



Centre for Faculty Development

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About the CFD

Transforming Learning, Revolutionizing Healthcare

- A partnership between Unity Health Toronto and the Temerty Faculty of Medicine, University of Toronto.
- Support the development of our participants and community members in their multiple and intersecting roles and activities in health professions education

Collaborative • Reflexive • Inclusive • Innovative • Courageous

Overview of Centre for Faculty Development (CFD) Offerings

Offering Type	Offering	Teaching			Leadership			Scholarship			Advocacy			Level ¹	Partners	Timeframe	Location	Format
		Clinical Teaching	Curriculum Development	Classroom Teaching	Academic Leadership	Mentorship & Coaching	Career Development	Program Evaluation	Education Research	Program Development	Wellness	System Change	Anti-Oppression					
Rounds	Best Practices in Education Rounds ² (BPER)	•	•	•	•	•	•	•	•	•	•	•	•	Foundational	CACHE ³ , The Wilson Centre	Monthly	Virtual	1 hour
Workshops	Workshops	•	•	•	•	•	•	•	•	•	•	•	•	Foundational	-	Ad hoc	Virtual and in person	3-hour workshop
Longitudinal Programs (3+ months)	Teaching and Learning in the Clinical Context (TLC)	•												Foundational	-	3 months	Virtual	7 eLearning modules; 5x 2-hour application sessions
	Stepping Stones	•	•	•	•	•	•	•	•	•	•	•	•	Foundational	-	2 years	Virtual	9x 3-hour workshops; 8x 2-hour journal club sessions
	Education Scholars Program (ESP)		•		•	•	•	•					•	Intermediate	-	2 years	Virtual and in person	5x 3-day modules, monthly 2-hour sessions, coaching sessions
	New and Evolving Academic Leaders (NEAL)				•		•						•	Advanced	-	1 year	Virtual and in person	3x 5 day modules, coaching sessions
Short Courses & Conferences	Atelier: Collaborative Education Research							•	•					Foundational	The Wilson Centre	1 week	Virtual	5 days of workshops
	Teaching for Transformation Conference	•	•	•									•	All	CACHE	3 days	Virtual	3 days of keynotes and workshops
	Course Design Institute		•							•				Intermediate	CTS ⁴	2 days	In person	2 days of workshops
Coaching & Consultation	Teaching for Transformation Custom Consults	•	•	•					•				•	-	CACHE	Ad hoc	Virtual and/or in person	Consultation and custom programming
	Enhancing Teacher Performance (ETP)	•		•										-	-	3-6 months	Virtual	Workshops, coaching sessions
Resources & Supports	Resource Hub ²	•	•	•	•	•	•	•	•	•	•	•	•	-	-	n/a	Virtual	-
	Teaching for Transformation Online Supplements ²	•	•	•				•	•				•	-	CACHE	n/a	Virtual	eLearning, supplements to classroom teaching
Communities of Practice	Membership Mondays, Coaching Network, Mentorship Community, Faculty Development Leads	•	•	•	•	•	•	•	•	•	•	•	•	All	-	3-4 times per year	Virtual	1-2 hours

¹ **Foundational** - Open to anyone who is interested in learning about core concepts in health professions education.
Intermediate - Builds on foundational concepts and digs deeper into theory and systems level approaches. Aimed at individuals who are already familiar and comfortable with core concepts in health professions education.
Advanced - For academic leaders who are in more formal leadership roles.

² Free of charge.

³ Centre for Advancing Collaborative Healthcare & Education (CACHE)

⁴ Centre for Teaching Support & Innovation (CTS)



Objectives for Renewal Process

- Reflect evidence-based best practices.
- Align with CFD goals and strategic priorities.
- Deliver system-wide value.
- Integrate offerings for seamless participant pathways.
- Apply an equity lens grounded in anti-oppression.
- Incorporate participant and community feedback.
- Adapt to emerging system needs.
- Ensure program sustainability.



Education Scholars Program



Education Scholars Program (ESP)

Program Goals

- To enhance participants' capacity as education scholars.
- To equip participants to tackle the most pressing issues in education development, program evaluation, and education leadership and system change.

Topics include

- Paradigms of Education
- Teaching and learning Philosophies
- Critically Reflective Practice
- Partner and Community Mapping
- Designing for Sustainability
- Program evaluation
- Change leadership

Who is the ESP for?

