

# New Faculty Orientation

Department of Medicine, Temerty Faculty of Medicine





I wish to recognize that many Indigenous nations have long-standing relationships with the land upon which we provide patient care, teach and conduct scholarly work as academic physicians within the University of Toronto's Department of Medicine. This is the traditional territory of many Indigenous Nations, including the Mississauga of the Credit, the Anishnaabeg, the Chippewa, the Haudenosaunee, and the Wendat peoples. Today, this land is home to many diverse First Nations, Inuit and Metis peoples. We are very grateful to have the opportunity to live, work and gather on these territories and will continue our work to address the underlying inequities and blatant discrimination in the distribution of resources between Canada's first peoples and settlers.



# Agenda

|             |                                                                                                                                                                                                                                                                            |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8:30-9:15   | <b>Welcome to U of T &amp; the DoM</b> – Gillian Hawker, Chair DoM <ul style="list-style-type: none"><li>• How things work</li><li>• Getting registered – UGME/PGME, Web CV, UTORid</li><li>• Academic Life Cycle - CFAR</li></ul>                                         |
| 9:15-10:00  | <b>Teaching Essentials</b> – Tina Trinkaus, Lead, Valuing the Clinician Teacher <ul style="list-style-type: none"><li>• Responsibilities of Attending Physicians Supervising Learners</li><li>• Giving &amp; Receiving Feedback</li></ul>                                  |
| 10:00-10:15 | <b>Break</b>                                                                                                                                                                                                                                                               |
| 1015-1035   | <b>Culture &amp; Inclusion in DoM</b> – Umberin Najeeb, Vice Chair C&I, & Simron Singh, Lead, Wellness                                                                                                                                                                     |
| 1035-1105   | <b>Shaping Your Narrative</b> – Ed Etchells, Head of GIM, Women’s College Hospital                                                                                                                                                                                         |
| 1105-1115   | <b>Move to Groups by Position Description</b>                                                                                                                                                                                                                              |
| 1115-1200   | <b>Group Discussions by Position Description - Invited Faculty</b><br>CTs – Tina Trinkaus et al.<br>CEs – Umberin Najeeb<br>CQIs – Brian Wong, Ed Etchells<br>CIs - Aliya Gulamhusein, Andrew Ha, Jolene Fisher<br>CS – Michelle Sholzberg, Caroline Kramer, Slava Epelman |
| 12:00-12:30 | Closing & Lunch                                                                                                                                                                                                                                                            |





**CONGRATULATIONS!**





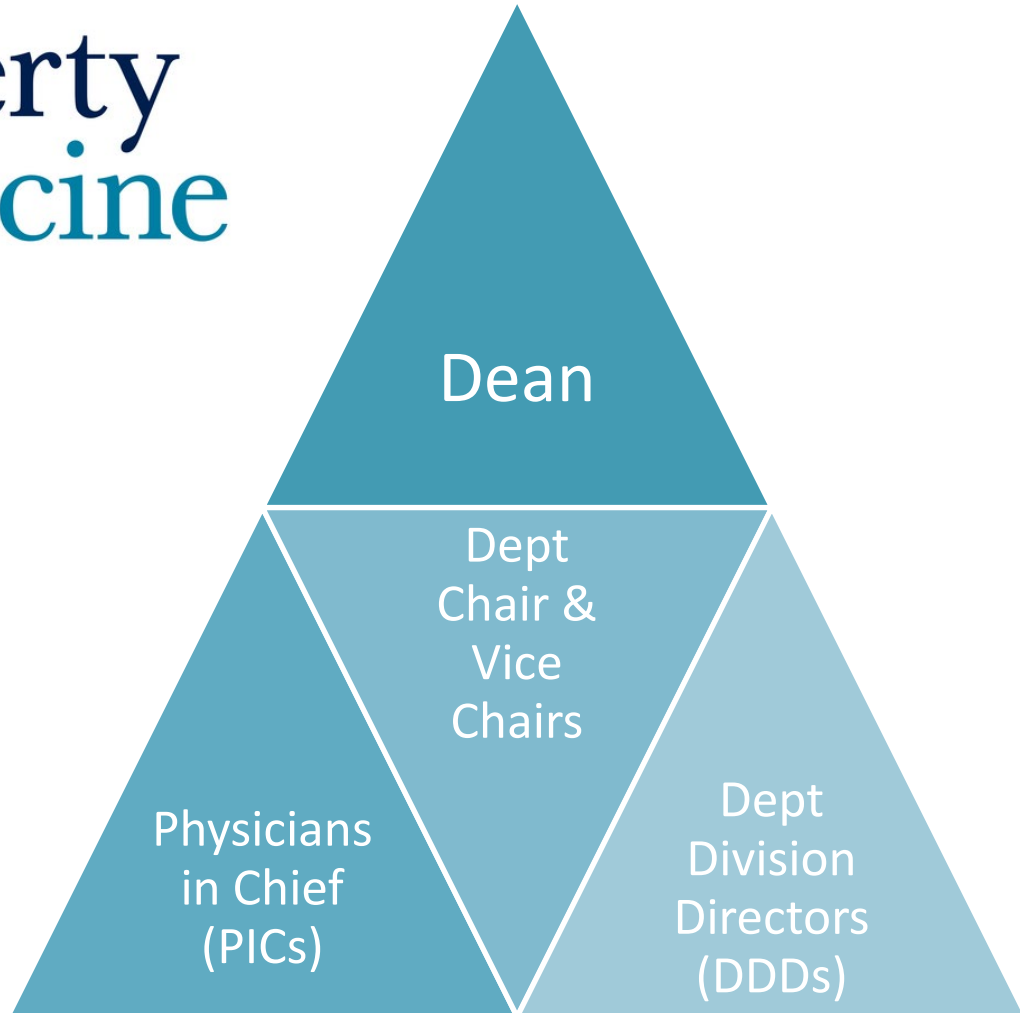
59 new full-time faculty members  
& 22 part-time & 77 adjunct (n=158)



# Temerty Medicine



Toronto Academic  
Health Sciences  
Network



# Leverage the brand...



## Medicine UNIVERSITY OF TORONTO

- Provide hospital & University of Toronto affiliation on all manuscripts and posters & at beginning of all presentations
- Power-point template  
<http://www.deptmedicine.utoronto.ca/communication-resources>





Temerty  
Medicine

# Nature Index Annual Tables 2023: first health-science ranking reveals big US lead

The Netherlands punches above its weight in the country list, and a Canadian institution demonstrates the strength of its clinical collaborations.

|   |                                                                                     |
|---|-------------------------------------------------------------------------------------|
| 1 | <a href="#">Harvard University, United States of America (USA)</a>                  |
| 2 | <a href="#">National Institutes of Health (NIH), United States of America (USA)</a> |
| 3 | <a href="#">University of Toronto (U of T), Canada</a>                              |
| 4 | <a href="#">Johns Hopkins University (JHU), United States of America</a>            |
| 5 | <a href="#">University of California, San Francisco (UCSF), United States</a>       |





