

**Academic Advancement of Community Based Physicians, Faculty of Medicine
University of Toronto
(Prepared May 14, 2012)**

Dear Community Based Physicians, Hospital Chiefs, Program Directors and Vice Presidents of Education,

Community Based Physicians are valued members of the academic community of scholars in the Faculty of Medicine (FOM) at the University of Toronto (UT). Our objective is to provide relevant information for the Community Based Physician to understand the scholarly culture in the Faculty of Medicine and how scholarship is assessed. Scholarly activity is characterized by several distinct features that are applied to the activity in the planning, during the activity, and in the evaluation of outcome and impact (see below). Scholarship Activity applies to teaching, research and creative professional activity. To that end, the Teaching/Education and the Creative Professional Activity sections of the Promotions Manual are included. This document is not intended to describe processes, but to present an overview of the culture of appointment, evaluation and promotion in the FOM at UT.

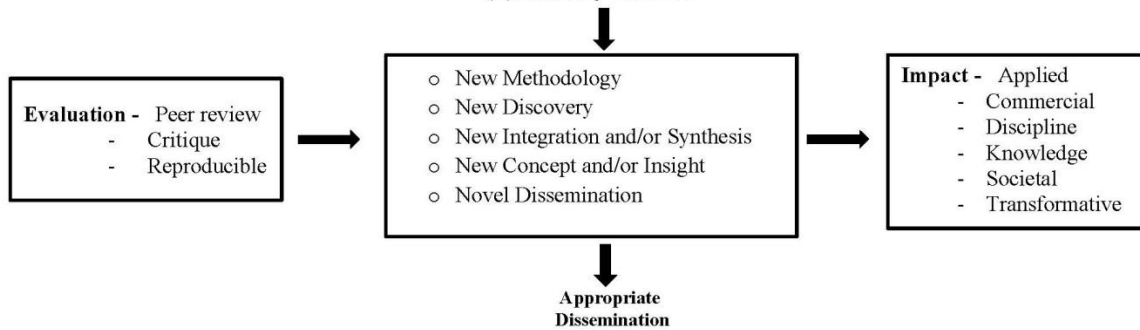
SCHOLARLY ACTIVITY

(A) Scholarly Plan

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| <ul style="list-style-type: none"> (1) Review Existing Knowledge (2) Rationale (3) Goals (4) Objectives (5) High Quality Design and Reliable Methodology | | <ul style="list-style-type: none"> (6) Analysis (7) Validation (8) Conclusion (9) Evaluation (10) Impact (11) Dissemination |
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Scholarly Activity
Teaching/Education, Research, Creative Professional Activity

(B) Scholarly Outcome



Governance

Appointments, evaluations and promotions of clinical (MD) faculty are governed by the Clinical Faculty Policy and Procedures. The Faculty Appointments Advisory Committee (Lecturer to Assistant Professor) and the FOM Promotions Manual and Decanal Academic Promotions Committee (Assistant to Associate and Full Professor) set out the operational procedures for all fully and partially affiliated teaching hospitals and university departments, extra-departmental units (EDUs), centres and institutes in the FOM. All FOM academic leaders operate under these policies and procedures.

Academic Advancement in the Faculty of Medicine

To facilitate the functioning of the FOM, many of these policies and procedures are specific to the FOM (e.g., Clinical Faculty Policy) or they are modified from UT policies and procedures (e.g., Promotions Manual) to be suitable for the operations of the FOM. However they comply with UT policies and procedures and are scrutinized and approved by the Provost or her delegates, and in some cases Governing Council of the UT.

Highlights of the Faculty of Medicine

Indicators of the FOM's academic culture in teaching/education scholarship and research scholarship including the following:

Teaching and Education

- The MD program is the most competitive in Canada with more than 12 applicants for every position.
- The FOM graduates more than one-third of all family physicians in Ontario and 25% of MD specialists in Canada.
- The FOM has 2,010 MSc/PhD students in 15 Graduate Departments engaged in research. We graduate 25% of all health and biomedical PhDs in Canada.