Individuals with foundational experience in health professions education and are looking to deepen their skills in educational scholarship, leadership, and systems-level change. Ideal applicant characteristics include:

- Mid-career professionals in health professions education
- Educators seeking growth in leadership
- Practitioners looking to address real-world challenges
- Team-oriented problem solvers
- Committed to longitudinal learning
- Interested in building professional networks

ESP 2025-2027 At A Glance

ESP Program Structure				
	Unit Name / Topic	Date(s)	Session details	Format and Time
Year 1	Unit 1 Introduction to Education Scholarship	October	1 x 3-day module	Mon-Wed, 9am-4pm, In person
		November, December, January	3 x Monthly sessions	Tuesdays, 1-4pm, In person
		To be scheduled with your coach	1 x Coaching Session	Online
	Unit 2 Education Scholar as Developer	February	1 x 3-day module	Mon-Wed, 9am-4pm, In person
		March, April	2 x monthly sessions	Tuesdays, 1-4pm, In person
		To be scheduled with your coach	1 x Coaching Session	Online
	Unit 3 Education Scholar as Evaluator	May	1 x 3-day module	Mon-Wed, 9am-4pm, In person
		May, June, September	3x monthly sessions	Tuesdays, 1-4pm, In person
		To be scheduled with your coach	1 x Coaching Session	Online
Year 2	Unit 4 Education Scholar as Change Agent	October	1 x 3-day module	Mon-Wed, 9am-4pm, In person
		November, December, January	3 x Monthly sessions	Tuesdays, 1-4pm, In person
		1:1 Coaching session	1 x Coaching Session	Online
	Unit 5 Consolidation	February	1 x 3-day module	Mon-Wed, 9am-4pm, In person
		March, April, May	3 x Monthly sessions	Tuesdays, 1-4pm, In person
		To be scheduled with your coach	2 x Coaching Session	Online
	Final Showcase	June	In-person	

ESP Program Format



Each ESP Unit:

- 3-day module (1 x)
- 3-hour sessions that are approximately 1 month apart (2 x)
- Coaching sessions (1-2 x)



ESP Team



Lindsay Baker
(Faculty)



Laura Dempster
(Coach)



Beck McNeil
(Faculty, Coach)



Tina Martimianakis
(Faculty)



Latika Nirula
(Faculty)



Mariangela Palumbo
(Program Coordinator)



Ivan Silver
(Coach)



John Teshima
(Coach)



Euson Yeung
(Program lead)

Participant Feedback

"ESP really gave me the foundation upon which to pursue more educational involvement and really inform much of my other leadership activities and ensure that education evaluation was at the forefront."

[ESP graduate]

"Participating in the program has significantly enhanced my ability to identify areas of misalignment within our programs and then implement really effective solutions. I feel really empowered now to approach my work with greater confidence and precision with the knowledge and skills that I've gained." [current participant]

Participant Feedback

"I've been applying ESP into my practice since the first day of the course. It has given me a framework to contextualize what I'm learning. It's allowing me to think of ways that I might change my curriculum and the actual skills that I need to do it."
[current participant]

The social aspects of the program can't be understated. I think we have an eclectic, diverse cohort of people from different backgrounds, different professional backgrounds, different stages of their career. And that helps us with the perspectives that we have when we're discussing any given topic in the class. [current participant]

Applications for 2025-2027

Applications will be accepted starting January 2025

Application deadline: May 15, 2025

Applicants will be notified in June 2025

Thank you

Contacts:

- **Euson Yeung**, Program lead, Education Scholars Program:
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- **Lindsay Baker**, Associate Director Curriculum Integration and Partnerships: lindsay.baker@unityhealth.to
- **Mariangela Palumbo**, Education Coordinator, eLearning and Programs:
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Access and Inclusion Bursary

We have established this Bursary to enhance financial support, recognizing that funding access varies across health professions and institutions. This bursary is supported through investment by the CFD, financial gifts, and through contributions of our institutional members.

Program	Bursary Awards Available	Bursary Application Deadline	Participants notified of Bursary status	Program Enrollment Opens – first come first serve until full
Teaching and Learning in the Clinical Context (TLC)	5	February 21, 2025	February 28, 2025	March 3, 2025
Stepping Stones	5	February 21, 2025	February 28, 2025	March 3, 2025
Education Scholars Program	3	May 15, 2025	Participants notified with program notification Letter in mid-June	
New & Evolving Academic Leaders (NEAL)	2	May 15, 2025	Participants notified with program notification Letter in mid-June	

To learn more, visit:
centreforfacdev.ca/bursary





New and Evolving Academic Leaders Program

Daniel Grace, Theme Lead

- Continue to build on our 12 year legacy of equipping leaders in academic health sciences with skills, resources, connections, community and transformative relationship with self, to enable them to work collaboratively in shaping and shifting our broader system for more inclusive, sustainable research, teaching and system influence.
- Program has become explicitly focused on inclusive, anti-oppressive leadership for a sustainable, more equitable system
- 284 grads + current cohort of 31
- Leadership team: Cate Creede-Desmarais, Manpreet Saini, Mojola Omole, Daniel Grace & Praseedha Janakiram
- Faculty: Lindsay Baker, Latika Nirula, Jeffrey Kiyoshk Ross, Beck McNeil, Nouman Ashraf, Notisha Massaquoi, Pier Bryden, Danny Nashman, Ryann Manning, Navaz Mistry, Delaine Hampton, Daniel Cowan + 4 – 5 "fireside chatters"

Designed for:

- People in academic health science contexts who either have formal roles as leaders or who are working to shape and shift our broader systems for more inclusive, positive health outcomes.
- People committed to challenging the status quo in their spheres of influence and beyond, by centering principles of equity, diversity, inclusion, Indigeneity and accessibility in their leadership practice.
- We encourage those who are working in community-based settings, academic units, research settings, and hospital-based settings.