Dr. Gillian Hawker

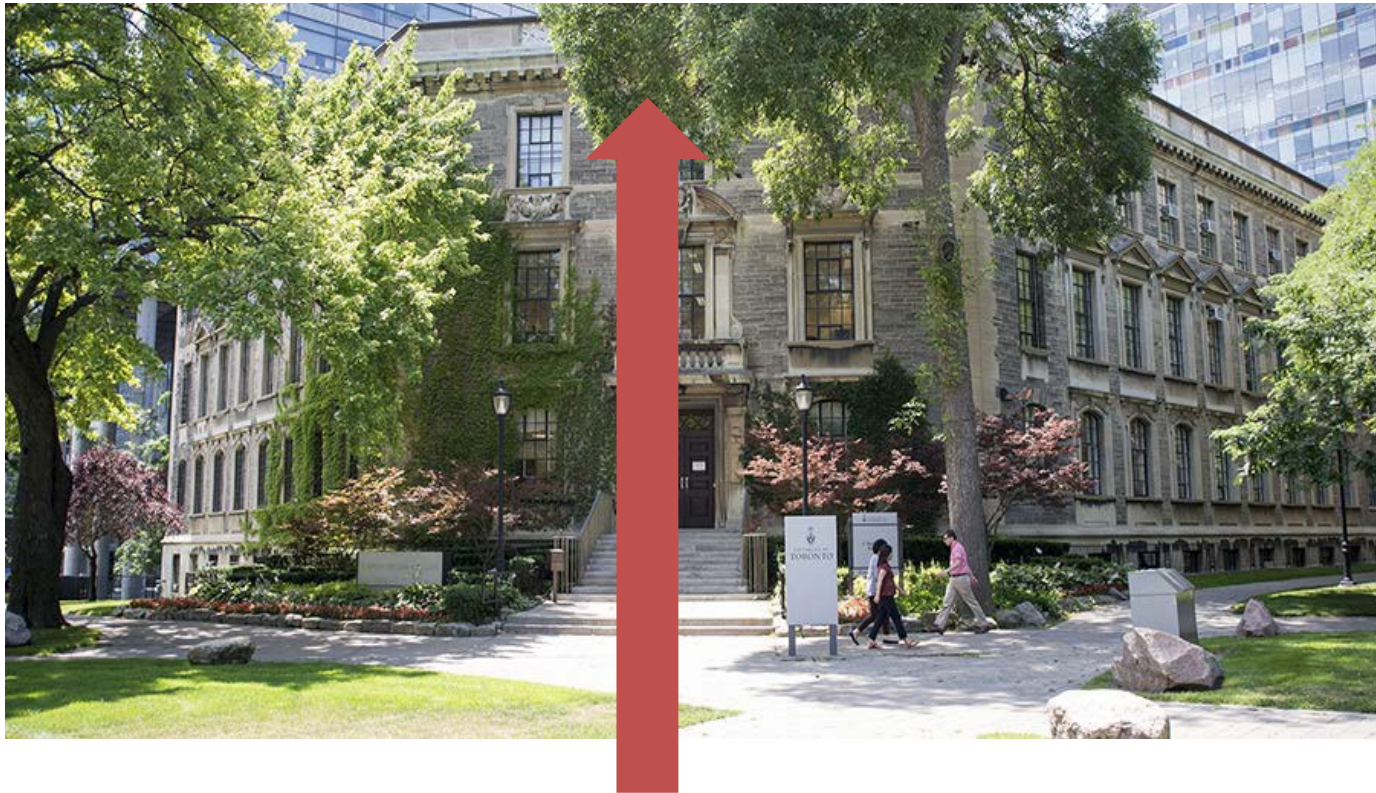
Professor, Division of Rheumatology, Dept of  
Medicine, Women's College Hospital,  
Temerty Faculty of Medicine,  
University of Toronto

Dr. Gillian Hawker  
Professor, Department of Medicine  
University of Toronto



# The department of medicine... in a nutshell





You'll find us at the **C. David Naylor Building** (Naylor Building) on the University of Toronto campus @ **6 Queen's Park Crescent West** (*NW corner of Queen's Park and College Street*)





# Medicine UNIVERSITY OF TORONTO



- Rheumatology
- Endocrinology
- Med Onc
- Emerg Med
- Neurology
- Cardiology
- Respirology
- Hematology
- PM&R
- Geriatrics
- General Internal Medicine
- Nephrology
- ID
- Critical Care
- Occupational Med
- Allergy/Immunology
- Dermatology
- Clin Pharm
- Genetics
- Palliative Med

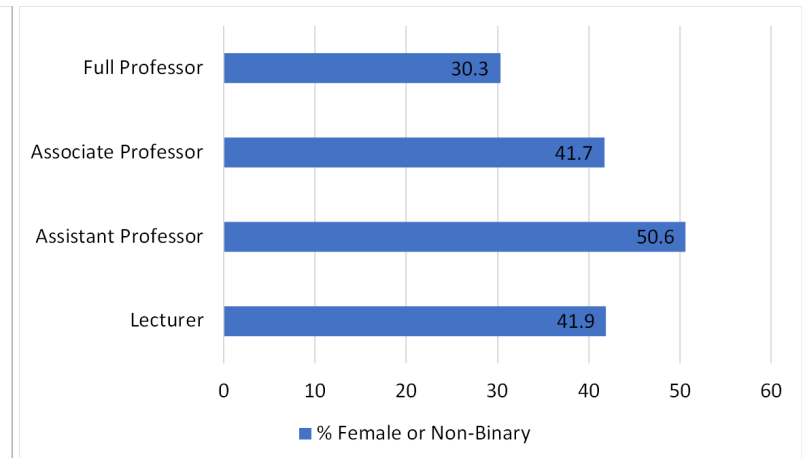
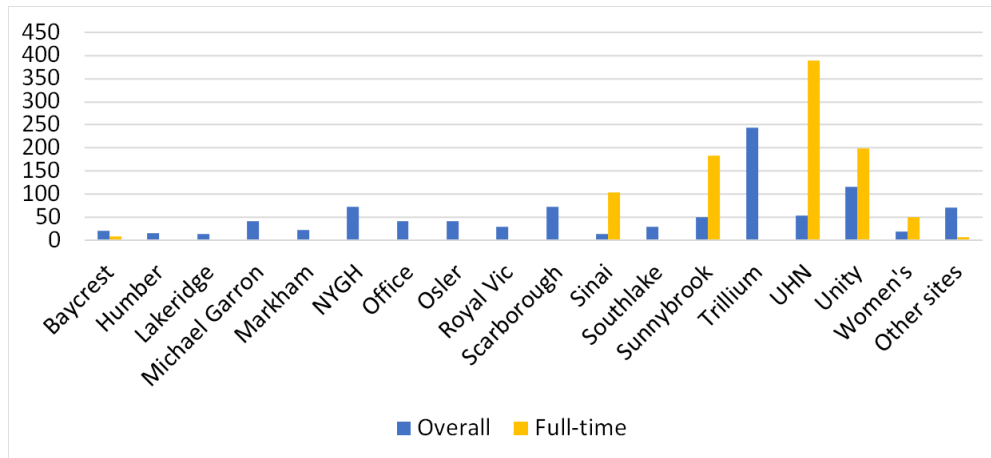


