


PROFESSIONALISM, PARTNERSHIP & EQUITY: TRANSFORMING THE PATHWAY TO ACADEMIC EXCELLENCE



Department of Otolaryngology -
Head & Neck Surgery



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Acknowledgement of Traditional Land

We wish to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and most recently, the Mississaugas of the Credit River. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

The Department of Otolaryngology - Head & Neck Surgery is committed to reconciliation and indigenous health equity.



Message from the Chair

Department of Otolaryngology - Head & Neck Surgery

It is my pleasure to share the University of Toronto Department of Otolaryngology - Head & Neck Surgery's new three-year Strategic Plan 2021-2024, *Professionalism, Partnership & Equity: Transforming the Pathway to Academic Excellence*. This strategic plan charts the department's course for the next three years, laying a foundation for continued evolution and growth.

The goal of our 2013-2018 strategic plan included expansion of education and research platforms, faculty recruitment and development, mentorship, enhancement of alumni relations, global outreach and the development of a world class quality and safety program. We were very successful in implementing this plan including the recruitment of four new assistant professors, promoting fifteen faculty, establishing three new research chairs and raising \$15 million dollars for the department.

The environment has changed, and we now have new challenges to address. Following the release of the Voice of the Learner surveys in undergraduate and postgraduate education there was a "call to arms" to improve our performance in equity, diversity and inclusion (EDI) as well as to eliminate discrimination, harassment and intimidation (DHI). We are committed to becoming an exemplary department in EDI and achieving zero tolerance for all DHI incidents. These two areas along with the continued pursuit of excellence in Education and Research and a strengthened focus on Partnership & Collaboration, form the five strategic pillars of our new strategic plan.

I am very energized by the goals, action steps and enabling strategies we have developed and are confident the action plans and implementation are all within our grasp. I sincerely thank the members of our Strategic Planning Committee, each of whom co-chaired a Working Group, for skillfully engaging faculty and learners virtually and remotely, while navigating the challenges and uncertainties of a global pandemic.

We have revitalized our vision and mission to reflect greater equity and diversity, and more fully fleshed out our values which are integral to how we view ourselves as a department and a specialty. Please take the time to review and reflect on these, as they need to be modelled by every member of the department.

I am so proud of our learners, faculty and administrative staff. We have a wonderful department that I think will be made even better with the achievement of these ambitious goals and directions.

Sincerely,

Ian Witterick, MD, MSC, FRCSC
Professor and Chair
Department of Otolaryngology - Head & Neck Surgery
Temerty Faculty of Medicine, University of Toronto

STRATEGIC PLANNING COMMITTEE

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Executive Summary

The University of Toronto's Department of Otolaryngology - Head & Neck Surgery 2021-2024 Strategic Plan - **Professionalism, Partnership & Equity: Transforming the Pathway to Academic Excellence** is an ambitious, values-based plan that charts a new roadmap for the department. Building on the achievements of its recently completed five-year plan, the department reaffirms its vision and mission for international leadership in otolaryngology - head & neck surgery, education and research, while creating a professional and respectful environment that promotes equity, diversity and inclusivity.

VISION	International leadership in improving health through innovation, excellence and diversity in otolaryngology - head & neck surgical practice, research and education
MISSION	We prepare otolaryngology - head & neck surgical leaders, contribute to our communities, and improve health locally and globally through discovery, innovation, and the equitable application and dissemination of knowledge
VALUES	<p>Excellence - in achieving the highest standards of scholarship, critical thinking, clinical practice and outcomes in otolaryngology - head & neck surgery</p> <p>Respect - for the diverse ideas, rights, beliefs and perspectives of all learners, faculty, staff and communities with whom we engage</p> <p>Professionalism and Integrity - in our conduct, manner and practice</p> <p>Equity and Inclusion - promoting the inherent dignity of every human being and the just distribution of resources, needs and access to the benefit of society</p> <p>Collaboration - internally through our communities of practice and externally with our partner disciplines, professions and organizations</p> <p>Accountability - by fairness and transparency in all of our activities</p>

Drawing on the strengths of the department and in collaboration with our colleagues and partners, in the next three years we will achieve:

- A well developed and implemented plan for equity, diversity and inclusion
- A safe and respectful environment where there is zero tolerance for discrimination, harassment and intimidation
- A highly engaged and supported community teaching faculty for undergraduate and postgraduate medical education
- An integrated virtual and in-person platform for education across the continuum
- Stable research funding and well supported surgeon scientists
- New collaborative initiatives emerging from OHNS communities of practice and partnerships with external disciplines, professions and organizations that will advance research, education and clinical care

Five strategic pillars and three enabling strategies form the framework to achieve our vision and mission. Goals for each area are outlined here. Detailed actions and expected outcomes are included in the plan.

