

**Theme 5: Faculty Development**

**Working Group Lead: Dr. Ori Rotstein**

Key trends, which may have an impact on this area over the next 5 to 10 years:

**Key opportunities**

The Committee addressing the issues of Faculty Development & Support has articulated four major themes for consideration. These include: Mentoring; Faculty Support; Leadership Development and Career Development. Clearly, there is overlap between these but we felt that each of them was sufficiently important to break them out separately for emphasis.

There was also considerable sentiment among the members of the group that there should be some overarching principles that govern the way our Department approaches its “business”. Our Committee was particularly supportive of the need to develop a “Culture of Transparency, Fairness and Equity” which, in the context of Faculty Development would help ensure that all faculty members have equal opportunity to achieve their academic potential.

| Goals                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Expected Outcomes/<br>Measures                                                                                                                    |
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| <p><b>I. Mentoring</b></p> <p>Mentorship is an important component to any career development program. We propose that the provision of mentorship be part of an overall strategy to support career goal setting, feedback and recognition of achievement within the Department</p> <p>Mentoring should be provided for continuously during the career (the exact model(s) to be determined after careful review of current models and practices).</p> | <ol style="list-style-type: none"> <li><b>1. Develop a vigorous mentoring program within the Department of Surgery</b></li> </ol> <p><i>Action items</i></p> <ol style="list-style-type: none"> <li>a) <i>Review the Faculty of Medicine Task Force recommendations</i></li> <li>b) <i>Integrate where appropriate the recommendations of the task force as they relate to Surgery</i></li> <li>c) <i>Establish a Committee responsible for overseeing the mentorship program</i></li> </ol> <ol style="list-style-type: none"> <li><b>2. Establish an award(s) to recognize outstanding mentorship by a faculty member</b></li> </ol> | <p>The establishment of a mentorship committee which will have reviewed the task force recommendations and also established a mentoring award</p> |

| Goals                             | Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Expected Outcomes/<br>Measures                                                                                                                                                                                                                                                                                                                                                                     |
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| <p><b>II. Faculty Support</b></p> | <p><b>1. Address issues of stress and burnout among surgical faculty and their families</b></p> <p><i>Action items:</i></p> <p>a) <i>Evaluate degree of stress/burnout among faculty and families</i></p> <p>b) <i>Develop strategies to mitigate stress/burnout among faculty and families</i></p> <p><b>2. Develop approaches to ensure the financial stability of faculty throughout their careers</b></p> <p><i>Action items:</i></p> <p>a) <i>Explore opportunities for pensions for surgical faculty</i></p> <p>b) <i>Explore opportunities for mid-career salary support (after 3 year review)</i></p> <p>c) <i>Develop curriculum for faculty addressing practice and money management</i></p> <p><b>3. Create an environment where surgeons can extend their skills/knowledge beyond their local setting</b></p> <p><i>Action Items</i></p> <p>a) <i>Promote relationships with healthcare settings outside of the GTA</i></p> <p>b) <i>Develop methods to promote and recognize contributions of surgeons to the broader healthcare community</i></p> <p><b>4. Address issues surrounding late career planning and retirement</b></p> | <p>1. the development, distribution and analysis of questionnaire to evaluate stress and burnout in first 5 years of practice</p> <p>2. Initiate course of action towards developing a pension for faculty</p> <p>3. The development of a curriculum for faculty for practice and money management</p> <p>4. Established a task force to address issues of late career planning and retirement</p> |