Toronto Academic  
Health Sciences  
Network



# Distribution of Faculty Members by Location of Practice – Numbers Overall and Full-time Faculty

42.0% female and 0.09% non-binary

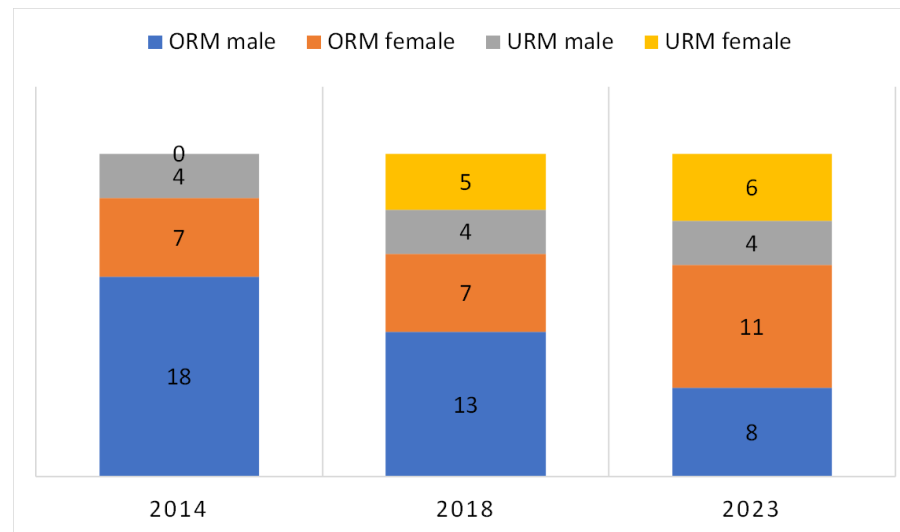


# Self-Identity

## 2022 Faculty Survey:

- 540 (60%) responded
- 44% self-identified as from a group '**under-represented in medicine**', URM, based on one or more of gender/sexual orientation (10%), race/religion/ethnicity (20%), or other aspects (2%)

## DoM Leadership Team (PICs, VCs, DDDs, Chair)





Colin Gibson

[Dom.cultureandinclusion@utoronto.ca](mailto:Dom.cultureandinclusion@utoronto.ca)



### Culture & Inclusion

Umberin Najeeb

### Education

Arno Kumagai



Sarah Jung & Asia Ferrara

[Sarah.jung@utoronto.ca](mailto:Sarah.jung@utoronto.ca)

[Asia.Ferrara@utoronto.ca](mailto:Asia.Ferrara@utoronto.ca)

### Research

Jane Batt

### Quality & Innovation

Kaveh Shojania



Kristian Galberg

[dom.research@utoronto.ca](mailto:dom.research@utoronto.ca)



[Christian.base@utoronto.ca](mailto:Christian.base@utoronto.ca)

# Vice Chair Portfolios



# PICs / EM Chief



Sharon Straus  
Unity/ St. Michael's



Paula Harvey  
Women's College



Kathryn Tinckam  
UHN



Erin O'Connor  
Emergency Medicine



Michelle Hladunewich  
Sunnybrook



Gary Naglie  
Baycrest

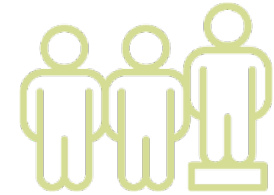


Chaim Bell  
Sinai Health System





# DoM Strategic Priorities 2020-24



- **Create a clinical and academic environment that promotes mutual respect,** compassion, integrity and inclusion, and thus fosters the wellbeing of our faculty and learners.

**Innovate in models of learning and care** to promote a sustainable, person-centred health care system that meets current and future population needs.

**Promote, sustain and amplify our international status as scholars** in basic and clinical research, education, quality improvement and healthcare provision, ensuring that discoveries and new knowledge get to the patients and providers who need them.

**Get Political:** Engage in transformational change as leaders, partners and effective followers alongside decision-makers.



# How things work

New Faculty Orientation



# You have two appointments\*

## • University faculty appointment

- Position Description & Academic Rank
- Continuing Faculty Appointment Review
- Senior Promotion
- Graduate Appointments
- Learners – MD, Residents & Fellows



## Departmental Division Directors (DDD)

## • Affiliated hospital appointment

- Hospital Divisions / Programs
- Practice Plan membership
- Clinical activities & associated resources
- Practice management
- Office space
- Research institute appointment & resources



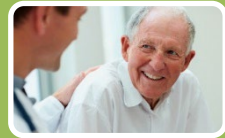
Department  
Chair

Physicians in  
Chief (PICs)  
Chief of EM



# Your Academic Position Description

- Department specific
- Allocation of professional time to each activity



Patient care



Teaching (clinical, formal)

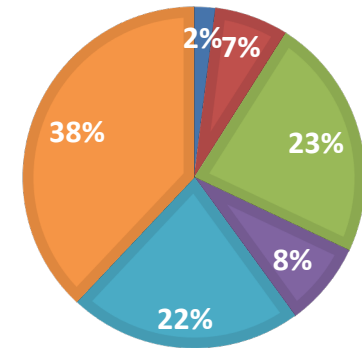


Scholarship



Administrative service

% FT FACULTY



■ CA ■ CE ■ CI ■ CQI ■ CS ■ CT



# Your Academic Plan



- Aligned with APD
- Formal mentor
- Key stakeholders' support (PIC, DDD, VP Res, etc.)
- Goals for next 3-5 years (what you *hope* to accomplish)

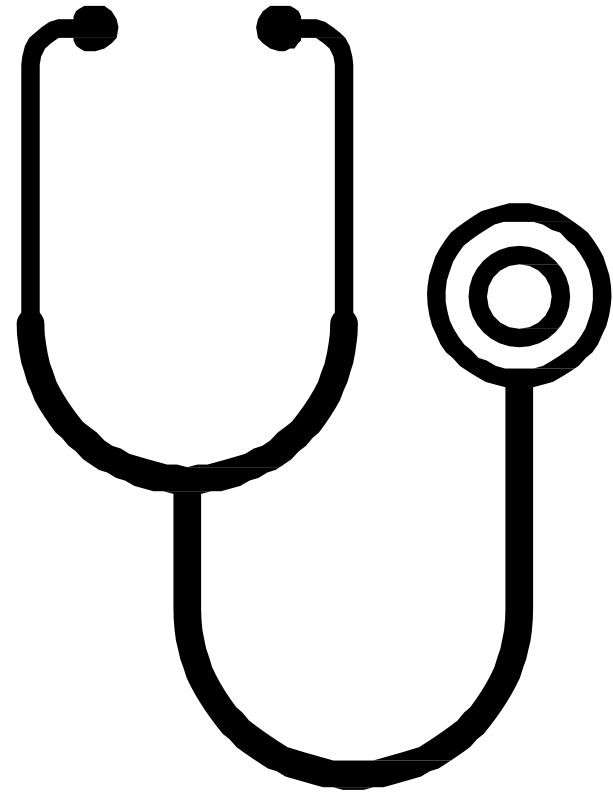
Review again... feasible?

