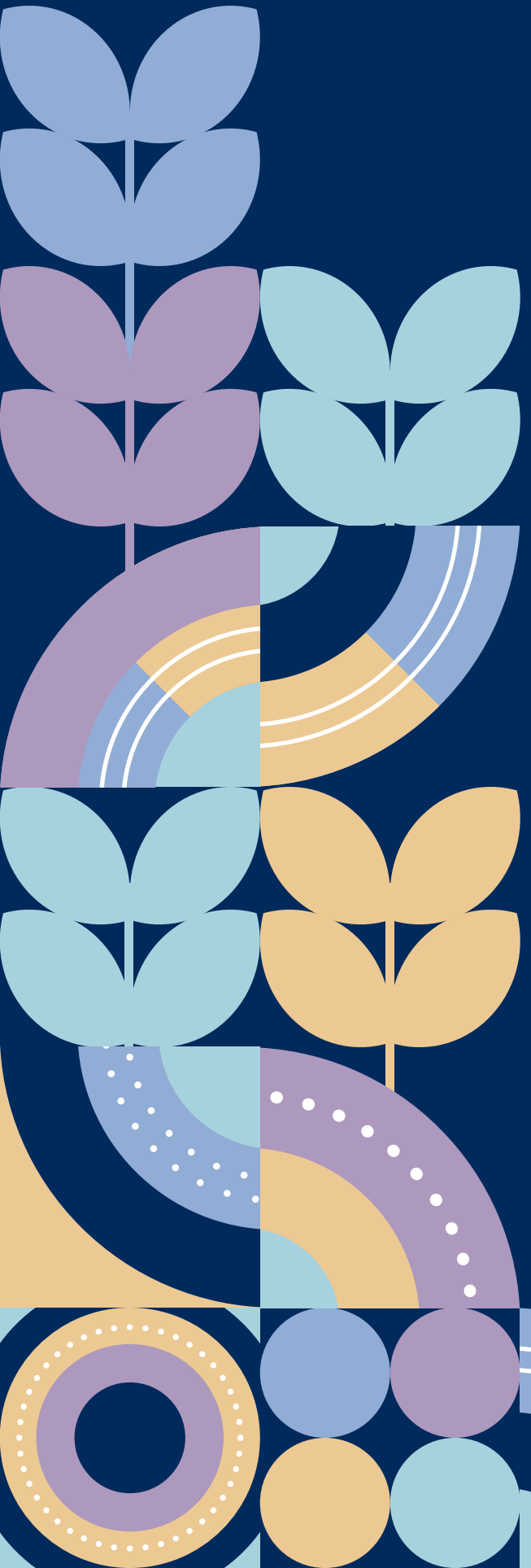


ANNUAL REPORT

2022–2023



cfid





Contents

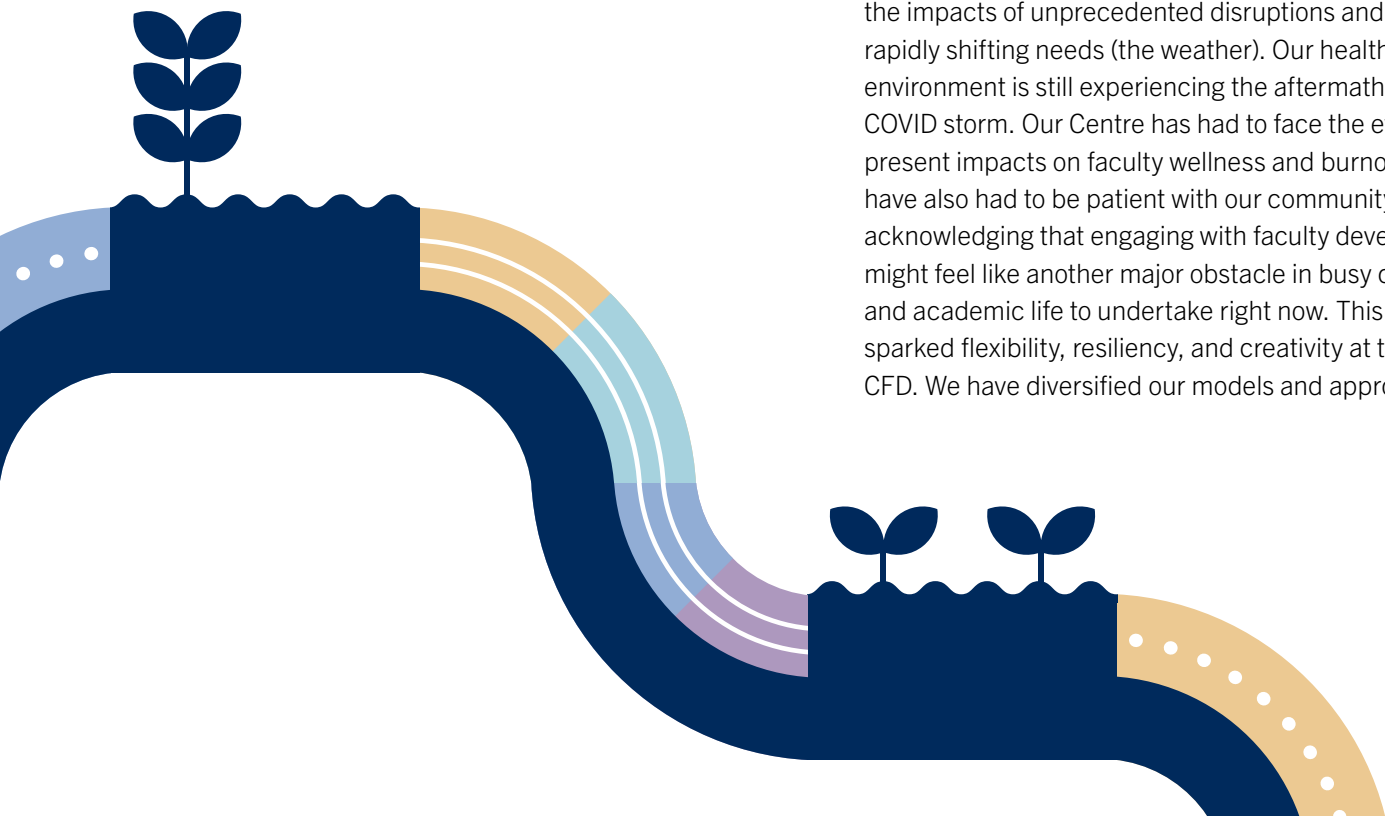
Message from the Director	4
About the CFD	7
Exceptional Programming	12
Building Community & Partnerships	22
Mobilizing Knowledge	28
Inspiring a Learning & Leading Culture	30
Appendix – Mobilizing Knowledge	31

Message from the

This report marks the mid-point of the launch of our Centre for Faculty Development (CFD) Strategic Plan and the tremendous accomplishments of our team, community, and partners towards our shared vision of **creating transformative learning and discovery environments today. Revolutionizing healthcare tomorrow.** As I reflect on this inspiring vision, I continue to be incredibly proud to be a part of the Centre and all that it has accomplished towards this vision. For us at the CFD, I see the mission lived out in our community's collective efforts to **create exceptional programming, nurture inclusive partnerships, mobilize knowledge, and ultimately reimagine our system.** We continue to be vulnerable as a Centre, being humble in what we don't know, inviting diverse forms of knowledge and expertise, to enable us to inspire a learning and leading culture. And perhaps most proudly, I see our mission, vision and values to be **collaborative, reflexive, inclusive, innovative** and **courageous** reflected in our actions as a team. The CFD is truly a special place to work, learn, study, and teach.

Transformative cultures are not born overnight. We are proud to build upon an impressive commitment to sustainable impact, evidenced in our [New and Evolving Academic Leaders \(NEAL\) program](#), which celebrates its 10th year of cultivating and growing academic system change leaders. This report also highlights what our team often refers to as our *soil work*. The work that lays the foundation for new curricula, trusting partnerships, innovation, research, and systemic and leading changes to take root and grow. The soil work requires patience, unwavering belief, and commitment as the efforts of your labour are not yet visible. In this report, we will share details about the seeds we have planted, the soil work we are engaged in, and early (and inspiring!) signs of growth. This includes sharing details of new programs we have launched including: [Atelier – Collaborative Education Research](#), our partnered program with the Wilson Centre; and [Enhancing Teacher Performance](#), an innovative coaching based program.