Research

- Total research funding across the FOM including partner affiliates is approximately \$700 million per annum, tripling in the last decade.
- 34% of all Canada Research Chairs in Health and Biomedical Science are in the FOM.
- The FOM has been ranked 1st for research publications and 3rd for citations among public universities in North America. When private universities are included, Toronto was 2nd only to Harvard for publications.

The Next 5 years in the Faculty of Medicine

As articulated in the FOM Strategic Plan (2011-2016) our Vision is “International leadership in improving health through innovation in research and education” and our Mission is “We fulfill our social responsibility by developing leaders, contributing to our communities, and improving the health of individuals and populations through the discovery, application and communication of knowledge”. A priority for the FOM is integrated medical education (IME) which is currently being established as the Toronto Model of Integrated Medical Education (T-IME). The purpose of the model is to develop and implement a sustainable framework for IME that enables community based faculty to benefit from the resources, academic excellence and innovation of the University and promote the delivery of patient centered inter-professional, evidence-based health care in urban, suburban and community settings.

How does a Community Based Physician (CBP) fit into the academic life of the FOM?

- Academic opportunities are available to Community Based Physicians.
- Community Based Physicians need to have mentorship to help identify and work with these opportunities for scholarship.
- Community Based Physicians will likely spend their academic time on educational activities. It is expected that Community Based Physicians will apply scholarly activity to their teaching. This will inform job descriptions, evaluation processes and promotion.
- Community Based Physicians are not excluded from research activities in education or from the broad area of biomedical science investigation. It is likely that their clinical commitments will preclude most Community Based Physicians from carrying out this type of academic scholarship; however this should be explored with appropriate mentors.
- Community Based Physicians are likely to be promoted through an evaluation of Teaching/Education as well as Creative Professional Activity (see attached).

The activities to initiate, maintain and evaluate the scholarly teaching/education activities will reside at the Community Based Physician’s own hospital, hospital department and university department. Thus, it is important for these sites to provide an infrastructure that allows for appropriate academic assignments, mentorship and transparent evaluations and outcome goals to guide the academic career of the Community Based Physician.

Scholarly Teaching/Education and Scholarly Creative Professional Activity Prepared for Community Based Physicians

The following outlines the Attributes and Assessment of two forms of Scholarly Activity that Community Based Physicians are most likely to be involved with – Scholarly Teaching and Education and Scholarly Creative Professional Activity. This information is abstracted and modified from the Promotions Manual (2011-12), Faculty of Medicine, University of Toronto. For full Promotion information the FAAC Document (to Assistant Professor) and the Promotions Manual (to Associate and to Full Professor) should be consulted
<http://www.facmed.utoronto.ca/staff/appointment.htm>

SCHOLARLY TEACHING AND EDUCATION

Teaching and Education is considered a scholarly activity and is considered in promotion decisions.

A. What is Scholarly Teaching and Education?

Contribution in a meaningful way to the achievement of the Faculty's and the University's educational mission. The nature, quantity and quality of these contributions will be evaluated with reference to departmental and hospital norms, and expectations consistent with job descriptions and career pathways, and academic, and where applicable, clinical responsibilities.

Teaching and education can encompass the following components:

- formal teaching (situations in which responsibilities and expectations for both the teacher and the learner are set in advance, such as lecturing, activity in seminars and tutorials, individual and group discussions, laboratory teaching, and clinical teaching) and informal teaching that may be more spontaneous (e.g., role modeling and mentoring)
- curriculum and course development, and development of effective educational materials
- application of information technologies for local and distance education
- educational leadership and administration
- faculty development
- scholarship in education
- research in education
- quality assurance and evaluation of educational process and outcomes
- assessment of learners

Teachers and educators can participate in Undergraduate education, Graduate education, Postgraduate medical education, Post-doctoral training, Continuing education and faculty development, Patient/public education.