Will be used at continuing faculty appointment review.



# You are Members of a Practice Plan (PP)

- PPs pool income/revenue & then redistribute it to support non-remunerative academic activities, e.g., classroom teaching & research
- ~85% \$\$ come from MOH (billings, AFP)
- A *conforming* practice plan must have:
  - Economic mechanisms to support & reward academic activities
  - A *well understood*, transparent, and equitable mechanism for allocating resources to PP members



# Your finances are **your responsibility**

- You are NOT an employee of the hospital or the university
- Get advice from an expert re. your finances
- Benefits – check with your PP
- Get disability insurance (OMA)
- Pay taxes (CRA)



# Faculty of Medicine Resources

<https://temertymedicine.utoronto.ca/concern-and-grievance-pathways-clinical-md-faculty>

concern-and-grievance-pathways-clinical-md-faculty

|                                            |                                                                        |
|--------------------------------------------|------------------------------------------------------------------------|
| Clinical & Faculty Affairs                 | Suite 204 - 701 Sheppard Ave East                                      |
| Faculty Appointments >                     | Toronto, ON M2K 2Z3                                                    |
| Faculty Promotions >                       | Telephone: (416) 546-1350                                              |
|                                            | Fax: (647) 349-1870                                                    |
|                                            | E-mail: <a href="mailto:abrown@nygh.on.ca">abrown@nygh.on.ca</a>       |
| Named Chairs and Professorships            |                                                                        |
| Clinical Affairs >                         |                                                                        |
| Awards >                                   |                                                                        |
| Faculty Supports v                         |                                                                        |
| Educational Services and Support           | Expand All                                                             |
| Pathways for Faculty Concerns & Grievances | I am concerned about my safety +                                       |
| Professional Values                        | I have a concern about the decision made by a University leader +      |
| Social Media Guidelines for Faculty        | I feel my academic freedom has been breached +                         |
| Wellness Resources for Faculty             | I have a concern about another faculty member's research integrity +   |
| Human Resources                            | I have a concern about another faculty member's professional conduct + |
|                                            | I have been discriminated against +                                    |
|                                            | I have been affected by sexual violence and/or sexual harassment +     |
|                                            | The Office of the University Ombudsperson (OUO) +                      |

## Clinical Faculty Advocate

- Appointed by TAHSN Medical Staff Associations
- Helps individual physicians interact with administrative & academic leaders, hospitals & the University, in difficult situations.
- Can listen, provide information & advice, help with written submissions, & accompany physicians to meetings

<https://temertymedicine.utoronto.ca/social-media-guidelines-faculty>





# Stuff you need to know

- Your UTORid
  - Access to UofT Library
  - My Research (MR)
- How to access & use Web CV
  - username & password
- How to give & receive teaching evaluations
- Which emails to use & why
- How to find online resources for virtual meetings/teaching (ZOOM & MS Teams)
  - <https://act.utoronto.ca/enterprise-video-conferencing-video-meeting-resources/>
- Rules regarding relationships with industry
- Conduct expectations – professional behaviour, interactions with learners



# WebCV



Emergency Maps U of T Main A-Z Directory Contact

TEMERTY FACULTY OF MEDICINE >

EDUCATION RESEARCH QUALITY & INNOVATION DIVISIONS **FACULTY** ABOUT US INSULIN 100



- FACULTY DIRECTORY

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- RECRUITMENT >

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- ACADEMIC APPOINTMENTS >

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- NEW FACULTY >

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- CONTINUING FACULTY APPOINTMENT REVIEW (CFAR) >

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- JUNIOR PROMOTION

---

- ANNUAL FACULTY REVIEW

## How to Use WebCV

This page contains the core information on using WebCV.

- [Reports](#)  
[How To Generate Reports and Extract Data](#)
- [The CV View](#)
- [All Activities View](#)
- [FAQs](#)
- [User Guides](#)

If you aren't registered contact us at [dom.academicappointments@utoronto.ca](mailto:dom.academicappointments@utoronto.ca)

## Reports

wzdu53 (1).exe

Show all

Type here to search



# My Research (MR)

Indications for Total Hip and Knee x | WELCOME TO THE FACULTY OF x | RAISE | My Research Applications x

research.utoronto.ca/my-research-system-help-support/project-raise/my-research-applications-agreements-mra-renewal

Home Menu

COVID-19 Research & Innovation Updates

Before Engaging in Research

Funding Opportunities

Apply for Funding

My Research System Help & Support

Manage Funding

Research & Innovation Agreements

Partnerships

Inventions, Commercialization & Entrepreneurship

Institutional Strategic Initiatives

Equity, Diversity & Inclusion

Back

Overview

Getting Started on My Research

Login to My Research

My Research Applications & Agreements (MRA)

My Research On Line (MROL)

My Research Animal Protocols (MRAP)

My Research Human Protocols (MRHP)

Project RAISE

SHARE:

Role: VPRI Contact

wzdu53 (1).exe Show all

Type here to search

11:05 AM 2021-09-08



# @Email Accounts

- Your hospital email is secure (ok to use for patient care)
- Your UofT email is *not secure (name@utoronto.ca)*
- In order to ensure you receive important & time- sensitive notices to faculty members' @utoronto.ca addresses, ***please forward your @utoronto email to your hospital email account***



# Relationships with Industry

- **Acceptable** (*standardized disclosure slide*):
  - Unrestricted educational grants (clear accountability for spending; no strings attached re use)
  - Scientific collaborations
  - Meetings with reps by appointment in your admin office/space (value?)
- **Unacceptable:**
  - Gifts (e.g. dinner, travel, fellowships)
  - Speaking engagements organized by/funded by industry where you do *not* have control of topic, slides, audience
  - Industry reps in clinical space (ONLY if demonstrating equipment use)
  - Providing trainee emails to industry reps
  - Industry reps interacting with residents / trainees *without faculty present* (even then ...)
  - Marketing related work for/with industry, including CME and potentially advisory boards

<https://www.deptmedicine.utoronto.ca/professionalismcode-conduct>



# Full-time Faculty Perks



- **Scholarship program for dependants**

<https://future.utoronto.ca/dependants-scholarship-program/>



# Expectations of Professional Behaviour

Breaches of professionalism may include:

- Creation of a hostile work environment;
- Harassment, intimidation, discrimination;
- Failure to disclose and manage conflicts of interest;
- Inappropriate conduct with industry;
- Violations of boundaries;
- Failure to fulfill professional duties, incl. supervision;
- Research misconduct.