To push the metaphor further, I cannot underplay the impacts of unprecedented disruptions and rapidly shifting needs (the weather). Our healthcare environment is still experiencing the aftermath of the COVID storm. Our Centre has had to face the ever present impacts on faculty wellness and burnout. We have also had to be patient with our community – acknowledging that engaging with faculty development might feel like another major obstacle in busy clinical and academic life to undertake right now. This has sparked flexibility, resiliency, and creativity at the CFD. We have diversified our models and approaches



Director



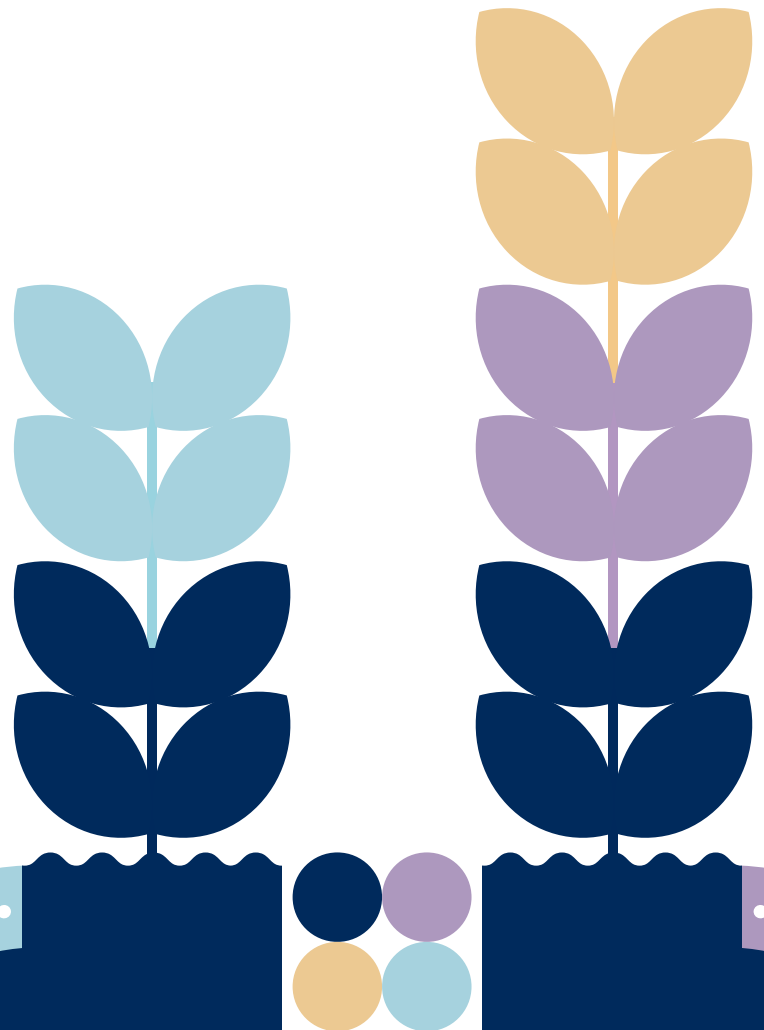
to faculty development, and strengthened our community's connection to us through the launch of our [CFD membership](#). We have met people where they are at – exploring the role that coaching and hybrid, flexible learning designs can play in faculty development. This is reflected in our curricular renewal efforts in our [Education Scholars Program](#) (ESP) and [Teaching and Learning in the Clinical Context](#) (TLC). And with this innovation, we are creating new streams of research and evaluation to better understand these approaches, all the while applying our lens of anti-oppression and anti-racism to guide us.

I am grateful for the dedication, commitment and hard work of our Centre's leadership, team, faculty, members, patient and family partners, learners, and alumni. All that is contained in this report is a reflection of our tremendous collective efforts to nurture our garden. Thank you for your commitment to the roles and activities you engage in across our academic health system spanning **leadership, scholarship, teaching and advocacy**. Together, we will **transform learning** and in turn, **revolutionize healthcare**.

With gratitude,

A handwritten signature in black ink, reading "Latika Nirula".

Dr. Latika Nirula, PhD
Director, Centre for Faculty Development



About

How do we define *faculty*?

We view faculty in a broad and inclusive manner to include all those who undertake a wide range of educational roles and activities in health professions education - including teaching, curriculum development, academic leadership, scholarship and advocacy. The CFD supports those who fit this broad definition, even if they don't hold formal faculty appointments or use the term faculty to describe their education role.

Founded in 2002 as a partnership between Unity Health Toronto and the University of Toronto (UofT), Temerty Faculty of Medicine, the Centre for Faculty Development (CFD) is known for exceptional programming and internationally recognized scholarship.

We provide flexible and adaptable programming that is responsive to emerging needs, facilitates communities and networking, and supports capacity building across the system. Our Centre's offerings include longitudinal programs, individual workshops, curated lists of resources, and faculty development consultations with local, national, and international partners.

Together, with our deeply committed community of educators, learners, leaders, scholars and advocates, we are positioned to lead the way for greater health system change and impact. We are energized to work together with our partners, collaborators and communities towards our shared vision.



the CFD

Alex Suliman

Education Coordinator,
Partnerships

Beck McNeil

Education Development Lead,
Inclusion & Access

Carrie Zavitz

Administrative Coordinator

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Evaluation and Equity Data
Specialist

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Associate Director, Evaluation
& Knowledge Mobilization

Cate Creede-Desmarais

Program Lead, New & Evolving
Academic Leaders Program

Susan Lief

Associate Program Lead, New &
Evolving Academic Leaders Program

Euson Yeung

Program Lead, Education Scholars
Program

Malika Sharma

Program Lead, Building the
Foundations of Anti-Oppressive
Healthcare

Anita Balakrishna

Anti-Oppression Anti-Racism
Advisor

Jeffrey Kiyoshk Ross

Curriculum Advisor, Indigenous
Education



CFD Team Members (2022-2023)



Living our Values

The CFD's Strategic Plan 2021-2026 outlines our vision for the future and our priority areas of focus. Our vision speaks to our desire to transform and enrich learning and discovery environments. To achieve our vision, we will continue to provide innovative and relevant programming, and cultivate communities of support for educators and learners through collaboration and knowledge mobilization.

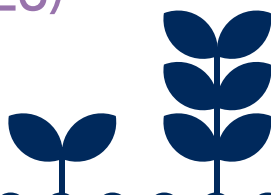
Our values represent the culture, norms, and attitudes that we want to see reflected throughout our work, workplace and learning environments. Our goal is for each individual who represents the Centre to live and breathe these values, through our everyday interactions and our collective work.



- Launched new [CFD Membership programs](#) to cultivate a supportive learning environment that instills a sense of belonging (collaborative, inclusive)
- Built Coaching Capacity in the [Enhancing Teacher Performance Program](#) and the [Centre](#) (reflexive, innovative)
- Engaged Patient & Family Partners (PFPs) in design & implementation of a study that will inform PFP engagement in research & teaching (collaborative, inclusive, and innovative)
- Created bursary funds to diversify [NEAL](#) and [ESP](#) cohorts, both in professional areas and lived experiences (collaborative, inclusive)
- Developed a [Complaints and Concerns Policy](#) and Process (collaborative, reflexive)
- Developed Key Principles of Anti-Oppressive Education that will inform our structures, processes and practices (collaborative, reflexive, inclusive, and courageous)

Year in Review

(July 2022 – June 2023)



- Launched Atelier: Collaborative Education Research Program
- Launched new CFD Membership Program
- Celebrated 10th anniversary of the New & Evolving Academic Leaders (NEAL) Program

Supporting Faculty

813

Unique Participants across All Programs
(Including Best Practices in Education Rounds BPER)

7

CFD Programs and Activities

71

Graduates from our Longitudinal Programs

528

CFD General Members



Building Community and Partnerships*

* #'s based on participants' affiliations

9

Faculties, UofT

34

Healthcare Organizations**

22

Academic Institutions**

100%

of TAHSN hospitals were represented by CFD participants

17

Departments, Temerty Faculty of Medicine, UofT



Mobilizing Knowledge

** Local, National & International

6

Manuscripts
(2 Published • 4 Under review/revision)

17

Presentations & Abstracts

2

Grants

1

Award

20

Collaborative Scholarly Projects



Growing Academic

with Cate Creede-Desmarais, NEAL Program Lead

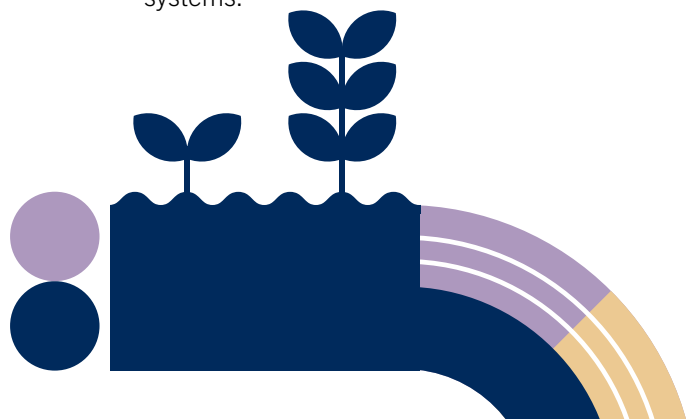
This year, we celebrated 10 years of our New and Evolving Academic Leaders (NEAL) program. We asked Cate Creede-Desmarais, NEAL Program Lead, to reflect on the past, present and future of the program.



Cate Creede-Desmarais presenting as NEAL celebrates its 10th year.

10 years! That's a total of nearly 300 people who are having a meaningful impact in all of the spaces they are working in – public health, health equity, leading hospitals through the pandemic, cutting edge science, and creating new networks to transform care – endless spheres of influence. I can't count the number of times I hear someone's voice on CBC talking about some significant change in health sciences and think "that's a NEAL alum!" They are a magnificent cohort of humans who are having an amazing impact on the world. That's what I'm most proud of contributing to.

We've always had the perspective that NEAL needs to continually evolve as the world evolves – in how we teach, how we co-create community, and what we focus on in the curriculum. But I think the most visible shift over the past decade is an increasing focus on inclusive leadership and actively equipping people to change and influence equity in our systems.