STRATEGIC PILLARS		GOALS	
1	Equity, Diversity & Inclusion	1-1	Designate a lead to steward the development and implementation of an equity, diversity and inclusion (EDI) Action Plan for the department
		1-2	Better understand the range and scope of EDI issues within the department and implement EDI best practices
		1-3	Implement regular and ongoing faculty development in EDI to promote awareness and change recruitment and hiring practices
2	Professionalism & Respect	2-1	Establish a new departmental framework for the reporting of discrimination, harassment and intimidation (DHI) incidents
		2-2	Develop a robust and trustworthy mechanism to deal with DHI incidents
		2-3	Affirm a culture of inclusiveness, respect, and zero-tolerance for DHI
3	Education	3-1	Develop a sustainable and effective model of otolaryngology - head & neck surgery (OHNS) undergraduate medical education delivery
		3-2	Operationalize Competence by Design in a meaningful fashion for all stakeholder groups
		3-3	Integrate virtual and in-person learning opportunities to promote excellence and a sense of community for otolaryngology - head & neck surgery across Ontario
4	Research & Discovery	4-1	Pursue stable funding for research
		4-2	Support surgeon scientists, early to mid-career investigators, and trainees pursuing formal research degrees
		4-3	Reduce barriers to research collaboration
		4-4	Improve quality, impact and educational value of research training
5	Partnership & Collaboration	5-1	Build on current OHNS collaborations and identify opportunities for future collaborations and partnerships
		5-2	Select and support one or two key external collaborations that advance the department's vision and strategic priorities
		5-3	Promote strengths and successes of the department, inviting local, national and international partnerships and collaborations
Faculty Development & Mentorship		i.	Enhance current faculty development and education training programs to support EDI and DHI framework roll-outs
		ii.	Develop and formalize a faculty mentorship program
		iii.	Partner with other departments for faculty development particularly in areas related to sensitivity training, health and wellness
Communications & Profile		i.	Develop and implement an external communications plan to engage more diverse audiences
		ii.	Work with the Temerty Faculty of Medicine to enhance interactive platforms for online education and information that support a variety of learning formats
Funding		i.	Explore alternate revenue sources that expand on traditional funding sources, including private sources and industry
		ii.	Target funding for collaborative initiatives (i.e. CIHR, NSERC team grants, Temerty family grant funding)
		iii.	Work collaboratively with OHNS faculty and respective hospital foundations to establish chairs in OHNS

Introduction

The University of Toronto's Department of Otolaryngology - Head & Neck Surgery (OHNS) 2021-2024 Strategic Plan - ***Professionalism, Partnerships & Equity: Transforming the Pathway to Academic Excellence*** - is an ambitious and values-based plan. It underscores the department's commitment to creating a diverse, tolerant and inclusive environment where all its learners, faculty and staff can achieve their fullest potential.

In October 2020, the Department Chair, Dr. Ian Witterick, launched a focused planning process to develop a new three-year strategic plan. This built on the successful five-year strategic plan which guided the department from 2013 to 2018. As part of this planning process, the department:

- conducted a survey and targeted key informant interviews to gather insights and input regarding future trends, preferred future and priorities for the department
- created Working Groups in 5 strategic areas: Equity, Diversity & Inclusion (EDI); Discrimination, Harassment & Intimidation (DHI); Education; Research and; Partnership & Collaboration. Each Working Group was co-chaired by two members of the Strategic Planning Committee and included diverse membership from within and outside the department¹
- consulted broadly on the draft plan with suggestions reviewed and adjudicated by each Working Group and the Strategic Planning Committee
- the draft Plan was presented for input at departmental Grand Rounds (March 12, 2021) and the Clinical Chair's Committee meeting (March 24, 2021). The final draft was approved by the department's Executive Committee on April 20, 2021.
- developed this new three-year strategic plan and accountability framework with input derived from the above

This plan is strongly aligned with the Temerty Faculty of Medicine's (TFoM) 2018-2023 Strategic Plan, "*Leadership in Advancing New Knowledge, Better Health and Equity*". The OHNS plan embraces equity, diversity and professionalism in its core values, and supports the department's firm conviction that a more diverse and inclusive faculty will help to advance its vision as a global leader in OHNS education and research. Achieving a vision of this size and scope requires partnership and collaboration which forms another essential pillar of this new strategic plan.

¹Appendix 1 Working Group Memberships and Consultations

Our Changing Landscape

A scan of our environment identified a number of critical trends, issues and opportunities which were important considerations for the OHNS department as it developed its strategic directions.

- **Equity, Diversity and Inclusion**

The need to confront and eliminate discrimination has expanded in its scope to include more fair, just and equitable treatment regardless of race, gender, sexual orientation, gender identity, gender expression, faith, culture or ability.

In its 2018-2023 academic plan, the TFoM articulated a new vision which reinforced the pursuit of equity and inclusion as essential prerequisites for achieving academic excellence. Residents and faculty have been surveyed, a Faculty of Medicine Equity, Diversity and Inclusion Working Group (EWG) was established and an EDI Action Plan released by the EWG in 2020.

- **Respectful culture and zero tolerance for Discrimination, Harassment and Intimidation**

Learners, faculty and staff are seeking a more supportive culture and environment that promotes safety, wellness and inclusion. Zero tolerance for DHI incidents and the confidence to raise these issues without fear of reprisal are hallmarks of best practices for DHI. The TFoM and many of its academic departments have appointed leads and developed policies to provide an effective framework for addressing and reducing the number of these unacceptable DHI events.

- **Education and Life Long Learning**

Competence by Design (CBD) continues to be the preferred educational model for postgraduate medical education in Canada. The definition of competency at the local and national level is still in evolution with respect to logging surgical training/experiences, entrustable professional activities (EPA) lists etc. An additional challenge has been achieving an effective and reliable information technology platform.

The pandemic has greatly accelerated the pace and proliferation of virtual and online learning. Vice Dean Medical Education, MD Program, Dr. Patricia Houston, noted that there is “no going back”. In the future, we will expect to see more hybrid models where virtual and in-person learning experiences are part of most offerings across the continuum of medical and professional education.

- **Research**

High performing academic departments are often defined by their research, which can span the continuum of basic, clinical, health services and population health research. New technologies such as artificial intelligence (AI) and nanotechnology provide significant opportunities for research.

“Make inclusion and equity essential components of how we define and foster excellence in scholarship, practice and health outcomes. Individuals across the Faculty of Medicine, regardless of how they identify, will be invited to have a voice and be empowered to effect change. Our environment will draw in and draw on our global outlook through diverse perspectives from a range of disciplines. Our graduates will be internationally recognized as a change force for equity.”

Temerty Faculty of Medicine Vision
for Equity, FOM Strategic Plan 2018

Research funding continues to be highly competitive with greater competition for limited dollars. Most negatively impacted will be junior and mid-career scientists who need sustained funding support early on to establish solid research careers.