B. How is Scholarly Teaching/Education Assessed?

The following criteria should be applied to the norm for the department or division and the nature of the teaching or other educational achievement. It is unlikely that all the criteria will apply to any one individual. Evidence refers to a variety of things including student, peer and allied health testimonials; teaching scores.

Teaching/Educational Activity

- Quantity of teaching, i.e. number of courses, hours of teaching time/year
- Evidence of sustained contribution over time
- Accessibility to students
- Comparative information, i.e. Is the quantity of teaching consistent with expected norms for the department?
 - The evidence of quantity should include formal teaching records but can also include the candidate's own records of informal teaching, coaching, remediation, open office hours and other relevant activities
- Where applicable, external (Faculty, University, national, international) recognition of teaching or education-related honours and awards.

Quality of teaching/educational contribution

- Evidence of mastery of the subject area
- Evidence of skill in communicating
- Evidence of ability to stimulate and challenge the intellectual capacity of learners
- Evidence of ability to influence the intellectual development and critical skills development of the learners
 - The evidence for quality of educational contribution may come from a variety of sources; and should include teaching scores and assessments, comments on the quality and impact of teaching from narrative comments, student letters, peer observations, etc.
 - Where student assessments are included learner assessments should be representative of the learner population
 - Where possible, include evidence from colleagues who have observed the candidate teaching
- Internal (hospital, division, department) recognition of teaching through teaching awards

Educational innovation and development

- Evidence of contributions to administrative and organizational aspects of education, including course design, course evaluation etc
- Development of new courses or curricula

- Creation of new teaching resources and materials
- Development of innovative approaches to teaching
- Development of new or improved methods of evaluation
 - Evidence may include examples of new materials, and evidence of their effectiveness
- Contributions to national professional examinations and standards

Educational Leadership

- Leadership may be at local, departmental, faculty or university wide, or national and international
- Evidence of educational consultancies or recognition of expertise and leadership by other jurisdictions
- Participation in site visits for accreditation at a national or international level
 - Evidence should include description of the role, the time in that position and major accomplishments

Educational Research

- Contributions to the educational field in the form of research in education
- Participation, contribution and impact on national and international organizations or conferences related to education
- Evidence of impact of educational research
 - Evidence should include records of publications, academic contributions to meetings, invited or plenary addresses to learned societies

Competence in Teaching/Education

An effective teacher will have the following attributes. No one person is expected to have all of these attributes.

- Mastery of the subject area
- Skill in one or more of: lecturing to large groups, facilitation of small groups, one-to-one teaching, and supervision and mentoring
- The ability to effectively employ appropriate educational methods
- The ability to stimulate and challenge the intellectual capacity of learners
- The ability to influence students' intellectual development and development of critical skills
- Be a professional and educational role model
- Professionalism in teaching that includes respect for students and colleagues, sensitivity to diversity; ability for self-assessment and participation in ongoing professional development and accessibility to learners.

Excellence in Teaching/Education

Candidates seeking promotion on the basis of excellence in education and teaching must demonstrate significant and high quality contributions to teaching and/or other education related activities in at least one of the following:

- Sustained excellence in teaching. Generally, a number of years are required to establish a noticeable presence and reputation as a teacher and as a valued contributor to other education activities. No minimum number of years at a specific rank is specified.
- Participation in educational or curriculum development activities such as the planning of new curriculum or educational programs, and the production of new educational materials such as textbooks, syllabi, videotapes or computer programs. The candidate should have been a significant participant in the planning and development of major curricular or educational offerings and/or in the development of original educational materials (texts, syllabi, video materials, computer programs etc) and/or educational innovation. External educational peer review processes may be utilized to provide evidence to the Department Promotions Committee (DPC) and Decanal Promotions Committee (DecPC).
- Contribution to the field of health professional education, through participation in professional associations dedicated to educational development, research in education and contributions to the education literature. National/international reputation in the field of health professional education due to sustained participation in research in education, contributions to the medical/health professions educational literature or active leadership in professional associations dedicated to educational development.
- Education leadership in faculty, department, division or hospital. This includes significant roles in educational administration where, under the candidate's direct leadership, innovative programmes or curriculum have been developed.