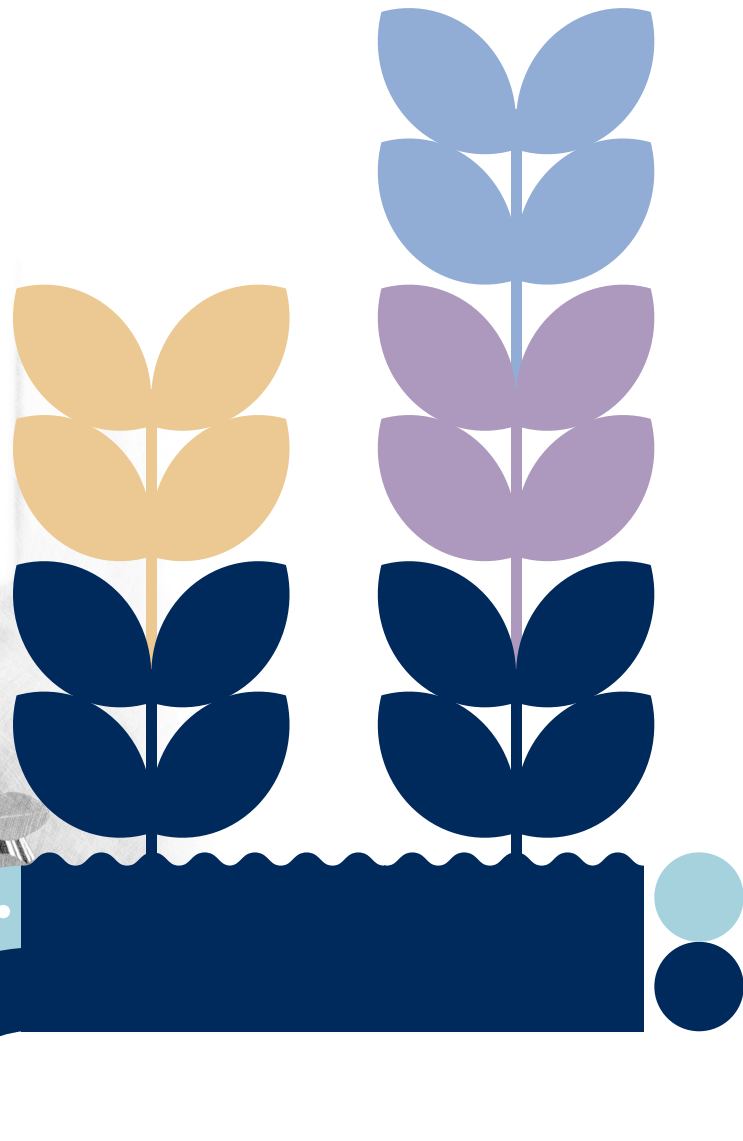
Leaders

On the surface, that means continually integrating conversations into our curriculum about power and access, about structural equity, about racism and what it means to be an ally. But the increasing visibility of those topics is reflected by who is in the program. Ten years ago, more of our participants were there because they had a newish role with positional authority, and they wanted to know how to do that role really successfully. Now, far more of our learners are there because they recognize the need for change in the system, and they need to be equipped to advocate for or influence change beyond their roles. We will keep evolving the program to build capacity among these change-makers, while still equipping people to run the system well.

I'm excited for the future of NEAL – we are continuing to evolve what the program does in collaboration with all of the brilliant and committed humans around us – including alumni and voices we haven't connected with before.



Cate Creede-Desmarais
and Susan Lief



Exceptional Programming

The CFD offers a number of programs, communities, and resources to support the development of our participants and community members in their multiple educational roles and activities.

Programs

The CFD is committed to creating exceptional programming to meet current and emerging faculty development needs across the health system. We offer a number of programs to develop and enhance participants' knowledge and skills in health professions teaching, curriculum development, academic leadership, scholarship and advocacy. We have built and developed our core programs based on system needs and relevancy for academic units within the University of Toronto, Toronto Academic Health Science Network (TAHSN) and our broader community. Our programs have a number of notable accomplishments to celebrate in 2022-2023.



SPOTLIGHT

Best Practices in Education Rounds (BPER)

Best Practices in Education Rounds (BPER): Integrating Stories and Science link the theory and practice of health professions education and faculty development with invited speakers from local, national and international contexts. BPER are co-hosted by the [CFD](#), [The Wilson Centre](#) and the [Centre for Advancing Collaborative Healthcare & Education \(CACHE\)](#). We leverage the expertise that exists across the Centres to provide insightful rounds for participants.

BPER provides the opportunity to share innovative and emerging ideas with a wide audience of interested health professional teachers, educators, leaders, and scholars. BPER aims to reach a diverse audience, including patient/client and family partners and a range of professional/health worker backgrounds. Rounds are held monthly (second Tuesday of each month) throughout the academic year and are offered virtually via Zoom. They are freely accessible for anyone to attend.

Notable Accomplishments

- Hosted 2nd Annual BPER Reads, allowing participants to vote monthly for their favourite article/champion, generating excitement and encouraging interaction with health professions education literature
- Created a webpage for BPER Reads to showcase the 5 champions from our community, as well as their reason(s) for choosing their favourite article of the year
- Set up a regular schedule for Rounds, resulting in greater turnout as participants were able to block their calendars for the entire year

Atelier: Collaborative Education Research Program

Atelier: Maximizing the Rigour and Effectiveness of Collaborative Education Research focuses on reinforcing evidence-based and ethical practices in education research work; creating an effective interdisciplinary collaborative research team; and helping participants appreciate the research skills and lens they bring to a research team.

Atelier is a joint offering from the CFD and The Wilson Centre. Sessions focus on common methodologies and contemporary topics in health professions education research, delivered by researchers from across professions and disciplinary backgrounds.

Atelier is relevant for novice researchers and scholars who are not engaged in research as their primary activity.

Notable Accomplishments

- Launched inaugural joint offering of Atelier from February 27 – March 3, 2023
- Became an accredited program through UofT's Continuing Professional Development (CPD)
- Organized 30 facilitators with diverse expertise for a total of 13 sessions over 5 days

Stepping Stones Program

Stepping Stones: Foundations in Education is our foundational program at the CFD. It provides support to health professionals in their multiple education roles and activities including teaching, education scholarship, advocacy and academic leadership. This introductory level program is aligned with other CFD programming which provides more advanced content in the same areas.

Stepping Stones: Foundations in Education is a two-year program consisting of both workshops and a journal club. Stepping Stones follows a flexible, adaptive curriculum and participants choose to attend workshops that meet their needs and interests. Workshops are offered on a variety of topics related to the roles and activities Stepping Stones supports – teaching, education scholarship, advocacy and academic leadership. Journal club facilitates the integration of workshop content, the broader health professions education literature, and participants' own education practice.

Notable Accomplishments

- Entered 20th year of the program, with our 2022-2024 cohort being our largest group of participants to date
- Utilized new software to visualize curriculum and streamline planning for the academic year, including identifying which workshops are to be offered annually versus bi-annually
- Revamped program curriculum design process to increase transparency for both leadership and faculty teams

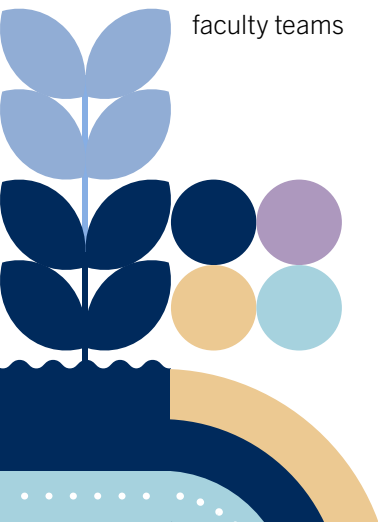
Expanding Interdisciplinary Knowledge



In the following news article shared by the University Health Network, a Stepping Stones program participant describes their time in the program, noting that “It gave me the opportunity to develop my interdisciplinary knowledge on a broader level.” Siobhan McKittrick, a physiotherapist at Toronto Rehab’s Bickle Centre, has taken on the role of an interprofessional educator, mentoring a wider group of health professionals beyond her own field. To support her transition into this new role, Siobhan enrolled in the Stepping Stones program.

Siobhan found the program beneficial in broadening her interdisciplinary knowledge and developing critical perspectives on equity, diversity, and power structures within the healthcare system. She emphasizes the importance of creating safe environments that encourage input from all team members, including personal support workers and nurses, to provide comprehensive care to patients.

The program also helped Siobhan understand the diverse needs of learners from different cultural backgrounds and learning environments. She appreciated the networking opportunities provided by Stepping Stones, enabling her to interact with professionals from various disciplines and gain new perspectives.



New and Evolving Academic Leaders (NEAL) Program

The New and Evolving Leaders (NEAL) program is designed for people in an academic health science context who are committed to becoming change agents in their spheres of influence and beyond by centering principles of equity, diversity, inclusion, Indigeneity and accessibility in their leadership practice.

In the NEAL program, the group builds a learning community through three intensive one-week modules over the year, themed as Foundations, Influence and Adaptation. The program is intentionally shaped to bring together a diverse set of participants in leadership roles to consider how we all need to work collaboratively in shaping and shifting our broader system for positive health outcomes. This program is intended for those who are committed to challenging the status quo, and looking to develop tools, skills, and evolving practices to positively shape our future academic health sciences system.