Granting agencies are increasingly requiring team-based collaborations within and between departments and with other agencies as part of their funding criteria. The \$250 million Temerty family donation to the TFoM is expected to provide funding opportunities for those academic units which are best positioned to collaborate with partners.

- **Partnership and Collaboration**

There is a strong move towards multidisciplinary collaborations in clinical care, education and research. Collaborations enable the pooling of larger volumes of population-based data, resources, and expertise across organizations and longitudinally, resulting in increased effectiveness, efficiencies and innovations.

- **Funding**

The ongoing funding demands of COVID-19, which have diverted funding from other sectors, are expected to have serious impacts on funding for higher education. The annual funding decreases the University has experienced over the past few years, are expected to continue and be more pronounced in the years ahead. The attention to fundraising and alternate sources of revenue will be an expectation and necessity for the ongoing sustainability and flourishing of all academic departments.



Our Vision, Mission and Values

The department reaffirmed its 2013 vision and mission as part of this process. It made enhancements to both statements to reflect a greater awareness and focus on equity and diversity.

The most significant changes have been made to the department's expression of its core values. Values have been refreshed, reordered and elaborated upon to provide the department with a clear moral compass as it pursues its cultural transformation in the years ahead.

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Strategy Framework

We will achieve our vision and mission through our strategic pillars and enabling strategies.

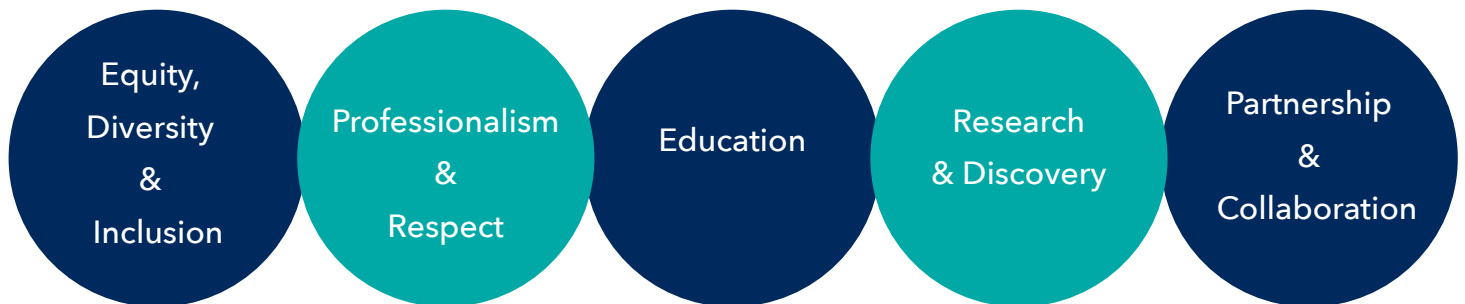
VISION

International leadership in improving health through innovation, excellence and diversity in otolaryngology - head & neck surgical practice, research and education

MISSION

We prepare otolaryngology - head & neck surgical leaders, contribute to our communities, and improve health locally and globally through discovery, innovation, and the equitable application and dissemination of knowledge.

STRATEGIC PILLARS



ENABLING STRATEGIES

Faculty Development
& Mentorship

Communications
& Profile

Funding

Strategic Pillar 1:

Equity, Diversity & Inclusion



OUR VISION:

Achieving clinical and academic excellence by embracing diversity and inclusion that mirrors the community it serves

In pursuing its vision for equity, diversity and inclusion, the department is inspired by the TFoM and the vision espoused in its 2018–2023 academic plan. A driving force for this new departmental strategic plan were the inequities highlighted in the TFoM’s resident and faculty surveys and the significant changes that were required by all academic units to achieve a more equitable and diverse learner environment. The Equity, Diversity and Inclusion Action Plan released by the TFoM Equity Working Group (EWG) in 2020 provides a starting framework for action by the OHNS Department.

In this three-year strategic plan, the department initiates the cultural transformation required to fully achieve greater equity, diversity and inclusion. This will be coupled with efforts to address discrimination, harassment and intimidation which are elaborated upon in the Professionalism & Respect section.

An immediate priority will be for the department to designate a lead in Equity, Diversity & Inclusion. The lead will be part of the department’s Executive and be its representative at the TFoM. Short-term priorities will be the development of an EDI Action Plan that is consistent with best practice and is aligned with the TFoM’s EDI Action Plan. Using a “train the trainer” approach, faculty development efforts will be focused on creating a better understanding of implicit and unconscious bias, cultural safety, and addressing issues of power and privilege. Search, recruitment and hiring processes will be modified to incorporate an equity and diversity lens.

The department intends to leverage the TFoM data as well as conduct its own fact finding and environmental scans to better understand the issues of equity, diversity and bias which currently exist in the department and its practices.

Although EDI is a separate “pillar” of the plan, the expectation is that as a core value it will be woven into all of the other pillars in order to ensure integration at all levels. The goals and actions outlined below represent the first steps to a longer term change where the department is strengthened by faculty and trainees who more closely represent the population it serves. The Office of Inclusion and Diversity at TFoM will be a key stakeholder for collaboration on building these promising practices.

“We need a demonstrated track record and competencies in equity. Change will only happen when those in leadership are aware, trained and model this behaviour.”

