerings and co-supported workshops elsewhere in the TAHSN and additional community affiliates and GTA • Program to develop competency in use of technology in teaching and learning
<p>3.8 Lead the introduction of a <i>New and Emerging Academic Leaders</i> program (NEAL)</p> <ol style="list-style-type: none"> a. Finalize design b. Market program widely to support geographically diverse recruitment of approximately 20-30 participants in each of first three years c. Put in place logistical and administration support d. Develop evaluation plan, including QI at the end of each module <ul style="list-style-type: none"> • Evaluate program after three cohorts and determine future direction e. Develop related scholarship (research and publication) agenda f. Assemble academic leadership resources for placement on CFD website 	<ul style="list-style-type: none"> • Academic leadership program introduced, evaluated and the subject of scholarly dissemination
<p>3.9 Support the implementation of faculty wellness initiatives informed by the results of the FOM C-Change survey</p>	<ul style="list-style-type: none"> • Collaborative programming and evaluation of faculty wellness initiatives

Goal #4: Contribute to the development and dissemination of new learning about the faculty development body of knowledge

The CFD is committed to generating new understanding about how to provide and deliver faculty development as well as sharing this knowledge to influence practice.

With the selection of a new research director, the opportunity exists to align research projects more closely with the faculty development mandate in order to both contribute to faculty development scholarship more broadly as well as to inform the development and evaluation of the CFD's own programs. Areas of particular research interest include: academic leadership, practice-based learning, mentoring and career development. Integrated knowledge translation is important and is expected to include knowledge generated beyond the Centre. Another key area of interest is evaluation: more broadly, defining the impact of faculty development and more specifically, providing meaningful evaluation of current programs.

Given that the research group is essential to meeting the CFD's mandate and there is an ever increasing demand for their expertise, there is a need to revisit the overall research business model, including resource deployment and allocation. This will take place after the arrival of the new Research Director in early summer, 2013, when other details related to the research strategy will be explored in depth.

Key Strategies

1. Establish a sound research business model and management structure
2. Develop a scholarship agenda associated with each program
3. Develop a robust integrated knowledge translation strategy that includes publication, presentation and application
4. Grow key research metrics: grant funding, presentations; publications; and citations
5. Develop and implement an innovative evaluation approach for the Centre's impact

Metrics

1. # of published articles in scholarly publications and number of citations
2. # of presentations at academic meetings
3. Evaluation results for all programs

Activities	Deliverables over 3 Years
<p>4.1 Provide comprehensive orientation to new research leader</p> <p>4.2 Develop research plan in alignment with overall strategic plan together with a revised business model and funding strategy</p> <p>4.3 Ensure each program has an appropriate academic agenda aligned with the strategic plan</p> <p>4.4 Create productive learning environment for faculty and staff</p> <p>4.5 Establish reliable tracking system of publications, presentations and grant funding</p> <p>4.6 Determine role of CFD in helping local faculty with their research</p> <p>4.7 Seek national/international educational scholarship research collaborations and funding opportunities</p>	<ul style="list-style-type: none"> • 10 published articles in scholarly publications • Series of position papers on faculty development • 25 presentations at national / international conferences
<p>4.8 In collaboration with local and national partners, establish an integrated knowledge translation strategy for health professions education research</p> <p>4.9 Capture uptake of research findings (citations) and also cross-reference (where possible) to how new knowledge is influencing the design of faculty development and teaching interventions</p>	<ul style="list-style-type: none"> • Increased reference to CFD generated knowledge in FD programs locally, nationally and internationally
<p>4.10 Identify, implement and track measures of impact</p> <p>4.11 Develop and implement an evaluation framework that enables both core program-wide evaluation as well as some customization for the individual programs, and includes a shorter term quality assurance element.</p>	<ul style="list-style-type: none"> • Robust evaluation plans for all CFD programs that include assessment of impact at the individual and systems levels

Goal #5: Deliver services on a sustainable basis, collaboratively, efficiently and effectively

In order to support the implementation of the strategic plan and deliver on the core work of the Centre, the appropriate structure and resources need to be in place. An important early step is thus confirming the alignment of the current structures, management processes, skills and expertise with what will be required over the next three to five years and making the

necessary adjustments. Requirements to shore up current administration infrastructure must be addressed. Resources should be deployed against priorities and progress against goals reviewed at regular intervals, leading to the appropriate course corrections. These changes should be introduced in advance of the external review scheduled for 2014.