Notable Accomplishments

- Designed and delivered successful cohort of 29 new leaders
- Transitioned program leadership for 2022-2023 cohort, and created and implemented new theme co-leads design and structure for 2023-2024
- Revamped applicant selection process for greater inclusivity and transparency, engaged renewed selection committee around our CFD values

Transforming Leadership

As an advanced leadership program, NEAL is designed to support learners to reflect on and evolve their leadership in multiple transformative dimensions: self-awareness, use of self, engagement of others and capacity for profound organizational and system impact. Through reflection logs, class discussions and creative final presentations, participants share compelling stories of dawning understanding of possibilities to influence meaningful change for new knowledge, better health outcomes and creating environments around them where everyone can thrive.

One aspect of this leadership evolution involves exploring assumptions about their own power, privilege and role in system equity and inequity, in deeply transformative ways. In this year's cohort, one participant reflected:



After Module 1, I noticed that my mind was somewhat closed to issues of power and access, equity and social structures. I had not found a tangible place to grab these concepts and make them a substantive part of my own work. At a recent planning meeting I found myself in a discussion about improving equity and access to clinical trials. The concepts we'd been exploring in NEAL were top of mind -- and I found myself designing a model that enabled us to see and begin to act on real-world manifestations of racial discrepancies around research. The very thing that felt intangible a few months ago has now become an area of focus in my leadership work, thanks to knowledge and reflections I gained at NEAL.

– NEAL Participant

SPOTLIGHT

Enhancing Teacher Performance Program

The Enhancing Teacher Performance (ETP) Program focuses on enhancing one's effectiveness as a clinical or laboratory-based teacher. This short-term intensive program is grounded in a model of [teaching excellence competencies](#), developed at the CFD. Under the guidance and support of a faculty development coach, faculty at any stage participate in focused activities, workshops, and guided sessions to address their customized learning goals.

The ETP program seeks to maximize teaching excellence competencies through guided 1-to-1 coaching, customized learning activities, simulated teaching encounters and debriefing, targeted CFD workshops, and curated resources. This program aims to create a confidential, supportive, and customized learning environment for faculty members to tackle their development goals as teachers.

This program is suitable for all health professions faculty who want to maximize their teaching effectiveness at any stage of their careers. It acknowledges that needs and competencies may shift and change over the course of a faculty member's career, which at times may require a more targeted faculty development approach.

Notable Accomplishments

- Recruited two new coaches, John Teshima and Ivan Silver, to meet demand for the program and to create a larger available pool of coaches
- Facilitated bi-weekly meetings amongst coaches to monitor progress, share templates, resources and tools, and provide peer support
- Increased interest and awareness of program across a variety of specialties and career stages

Deepening Teaching Practice

Since its start in September 2021, the program has steadily grown in interest, participation, and awareness across Temerty Faculty of Medicine. We have had 11 participants complete the program, each following uniquely designed programs to address their needs and goals. Program participants often receive tuition support from their home departments and/or hospitals, and in most cases, also contribute a portion towards their tuition. Program sponsors are also engaged at the conclusion of the program around participants' completion of the program and to check in with ongoing teaching performance monitoring and support.

We continue to apply adapted scales to study and observe behavior change and progress through the course of the program. These scales offer opportunities for participants to reflect after each coaching session on actions taken, changes to their affective state, and progress towards change. These scales are also calibrated through coaches' appraisals of progress.

The program is both well organized and comprehensive, with excellent coaches who will mentor you. I gained great insights on how to be a more effective teacher. As the course progressed, I started applying some of the principles I had learned, and it was gratifying to see the positive results that occurred based on the feedback I received. I would strongly recommend this program to anyone involved in clinical teaching who has never taken a similar program in the past.

– ETP Participant

Most participants identified the following foci for their teaching practice coaching:

- Giving and receiving feedback
- Maintaining a psychologically safe learning environment
- Managing conflict
- Challenging communication styles and approaches to engaging the learner
- Understanding microaggressions and their impacts in the learning environment
- Knowledge of equity, diversity, inclusivity and accessibility issues in the learning environment
- Role modelling and the hidden curriculum
- Setting the learning climate
- Supporting self-awareness and reflective practice
- Supporting learners in difficulty
- Communication
- Cultivating leadership capacity
- Faculty wellness

We can all fall into habitual behaviour patterns. Some might be helpful, but others may not be. ETP helped me evaluate my teaching approach. I'm developing more empathy for learners, which took on new importance after I did the program. The coaching, role-playing, and everything I learned helped me change my mindset and the way I check in with and provide feedback to trainees. The experience was profound and impactful.

– ETP Participant

Teaching for Transformation

Teaching for Transformation (TforT) is jointly offered by [Centre for Faculty Development](#) and [Centre for Advancing Collaborative Healthcare & Education](#).

TforT is a suite of educational offerings, including an annual conference, the Online Supplements for Education, and custom consultations and programming. It was inspired by a growing need in health professions education and practice to prepare clinicians for a multitude of complex social roles. TforT aims to promote and provide the development of critically reflective/reflexive individuals in relation to their educational roles in health care.

TforT brings together educators, clinicians, administrators, leaders, and scholars interested in the theory and practice of humanistic and transformative education and critical pedagogies and practices. TforT strives to prepare health professions learners for the humanistic, social-relational aspects of health care practice.

Notable Accomplishments

- [Created website](#) including all of the Online Supplements and sections for Conference and Custom Consultations
- Moved to committee planning model with sub-committees organizing various aspects of the conference to reduce administrative load on program co-leads
- Developed tracking model for informal consults related to transformative education and critical pedagogies



Education Scholars Program (ESP)

The Education Scholars Program (ESP) is a highly applied, intermediate level, 2-year program aimed at developing participants' capacity as education scholars. ESP is designed for individuals who have foundational knowledge in health professions education and an interest in developing their capacity as an education scholar.

The goal of the program is to enhance participants' capacity as education scholars. Working collaboratively to solve common challenges encountered in health professions education, participants employ a lens of education scholarship to tackle the most pressing issues in:

- curriculum and program development,
- program evaluation, and
- education leadership and system change.

This will be accomplished through projects, small and large group discussions, guided observations and other practically-oriented tasks that promote application of theoretical concepts to participants' own education contexts. Individual coaching sessions scheduled throughout the program will also support participants in their growth as education scholars and leaders. The program is deliberately designed to build connection and community within and beyond the program.

Notable Accomplishments

- Redesigned ESP program to increase accessibility, improve program coherence, and enhance relevance and applicability for participants
- Selected 7 core faculty responsible for delivering the program
- Generated interest in the program recruitment process by meeting with several stakeholders about the renewed program

Teaching & Learning in the Clinical Context (TLC)

The Teaching and Learning in the Clinical Context (TLC) program is designed for current and/or aspiring supervisors/preceptors from all health disciplines to develop the foundational knowledge and skills needed to effectively teach learners in various clinical contexts. The curriculum renewal as well as the future delivery of the program are underpinned by an anti-oppression lens. The program is also anchored by the locally developed [Faculty Developer Competence Model](#).

To meet the diverse scheduling needs of our interprofessional participants, and to create greater access to individuals located outside of downtown Toronto, the redesigned curriculum is virtual. TLC is a 12-week virtual program with both self-paced, self-directed eLearning modules as well as facilitated group learning sessions. The program is practical and evidence-informed, enabling clinicians to successfully teach and prepare our learners for the current and future health care climate. The cohort-based model creates opportunities for connection and learning between clinical teachers throughout the program.

Notable Accomplishments

- Re-designed the structure and delivery format of the TLC program to increase access to an interprofessional group of learners both within and outside downtown Toronto
- Collaborated with an interprofessional team from various healthcare organizations to develop 7 eLearning modules for the TLC program with updated content
- Contributed to the procurement of the new Unity Health Toronto's Learning Management System which will house the new TLC eLearning modules

Building the Foundations of Anti-Oppressive Healthcare

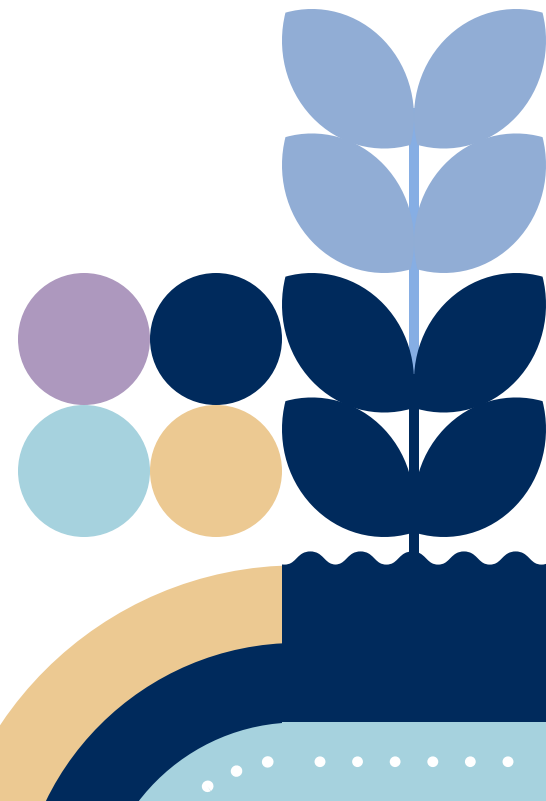
Building the Foundations of Anti-Oppressive Healthcare program introduces participants to the language and frameworks of anti-oppression and social justice. It explores how the Canadian healthcare system continues to participate in discrimination and oppression. It also begins to explore how health care professionals can engage in praxis, which is theory-informed action in the pursuit of social justice.