Dr. Lisa Robinson, Associate Dean,
Inclusion and Diversity,
Temerty Faculty of Medicine

Select Outcome Measures

- OHNS faculty and staff that are more reflective of the population they serve and respectful of diversity
- An Equity, Diversity & Inclusion lead, accountable for identifying and implementing an EDI Action Plan
- EDI lens incorporated into daily workflow, including resident selections, faculty and faculty recruitment, curriculum development, education and training modules
- EDI training of all faculty and staff

GOALS	ACTION STEPS
1-1 Designate a lead to steward the development and implementation of an Equity, Diversity & Inclusion (EDI) Action Plan for the department	<ul style="list-style-type: none"> i. Develop Equity, Diversity & Inclusion lead role, description and scope of responsibilities ii. Recruit and select EDI lead iii. Develop EDI Action Plan and ensure its alignment with TFoM EWG Action Plan
1-2 Better understand the range and scope of EDI issues within the department and EDI best practices	<ul style="list-style-type: none"> i. Develop EDI issues profile using a variety of survey and fact finding approaches ii. Collaborate with EDI leaders in the TFoM and other departments to learn and advance best practices in EDI iii. Engage with a diverse group of learners by participating in TFoM programs, e.g. Community of Support and Summer Mentorship programs
1-3 Implement regular and ongoing faculty development in EDI to promote awareness and change recruitment and hiring practices	<ul style="list-style-type: none"> i. Conduct frequent and ongoing education sessions including lectures, symposia and workshops on EDI issues ii. Incorporate EDI micro moments at beginning of all meetings iii. Leverage EDI training and education programs at the TFoM and with other clinical departments iv. Apply the Excellence Through Equity Working Group of the TFoM Diversity Advisory Council's criteria for searches, recruitment and hiring v. Implement faculty training for inclusive interviewing, reducing unconscious biases



Strategic Pillar 2:

Professionalism & Respect



OUR VISION:

A safe and respectful environment where learners and faculty collaborate to achieve their full potential

Increasingly, a spotlight has been shone on unprofessional behaviour, learner/faculty mistreatment and interactions which may have lasting negative impacts in the workplace and on the academic experience.

The Voice of the Learner Survey, conducted by the TFoM in 2020, revealed a worrisome prevalence of learner mistreatment across the faculty, including OHNS. Changing the environment, supporting learner, faculty and staff wellness, and demonstrating zero tolerance for DHI, are immediate priorities for the department.

Similar to EDI, there is much that can be learned and drawn upon from the TFoM and other clinical departments who are further along in addressing these issues. The latter's experiences and policies will be drawn upon as the department develops its own framework for reporting and addressing DHI incidents. The framework will be guided by a set of principles that include the development of a safe mechanism of reporting that will be trusted by all learners, faculty and staff. The expectation is that the department Chair will engage hospital chiefs to reinforce a culture of partnership, professionalism and respect, and zero tolerance for unacceptable behaviour.

Faculty development and education will be important mechanisms to raise the awareness and educate faculty and staff about this new framework and expected behaviour. Expectations will be clearly laid out in annual reviews and leaders will be recruited and mentored to model the expected behaviour.

Given the overlap and synergy between the Equity, Diversity & Inclusion strategies, it is expected that the leadership team will work collaboratively to achieve their shared goals.

Select Outcome Measures

- Reduced incidents of DHI
- DHI reporting mechanism that is trusted by all learners, faculty and staff
- Effective strategy for addressing DHI incidents such that learners and faculty have confidence in the process
- Improved DHI comments in Voice of the Learner survey
- OHNS achieves most improved department with respect to low frequency and effective resolution of DHI incidents

"Culture change must be driven from the top down. The Chair and the leadership team must articulate the values of professionalism and make it clear that only respectful, equitable behaviour will be tolerated."

Dr. Lisa Richardson, Vice Chair, Culture and Indigenous Medicine, Department of Medicine, University of Toronto

GOALS	ACTION STEPS
2-1 Establish a new departmental framework for the reporting of DHI incidents	<ul style="list-style-type: none"> i. Determine process for the reporting of DHI incidents that is safe and confidential (or anonymous as appropriate) ii. Resident representative to be included as integral partner in the development and approval of the reporting framework iii. Department Executive to approve reporting framework
2-2 Develop a robust and trustworthy mechanism to deal with DHI incidents	<ul style="list-style-type: none"> i. Develop an effective mechanism for handling reported DHI incidents that is congruent with Postgraduate Medical Education (PGME) and University standards ii. Resident representative to be included as an integral partner in the development and approval of this mechanism iii. Incorporate DHI into the annual review of all residents, fellows and faculty at both the departmental and hospital levels iv. Department Executive to approve agreed upon mechanism for addressing DHI incidents
2-3 Affirm a culture of inclusiveness, respect, and zero tolerance for DHI	<ul style="list-style-type: none"> i. Implement ongoing faculty and learner development and understanding of DHI issues through education ii. Incorporate regular reporting and discussion of key issues and trends at the Executive level/Postgraduate Residency Program Committee iii. Ensure a very strong departmental commitment to uphold the highest standards which include mandatory faculty development and education for repeat offenders iv. Develop and present a vision of the “ideal” learning and working environment for both learners and faculty



Strategic Pillar 3:

Education

OUR VISION:

Enrich and enhance the education experience of all learners

The University of Toronto Department of Otolaryngology – Head & Neck Surgery is recognized nationally and internationally for the depth and breadth of its education programs. It has recruited and retained an incredibly vibrant, diverse and skilled faculty with a broad range of expertise and practice scope. Its residents are successful in securing coveted fellowships and faculty positions in top institutions around the globe.

Given the very limited time for otolaryngology – head & neck surgery in the UME curriculum, it is essential for OHNS to be clear in its educational goals and ensure that each graduating medical student is skilled in OHNS physical examinations and clinical decision making. Achieving these educational goals is dependent on high quality, engaged community teachers. A major effort will be directed to recruiting, retaining, recognizing and working with our community faculty. All UME teachers will receive the appropriate orientation and support from the department.

OHNS has made great strides in delivering the CBD curriculum to its residents and is recognized as a leader by many. However, CBD is still a young program which requires continual iterations and improvements. The demands of CBD are creating burnout of faculty and residents. Actions have been identified below which are intended to streamline the process and improve the experience for trainees and faculty.

