

THE EDUCATIONAL SCHOLARSHIP ADVISORY GROUP REPORT

Discovery, integration, application, teaching

"We teach, create and disseminate knowledge in primary care, advancing the discipline of Family Medicine and improving health for diverse and underserved communities locally and internationally"

Co-chairs:

Risa Freeman, MD, MEd, CCFP, FCFP

Cynthia Whitehead, MD, PhD, CCFP, FCFP

Submitted November 2011

Table of Contents

Advisory Group Membership.....	3
Introduction and Background	4
Approach	6
Key Findings.....	6
Recommendations.....	8
Summary/Conclusion.....	9
References	10
Appendices.....	11
Acknowledgements	19

Advisory Group Membership

Co-chairs:

Dr. Risa Freeman, Educational Scholarship Advisory Committee Co-chair, Education Research Consultant, Department of Family and Community Medicine (DFCM), North York General Hospital

Dr. Cynthia Whitehead, Educational Scholarship Advisory Committee Co-chair, Vice Chair Education DFCM, University of Toronto, Women's College Hospital

Members:

Dr. Viola Antao, DFCM, Professional Development Representative, Women's College Hospital

Dr. Helen Batty, Director of Health Professions Teacher Education, MSCCH and Enhanced Clinical Fellowship for Future Clinical Teachers Programs, DFCM, Women's College Hospital

Dr. Risa Bordman, DFCM, North York General Hospital

Dr. Jocelyn Charles, Medical Director, Veterans Centre, Chief of Family Medicine Sunnybrook Health Sciences Centre

Dr. Kathleen Doukas, PGY3, DFCM

Dr. Debra Elman, DFCM, Sunnybrook Health Sciences Centre

Dr. Kymm Feldman, Undergraduate Education Program Director, DFCM, Women's College Hospital

Dr. Karl Iglar, Postgraduate Education Program Director, DFCM, St. Michael's Hospital

Dr. Paul Krueger, Associate Director, Research Program, DFCM

Dr. Ayelet Kuper, Scientist, Wilson Centre for Research in Education, University Health Network/ University of Toronto, Department of Medicine

Dr. Marcus Law, DFCM, Academic Lead, Educational Technology, Department of Medicine, University of Toronto, Toronto East General Hospital

Dr. Tina Martimianakis, Director of Scholarship, Department of Paediatrics, University of Toronto

Dr. Stuart Murdoch, DFCM, Chief of Family Medicine and Postgraduate Program Director, Royal Victoria Hospital

Dr. Judith Peranson, DFCM, St. Michael's Hospital

Dr. Paul Philbrook, DFCM, Chief of Family Medicine, Credit Valley Hospital

Dr. Jane Philpott, DFCM, Chief of Family Medicine, Markham Stouffville Hospital

Dr. Warren Rubenstein, DFCM, Mount Sinai Hospital

Dr. Katherine Rouleau, Global Health Director, DFCM, St. Michael's Hospital

Dr. Gwen Sampson, Professional Development Representative, Teaching Practices and Rural Residency Program, DFCM, Markham Stouffville Hospital

Ms. Leslie Sorensen, Strategic Plan Implementation Consultant, DFCM

Dr. Yves Talbot, *former* Global Health Director, DFCM, Mount Sinai Hospital

Dr. Deanna Telner, Research Scholar, DFCM, Toronto East General Hospital

Dr. David White, DFCM, Chief of Family Medicine, North York General Hospital

Introduction and Background

The academic discipline of Family Medicine in Canada has education at its core. The College of Family Physicians of Canada was founded in 1954 to support high standards of medical education for family physicians, and through this education to support family physicians in providing high quality primary care to patients. Evidence clearly demonstrates that robust primary care is an essential element of any effective and efficient health care system, for which appropriately educated primary care practitioners are required. Only through rigorous educational scholarship can this be achieved.

The Department of Family and Community Medicine (DFCM) at the University of Toronto is North America's largest department of family medicine, with over 1,200 faculty, 367 postgraduate trainees, 228 clinical clerks, 25 graduate students, 26 funded researchers and a broad array of fellows and elective students. The DFCM has a distinguished history of contribution to the scholarly work in our discipline including leadership in undergraduate and postgraduate curriculum design, development and evaluation, faculty development and continuing education (CE). The DFCM has also been at the forefront of multiple recent changes in primary care education at all levels of trainee education and delivery of care models (e.g. Family Health Teams, Quality Improvement).

Educational scholarship is central to the vision, mission and mandate of the Department of Family and Community Medicine (DFCM). The DFCM completed a formal strategic planning process in 2008 resulting in a Strategic Plan for 2009 to 2013: Primary Connections: Linking Academic Excellence to High Quality Patient-Centred Care. The DFCM's mission embraces educational scholarship; "we teach, create and disseminate knowledge in primary care, advancing the discipline of Family Medicine and improving health for diverse and underserved communities locally and internationally". Educational scholarship is highlighted as a priority in the Strategic Plan and is an important aspect of many of the key strategies. For example, educational scholarship is integral to attempts to "revitalize our research mission, enterprise and impact" (Strategy 1); "expand and enrich our educational programs" (Strategy 2); and to "develop, disseminate and evaluate innovations and advancements in primary care practice" (Strategy 3). Moreover, engagement in high quality educational scholarship is in direct alignment with the Faculty of Medicine's vision of providing international leadership in health research and education. Through educational scholarship, the DFCM can be an important contributor to the Faculty of Medicine's mission to "prepare future health leaders, contribute to our communities, and improve the health of individuals and populations through the discovery, application and communication of knowledge."