*Assessed by DoM at CFAR, Awards & Senior Promotion*



# Faculty Expectations and Code of Conduct

- Standards of Professional Behaviour for Clinical (MD) Faculty (April 2020)





# Key Contacts

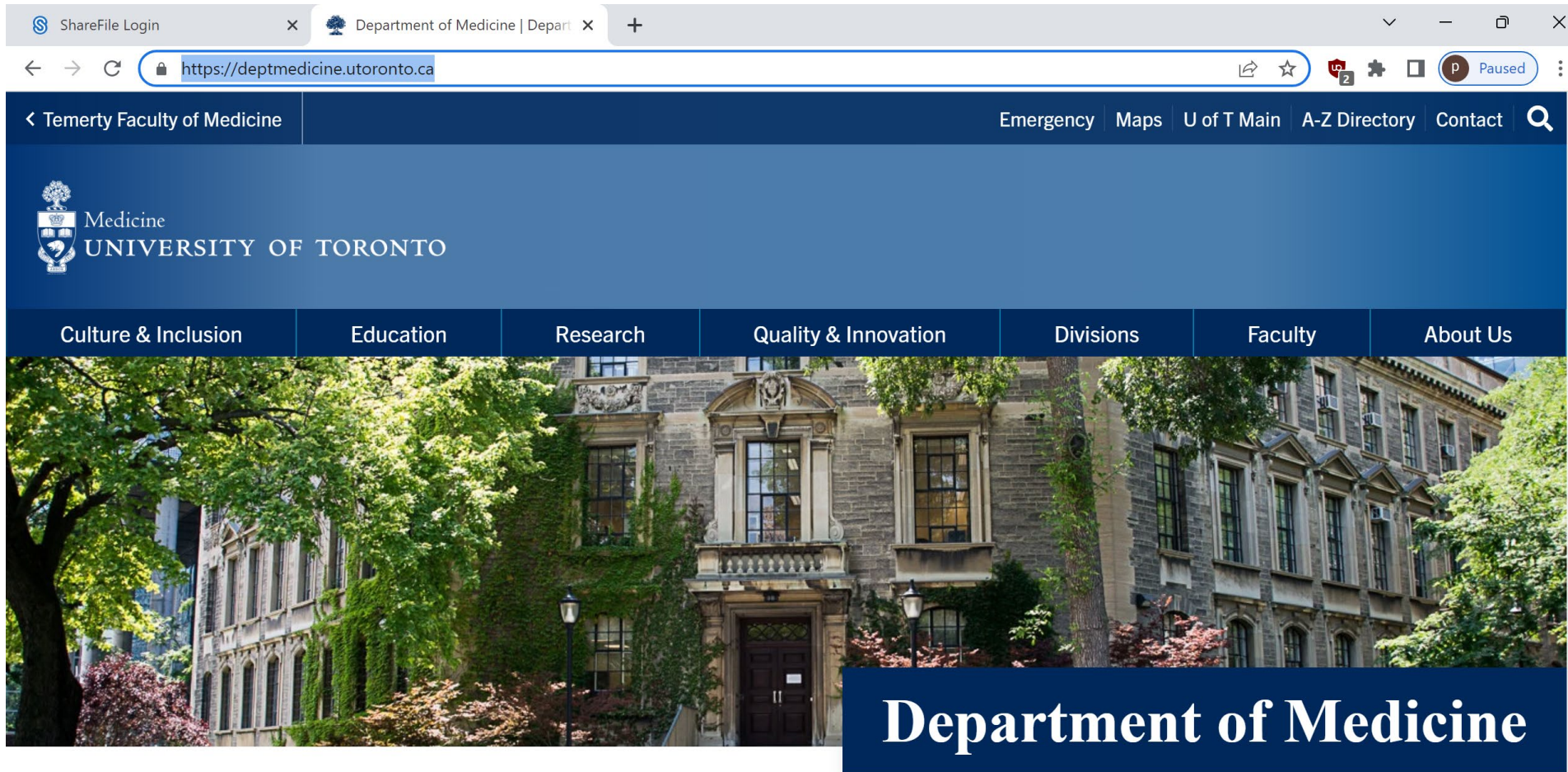
Kim Wilson & Simran Bhamra  
Appointments, Junior Promotion & CFAR

dom.academicappts@utoronto.ca  
dom.cfar@utoronto.ca



Look here first...

<https://deptmedicine.utoronto.ca>



The image shows a screenshot of a web browser displaying the homepage of the Department of Medicine at the University of Toronto. The browser's address bar shows the URL <https://deptmedicine.utoronto.ca>. The website's header is dark blue and contains the text "Temerty Faculty of Medicine" on the left and navigation links for "Emergency", "Maps", "U of T Main", "A-Z Directory", and "Contact" on the right. Below the header is a large blue banner with the University of Toronto crest and the text "Medicine UNIVERSITY OF TORONTO". Underneath the banner is a horizontal menu with six categories: "Culture & Inclusion", "Education", "Research", "Quality & Innovation", "Divisions", "Faculty", and "About Us". The main content area features a photograph of a historic stone building with many windows, partially covered by green ivy and surrounded by trees. A dark blue banner at the bottom right of the image contains the text "Department of Medicine" in white serif font.





New Faculty Orientation

# **THE ACADEMIC LIFE CYCLE & CONTINUING FACULTY APPOINTMENT REVIEW (CFAR)**



# Our job is to enable you to thrive.



# The First Years (the probationary period)

- Irrespective of academic rank at appointment, new faculty appointments are *probationary* for **three to five years**
- Continued appointment beyond this time is contingent upon a successful *Continuing Faculty Appointment Review (CFAR)*



# Timing of CFAR

- Must complete a minimum of 3 full years (36 months) on faculty before review
  - Review conducted in Feb-Mar – appointments up to December 31 will be considered finished three years
  - We notify you Sept of the prior year
  - ***No fast tracking!***
- May be delayed if “clock stopped”, e.g., parental leave, illness, COVID

<https://www.deptmedicine.utoronto.ca/process-timeline-and-expectations>

Since 2018: 199 reviews of 190 faculty  
- success rate 99%



# DoM Check-in at 1.5 Years

(DoM Vice-Chair and/or Chair)

- Academic Plan – are you on track?
- Wellbeing – how are you doing?
- Proactively identify issues
  - Balance of time (time management)
  - Teaching – type, quality, quantity
  - Completion of graduate training / MTP?
  - Research – focus, grants, publications, etc.
  - CPA statement – what is your story?
  - Mentorship





**HERE'S WHAT  
WE'RE LOOKING  
FOR?**



# What are we looking for?

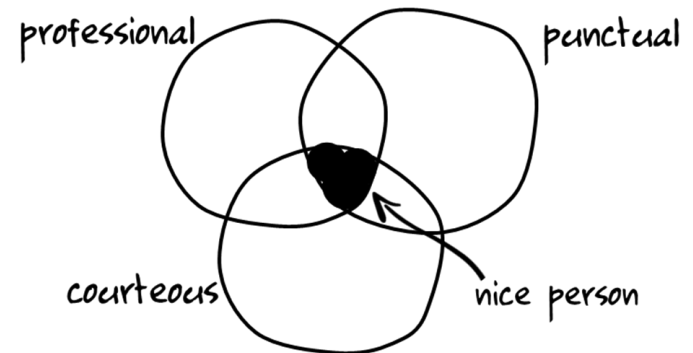
Advancing as expected? If not, why not?

