

Director, Learner Experience

Applications are invited for the position of Director, Learner Experience.

The Director, Learner Experience is responsible for the development, implementation and evaluation of pathways for MD and Post-MD learners to discuss mistreatment they have experienced or witnessed. This includes the development and implementation of integrated approaches and practices informed by relevant University and Faculty of Medicine policies and procedures as well as mechanisms to enable and manage the collection, analysis and reporting of mistreatment disclosures/reports.

The time commitment for this position is one and a half days per week for a three year term.

Faculty members interested in this position are encouraged to submit a letter of application, an up-to-date curriculum vitae and education dossier by the deadline of **January 13, 2020 by 12:00 p.m.** to:

with copies to

Dr. Patricia Houston
Vice Dean, MD Program
University of Toronto

patricia.houston@utoronto.ca

and

Dr. Glen Bandiera
Associate Dean, Postgraduate Medical Education
University of Toronto

glen.bandiera@utoronto.ca

Andrew McLeod
Executive Assistant to the Vice Dean
Office of the Vice Dean, MD Program
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and

Charlene Sturge
Executive Assistant to the Associate Dean
Postgraduate Medical Education
University of Toronto

charlene.sturge@utoronto.ca

Electronic submission is preferred.

Any questions, please contact

Dr. Patricia Houston at patricia.houston@utoronto.ca; and
Dr. Glen Bandiera at glen.bandiera@utoronto.ca

Full job description follows, and available online at: <http://www.md.utoronto.ca/careers>

DIRECTOR, LEARNER EXPERIENCE

Background and Rationale

“Optimizing our learning environments” is one of the initial priorities for actions identified in the Faculty of Medicine [Academic Strategic Plan 2018-2023](#). There is evidence that mistreatment of learners is harmful to the learning environment and can have a negative impact on learner wellness. There is also mounting evidence regarding the types, sources and barriers to reporting mistreatment that are common across the medical education continuum. A systematic and integrated approach to addressing those barriers that includes encouraging and supporting discussions about mistreatment experienced and witnessed by learners is an essential element of a positive learning environment.

Informed by [recommendations](#) from the Faculty of Medicine Optimizing Our Learning (OLE) Environment [Working Group](#), the Director is responsible for the development, implementation and evaluation of pathways for MD and Post-MD learners to discuss mistreatment they have experienced or witnessed. This includes the development and implementation of integrated approaches and practices informed by relevant University and Faculty of Medicine policies and procedures as well as mechanisms to enable and manage the collection, analysis and reporting of mistreatment disclosures/reports. The Director is also responsible for oversight of and participation in education and faculty development efforts focused on increasing awareness and capacity building.

Leadership, Organization and Collaboration

Reporting jointly to the Vice Dean, MD Program and Vice Dean, Post MD Education, the Director, Learner Experience will work closely with the Office of Health Professions Student Affairs (Associate Dean, Health Professions Student Affairs) and Office of Postgraduate Wellness (Director and Associate Director, Postgraduate Wellness). Collaboration with relevant individuals, offices and governing bodies within the Faculty of Medicine, University of Toronto and at our hospital partners as well as active engagement of learners and learner leadership (e.g. MedSoc, PARO) is integral to this role. These relevant individuals, offices and governing bodies include but are not limited to the Director, Professional Values Program; Office of Inclusion and Diversity; Strategic Advisor, Indigenous Health; HUEC; U of T Sexual Violence Prevention and Support Centre, and; U of T Anti-Racism and Cultural Diversity Office.

Development and Management

Informed by [recommendations](#) from the Optimizing Our Learning (OLE) Environment [Working Group](#), the roles and responsibilities of the Director include but are not necessarily limited to:

- Learner ‘intake’/navigation/support
 - Act as a dedicated first point of contact for MD and Post-MD learners to discuss experienced/witnessed mistreatment
 - Gather (or support the gathering of) information pertinent to experienced/witnessed mistreatment, as appropriate, so learners can make informed decisions regarding next steps
 - Provide learners with advice and guidance regarding possible next steps, including relevant policies and procedures

- With the learner’s consent, facilitate conversations among relevant parties; this may include providing in-person support at meetings/hearings, as appropriate
- Keep records of conversations and outcomes, in consultation with the learner
- Direct learners to counselling or other supports, as appropriate
- ‘Intake’ process development and implementation
 - Oversee the development, review and approval, maintenance, and evaluation of pathways for MD and Post-MD learners to discuss experienced/witnessed mistreatment (i.e. ‘intake’ procedures and supports)
 - Establish and oversee an integrated web-based ‘intake’ portal for MD and Post-MD learners
 - Develop and implement a templated disclosure/report ‘intake’ form, including operating procedures regarding form completion and storage
 - Document and share emerging/wise practices and integrated ‘intake’ procedures
- Education, faculty development and capacity building
 - Oversee the development, maintenance and evaluation of a plan for the provision of education opportunities to increase MD and Post-MD learner awareness, particularly with respect to disclosure/reporting pathways and procedures; this will involve collaboration with many of the individuals/offices named above
 - Oversee the development, maintenance and evaluation of a plan for the provision of faculty development to build capacity for the ‘intake’ of disclosures/reports by trusted and knowledgeable individuals; this will involve collaborative efforts to identify a cadre of individuals who can act as dedicated contact points for MD and Post-MD learners to discuss experienced/witnessed mistreatment
 - Participate in the development of policies, processes and faculty development initiatives that promote a culture of faculty professionalism, in collaboration with the Director, Professional Values Program and other appropriate stakeholders
- Reporting and accountability
 - Oversee the development and maintenance of a plan for the production of an annual report regarding mistreatment disclosures/reports, informed by other reporting activities and in consultation with relevant individuals/offices; this may involve the establishment of an advisory committee and/or leveraging existing governing bodies

Qualifications and Skills Required:

The Faculty of Medicine is strongly committed to diversity within its community and particularly encourages applications from racialized persons/persons of colour, women, Indigenous/Aboriginal People of North America, persons with disabilities, LGBTQ persons, and others who may contribute to the further diversification of ideas.

1. Demonstrated systems leadership and understanding of administrative policy and process development and implementation
2. Dynamic leader with capacity for collaboration and innovation

3. Advanced awareness of learner and academic environment and of existing best practices in learner advocacy; the ideal candidate will also have a solid foundation in and commitment to addressing issues of diversity, inclusion, and equity
4. Knowledge of applicable University and Faculty policies and procedures, or the demonstrated ability to develop a working understanding of similar types of policies and procedures in university and/or hospital environment
5. Clinical experience in trauma-informed modalities/approaches would be an asset

FTE Weighting and Term

This will be an approximately 0.3 FTE faculty position appointment for a 3 year term with the potential to renew upon review.