As noted in our key trends for education, the pandemic has accelerated all models of virtual and online education, with no signs of reversing. The department envisions a new model of education, particularly in continuing professional development, where all offerings are provided in a hybrid model of both in-person and virtual learning. With enhanced virtual capabilities, there is the opportunity for the department to extend its reach geographically and to new audiences.



"This is an internationally renowned department, particularly in the areas of Head & Neck Oncology, Pediatrics, Otolaryngology, and education. When you consider all aspects of an academic department's performance, this department is comfortably in the company of the top programs, worldwide".

OHNS Department External Review, 2017

Select Outcome Measures

- Improved "learner experience" and satisfaction rating
- Enhanced clerkship program focused on physical examination and decision making in otolaryngology - head & neck surgery
- Higher completion rate of Entrustable Professional Activities (EPA)
- Increased retention and satisfaction rate of community faculty
- Expanded uptake of CPD programs by primary care audiences

GOALS	ACTION STEPS
3-1 Develop a sustainable and effective model of otolaryngology head & neck surgery undergraduate medical education delivery	<ul style="list-style-type: none"> i. Community faculty should be informed, fully supported and acknowledged for their contribution to undergraduate and postgraduate medical education ii. Investigate ways of changing the clerkship rotation to decrease the clerk:faculty ratio at any given time iii. Engage community otolaryngologists in developing an exam which is competency based and reflects what every physician should know about OHNS
3-2 Operationalize Competence by Design in a meaningful fashion for all stakeholder groups	<ul style="list-style-type: none"> i. Develop strategies that will increase the completion of Entrustable Professional Activities (EPAs) ii. Assign specific EPAs to teaching sites where those EPAs are most likely to be encountered iii. Site leads to incorporate EPA assignments into weekly workflow iv. Develop and regularly distribute (monthly, bimonthly, quarterly) resident and faculty dashboards of EPA completion v. Schedule faculty and resident development sessions vi. Demonstrate value of CBD with data
3-3 Integrate virtual and in-person learning opportunities to promote excellence and a sense of community for otolaryngology - head & neck surgery across Ontario	<ul style="list-style-type: none"> i. Commit to providing virtual or hybrid access to all educational content (e.g. core teaching, Grand Rounds, CPD courses) ii. Maintain a catalogue and repository of core teaching content as a starting point for a national curriculum iii. Expand CPD offerings to primary care audiences



Strategic Pillar 4:

Research & Discovery

OUR VISION:

A diverse and inclusive world-class research enterprise dedicated to discovery, research, education and leadership to strengthen our scientific and clinical community, quality and impact of our research in the field of otolaryngology - head & neck surgery



Research has long been recognized as an essential pillar in fulfilling the tripartite academic mandate along with clinical practice and education. Excellence is a requirement in all three areas. However, a well-developed research program, with corresponding high quality research productivity and output, is an area where an academic department can truly distinguish itself from others and amplify its impact on patients and populations.

In this three-year plan, there are ambitious goals and strategies intended to reinforce the department's current research strengths and lay the groundwork for future success. There has been a close and detailed look at the strengths and weaknesses of the department as well as a scan of exciting opportunities for the future.

The department faces challenges in recruiting and retaining researchers given the highly complex and matrixed environment in which it operates. Constraints on funding and infrastructure, sustained salary support for researchers, particularly junior researchers, and competing hospital and research institute agendas make promotion of the department's own research agenda a challenge. The department must also adapt to a growing shift in learner's interest away from basic science and clinical research to emerging areas such as education, quality improvement, and health services research.

Research Productivity in 2019-20

- Peer reviewed publications: 168
- Research Grants: 67
- Research Grant Funding: \$27.5 M
- Resident Research Awards: 4
- Endowed Chairs: 7

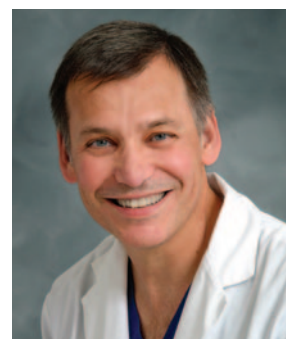
Select Outcome Measures

- Increased research quality and productivity
- Excellence in research education
- Increased funding support for clinician/surgeon scientists
- Funding support for early to mid-career investigators and research trainees
- Increased residents pursuing careers as research/surgeon scientists
- Blanket inter-hospital Research Ethics Board

GOALS	ACTION STEPS
4-1 Pursue stable funding for research	<ul style="list-style-type: none"> i. Increase philanthropy by leveraging and articulating how research distinguishes the department from others both nationally and internationally ii. Establish endowed research chair at the departmental level iii. Create alignment and synergy with institutional Foundations iv. Secure “draw down” donations to supplement endowed Chair funding v. Seek partnership and sponsorships with industry partners
4-2 Support surgeon scientists, early to mid-career investigators, and trainees pursuing formal research degrees	<ul style="list-style-type: none"> i. Re-align available funds to optimize impact and success of early/mid-career investigators or trainees pursuing formal research training
4-3 Reduce barriers to research collaboration	<ul style="list-style-type: none"> i. Vice Chair, Research to participate in new Toronto Academic Health Sciences Network (TAHSN) Research Committee and advocate for blanket TASHN Research Ethics Board (REB) ii. Convene a research retreat with specific goals of identifying one - two joint proposals (i.e. multi-site Canadian Institutes for Health Research (CIHR)) iii. Establish the necessary infrastructure to support big data/big team collaborations iv. Unite and leverage existing OHNS divisions to do more collaborative research (i.e. Head & Neck Surgery) v. Consider creating new divisions of Otology and Laryngology
4-4 Improve quality, impact and educational value of research training	<ul style="list-style-type: none"> i. Reduce variability of research education amongst trainees by formalizing a rigorously supervised longitudinal research experience ii. Facilitate access to statistical education and statistical support for projects iii. Identify supervisors or pairings of supervisors with the time and expertise for longitudinal research experiences iv. Promote pairing of residency trainees/fellows with research trainees (MSc/PhD students) v. Quarterly review of research progress throughout residency

Strategic Pillar 5:

Partnership & Collaboration



OUR VISION:

Engage in strategic partnerships which support patient health through collaborations in research, education and clinical care

The Department of Otolaryngology – Head & Neck Surgery has a well-established network of local, national and international relationships and a solid history of collaboration with many academic partners including surgery, ophthalmology and vision sciences, radiation oncology, medical oncology, diagnostic imaging, anesthesia and pain medicine, audiology, speech language pathology, and research (translational and basic science).