What was also learned through the strategic planning process is that the capabilities and the capacity of the Centre are not well enough known or understood across the system. This must be addressed. Further, the CFD is unlikely to achieve all its goals alone. The critical partnerships with St Michael’s Hospital and the University of Toronto, as well as other collaborations across the sector, including the education EDU collective, are vital for the sustainability of the CFD over time and for the desired outcomes to be achieved.

Finally, all strategic plans require funding. The CFD receives significant support from its two key partners but also has other sources of funding, including research grant funding, program and workshop fees, and outreach and research consultation payments. Looking to the future, even more attention will need to be paid to this portfolio of revenue options in order to fund some of the more interesting strategic growth opportunities that have been identified.

Key Strategies

1. Confirm alignment of and formalize management structures and processes
2. Monitor and review performance against plan, and make the appropriate course corrections
3. Continue to develop multiple revenue streams
4. Enhance awareness of the Centre’s capabilities and capacity
5. Implement a sound technological platform
6. Nurture strategic partnerships and collaborations.

Metrics

1. Performance and satisfaction measures for faculty and staff
2. Revenue generated

<i>Activities</i>	<i>Deliverables over 3 Years</i>
5.1 Review organization structure, processes, capabilities and skills for alignment with strategic priorities and make adjustments as necessary, including strengthening of administrative support	<ul style="list-style-type: none"> • Efficient infrastructure: registrations, logistics, tracking of participants etc • Robust technology infrastructure

Activities	Deliverables over 3 Years
<p>5.2 Review management structure and processes and implement streamlined approach</p> <p>5.3 Develop and implement an internal communications protocol to build shared understanding of issues, opportunities and day-to-day happenings</p> <p>5.4 Deepen project management discipline, including documentation of admin standard operating procedures and role descriptions</p> <p>5.5 Monitor ‘customer’ satisfaction and levels of customer service</p> <p>5.6 Implement annual process for reviewing progress against strategic priorities and for establishing individual priorities based on approved strategic direction</p> <p>5.7 Implement and continue to assess a new admin system and website, ensuring that all staff and faculty are able to use the system optimally</p>	
<p>5.8 Develop an integrated revenue plan, including training and commercialization opportunities</p> <p>5.9 Review research model and introduce costing guidelines</p> <p>5.10 Review pricing and costing outlines for outreach projects and workshop development and delivery</p>	<ul style="list-style-type: none"> • 20% increase in revenue • Balanced budget
<p>5.11 Develop marketing and communications plan, targeting hospital VPs of Education, academic Department Chairs and other system influencers, that includes objectives, audiences, key message at two levels: for the Centre for Faculty Development; and then for each program</p>	<ul style="list-style-type: none"> • An effective communication and marketing approach that provides broader visibility and exposure
<p>5.12 Continue to assess where technology could be used to strengthen existing programs and designs, and make them more accessible on-line</p>	<ul style="list-style-type: none"> • A dynamic approach to technology

Activities	Deliverables over 3 Years
5.13 Implement QI approach to help flag issues and to keep tools/materials relevant 5.14 Develop process for assessing approach to new technologies, including for social media and e-learning, and the related business case template. Determine criteria and approval requirements 5.15 Ensure required skills are embedded with CFD staff. Develop learning plans based on identified gaps	<ul style="list-style-type: none"> • Robust social media platform for CFD communication and resource provision (includes website, Facebook, Twitter etc.)
5.16 Develop and implement a strategic relationship management plan on an annual basis, tracking the collaborations formed and the value created 5.17 Support the successful renegotiation of the MOU between SMH and FOM.	<ul style="list-style-type: none"> • Effective partnerships in place across the sector

Resource Implications and Considerations

The CFD currently receives funding from the FoM and SMH, and in addition generates some revenues through consulting fees, delivery of workshops and research grants. This plan anticipates the introduction of some efficiencies and streamlining measures and the reduction in the number of on-site workshops delivered directly by the Centre. However, overall, the plan is one of growth: of increasing the influence of the Centre as well as of the discipline of faculty development across the system. This will require some investment in additional resources, including core administration as well as more dedicated technology support given the central role expected to be played by technology moving forward.