SCHOLARLY CREATIVE PROFESSIONAL ACTIVITY

A. What is CPA

Creative professional activity (CPA) is considered a scholarly activity to be considered in promotion decisions. The Faculty of Medicine recognizes CPA under the following three broad categories.

1. Professional Innovation and Creative Excellence

Professional innovation in the Faculty of Medicine may include the making or developing of an invention, development of new techniques, conceptual innovations, or educational programs inside or outside the University (e.g. continuing medical education or patient education). To demonstrate professional innovation for promotion, the candidate must show an instrumental

role in the development, introduction and dissemination of an invention, a new technique or process, a conceptual innovation or an educational program.

Creative excellence, in such forms such as biomedical art, communications media, and video presentations, may be targeted at various audiences from the lay public to health care professionals.

2. Contributions to the Development of Professional Practices

Examples of contributions to the development of professional practice may include (but are not limited to) guideline development, health policy development, government policy, community development, international health and development, consensus conference statements, regulatory committees, setting of standards, and leadership in the profession, professional organizations, government or regulatory agencies that has influenced standards and/or enhanced the effectiveness of the discipline. Membership and holding office in itself is not considered evidence of CPA.

3. Exemplary Professional Practice

Exemplary practice is that which is fit to be emulated; is illustrative to students and peers; establishes the professional as an exemplar or role-model for the profession; or shows the individual to be a professional whose behaviour, style, ethics, standards, and method of practice are such that students and peers should be exposed to them and encouraged to emulate them. CPA in Education can include instructional innovation/creative excellence: teaching techniques, educational innovations, curriculum development, course planning, evaluation development; Leadership in the development of professional practice in health professional education.

Note:

- Being a *competent* health care practitioner, while valuable to the public and profession, and for educational role-modelling, is not sufficient to meet the criterion of excellence in CPA.
- The Faculty expects that most candidates for promotion will be engaged to some degree in CPA as part of their scholarly life. Such baseline activity does not constitute grounds for promotion.

B. How is CPA Assessed?

- Contributions must be scholarly in nature and related to the candidate's discipline and relevant to his/her appointment at the University of Toronto.
- There should be evidence of sustained and current activity.
- The focus should be on creativity, innovation, excellence and impact on the profession, not on the quantity of achievement.

- There must be evidence that the activity has changed policy-making, organizational decision-making, or clinical practice beyond the candidate's own institution or practice setting, including when the target audience is the general public.
- Contributions will not be discounted because they have led to commercial gain, but there must be evidence of scholarship and impact on clinical practice.
- Evidence upon which CPA will be evaluated may include:
 - Scholarly publications: papers, books, chapters, monographs
 - Non peer-reviewed and lay publications
 - Invitations to scholarly meetings or workshops
 - Invitations to lay meetings or talks/interviews with media and lay publications
 - Invitations as a visiting professor or scholar
 - Guidelines and consensus conference proceedings
 - Development of health policies
 - Presentations to regulatory bodies, governments, etc.
 - Evaluation reports of scholarly programs
 - Evidence of dissemination of educational innovation through adoption or incorporation either within or outside the university
 - Evidence of leadership that has influenced standards and /or enhanced the effectiveness of health professional education
 - Creation of media (e.g., websites, CDs) and impact
 - Roles in professional organizations (there must be documentation of the role as to whether the candidate is a leader or a participant)
 - Contributions to editorial boards of peer-reviewed journals (including Editor-in-Chief, Associate Editor, and board member)
 - Documentation from an external review
 - Unsolicited letters
 - Awards or recognition for CPA role by the profession or by groups outside of the profession
 - Media reports documenting achievement or demonstrating the importance of the role played
 - Grant and contract record, including evidence of impact on activity of industry clients
 - Innovation and entrepreneurial activity, as evidenced by new products or new ventures launched or assisted, licensed patents
 - Technology transfer
 - Knowledge transfer