It consists of two 4-hour modules delivered via Zoom. Participants will have access to online resources, additional reading and questions that prompt reflection to facilitate their learning and help them develop a common language to facilitate dialogue during the synchronous sessions. Participants are asked to critically reflect on their own assumptions and behaviours to interrogate organizational practices and policies, and to identify ways to use their social power to disrupt, reshape, and reimagine our workplaces and institutions.

This program is situated within a [transformative approach to education](#). This means that the 'classroom' may look different from the more traditional and didactic formats we are accustomed to in healthcare spaces, in terms of physical space, content, pace, and format. Each session looks slightly different, based on the needs, knowledge, and perspectives of those in the room. Facilitators and learners are encouraged to share, teach, and learn from one another. Learning may occur through storytelling, arts-based methods, dialogue, and self-reflection, among other approaches.

Notable Accomplishments

- Offered 2 iterations in Fall 2022 and Spring 2023, applying feedback from evaluations and debriefs to continually adapt and modify curriculum between modules
- Introduced a Community of Support and Healing (COSH) held in-between iterations of the program, allowing for guided discussion and opportunities for dialogue regarding participants' experiences in pursuit of anti-oppressive principles
- Migrated previous program website content and resources to CFD Resource Hub and details about the program into a program orientation guide to better align and integrate with our other CFD offerings





Reflecting on

We spoke to NEAL alumni Ernie Lam and Shelley Craig, who have continued to support our program as Coaches, about their experience with NEAL.



**Ernie Lam, NEAL Alum (2016),
Selection Committee Member, and Coach**

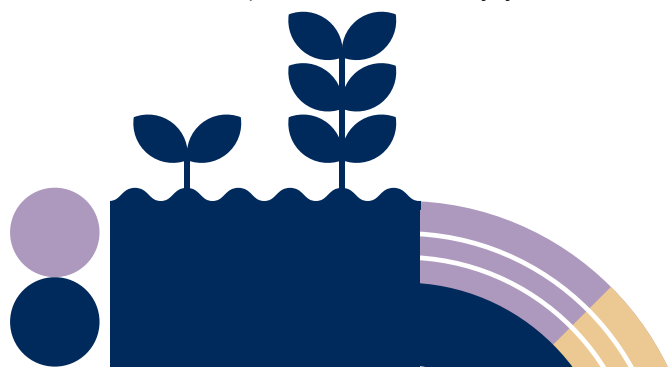
How has NEAL made a difference for you?

There are two things I do as a leader that I would not have been able to do without my NEAL experience. First, NEAL shaped my approach to having difficult conversations. In these, I have learned to take the time to understand how we have arrived at the conversation by asking questions to understand context. Sometimes I offer a bit of coaching as a way of moving the conversation forward, but overall I try hard to balance the impact of the conversation with my intent. And I am always guided by a set of values that emphasizes fairness and equity.

Second, NEAL has taught me the importance of developing a network. As an introvert, I have definitely had to work at it! Over the last number of years, through a series of personal and professional interactions, I have grown my network, and this has allowed me to engage others in a variety of conversations that I may never have had. Sometimes, conversations within my network have resulted in new ideas. Some conversations have resulted in offerings of comfort or advice, and even tangible assistance. One thing is, however, for certain, and that is my network has given me a broader perspective, which has been invaluable. So network, network, network!

What might you share with someone contemplating enrolling in NEAL?

What I have realized in the years since I've taken NEAL, is that leadership is a journey. It's all about the path and the experiences you collect along the way. For me, leadership didn't take me to the place I thought I was headed. It has, however, taken me on a ride to some interesting places I had not expected to go, and those places have allowed me to grow and mature in a way I maybe hadn't anticipated. I would say that NEAL is a great first step along the leadership journey. The knowledge you may learn, and the skills and abilities you may develop may form the basis for an evolving leadership tool chest. Certainly, you won't learn everything you need to know, but NEAL is a great jumping off point!



10 years of NEAL

with Ernie & Shelley



Shelley L. Craig,
NEAL Alum (2017), and Coach

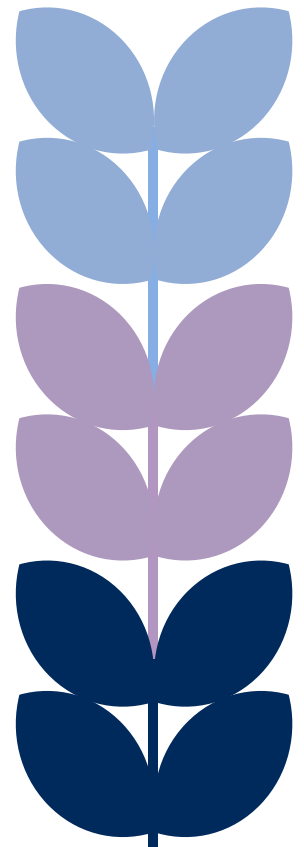
How has NEAL made a difference for you?

NEAL made a significant difference in the way I approach leadership and the way I make decisions. As a leader now, I know I have the ability to more thoroughly analyze some of my leadership decisions before jumping in headfirst – I need to consider the impact of my leadership on my own wellbeing instead of always prioritizing the wellbeing of others. I have also integrated different approaches to interrogate my own decisions and recognize the importance of changing course when needed. I have learned that there are

times that it's okay to say no and that I am not required to do everything perfectly just because I am a leader. Finally, it has been a revelation to really understand the importance of timing – there are times that it makes sense to take on a leadership role and other times it does not. I am grateful to NEAL for many things, but I think becoming a more conscious leader that is more self-compassionate is one of my most valuable lessons.

How have you seen the program shift and evolve, now having insider perspective on the curriculum through your coaching role?

I am impressed by the constant evolution of the NEAL curriculum. The depth of research that is conducted by the Faculty, Cate and Susan and connection to the emerging leadership issues that today's leaders are encountering is remarkable and quite current. The speakers and trainers are exceptionally plugged in to the landscape of leadership in Canada. For example within the curriculum there has always been attention to issues of equity, diversity and inclusion but EDI is more thoroughly integrated throughout the program. There are also a much more diverse group of participants that are enrolling in NEAL, with an impressive range of leadership experiences and social locations. We are better understanding how issues of marginalization and power impact the way leadership is experienced and even conceptualized. The way that a more diverse group of leaders will shape our academic health sciences and ultimately our organizations in the present and the future will ensure our institutions are more culturally responsive and effective.





Building Community & Partnerships

The CFD cultivates inclusive Communities to mobilize knowledge, resources, and expertise to support faculty development across the health system. We strive to strengthen existing partnerships and build new partnerships across the UofT/TAHSN systems, as well as with national and international academic and health sciences institutions.

Cultivating Communities

The CFD is strengthened by the constellation of Communities of Practice (CoPs) it supports. Our communities contribute to the growth and proliferation of faculty development theory, research and practice across our health and education systems. The CFD supports these CoPs by providing central resourcing, infrastructure, and academic leadership, to ensure they are well-supported and aligned with our central mission and strategic priorities. Our CoPs have informed the evolution of our programs, workshops, rounds, and resources, and have been critical to our success in disseminating new research and practices in health professions education.

Our more formalized communities provide support and capacity building related to specific topics including coaching, faculty development and mentorship.

Welcoming New Curriculum Advisors

Jeffrey Kiyoshk Ross joined the CFD in the Fall of 2021 as a Curriculum Advisor, Indigenous Education, to help us work towards our commitment to embodying principles of anti-racism and anti-oppression in all our programs and activities. Jeff has brought a wealth of experience and knowledge to the Center. He has shared his knowledge around Indigeneity, sovereignty, truth before reconciliation, and inclusive community building.

Jeff's work with the CFD, and its community, has focused on sharing Indigenous ways of knowing the world, which can benefit the way we think about systems that marginalize groups of people and view the planet as a commodity. A greater understanding of ways of knowing allows us to be more compassionate teachers and employees. In addition to teaching in our Programs, Jeff has worked in collaboration with Lindsay Baker, Associate Director, Curriculum Integration & Partnerships, and Beck McNeil, Education Development Lead, Inclusion and Access, to develop principles of anti-oppressive education that are guiding the Centre's review of our curricula, processes and practices.

Faculty Development Leads Community

Established in 2011, the Faculty Development Leads Community brings together a growing number of leaders working in faculty development. This Community aims to provide a forum for the sharing of new ideas and practices in faculty development, peer mentorship and collaborative learning about the practices and impact of faculty development.

The Community, co-led by Laura Dempster and Latika Nirula, meets quarterly and has an annual retreat in

the spring of each year. This year's retreat focused on the faculty development practice implications in creating safe(r), brave(r), and accountable teaching and learning environments. Each community member had the opportunity to amplify resources and share initiatives they are currently embarking on in their faculty development work aligned with this theme. Additionally, the CFD shared and received feedback from the Community around newly created principles for anti-oppression program development.

There continues to be significant sharing related to post-pandemic faculty development implementation, and how best to support diverse formats for delivery and engagement. To support ongoing collaboration, communication, and connection between meetings, the Community has introduced Slack as a digital communication tool. We will be looking towards how this asynchronous form of communication can grow in engagement across all community members.

Mentorship Community of Practice

The Mentoring Community of Practice (CoP) was established to provide a forum for those engaged in developing mentoring programs and supports to their trainees and colleagues as well as those exploring ways to do this.