Demonstrated teaching effectiveness?

Behaviour consistent with codes of conduct?

## Career Development:

*Are we and you doing everything in our collective power to ensure your academic success?*



# ALL Faculty Members

- **Citizenship**
  - A small division with few CTs may need CS faculty to participate in UGME even though not REQUIRED for CFAR
- **Professional conduct**
  - Consistent with codes of conduct (UofT, CPSO, CMA, etc.)
- **Formal teaching consistent with APD (see website)**
  - Hours per year
  - Level of trainees
- **Informal Teaching consistent with APD – in context of clinical care**
- **Effective teacher striving for excellence**
  - Teaching evaluations – scores and comments
  - Teaching awards



# Teaching Effectiveness

*Not a hard and fast rule re numbers of evaluations...* need enough data to show consistently good teacher across trainee levels as appropriate to APD

If there are *insufficient data*, we may ask Program Director to solicit trainees and/or ask for additional information ... or ask for an additional period of observation (e.g., 6-12 months)



# Scholarship

Moving along as per academic plan and expectations of APD

Teachers – demonstration of teaching effectiveness

CQI – participating in teaching in QI; engaged in QI projects

CE/CI – demonstration of scholarly output ... generally a publication or two...that would not have happened without you

CS – evidence of potential as a PI (grants submitted, papers published or in press)



# Your plan



Rea





# Teaching Essentials

Tina Trinkaus  
Lead, Valuing the Clinician Teacher



# The Teaching & Learning Climate

We are working to create a community in which all of us—learners, faculty, staff, and patients—can flourish.





# Teaching at Different Levels

Pre-clerkship

Clerkship

Post-graduate residents

Post-graduate clinical fellows

Continuous Faculty Development (CPD)

Other health care professionals



# CPSO Professional Responsibilities in *Medical Education*

- Supervision of MD Students & Postgraduate Trainees
- Availability of MRP &/or supervisor
- Involvement in in-patient care
- Professional behaviour
- Violence, harassment & discrimination
- Professional relationships/boundaries
- Reporting responsibilities

<https://www.cpso.on.ca/Physicians/Policies-Guidance/Policies/Professional-Responsibilities-in-Medical-Education>



# Supporting Teachers & Teaching



*Master Teacher  
Program*



*Stepping Stones &  
Education Scholars  
Program (ESP)*

*Masters in  
Medical Education*

OISE  
Dalla Lana SPH  
Wilson Centre, UHN  
Maastricht, UIC, Dundee, etc.

Clinical teaching & learning is about forming strong, trusted relationships between teachers & learners.



# IM Accreditation

ROYAL COLLEGE EXTERNAL REVIEW: **NOVEMBER 7-9, 2023**

IM program was put on “intent to withdraw accreditation” in the spring of 2021 if we did not adequately address two major concerns:

Resident feedback  
without fear of  
retaliation

Attending supervision  
to ensure safe, high-  
quality care

## Optimizing Teaching Effectiveness and the Learner Experience

Department of Medicine, University of Toronto

September 2022

## Standard for Supervision of Learners by DoM Physicians

University of Toronto, Department of Medicine

December 2022



# Supervision for Optimal Patient Care

- Supervising Physicians must
  - **ALWAYS be identified & available** to assist Learners in providing optimal patient care & be available to speak with Learners *at any time* to discuss changes in patient status & provide urgent review of patients with uncertain clinical presentations.
    - Degree & means of availability (phone, pager, in-person) depends on volume & acuity of patients, types/levels of Learners, time of year – ***may require in-person patient assessment after hours***
  - **Adjust their schedules when attending** to ensure residents are *consistently* able to complete their workday **by 6 pm (PARO)**
    - If *for any reason* you cannot be unavailable, designate an eligible **Acting Clinical Supervisor** & ensure Learners are notified / aware.

**Review these principles with Learners at the beginning of all clinical rotations**  
**Invite questions like: “What can you expect from me?” “What do I expect from you?”**



# Optimizing Teaching Effectiveness & the Learner Experience

Aims to provide transparency & guidance re how we:

- Prepare, support, and recognize teaching excellence
- What we do with learner feedback & how that has evolved over time
- How faculty can access their evaluations
- What faculty can do if they wish to appeal an evaluation
- How we collaborate with TFOM to ensure the safety & well-being of our learners



<https://www.gse.harvard.edu/news/uk/17/11/making-student-feedback-work>



# Expectations – Teaching

(Informal = in context of clinical care; formal = outside of clinical care)

## Introduce and Orient

Stating the obvious: learn and use names

Orient to service and expectations

Provide ways to contact MRP, e.g., after hours and on weekends

## Be present and available

Provide appropriate level of clinical & procedural supervision to ensure safety in learning and in patient care

***Limit other activities (procedures, meetings, etc.) when in-patient attending (consults & ward)***

Answer calls / pages promptly





# Expectations – Teaching

(Informal = in context of clinical care; formal = outside of clinical care)

## Help out when needed

Assume primary care for patients when clinical workload exceeds what learners can safely manage.

## Provide constructive, timely feedback

## Address learners in difficulty:

Please do so with compassion and understanding. **If you don't know what to do, seek help.**

## Follow PARO rules & policies

e.g., duty hour restrictions, end-of-shift/end-of-day dismissal



# Evaluations as “Social Capital:”

What’s at stake?

## For DoM Leaners

ITARs

EPAs

Specialty CaRMS match

Fellowships

Faculty appointment



## For DoM Faculty

Annual Reviews

CFAR

Awards

Merit \$\$

Senior Promotion



# Teaching Evaluation Platforms

## Postgraduate Web Evaluation and Registration (POWER)

- To evaluate *postgraduate medical residents and fellows*
- Used by trainees to evaluate their supervisors.

## MedSIS

- Online system for **Undergraduate Medical Education (UME)** trainees to evaluate their supervisors.

## ELENTRA

- For faculty & learners to complete assessments related to PGME **Competency Based Education (CBE)** & for learners to evaluate faculty

On *all* platforms, learners use the **Learner Assessment of Clinical Teachers (LACT)** tool to evaluate teaching in clinical environments.



# Giving feedback to teachers - LACT

The teacher/faculty provides **effective clinical teaching** that stimulates learners to build knowledge and skills safely while offering graded responsibility for patient care.

The teacher/faculty created **responsive relationships with effective feedback** to support learner and teacher collegiality, collaboration and co-learning.

The teacher/faculty was a **positive role model** for the learner as a clinician, teacher and professional.

The teacher/faculty created an **effective learning climate** providing clear expectations and balancing learning/teaching/assessments effectively.