As demand for faculty development consultation, program delivery and evaluation increases across TAHSN and elsewhere, there are insufficient numbers of skilled facilitators/resources in our system. In addition to ongoing recruitment and capacity building of the community of faculty developers, the hiring of a full time educator/faculty developer for CFD needs to be considered. This position could be resourced in partnership with the Undergraduate or Postgraduate Departments of the FoM, or with another organization.

For 2014-2015, an acting Director(s) will be recruited for the duration of the current director's anticipated academic leave. On the Director's return from academic leave, i.e., in Year Three of implementation of this strategic plan, careful consideration should be given to the hiring of an Associate Director to provide additional oversight of the numerous programs, activities and projects.

The optimal deployment of current resources and the identification of other resource requirements will be identified on an annual basis through the operating and budget planning process, discussed with the Executive Committee and approved by the Governance Committee.

Moving to Implementation

This section provides an overview of objective setting, as well as outlines roles and responsibilities, risks and contingencies and the approach to be taken to monitoring progress and course correcting as necessary.

Year One Objectives

Specific objectives and accountabilities for the period July 1, 2013 – June 30, 2014 have been identified. Team members accountable for these objectives are developing detailed work plans which they will review with the Director to ensure overall alignment and optimal deployment of resources. Objectives for subsequent years will be developed yearly and will follow the same process.

Roles and Responsibilities

- **Governance Committee** – approval of priorities as suggested by CFD leadership related to the objectives set out in this report, as well as ongoing monitoring progress.
- **Executive Committee** – supports the Director in implementing the priorities approved by Governance Committee.
- **CFD Director** – leads implementation of the plan; informally and formally provides support and monitors progress; implements performance reviews of CFD Faculty based upon objectives identified in the plan.
- **CFD Faculty and Staff** – utilize concepts and directions set out in this plan to prioritize work.

Risks and Contingencies

While this plan has been developed to align with the goals of SMH and the FoM, there is still a risk of *not meeting funder expectations*. The most effective manner to mitigate this is to continue open and frequent communications with the appropriate leaders within each organization.

Reduced financial support from SMH and UofT is also possible and would impact the CFD's ability to meet its objectives. Thus, CFD must continue to pursue revenue generating programs and opportunities in a manner that supports the work of the Centre, without diminishing resources currently utilized for core programming and activity.

Monitoring and Course Correction

Progress against identified goals, objectives and deliverables will be monitored in three ways:

- **Bi-Monthly CFD Team Meetings** – the CFD team meets on a monthly basis to discuss operations. Every other month, a significant portion of the meeting will be devoted to reporting of progress made toward objectives, as well as identifying and resolving challenges and celebrating successes.
- **CFD Faculty Reviews** – introduction of CFD faculty performance reviews based upon objectives set in this report and the CFD logic model.
- **Governance Committee Meetings** – at the beginning of each academic year, CFD leaders will provide Governance Committee with suggested priorities for the coming year for approval. At the end of each academic year, Governance Committee will monitor progress and provide input as to priorities for the upcoming year.

With the understanding that change is the only constant, course corrections may be made over the life of this plan with consultation from the CFD team and committees.

Given the decision to build out a three-year plan starting in 2013, that time horizon could be updated each year so there is always a three year outlook in place. The return of the Director from her planned sabbatical during 2014-2015, presents an ideal opportunity for a more in-depth review of progress and the updating of the three year outlook to 2018.

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