Led by Karen Leslie, this Community generally meets 1-3 times per year. The focus of these meetings is to engage in shared learning about mentorship (e.g. delivery models, approaches to the assessment and evaluation) and to discuss shared challenges and successes in each other's work in the area. The most recent meeting focused on preparation of mentors and mentees in various working environments. A repository of materials from these events is being curated and it is anticipated that it will be housed on the CFD website for ease of access.

One Year of

In **September 2022**, after months of planning, validation, and building, we launched our Membership program.

In Our Inaugural Year, We Had:

- 528** General Members
- 91** Faculty Members
- 1** Institutional Member Organization
- 656** Total Members

Our membership program fosters a greater connection to our community and increases engagement through discounted access to the CFD suite of programming and resources and events. Members enjoy perks such as access to two free workshops, tuition discounts, engagement within communities of practice, exclusive networking events and more.

In **February**, we launched Membership Mondays, a new community for our members. This community came together through virtual lunch and learn sessions to discuss emerging curiosities, questions and tensions within health professions education.

In **May**, we had our first ever hybrid Membership Event, with keynote speaker Haesun Moon, on the topic of Coaching. This event was an opportunity to connect with our members and a great kick-start to future in-person events. This event also allowed us to generate interest and engagement in future CFD programming and a newly launching [Coaching Network](#) community. We heard some amazing feedback from our attendees and look forward to our next event.

I really enjoyed the speaker, she was wonderful and so insightful. I really appreciated the opportunity to connect with people in-person. I look forward to other events hosted by CFD.

– Event Attendee

Milestones



Membership

What a great event, everything was really fabulous. It was incredible to be at an in person learning event again. I know I felt super energized by the end of the session-even though it was the end of the day.

– Event Attendee



CFD Team at our membership event.

Thank you for a wonderful event. The event filled me with energy. I was telling my family all about it over dinner. Please keep me posted about any other in person events or CFD courses.

– Event Attendee



Keynote speaker Haesun Moon interacting with guests.

MAY 2023

- Membership event

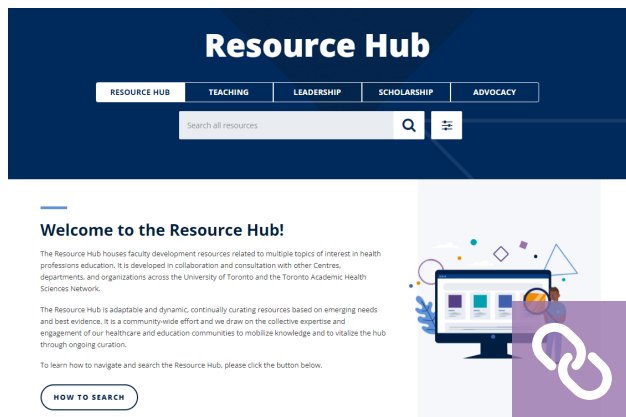


CFD Members networking.

Expanding Partnerships

The CFD continued its commitment to strengthening existing partnerships and cultivating new partnerships during this year, notably among internal partners across UofT and Unity Health Toronto. These internal collaborations leveraged the unique expertise of both partners, providing opportunities to learn from each other and create innovative new resources and programs.

Faculty Development Resource Hub



We worked closely with our academic institutional faculty development partners this year, notably within the Office of Continuing Professional Development, MD Program, and Post-Graduate Medical Education in the Temerty Faculty of Medicine, to align the development, curation and dissemination of faculty development resources across the learner continuum. This partnership work is highlighted within the [CFD's Resource Hub](#), and continues to be a dynamic and centralized space for faculty to find just-in-time resources.

ARESA Office, Unity Health Toronto

The CFD has worked in collaboration with the Office of Anti-Racism, Equity and Social Accountability (ARESA) at Unity Health Toronto to support the development, implementation and evaluation of educational resources and training opportunities. This year we focused on the development and dissemination of key principles of anti-oppressive education at Unity Health.

The work of anti-oppression is to continuously question and unravel centuries of oppressive structures and practices, including those in the field of education. The document developed includes a model and description of the 7 guiding principles. We encourage those developing or delivering educational resources, activities or offerings to work through the reflective questions as genuinely as possible before, during, and after educational initiative development. The CFD has offered workshops to help build awareness and engagement with the key principles.

We look forward to continuing to work with the Office of ARESA in the coming year, and to support the implementation of an *Introduction to anti-Black racism* module across Unity Health.

Engaging Patients in Health Professions Education



In a grant-funded scholarly project, CFD researchers Drs. Latika Nirula and Qian Wu collaborated with a Unity Health Patient and Family Partner (PFP) Helen Sklarz, Dr. Brett Diaz, a postdoctoral fellow at CFD and University of Toronto, and Dr. Sacha Agrawal from CAMH to explore the pedagogy of PFP storytelling.

Despite increasing uptake of PFP stories as an educational tool within health professions education (HPE), little is known about how the pedagogy is constructed from the perspectives of the PFP storytellers. The study attends to this gap by exploring what PFP storytellers take into consideration when writing and telling their healthcare stories for HPE.

With extended knowledge and expertise as a PFP storyteller, the PFP research collaborator has greatly enhanced and enriched how the research team analyzed and interpreted the data. Her contribution also breaks down the dichotomy of academic and experiential knowledge, and ensures that the data are interpreted equitably.

This study is part of CFD's efforts to engage PFPs as partners and educators in the space of faculty development. The field of faculty development, where educators learn to teach, has yet to recognize PFPs as faculty or to include their perspectives. Insights from the study revealed the complexity of PFP storytelling and the amount and depth of work it involves. PFP storytellers do not simply tell their stories, but carefully and intentionally construct their stories in ways that can deliver "teachable moments." It is therefore imperative that HPE, including faculty development, recognizes PFPs as educators, and intentionally engages PFPs throughout the entire process of designing, implementing, and evaluating programs and supports.



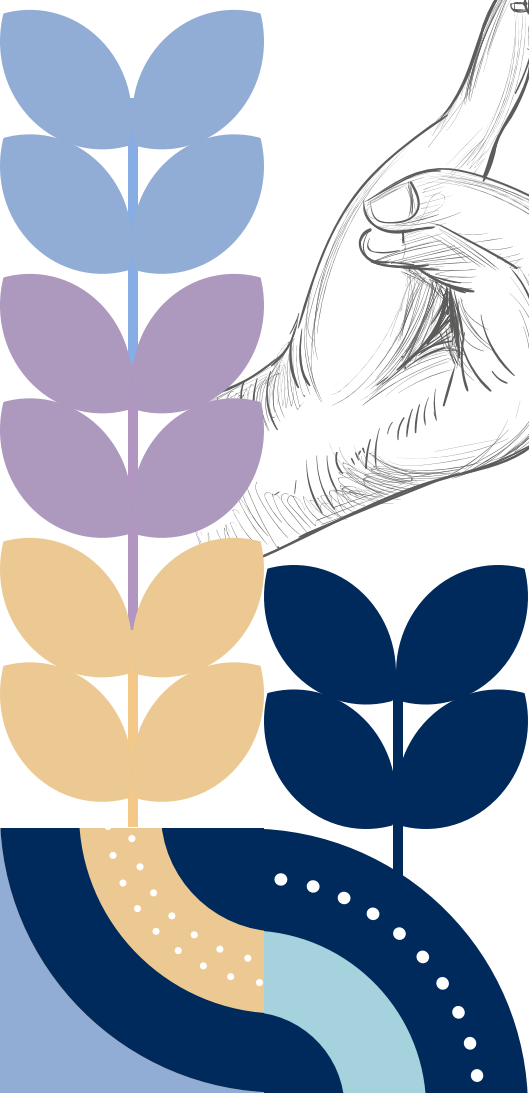
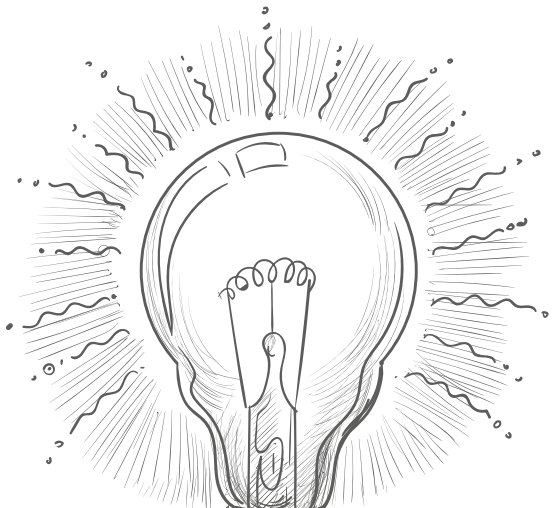
Mobilizing Knowledge

Research And Evaluation

The CFD research and evaluation team aims to enhance our capacity as a Centre to 'walk the talk' of equity and anti-racist practices and principles we strive to embed in all we do. This requires us to start with ourselves.