Overall Learning Objectives

Cultivate and enact a values-based, authentic and reflexive use of self

Build a reflective, reflexive understanding of your individual strengths, impact and style

Articulate, understand and draw on your unique values and individual purpose to ground actions and choices

Build capacity and habits for reflective practice and reflexive self-development

Establish, model and facilitate intentional, reciprocal relationships that enable thriving communities

Develop and integrate resources for intentional, reciprocal engagement of/with others, including coaching, mentorship, facilitation, confidence with challenging conversations and group leadership

Develop commitments and capacity for fostering the wellbeing and belonging of individuals, teams and communities

Strengthen capacity for making hard decisions with compassion and transparency

Embed and apply EDI, anti-oppression & anti-racism principles into leadership, research, teaching and clinical practice

Articulate and intentionally act from an awareness of personal positionality

Develop and articulate a personal and practice of understanding of anti-oppressive leadership

Develop capacity and commitment to address structural/ systemic power and privilege

Demonstrate inclusive, compassionate and relational leadership

Foster collaborative organizational change, influence and navigation

Develop capacity for generative, inclusive leadership that fosters improved outcomes and full participation by all

Strengthen practical capabilities for strategy development, group engagement, organizational influence, negotiations and network development in complex systems

Mobilize purposeful systemic advocacy, impact and influence

Articulate and lead from intentional purpose and desired impact

Evolve capacity to influence and advocate for meaningful, equitable system change

Develop nuanced understanding of adaptive change leadership and influence across multiple dimensions

Build reflexive capacity to live and lead with uncertainty

I don't think I've changed per se, but I have reconnected with elements of myself that I veered away from. Academic medicine has a way of making you constantly shapeshift and think about how to make yourself fit. I can't overstate the gift of reflection, and the way it's brought me to a place of recognizing MY value, just because I'm here and not having to necessarily stifle parts of myself. And to find spaces where I can be authentically me. For the first time possibly in my life, I am finding ways to acknowledge me, make space for me, and give myself grace. And permission to walk away from spaces that are not for me. In addition, the reconnection has broken my inertia. I think I have changed after all.

I have more confidence in myself as a leader, Before NEAL, I always felt that I wasn't capable of being a leader like some of the leaders that I work with as my style and personality was so different. I had never heard of an authentic leadership style before. I feel now very empowered to understand that my personality, values, and leadership style can actually be very effective in leadership roles. I also now have a number of colleagues that I feel I can reach out to if I have challenges in my new leadership positions.



Feedback at the end of 23-24

A deep feeling of gratitude. For the opportunity to learn, share, grow, laugh and cry together across so many experiences. I hope to be able to keep this feeling alive for long, and to live up to the standards of my NEAL cohort; I owe it to myself and to them – I have a feeling to ‘not wanting to disappoint’ a group, that I respect and admire; and it doesn’t feel like a burden, but a privilege. Quite unique feeling.

NEAL has been one of the most profound gifts I have received in my life. It was one that I hesitantly pursued due to work-life circumstances, due to cost, due to location, etc. I feel very aware, now, of the need to seek out those things you know you need, to not let the simple act of asking questions stop the next step from occurring. “The power of a question” is very alive.

NEAL 2025-2026: Blend of in-person and virtual

August: Synchronous and Asynchronous Orientation (Webinar)

MODULE 1: FOUNDATIONS

September 29 – October 1, 2025: In person, Toronto

October 23 – 24, 2024: Virtual

Coaching

MODULE 2: INFLUENCE

January 26 – 29, 2026: Virtual or in-person TBD

Coaching

MODULE 3: ADAPTATION

April 27 – 29, 2026: Virtual

May 14 – 15, 2026: In person, Toronto

Rates:

- Early bird member rate – \$14,172.50
- Member rate – \$14,672.50
- Non-member rate – \$14,777.50

Early bird rates are only applicable to CFD Members. You must be registered as a CFD member prior to submitting your application to receive the member rates.

Application Deadlines:

- Early Bird – Tuesday, April 15, 2025
- Final – Thursday, May 15, 2025
- Selection will be done end of May/early June



Questions & Contact:

- Cate Creede-Desmarais, Program Lead, New and Evolving Academic Leaders
catherine.creede@utoronto.ca
- Lindsay Baker, Associate Director Curriculum Integration and Partnership
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- Manpreet Saini, Education Coordinator, Leadership and Special Projects
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