**OVERALL rating** for this teacher/faculty at this site/location/time

[https://deptmedicine.utoronto.ca/sites/default/files/lact\\_paper\\_eval\\_v4.pdf](https://deptmedicine.utoronto.ca/sites/default/files/lact_paper_eval_v4.pdf)



UNIVERSITY OF TORONTO  
FACULTY OF MEDICINE

Postgraduate Medical Education

University of Toronto, Department of Medicine  
Learner Assessment of Clinical Teacher (LACT)



Medicine  
UNIVERSITY OF TORONTO

# Seek feedback on your teaching

- TFoM releases teaching evaluations for UME ~ 1x/year, & for PGME 4x/year
- Faculty members emailed & invited to view their TES for the time-period
  - If <3 evaluations during that period, evaluations are held to protect learner anonymity.
- Faculty are expected to review their TES/comments
  - Appeal if you feel the evaluation is retaliatory or otherwise unfair
  - Seek help if consistent pattern of feedback indicating need for improvement



# Evaluations

Take the time to evaluate  
your learners and give them  
time to evaluate you.



# Reflections on Giving Feedback

What makes it negative?



What makes it positive?



# Feedback fundamentals



Timely

Appropriate setting

Learner self-reflection

5

Feedback – specific, observed, and modifiable behavior

**Plan for improvement**



Medicine

UNIVERSITY OF TORONTO



# Some Challenges with Evaluations...



## Not Enough!!!

Must have a minimum of **3 evaluations** to appear for your review.

To supplement above, you can use **MyTE** – accessible via **MyTE.org** (Dr. Esther Bui, Neurology, U of T)



# *What if I get a horrible evaluation?*



Take a moment to reflect:

*Does this make sense?*

*Is it specific enough to act on?*

*Is it accurate or fair?*



# Appealing a Teaching Evaluation

- Several legitimate grounds for appeal of scores / comments, e.g., concern re retaliation for critical feedback to a learner, criticizes the rotation not the teacher, clearly meant for a different teacher, etc.
  - DoM will expunge *unprofessional comments* e.g., re sex/gender, race/ethnicity/language, etc.; *low scores without comments* (many other ways to provide feedback!)
- To request an appeal

<https://deptmedicine.utoronto.ca/tes-appeal-form>





New Faculty Orientation

**BREAK (10 MINS)**



# Culture and Inclusion Portfolio

Dr. Umberin Najeeb  
Vice Chair Culture &  
Inclusion



# Objective

- Provide a brief overview of Culture and Inclusion Portfolio in the Department of Medicine (DoM)
- Share resources to facilitate your journey as an early career academic physician



# What's with the name?

Organizational Culture:

“The shared patterns of feeling, thinking, talking, and accomplishing that underpin local practice”

*Russell Mannion & Huw Davies, 2018*





# CULTURE

**Organizational** - shared assumptions and values that bind individuals within an organization

**Identity** - the power of communal narratives to shape how individuals see themselves within particular cultural worlds

**Practice** - emphasizes what actually occurs in practice - privileging activity and human-material networks or arrangements

*Watling, CJ, Ajjawi, R, Bearman, M. Med Educ. 2020; 54: 289–295*



# CULTURE

**Organizational** - shared assumptions and values that bind individuals within an organization – [Dept. of Medicine](#)

**Identity** - the power of communal narratives to shape how individuals see themselves within particular cultural worlds – [Faculty / Learners](#)

**Practice** - emphasizes what actually occurs in practice - privileging activity and human-material networks or arrangements – [Clinical & Learning Spaces](#)

*Watling, CJ, Ajjawi, R, Bearman, M. Med Educ. 2020; 54: 289–295*





Medicine  
UNIVERSITY OF TORONTO

# Governance and Structure

WELLNESS

MENTORSHIP

EQUITY



WELLNESS: Dr. Simron Singh

MENTORSHIP: Dr. Catherine Yu

EQUITY: Dr. Christine Soong



## WELLNESS:

Faculty Lead Valuing Clinician Teacher: Dr. Martina Trinkaus

## MENTORSHIP:

Faculty Lead, Late Career Transitions: Dr. Eric Cohen



EARLY CAREER FACULTY REPRESENTATIVES: (advisors)

TBD

EQUITY & MENTORSHIP:

Faculty Lead, Black and Indigenous Resident Application and Mentorship

Program: Dr. Mirielle Norris



My major goal is to advance the department's Culture and Inclusion strategic priorities

To enhance sense of **belonging, fulfillment, and worth** among our faculty – to bring joy back

To create cohesiveness and align the vision and mission of the DoM around the constructs of EDI, mentorship and wellness within our learning and clinical spaces (teaching hospitals)





# Culture and Inclusion

Resources and Information on our website:

<https://deptmedicine.utoronto.ca/culture-inclusion>



*“It is not our differences that divide us. It is our inability to recognize, accept, and celebrate those differences.”*

*Audrey Lorde*





Medicine  
UNIVERSITY OF TORONTO



[simron.singh@sunnybrook.ca](mailto:simron.singh@sunnybrook.ca)

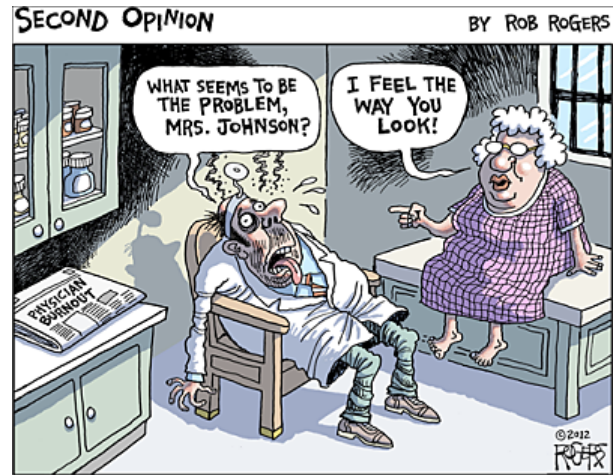
Wellness Orientation for New Faculty  
Sept 2023

# Wellness: Where to start?

**Simron Singh, MD MPH**

Faculty Lead, Wellness, Department of Medicine  
Provincial Head, Person Centered Care, Ontario Health/Cancer Care Ontario  
Executive Burnout Task Force, Ontario Medical Association (OMA)





Being a physician can be detrimental to your health...