Looking Inward: The CFD as a Research Laboratory

- Embracing an [Equitable Evaluation Framework™](#) (EEF) with underlying principles that mirror those of the CFD, to guide us in critically assessing systemic drivers of inequity, of 'traditional' evaluation practices, of the status quo. As our team is new to this framework, we are using a collaborative auto-ethnographic approach to do a self-examination of how we need to change our practice and position ourselves as evaluators in service of equity within the CFD.
- We are working with CFD program leads to demonstrate how evaluation can bolster the application of the Principles for Anti-Oppressive Program Development in Health Professions Education to embed anti-racist and equity principles into curriculum development across the Centre.
- Conducting a comprehensive audit of the data we collect – to streamline our practices, identify gaps, and ensure we are using our data to proactively inform our decision-making, be responsive to



learner and faculty needs, and improve our effectiveness. Through this process, we have:

- › prioritized the **collection of more robust participant profile data** to enable critical examination of our reach and capture variations in experiences of learners;
- › **diversified and enhanced our feedback processes**, including a more systematic attempt to learn from our faculty and facilitators, and incorporation of more qualitative methods;
- › built a **comprehensive database reporting system** to facilitate more timely and responsive mobilization of data to inform our practices.

Our research similarly aims to study models and approaches that intentionally disrupt power-balances and the status quo. Our studies explore, for example, how the field might become more relevant and responsive to the ever-changing climate of health professions if we...

- **reimagine patient and family partners as faculty** - with expanded roles for patients and family partners in curricular design, delivery and faculty development for more integrated and meaningful engagement;
- find ways to support struggling faculty to **enhance teaching performance** before they've identified the need or expressed motivation to seek help. We are conducting a scoping review to better understand the landscape and potential for coaching in this context, and a research study of our innovative Enhancing Teaching Performance model to explore its implementation and potential to support these underserved faculty; and,
- identify and explicitly address **tensions that faculty developers experience when designing, delivering, and sustaining anti-oppressive faculty development programs**. CFD researchers and program lead Dr. Malika Sharma are compiling

learnings from Dr. Betty Onyura's research featuring five international cases.

These are just a few of the twenty scholarly studies CFD researchers are currently engaged in that involve dozens of Canadian and international collaborative partners outside of CFD.

Turning Outward: Sharing our Learnings

We strive to share learnings from our experiences and studies with colleagues attending local and international conferences, including those of the International Association of Health Professions Education, and the Centre for Culturally Responsive Evaluation and Assessment, to expand and diversify our professional networks.

We are also working to find ways to deliver programming in evaluation to faculty and learners across the community by embedding it into CFD's education offerings. For example,

- Dr. Betty Onyura, partnering with Wilson Centre colleagues, led an evaluation workshop as part of the Atelier: Collaborative Education Research program.
- Dr. Tina Martimianakis and Dr. Suzanne Zerger are co-creating a Program Evaluation module for the Education Scholarship Program that is focused on the collaborative nature of research and program evaluation, and supports participants to apply principles and methods of evaluation to their own work and settings.
- Over the next year, our team will be developing workshops and other training opportunities related to evaluation and data governance with our longitudinal programs.

Inspiring a Learning & Leading Culture

A closing message from Dr. Latika Nirula, Director, Centre for Faculty Development

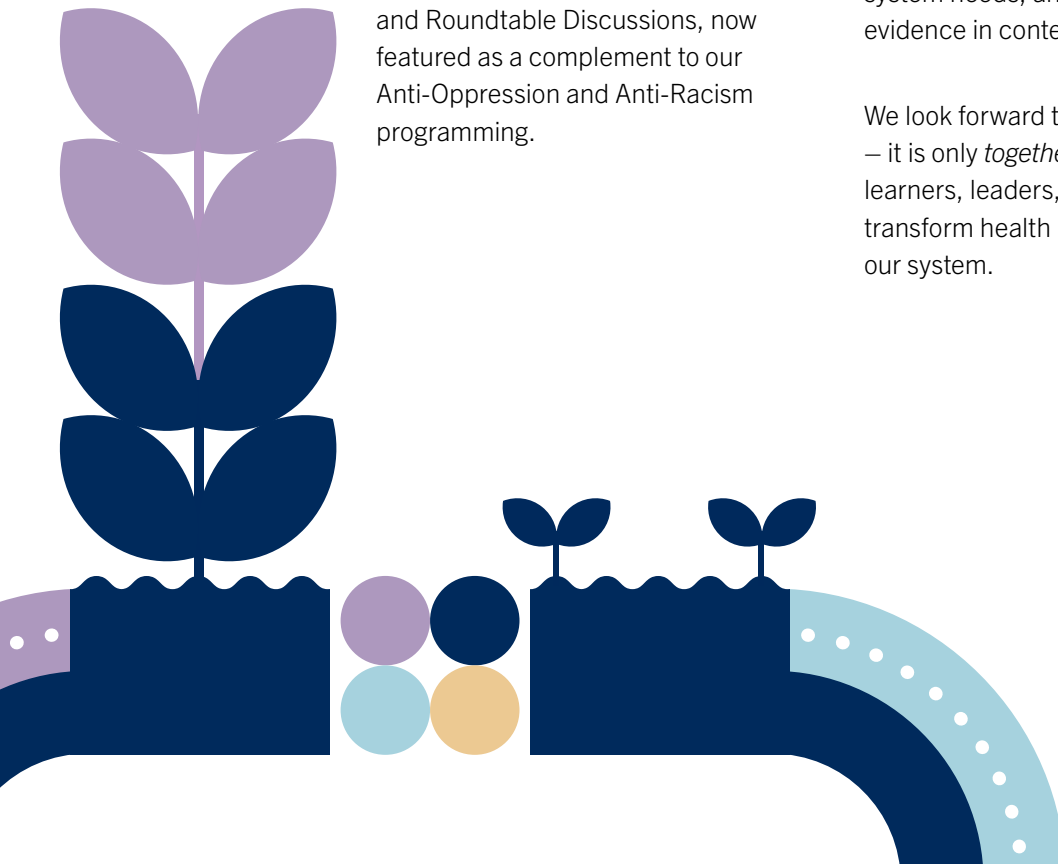
We have accomplished so much together, and the roots are taking hold. I am inspired as I see how our team has grown, **inclusive** of new perspectives, expertise and knowledge being invited in. Collectively, as a Centre, we have challenged the “ways things have been done” to move towards an academic health system that invites equity, diversity, inclusivity, Indigeneity, and accessibility centrally “as the way we *will be*.” This requires shifting fundamentally how we create new curricula. This involves reflecting these principles in the processes we develop, how we adapt to changing system needs, and how we engage and inspire our community. This also challenges us to all actively learn and unlearn, and ask those **reflexive** questions and challenge at key decision points. This is about being **courageous**. In this effort, I am pleased to share that our CFD team has embarked on a number of activities at the team, Centre, and broader community levels to create spaces for critical, yet safer and braver discourse. This is reflected in our team learning spaces called “Critical Conversations”, our

Membership Mondays events, and Roundtable Discussions, now featured as a complement to our Anti-Oppression and Anti-Racism programming.

On the horizon, we have another important milestone to celebrate – 20 years of our foundational, longitudinal faculty development program, [Stepping Stones](#). To date, this award-winning and **innovative** program has had an impressive 558 graduates. We can’t wait to have you join us in celebrating our program team and alumni next year as they come together to share and celebrate the ongoing impact of this program on careers and our broader system.

Our annual report reflects the impressive and responsive efforts we have undertaken to renew the curricula and design of our [Teaching & Learning in the Clinical Context \(TLC\) program](#) and [Education Scholars Program \(ESP\)](#). We are excited to launch new cohorts of these programs in Fall 2023. I wish to acknowledge the **collaborative** efforts of our curriculum committees and program development teams under the leadership of Laura Hayos, Beck McNeil and Euson Yeung. These programs speak to our continuous commitment to shift curricula to reflect system needs, and incorporate leading practices and evidence in content, design and facilitation.

We look forward to continued engagement with you all – it is only *together*, with our community of educators, learners, leaders, scholars and advocates, that we can transform health professions education and reimagine our system.



Appendix – Mobilizing Knowledge

Publications

Published (N=3)

Sharma M. RE: Gaslighting in academic medicine - Learning from discomfort. *CMAJ*. 2022 Nov 24. (Letter to Editor; reply to *CMAJ* 2022 Oct 31. 194 (42):E1451-E1454)

Kherani IZ, **Sharma M.** Towards Trauma-Informed Pedagogy: An Intersectional Analysis of Pimping in Medical Education. *Acad Med*. 2022 Sep 1;97(9):1295-1298.

