Below are details for Sessional Lecturer positions available at the Mississauga Academy of Medicine, University of Toronto Mississauga Campus during the 2023-24 academic year. Persons wishing to teach this course should complete an on-line application (attached on website) on or before the indicated deadline. Applicants are also required to email a Curriculum Vitae to frances.rankin@utoronto.ca.

Applicants not able to apply on-line should contact:
Frances Rankin at frances.rankin@utoronto.ca
Telephone: 905.569.4602

<table>
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<tr>
<th>Date Posted:</th>
<th>June 5, 2023</th>
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<tbody>
<tr>
<td>Deadline:</td>
<td>June 23, 2023</td>
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<tr>
<td>Session Duration:</td>
<td>September 1, 2023 to May 31, 2024</td>
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<tr>
<td>Position:</td>
<td>Health Science Research Faculty Tutor</td>
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<td>Course:</td>
<td>Health Science Research (HSR) Mississauga Academy of Medicine (MAM), UTM Campus</td>
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| Salary:           | $9,457.90 inclusive of 4% vacation for Sessional Lecturer I  
|                   | $9,930.79 inclusive of 6% vacation for Sessional Lecturer I Long Term  
|                   | $10,121.77 inclusive of 6% vacation for Sessional Lecturer II |

Please note that should the rates stipulated in the collective agreement vary from rates in this posting, the rates stated in the collective agreement shall prevail.
DESCRIPTION

Health Science Research (HSR) is an introduction to the principles of research, directed at helping students understand and use research to contribute to improving the health of people and populations, including First Nations, Inuit and Metis peoples, in Canada and globally. The HSR component of the MD Program at the University of Toronto is a two-year component of the Foundations Curriculum. The three major foci are to develop students’ understanding of qualitative and quantitative methodologies and techniques: to help them appreciate translational research; and to facilitate their understanding and application of critical appraisal criteria to clinical practice.

The HSR component of the Foundations Curriculum consists of HSR Year 1 and HSR Year 2. **We are specifically looking for tutors for HSR Year 2.**

The major teaching modalities employed in HSR Year 2 are:

1. **E-modules and Self-Study Time:** The e-modules are designed to provide a foundation in the principles and application of research. The key information and core knowledge presented in the e-modules are designed to help the student develop their practicum exercise.

2. **Tutorial Sessions:** These small group sessions are Academy based and provide opportunities for students to discuss and apply (through structured tutorial activities) HSR material in a small group format.

3. **Practicum Exercise:** The practicum exercise is a longitudinal exercise that allows the student to apply the core research knowledge they learn in the HSR component. This exercise is intended to address a component of the human translational pathway from one of the four Canadian Institutes of Health Research (CIHR) pillars by developing a research protocol aimed to answer a specific research question. Those students with previous research experience are encouraged to engage in a practicum exercise that is from a new and different CIHR pillar, to enhance and broaden their research skills. However, if the student has ongoing research involvement, they can follow their research interest for their practicum exercise as long as it is “new” research (ie. they cannot use previous research for the development of their practicum exercise protocol).

Under the general direction of the HSR Director, the HSR Faculty Tutor will be involved in facilitating 7, 2-hour sessions with a group of 8 -10 second-year students, directed at helping students understand and use research to contribute to improving the health of patients and populations, and mentoring practicum exercises.
| **Session Dates**    | 2023, September 13  
|                     |  October 4  
|                     |  November 1 (Librarian Session)  
|                     | 2024, January 3  
|                     |  January 31  
|                     |  February 21  
|                     |  April 17  
|                     |  May 1 (1:00-4:00)  
|                     | *please note an extra hour if your students want to meet with you for a debrief of the course.  
| **Session Time**    | 1:00 to 3:00 PM unless otherwise indicted  
| **Duration of Teaching Session** | 2 hours  
| **Co-tutor model**  | HSR supports a co-tutor model. Wherever possible, we will endeavor to put 2 tutors/tutorial group.  
| **Estimated Prep Time** | Varies according to subject area and tutor comfort with material. Consider up to 1 hour for each session for the first time teaching HSR.  
| **Educafé**         | Average 8 hours (one hour prior to each tutorial)  
| **Assessment/Marking** | Tutors will be asked to evaluate students for tutorial participation at the end of every tutorial, assess critical appraisal presentations and written and oral practicum exercise.  
| **Individual Student Meetings** | Tutors will be expected to provide 1:1 consultations/year plus subsequent 1:1 (as required) for each student, with the co-tutor model that could include 5, 1:1 sessions. Total approx. 36-40 hours plus ad hoc meetings with students.  