There is great potential for collaboration within the department, both across present divisions and through informal “communities of practice”. Encouraging such collaborations would better position the department to take advantage of funding opportunities targeted to large multidisciplinary teams.

A starting point will be to better understand where successful collaborations currently exist to see if they can be expanded or built upon for new opportunities. A needs assessment will help to identify where there are gaps, skills or resources lacking, and to better inform how outcomes would be improved through partnership or multi-site collaboration. The aim is to ultimately support key collaborative initiatives (intra- and extra-departmental).

Successful collaborations take time, effort, strong leadership, mutual respect and a willingness to work together to address objectives, scope, responsibilities, governance, and fund-holding.

A key enabler will be communications, social media and other outreach strategies that will raise the profile and enhance the reach of the OHNS collaborations

“OHNS has a well-established network of academic, clinical, and educational relationships which could be tapped to provide leadership and take advantage of funding opportunities”.

Dr. Karen Gordon and Dr. Jonathan Irish, Co-Chairs, Partnership & Collaboration Working Group

Select Outcome Measures

- Baseline of current number and scope of collaborations
- More collaborative research between hospitals and within the department
- Identify key external collaborations that advance the department’s vision and strategic priorities
- Increase in number of successful team grants and funding

GOALS	ACTION STEPS
5-1 Build on current OHNS collaborations and identify opportunities for future collaborations and partnerships	<ul style="list-style-type: none"> i. Conduct a needs assessment of key collaborations across the department. Needs assessment will look at collaborations related to diverse areas e.g. education, CPD, research and, quality and safety initiatives, humanitarian outreach, etc. ii. Identify opportunities which would be strengthened by multi-site or multi-team collaborations, particularly at patient transitions iii. Address the gaps, skills and resources necessary to enable these partnerships and collaborations to succeed
5-2 Select and support one or two key external collaborations that advance the department's vision and strategic priorities	<ul style="list-style-type: none"> i. Establish selection criteria including clear objectives and vision statement for collaborations ii. Continue to promote collaboration across established divisions, and develop new divisions within OHNS, leading to communities of practice in research and education iii. Build on departmental strengths to attract partners and position multi-team collaborations for funding opportunities (e.g. Temerty Fund in TFoM) iv. Select and launch two initiatives that advance collaborations across the department and lay the foundation for larger initiatives that extend to external partners v. Delineate accountabilities, deliverables and expected outcomes of the initiatives
5-3 Promote strengths and successes of the department, inviting local, national and international partnerships and collaborations	<ul style="list-style-type: none"> i. Draw on successful collaborations to showcase benefits of partnership with the department ii. Communicate results iii. Determine how to measure impacts of collaborations and research



Enabling Strategies in Support of our Strategic Pillar

There are three major enabling strategies which underpin all of our strategic pillars and will allow us to fulfill the goals and priorities outlined in the plan. These include:

- Faculty Development & Mentorship
- Communications & Profile
- Funding

ENABLING STRATEGIES	ACTION STEPS
Faculty Development & Mentorship	<ol style="list-style-type: none"> Enhance current faculty development and education training programs aligned to the department's envisioned culture and values, to support the EDI and DHI framework roll outs Develop and formalize a faculty mentorship program which provides wellness support as well as mentoring for academic, research and career advancement. Mentorship program should incorporate succession planning to address upcoming retirements and the lack of diversity within leadership positions Partner with other departments for faculty development particularly in areas related to sensitivity training, and health and wellness
Communications & Profile	<ol style="list-style-type: none"> <ul style="list-style-type: none"> Develop and implement an external communications plan to engage more diverse audiences Plan to consider strategies that enhance department's social media presence, market and promote the department's achievements, expertise and collaborations and extend its CPD offerings to a much broader stakeholder group Target audiences may include internal staff and faculty, undergraduate students, residents/fellows, other faculties, universities and community practitioners/supervisors. Work with TFoM to enhance interactive platforms for online education and information sharing that support a variety of learning formats
Funding	<ol style="list-style-type: none"> Explore alternate revenue sources that expand on traditional funding sources, including private sources and industry Target funding for collaborative initiatives (i.e. CIHR, NSERC team grants, Temerty family grant funding) Work collaboratively with OHNS faculty and respective hospital foundations to establish chairs in OHNS

Implementation and Measurement

To ensure that we move forward on our goals, the department's Executive Committee will assume oversight for the strategic plan's implementation . The Executive Committee will take responsibility to:

- appoint an individual, working group or committee to lead each strategic pillar
- ensure the development of action plans to support implementation of each strategic pillar
- identify and select key performance metrics
- identify implementation risks and develop mitigation strategies
- develop a monitoring and reporting process
- provide the department with regular progress reports

Strategic planning is an ongoing process. We are committed to keep reviewing the Plan regularly and refreshing the Plan as necessary based on our changing environment.



"I was so impressed with our Working Group Co-leads and the diverse membership they involved in arriving at their recommendations. The goals and action plans are ambitious but given the strength, excellence and commitment of our faculty, residents and fellows, I know we will be successful".