# What is wellness?

**Stress**

**Joy In Work**

**Moral Injury**

**Resiliency**

**Burnout**

**Wellness**



# But I'm just staring my career....

- You are trying to get a career off the ground
- Finances
  - Toronto isn't cheap!
- Young families or starting young families
- Major Sources of stress
  - *Lack of control*
  - *Unpredictability*
  - *Intense sense of responsibility*
  - *Finances and regulations*



**WORK LIFE INTEGRATION IS  
SOMETHING YOU NEED TO WORK  
ON!!**



# The Domains of Well Being

## **EFFICIENCY OF PRACTICE**

- Workplace systems, processes, and practices that promote safety, quality, effectiveness, positive patient and colleague interactions, and work-life balance

## **CULTURE OF WELLNESS**

- Shared values, behaviors, and leadership qualities that prioritize personal and professional growth, community, and compassion for self and others

## **PERSONAL RESILIENCE**

- Individual skills, behaviors, and attitudes that contribute to physical, emotional, and professional well-being



Stanford Professional Fulfillment Model





# The ten commandments of physician wellness

- I. Thou shall not expect someone else to reduce your stress.
- II. Though shall not resist change.
- III. Thou shall not take thyself in vain.
- IV. Remember what is holy to thee.
- V. Honor thy limits.
- VI. Thou shall not work alone.
- VII. Thou shall not kill or take it out on others.
- VIII. Thou shall not work harder. Thou shall work smarter.
- IX. Seek to find joy and mastery in thy work.
- X. Thou shall continue to learn.



# What can I do?

- Think about your own wellness and how it affects you and your work
  - recognize symptoms of burnout
- Take care of yourself
  - physically and emotionally
- Manage your time
  - guilt of saying no
  - meeting and emails
- Discuss a realistic, manageable workload
- Don't neglect your support system
  - family, friends, other people

9/20/2021



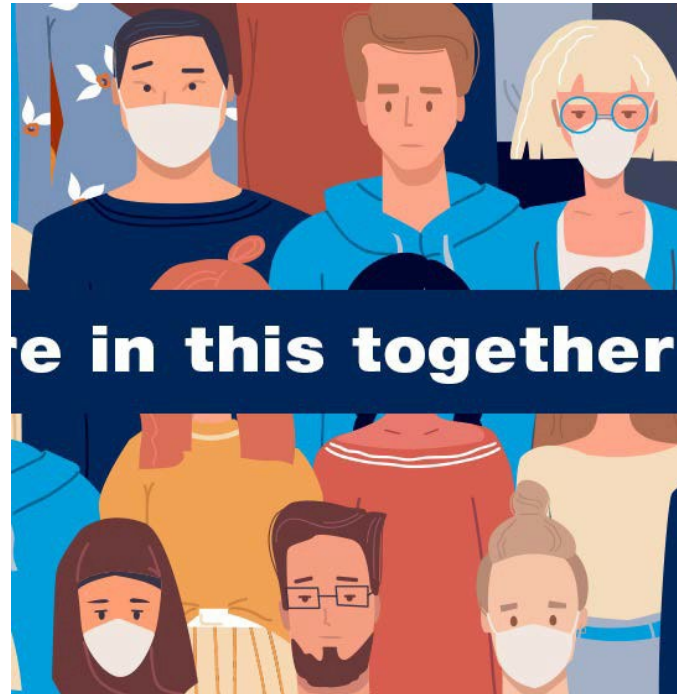
# What can I do?

- Take breaks, take your vacations
- Pick your battles
- Talk about how you are feeling
  - peers
  - division heads
  - mentors
  - others
- Give yourself a break
  - We are often our own worst enemies
  - Perfectionism, over-commitment, self-critical
- Try to determine what *fills your bucket* and do it *at least 20% of the time*



# We are in this together...

- Talk to each other
  - peer support is important
- Professionalism and civility
- Watch out for social media
  
- Create a **culture of wellness**



9/20/2021



# What are we doing at DOM?

- Wellness lead & committee
- Guidance on email communications, meetings
  - Emailing Wisely
- Webinars, rounds, peer support
  - Early Career Faculty forum
  - Sharing your stories
- Trying to make your life easier with CFAR
- Advocating for you at the institutional and system level
- Creating a culture of wellness and EDI
- Faculty Survey
- Listening....

- *We've got your back....*



# Where can I go to ?

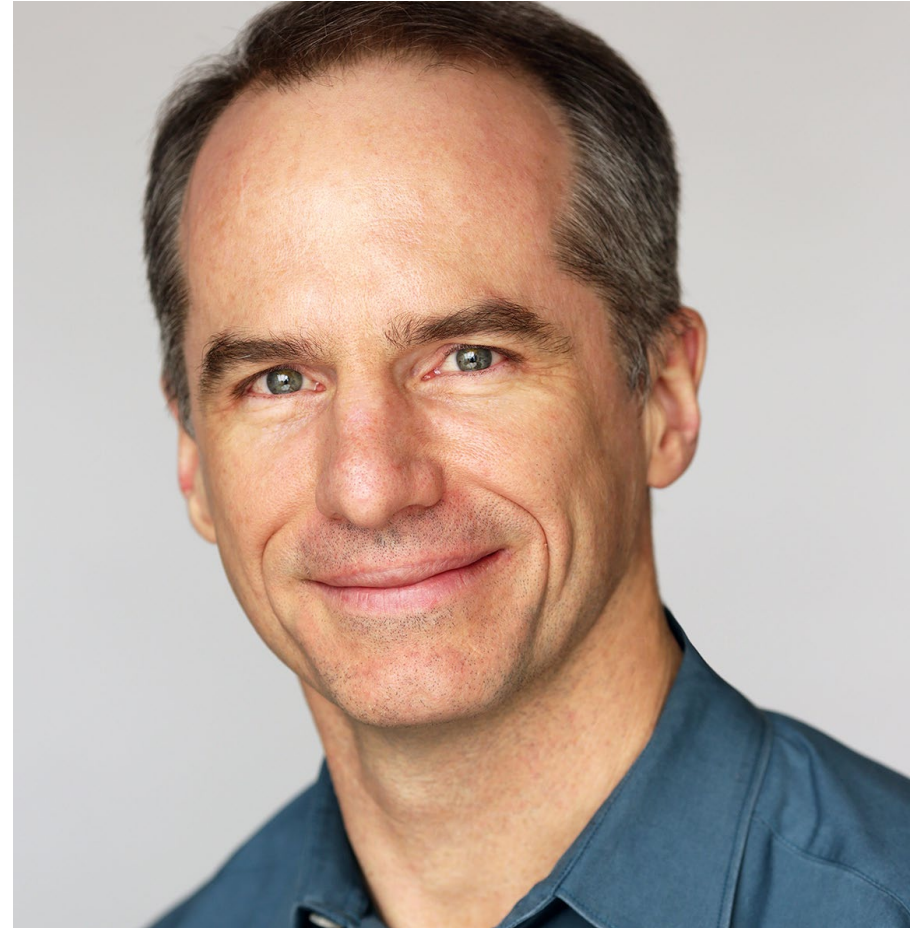
- <https://www.deptmedicine.utoronto.ca/covid-19-wellness-resources-faculty-and-trainees>
- <https://temertymedicine.utoronto.ca/wellness-resources-faculty>
- <https://www.cmpa-acpm.ca/physician-wellness>
- <https://php.oma.org/>





# Shaping Your Narrative

Dr. Ed Etchells  
Division Head, GIM,  
Women's College Hospital





New Faculty Orientation

# **Move to Groups by Position Description**



# Group Discussions with Faculty



# Our “doors” are open



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