** Depending on content area and interest this prep time will vary.  
***Additional support may be provided as needed throughout the teaching block. This support is being determined and will be optional.
QUALIFICATIONS

- Applicant must have a Ph.D., MD, or MD, Ph.D.
- Experience designing and conducting research in real world settings.
- Expertise in a wide array of quantitative and/or qualitative research methodologies and biostatistics.
- A passion for and demonstrated excellence in teaching.
- Experience supervising/mentoring students.
- Experience teaching at the college or graduate level.
- Demonstrated commitment to supporting a welcoming and positive learning environment; the ideal tutor will also have a solid foundation in and commitment to addressing issues of diversity, inclusion, and equity.
- Classroom instruction, project marking, and experienced, direct mentoring skills are required.

Responsibilities

The HSR Tutor will be expected to:

- Meet one-on-one with the students for at least one hour at the beginning of the year.
- Provide advice on research methods.
- Collaborate with Component Director to revise/enhance component materials.
- Attend one faculty development session preceding the fall start of the course.
- Meet with and provide advice/feedback to students on practicum exercise.
- Review and provide ongoing feedback and consultation on the student’s practicum exercise.
- Attend tutor faculty development (FD) sessions (referred to as Educafes) prior to each tutorial session. These sessions support tutors with HSR content and facilitation of small group learning.
- Facilitate tutorial sessions as scheduled.
- Assess students as per component expectation (assessment includes providing feedback on research question, practicum exercise progress report, evaluating the written practicum exercise – written ~ 5-6 page and oral presentations; real-time assessment of group critical appraisal presentations; assess student professionalism)
- Provide consultation and review of student questions, practicum exercise, presentations and reports with the help and support of the Director of HSR and HSR Support Team, as needed.
- Professionalism forms will be completed for all students.

Student Assessment

Faculty will be required to provide students with in-group verbal feedback, and to facilitate peer-to-peer feedback when appropriate.

Faculty will be asked to complete an evaluation of teaching on each student.

FACULTY SUPPORT/DEVELOPMENT

If you are preparing to engage in this teaching role, the Office of Faculty Development in the MD Program will make available a variety of foundational resources that you can consult and/or attend prior to and during your role in this component. Additional enrichment resources will also be made available, in addition to the foundational opportunities, to assist you as you increase your expertise in these roles.
The University of Toronto is strongly committed to diversity within its community and especially welcomes applications from racialized persons / persons of colour, women, Indigenous / Aboriginal People of North America, persons with disabilities, LGBTQ2S+ persons, and others who may contribute to the further diversification of ideas.

Candidates who are members of Indigenous, Black, racialized and LGBTQ2S+ communities, persons with disabilities, and other equity seeking groups are encouraged to apply, and their lived experience shall be taken into consideration as applicable to the position.

The University strives to be an equitable and inclusive community, and proactively seeks to increase diversity among its community members. Our values regarding equity and diversity are linked with our unwavering commitment to excellence in the pursuit of our academic mission. The University is committed to the principles of the Accessibility for Ontarians with Disabilities Act (AODA). As such, we strive to make our recruitment, assessment and selection processes as accessible as possible and provide accommodations as required for applicants with disabilities. If you require any accommodations at any point during the application and hiring process, please contact uoft.careers@utoronto.ca. During employment, to request accommodation from the University, contact the supervisor or department chair and/or Health & Wellbeing Programs & Services at hwb@utoronto.ca. For more information about accommodations at U of T, please visit our Accommodation webpage.

Duties of this position shall be performed at the campus on which the position is located. Where the duties are intended to be performed at another location, such other location will be specified in the posting.

This job is posted in accordance with the CUPE 3902 Unit 3 Collective Agreement.