Dr. Ian Witterick, Chair, Department of Otolaryngology - Head & Neck Surgery

Implementation Priorities for First 12 - 18 months

While this is a three-year strategic plan, the following actions have been identified as the priorities for implementation in the first 12 - 18 months.

STRATEGIC PILLARS	PRIORITIES
1 Equity, Diversity & Inclusion	1.1 Appoint a lead for equity, diversity & inclusion (EDI). Develop job description, funding, status, title and provide administrative/project management support 1.2 Develop and implement EDI Action Plan, including a focus on cultural change and a comprehensive approach to faculty development in EDI
2 Professionalism & Respect	2-1 Establish a robust, trustworthy and effective departmental framework for the reporting and management of discrimination harassment and intimidation events 2-2 Realize a measured improvement in performance
3 Education	3-1 Target focused efforts towards engaging community faculty, including recruiting, retaining, informing and supporting them for their contributions to the undergraduate curriculum 3-2 Develop strategies that will increase completion of Entrustable Professional Activities
4 Research & Discovery	4-1 Support surgeon scientist, early to mid-career investigators as well as trainees pursuing formal research degrees 4-2 Reduce barriers to research collaboration
5 Partnership & Collaboration	5-1 Conduct needs assessment of current collaborations and opportunities to better understand resources and skills required for future collaborations 5-2 Establish process and criteria to identify one to two initiatives, one intra-departmental and one extra-departmental collaboration to advance the department's strategic priorities

Closing Remarks

Working in collaboration with our department and colleagues, we are confident that our new strategic plan, “Professionalism, Partnership & Equity: Transforming the Pathway to Academic Excellence” provides us with a compelling new roadmap to achieve the following:

- A well developed and implemented plan for equity, diversity and inclusion
- A safe and respectful environment where there is zero tolerance for discrimination, harassment and intimidation
- A highly engaged and supported community teaching faculty for undergraduate and postgraduate medical education
- An integrated virtual and in-person platform for education across the continuum
- Stable research funding and well supported surgeon scientists
- Several new collaborative initiatives emerging from OHNS communities of practice and partnerships with external disciplines, professions and organizations that will advance research, education and clinical care

Appendices

1

Appendix

Working Group
Membership and
Consultations

2

Appendix

Working
Group Reports
(available upon request)

3

Appendix

Glossary of Terms

Appendix 1:

Working Group Membership and Consultations

Working Groups

1. Equity, Diversity and Inclusion (EDI)
2. Discrimination, Harassment and Intimidation (DHI)
3. Education
4. Research & Discovery
5. Partnership and Collaboration

WORKING GROUPS	MEMBERS
1. Equity, Diversity and Inclusion	<p>Dr. Yvonne Chan, Co-Chair and Otolaryngologist-in-Chief, Trillium Health Partners</p> <p>Dr. Everton Gooden, Co-Chair and Otolaryngologist-in-Chief, North York General Hospital</p> <p>Ms. Anita Balakrishna - Director, Equity, Diversity & Inclusion, U of T</p> <p>Dr. Ralph Gilbert - Otolaryngologist-in-Chief, University Health Network</p> <p>Dr. Amr Hamour, PGY3 Resident, OHNS</p> <p>Dr. Adam Kwinter, PGY2 Resident, OHNS</p> <p>Dr. Modupe (Dupe) Oyewumi, Otolaryngologist, Markham Stouffville Hospital</p> <p>Ms. Kabisha Velauthapillai, Medical Student, U of T</p> <p>Ms. Thrmiga Sathiyomoorthy, Medical Student, U of T</p> <p>External Consultations:</p> <p>Dr. Amoaba Gooden, PhD, Interim Vice President Diversity, Equity and Inclusion, Dept of Pan-African Studies, Kent State University</p> <p>Dr. Lisa Robinson, Associate Dean, Inclusion and Diversity, TFoM, U of T</p> <p>Dr. Lisa Richardson, Vice Chair, Culture and Inclusion, Department of Medicine and Strategic Advisor, Indigenous Health, TFoM, U of T</p>

WORKING GROUPS	MEMBERS
2. Discrimination, Harassment and Intimidation	<p>Dr. Danny Enepekides, Co-Chair and Otolaryngologist-in-Chief, Sunnybrook Health Sciences Centre</p> <p>Dr. Florence Mok, Co-Chair and Chief Resident, OHNS</p> <p>Dr. Justin Cottrell, PGY4 Resident, OHNS</p> <p>Dr. David Goldstein, Otolaryngologist, University Health Network</p> <p>Dr. Mirko Manojlovic Kolarski, Head & Neck Surgical Fellow, OHNS</p> <p>Dr. John Lee, Otolaryngologist, Unity Health and Division Head, Rhinology, OHNS</p> <p>Dr. Jun Lin, Otolaryngologist, Unity Health Toronto/ St. Michael's Hospital</p> <p>Dr. Reena Pattani, Director of Learner Experience, TFoM, U of T</p> <p>Dr. Justine Philteos, PGY1 Resident, OHNS</p> <p>Dr. Nik Wolter, Otolaryngologist, Hospital for Sick Children</p>
3. Education	<p>Dr. Paolo Campisi, Co-Chair and Vice-Chair, Education and Program Director Dept of Otolaryngology - HNS</p> <p>Dr. Molly Zirkle, Co-Chair and Director FitzGerald Academy, Unity Health Toronto/St. Michael's Hospital</p> <p>Dr. Michael Au, Head & Neck Surgical Fellow, OHNS</p> <p>Dr. Stacey Bernstein, Vice-Dean, Medical Education, MD Program, TFoM, U of T</p> <p>Dr. Dale Brown, Otolaryngologist, University Health Network</p> <p>Dr. Al Chiodo, Otolaryngologist-in-Chief, Michael Garron Hospital</p> <p>Ms. Andrea Donovan, Education Coordinator, OHNS</p> <p>Dr. Daniel Lee, PGY4 Resident, OHNS</p> <p>Dr. Vincent Lin, Otolaryngologist, Sunnybrook Health Sciences Centre</p> <p>Dr. Eric Monteiro, Assistant Program Director, OHNS and Otolaryngologist, Sinai Health</p> <p>Dr. Raewyn Seaberg, Otolaryngologist, Humber River and Baycrest Hospitals</p> <p>Dr. Al Vescan, Director of Undergraduate Medical Education, OHNS and Otolaryngologist, Sinai Health</p> <p>Dr. Grace Yi, PGY2 Resident, OHNS</p> <p>External Consultations</p> <p>Dr. Patricia Houston, Vice Dean, Medical Education, TFoM, U of T</p>
4. Research & Discovery	<p>Dr. Sharon Cushing, Co-Chair, Otolaryngologist, Hospital for Sick Children</p> <p>Dr. Alain Dabdoub, Co-Chair and Vice-Chair, Research, OHNS</p> <p>Dr. Mike Daly, PhD, TECHNA GTx Research Program, University Health Network</p> <p>Dr. Tony Eskander, Otolaryngologist- Head & Neck Surgeon, Sunnybrook Health Sciences Centre</p> <p>Dr. Chris Noel, PGY3 Resident, OHNS</p>