| Goals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Expected Outcomes/<br>Measures                                                                                                                                                                          |
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| <p><b>III. Leadership Development</b></p> <p>Leadership is "organizing a group of people to achieve a common goal". The leader may or may not have any formal authority. Students of leadership have produced theories involving traits,[2] situational interaction, function, behavior, power, vision and values,[3] charisma, and intelligence, among others. (Wikipedia) See also (1) The literature suggests that leadership traits come naturally to some people but can also be learned.</p> | <ol style="list-style-type: none"> <li><b>1. Develop a mechanism for providing support for faculty members who undertake positions of responsibility where there is an opportunity to provide leadership.</b></li> <li><b>2. Articulate the responsibilities, authorities, expectations, accountabilities and rewards for all leadership positions in the department.</b><br/><i>Action item</i><br/>a) <i>Develop a Committee which will establish a compendium of leadership positions including the items listed above.</i></li> <li><b>3. Provide opportunities for the development of leadership skills early in training, including within the postgraduate training programs (including during surgeon-scientist training) and during the early faculty years.</b><br/><i>Action items</i><br/>a) <i>Establish specific objectives related to leadership development during postgraduate and work with Royal College to embed within training programs</i><br/>b) <i>Increase visibility of opportunities in leadership training and proactively encourage participation.</i><br/>c) <i>Ensure opportunities for non-clinician scientists within the Department of Surgery to access leadership training</i></li> <li><b>4. Establish partnerships that would enhance opportunities for leadership training</b><br/><i>Action item</i><br/>a) <i>Explore partnerships with Rotman School of Management</i></li> </ol> | <p>A compendium which discusses leadership position will be available for use in career planning. A strategy for developing leadership skills among trainees and faculty will have been established</p> |

| Goals                                | Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Expected Outcomes/<br>Measures                                                                                    |
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| <p><b>IV. Career Development</b></p> | <ol style="list-style-type: none"> <li>1. <b>Establish agreed upon minimum levels of academic support for faculty for all appointment types (new and ongoing) and all divisions that are tied to expectations</b><br/><i>Action items</i> <ol style="list-style-type: none"> <li>a) <i>Review existing guidelines and gain agreement on these issues</i></li> <li>b) <i>Renew the Memorandum of Agreement document such that it clearly articulates above</i></li> </ol> </li> <br/> <li>2. <b>Review the process of the Continuing Appointment Review to identify variation, areas of strength and areas for improvement.</b><br/><i>Action items</i> <ol style="list-style-type: none"> <li>a) <i>Review process of CAR over last decade</i></li> <li>b) <i>Re-address academic job descriptions</i></li> <li>c) <i>To create benchmarks for successful completion of 3 year reviews for all appointment types for all Divisions that are specific, actionable and amenable to remediation</i></li> </ol> </li> <br/> <li>3. <b>Outline consistent and explicit faculty expectations for promotion</b><br/><i>Action Items</i> <ol style="list-style-type: none"> <li>a) <i>Create "case studies" or profiles for individuals who are appropriate candidates for promotion for all appointment types that can be circulated to Departmental Faculty</i></li> <li>b) <i>Systematize the process for individuals planning to go forward for promotion including provide a CV review service to help Faculty prepare for consideration of promotion</i></li> </ol> </li> </ol> | <p>The MOA job descriptions will be refined with explicit benchmarks with a view to improving the CAR process</p> |

| Goals | Actions                                                                                                                                                                                                                                                                                                                                                                                                   | Expected Outcomes/<br>Measures |
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|       | <p><b>4. Establish consistent and explicitly faculty benchmarks for academic points for all appointment types for all Divisions</b></p> <p><i>Action Items</i></p> <p>a) <i>Create benchmarks that are clear, specific, directive and amenable to remediation for all aspects of the academic points system</i></p> <p>b) <i>Create a process that enables Faculty grievance with academic points</i></p> |                                |
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Top 2 implementation priority activities for this area – for next 12 to 18 months

1. Establish mentorship committee with a Director of Faculty Mentoring and implement a plan for improved mentoring in the Department
2. Refining of MOA job descriptions with clear definition of the benchmarks for success at the CAR

Key processes, mechanisms and infrastructure required to achieve these goals.

1. Use the faculty-wide Mentoring task force recommendations and take advantage of the expertise at the UofT
2. A committee consisting of broad representation from across the Department and faculty will review the results of the previous CARs and define new MOA job description benchmarks. Administrative help will be required to accomplish this.