Onyura, B., Fisher, A., **Wu, Q.**, Rajkumar, S., Chapagain, S., Nassuna, J., Rojas, D., & **Nirula, L.** To prove or improve? Examining How Persistent Tensions Shape Evaluation Practices in Accreditation Contexts. *Med Educ*. 2023; 19. doi:10.1111/medu.15218

Submitted (N=3)

Kariyawasam N, Klein J, **Sharma M.** Safe and equitable inpatient care for transgender, nonbinary, and gender non-conforming patients. (under revision)

Saiva, A., Thomson, N., & **Nirula, L.** Shifting the safety culture: Using simulation to build capacity in team-based incident review at a mental health hospital. (under revision)

Dieckmann, P., **Nirula, L.** Moving towards deep equity, diversity, inclusivity and accessibility in simulation: A call for exploration of the promises and perils. (under review)

Invited Presentations

MAY 2023 Is coaching for teaching improvement the next big thing? Keynote presented at Sunnybrook's Annual Education Awards ceremony. Toronto, ON. **Silver, I.**

MAR 2023 Navigating Diverse Professional Opportunities. Essential Skills in Health Professions Education (HPER) course, Wilson Centre and Institute of Health Policy, Management and Evaluation PhD program, University of Toronto. **Nirula, L., Steenhof, N., & Andoniou, E.**

MAR 2023 Rethinking EDI in Education. Interprofessional Applied Practical Teaching and Learning in the Health Professions (INTAPT) lecture. Department of Family and Community Medicine, University of Toronto. Mar 9, 2023. **Sharma, M.**

FEB 2023 Supporting Learners Who Witness and Experience Mistreatment. Don Wasylenki Day, Department of Psychiatry, University of Toronto. Pattani, R., **Nirula, L. & Hayos, L.**

JAN 2023 Faculty Development. Interprofessional Applied Practical Teaching and Learning in the Health Professions (INTAPT) program, Family and Community Medicine, University of Toronto. **Nirula, L.**

Peer Reviewed Abstracts

- JUN 2023** Onyura, B., Fisher, A., **Wu, Q.**, Rajkumar, S., Chapagain, S., Nassuna, J., & **Nirula, L.** (Jun 2023). Evaluators' voices: Examining frontline realities of program evaluation practice in academic health sciences. American Evaluation Association, New Orleans, LA.
- JUN 2023** **Nirula, L., Wu, Q.**, Diaz, B., Sklarz, H., & Agrawal, S. (2023). Creating a teachable moment: Exploring the reflexive questions storytellers ask themselves in sharing their story in health professions education. CoFEES Safe Pitch Series, Toronto, ON.
- MAY 2023** Ng, S., Ponte, D., McAllister, A., Bolton, J., Herzog, L., Agrawal, S., Griffiths, L., Molloy, E., Vawser, T., Cracknell, C., Brydges, R., **Nirula, L.**, Lynne, S. (2023). A workshop to explore the intersections of equity, diversity, and inclusion with interprofessional and simulation-enabled education. Collaboration Across Borders VIII Conference, virtual.
- FEB 2023** **Nirula, L., Wu, Q.**, Diaz, B., Sklarz, H., & Agrawal, S. (2023). Tell me your Story: Exploring Perspectives, Intentions, and Hopes of Patient and Family Partner Storytellers for Continuing Professional Development. Poster presented at Donald Wasylenki Education Day, Toronto, ON.
- FEB 2023** Wei, W., Ma, E., Rivera, L., Paunic, P., Ho, C., Darani, S., **Baker, L., Nirula, L.**, & Sockalingam, S., (2023). Centre for Faculty Development Workshops for Psychiatry: Intention, Barriers, and Facilitators to Change in Teaching and Learning Post-Workshop. DWED Centre for Faculty Development Workshop Surveys. Donald Wasylenki Education Day, Toronto, ON.
- NOV 2022** Onyura, B., Fisher, A., Vo, T., **Wu, Q.**, Rajkumar, S., Chapagain, S., Nassuna, J., & **Nirula, L.** (Nov 2023). Evaluators' voices: Examining frontline realities of program evaluation practice in academic health sciences. Canadian Evaluation Society, Ottawa, ON.
- OCT 2022** Onyura, B., Wong, A., **Wu, Q.**, Rajkumar, S., Main, E., **Mullins, H.**, Leslie, K., & **Baker, L.** (Oct 2022). Examining Network Weaving as a Knowledge Mobilization Strategy in Medical Education Using System Evaluation Theory and Network Analysis. The Richard K. Reznick Wilson Centre Virtual Research Week, virtual.
- OCT 2022** Onyura, B., Fisher, A., **Wu, Q.**, Rajkumar, S., Chapagain, S., Nassuna, J., & **Nirula, L.** (Oct 2022). Evaluators' voices: Examining frontline realities of program evaluation practice in academic health sciences. The Richard K. Reznick Wilson Centre Virtual Research Week, virtual.
- AUG 2022** Onyura, B., Wong, A., **Wu, Q.**, Rajkumar, S., Main, E., **Mullins, H.**, Leslie, K., & **Baker, L.** (Aug 2022). Examining Network Weaving as a Knowledge Mobilization Strategy in Medical Education Using System Evaluation Theory and Network Analysis. AMEE, A hybrid conference in Lyon, France.
- AUG 2022** Onyura, B., **Nirula, L., Wu, Q., Mullins, H.**, Grunsky, K., & Hamza, D. (Aug 2022). Is that Realist? Reclaiming a Theoretical Orientation to Theory-Based Evaluation: A Scoping Review, A Short Communication presentation to OTTAWA, A hybrid conference in Lyon, France.
- AUG 2022** Onyura, B., Fisher, A., **Wu, Q.**, Rajkumar, S., Chapagain, S., Nassuna, J., & **Nirula, L.** (Aug 2022). Evaluators' voices: Examining

frontline realities of program evaluation practice in academic health sciences. A Short Communication presentation to OTTAWA, A hybrid conference in Lyon, France.

- AUG 2022** Onyura, B., Fisher, A., **Wu, Q.**, Rajkumar, S., Chapagain, S., Nassuna, J., & **Nirula, L.** (Aug 2022). Evaluators' voices: Examining frontline realities of program evaluation practice in academic health sciences. A Short Communication (on demand) presentation to AMEE, A hybrid conference in Lyon, France.

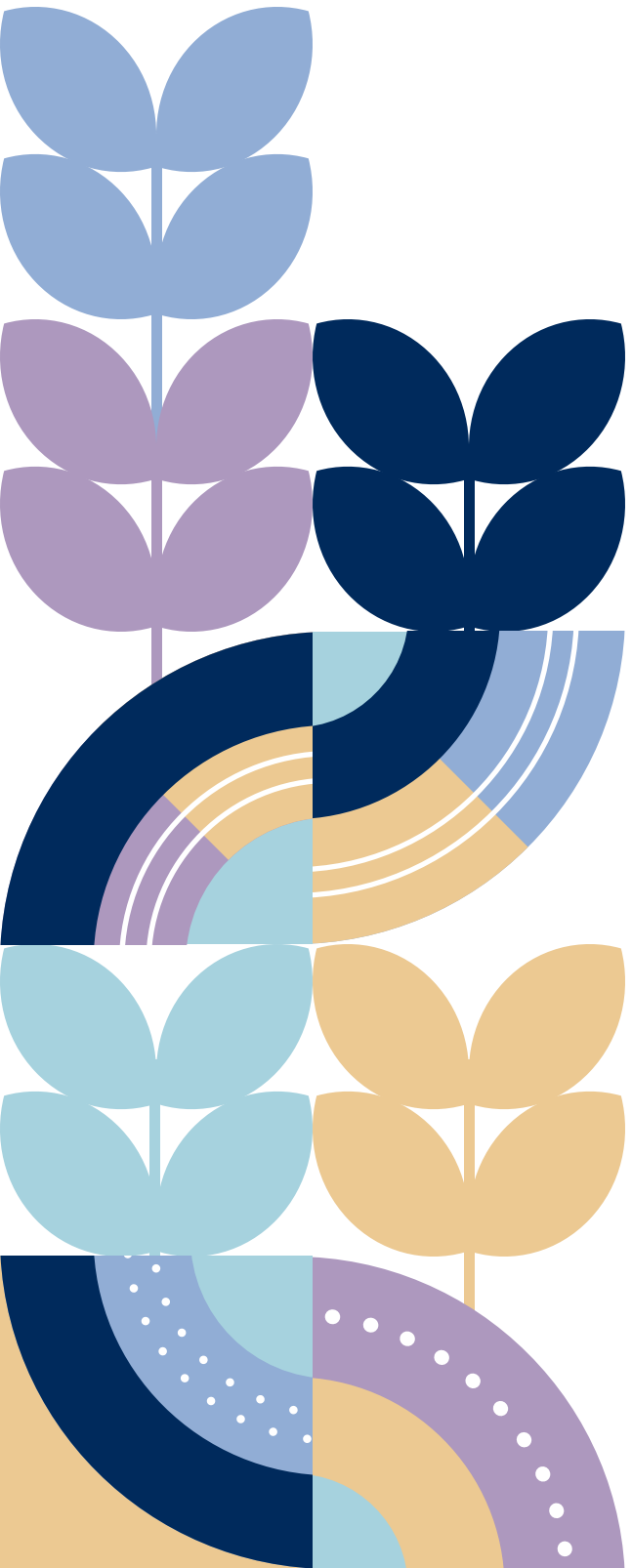
Grants

- JUN 2022** **Nirula, L., Wu, Q.**, Diaz, B., Agrawal, S., Fisher, A. & Sklarz, H. Patient and Family Partners as Teachers: Exploring the Perspectives of Storytellers to Inform Compassionate CPD Education. A CPD Ideas Grant by the CPD Office, Temerty Faculty of Medicine, University of Toronto, in the amount of \$4,947.
- JUN 2022** Goldman, J., Ng, S., Friesen, F., Tassone, M., Burra, T., & **Baker, L.** Exploring the intersections and paradigms of interprofessional education and quality improvement to advance continuing professional development. A CPD Advanced Grant by the CPD Office, Temerty Faculty of Medicine, University of Toronto, in the amount of \$9,926.

Awards

Sharma, M. 2023 Robert Sheppard Award for Health Equity and Social Justice, University of Toronto, Postgraduate Medical Education.





The Centre for Faculty Development is a partnership between Temerty Faculty of Medicine, University of Toronto and Unity Health Toronto

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