WORKING GROUPS	MEMBERS
<p>4. Research & Discovery</p>	<p>Internal Consultations</p> <p>Dr. Karen Gordon, Professor, OHNS</p> <p>Dr. Andrew Dimitrijevic, Associate Professor, OHNS</p> <p>Dr. Nik Wolter, Assistant Professor, OHNS</p> <p>Dr. Justin Cottrell, Resident, PGY4, OHNS</p> <p>Dr. Bob Harrison, Professor and previous Vice-Chair of Research, OHNS</p> <p>External Consultations</p> <p>Dr. Manohar Bance, Professor of Otology and Skull Base Surgery, University of Cambridge, UK; previously at Dalhousie University, Head of Otolaryngology Department and at U of T</p> <p>Dr. Natalie Coburn, Professor, Department of Surgery and IHPME, U of T; Sherif and Mary Lou Hanna Chair in Surgical Oncology Research; Clinical Lead, Patient Reported-Outcomes & Symptom Management, Cancer Care Ontario</p> <p>Dr. Matt Crowson, Assistant Professor, Harvard Medical School, previous Clinical Fellow – Neurotology Sunnybrook/Otolaryngology, U of T</p> <p>Dr. Joe Dort, Professor, University of Calgary, Executive Director of the Ohlson Research Initiative</p> <p>Dr. Rob Fowler, Professor, Departments of Medicine and IHPME, U of T; Director of Clinical Epidemiology and Health Care Research IHPME</p>
<p>5. Partnership and Collaboration</p>	<p>Dr. Karen Gordon, Co-Chair, Research Scientist, Hospital for Sick Children</p> <p>Dr. Jonathan Irish, Co-Chair, Otolaryngologist, University Health Network</p> <p>Ms. Carly Anderson, Postdoctoral Research Fellow, Hospital for Sick Children</p> <p>Dr. Yael Bensoussan, Laryngology Fellow at Keck School of Medicine of the University of California</p> <p>Dr. Ryan Bridges, Scientist, The Wilson Centre</p> <p>Dr. Jenny Campos, Senior Scientist, KITE, Toronto Rehab Institute (UHN)</p> <p>Dr. John de Almeida, Otolaryngologist, University Health Network</p> <p>Dr. Kevin Higgins, Head, Department Appointments Committee and Otolaryngologist, Sunnybrook Health Sciences Centre</p> <p>Dr. Jane Lea, Otolaryngologist – Head & Neck Surgeon, St. Paul's Hospital, Vancouver General Hospital and BC Children's Hospital</p> <p>Dr. Rosemary Martino, Senior Scientist, Krembil Research Institute/University Health Network</p> <p>Dr. Blake Papsin - Otolaryngologist-in-Chief, Hospital for Sick Children</p> <p>Dr. Sanjay Parikh, Professor, Pediatric Otolaryngologist, Seattle Children's Hospital and Professor, Department of Otolaryngology-Head and Neck Surgery, University of Washington.</p> <p>External Consultations</p> <p>Dr. James Rutka, Chair, Department of Surgery, U of T</p> <p>Dr. Sal Spadafora, Vice-Dean Strategy and Operations, TFoM, U of T</p>

WORKING GROUPS	MEMBERS
Strategy Consultants	Helena Axler, Axler & Associates Christine Joe, Axler & Associates
OHNS Staff	Audrea Martin, Business Officer Sonia Valente, Executive Assistant to the Chair Andrea Donovan, Education Coordinator



Appendix 2:

Working Group Reports (available upon request)

- EDI Working Group
- DHI Working Group
- Education Working Group
- Research Working Group
- Partnership and Collaboration Working Group

Appendix 3:

Glossary of Terms

AI	Artificial Intelligence
CBD	Competency By Design
CIHR	Canadian Institutes for Health Research
CPD	Continuing Professional Development
DHI	Discrimination, Harassment and Intimidation
EDI	Equity, Diversity and Inclusion
EPA	Entrustable Professional Activities
EWG	Equity, Diversity and Inclusion Working Group at the TFoM
IHPME	Institute of Health Policy, Management and Evaluation
OHNS	Otolaryngology - Head & Neck Surgery
PGME	Postgraduate Medical Education
REB	Research Ethics Board
TAHSN	Toronto Academic Health Sciences Network
TFoM	Temerty Faculty of Medicine
UME	Undergraduate Medical Education
U of T	University of Toronto



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