Across the educational spectrum of Undergraduate, Postgraduate, Graduate, Faculty Development and Continuing Medical Education, there are many interesting and important scholarly issues to which the DFCM can make important contributions at local, national and international levels. As new developments start to shift the balance of these structures and educational approaches, it will be important to understand the effects of taken-for-granted assumptions about what matters and counts in medical education. Given the size and strength of our programs, the DFCM is uniquely positioned to lead educational scholarship across these areas.

DFCM Educational Scholarship Advisory Group

Responsible to the Chair and Co-chaired by the Vice-Chair Education and Education Research Consultant, the Educational Scholarship Advisory Group (Appendix 1) was charged with the mandate of making recommendations to advance educational scholarship across DFCM's programs including Undergraduate, Postgraduate and Graduate Education, Professional Development, Research, Quality Improvement and Global Health and to make recommendations to the DFCM's Executive Committee for next steps. Membership on the Advisory Group reflected a cross section of diversity in educational scholarship experience and teaching sites including both community-affiliated and fully-affiliated sites.

Membership included DFCM faculty and staff members representing Global Health, Quality Improvement, Research, Professional Development, Graduate, Postgraduate, Undergraduate Education programs, key external stakeholders and representatives from FMTUs including Department Chiefs.

Educational Scholarship

Educational scholarship encompasses a variety of academic activities. Boyer's classic definition, from his 1990 report *Scholarship Reconsidered*, outlines four categories of educational scholarship:

1. Scholarship of discovery (research)
2. Scholarship of integration (connects across disciplines and contextualizes)
3. Scholarship of application (engagement; connection between research and practice)
4. Scholarship of teaching (teaching and learning)

This definition is now widely accepted across multiple academic disciplines and enables the support and recognition of a wide spectrum of scholarly educational activities. Each of these areas of scholarship must be recognized and valued by the DFCM as essential to the advancement of our discipline.

In order to be considered scholarly, Glassick (2000) developed assessment criteria that are applicable across diverse areas of education. These are:

1. Clear goals
2. Adequate preparation (incorporates up to date knowledge and consultation)
3. Appropriate methodology
4. Significant results
5. Effective dissemination (through peer-reviewed publication, or presentation to ensure results are publicly available to others)
6. Reflective critique

With regard to the scholarship of teaching, excellent teaching per se is not in and of itself scholarly activity. Instead, several education theorists (Diamond, 2002; Hutchings and Shulman, 1999; Fincher et al. 2000) have defined scholarship in teaching as being public, open to critique and evaluation and in a form upon which others can build.

Recognition of Scholarship

As the DFCM continues to develop organizational structures to support and promote scholarly educational activities, it is important that these be aligned with criteria for academic promotion. The University of Toronto's promotion criteria clearly recognize the importance of educational scholarship, including but not limited to research, teaching and education, creative professional activity and administrative service or an appropriate mix of these activities. Creative professional activity further encompasses professional innovation and creative excellence, contributions to the development of professional practices, and exemplary professional practice. All of these areas can relate to educational scholarship through instructional innovation, teaching techniques, educational innovations, curriculum development, course planning, evaluation development and leadership in health professional education. (See: [Manual for Academic Promotions](http://www.facmed.utoronto.ca/Assets/FacMed+Digital+Assets/PromotionManual2010-2011.pdf) <http://www.facmed.utoronto.ca/Assets/FacMed+Digital+Assets/PromotionManual2010-2011.pdf>).

Approach

The Advisory Group commissioned a review of key educational scholarship documents to identify working definitions and next steps. This review was supplemented by interviews with Chiefs, program directors and other key stakeholders (Appendix 2) as well as consultation with the DFCM Research Department who provided a compilation of current grants and publications. The information was then synthesized and presented back to the larger group for review and discussion in order to develop an approach to advancing educational scholarship across the DFCM.

Specific Objectives:

- a. Review relevant literature in international, national and local publications and websites;
- b. Conduct selected one-to-one interviews with researchers and educators in the Faculty of Medicine;
- c. Disseminate questionnaires to all Chiefs, program directors and community physicians regarding educational scholarship activities within their sites/program;
- d. Work with the DFCM's Research Department to catalogue grants and publications across the DFCM that relate to educational scholarship.

Key Findings

The following themes emerged based on the data collected by the Advisory Group. Each of these broad themes relates to a specific recommendation for moving the development of educational scholarship forward in the DFCM. A table is included at the end of this report that lists the individual suggestions heard during the consultation process (Appendix 3).

1. Create a culture of Education Scholarship

Building and nurturing a culture of scholarship emerged as a key step toward prioritizing educational scholarship in the DFCM. This will require support and involvement both centrally and at local sites, as well as across the educational programs of the department. It is essential to recognize that the diversity of involvement in educational scholarship is a critical strength of the DFCM. Some faculty have funds from the Investigator Awards Program¹ while others are primarily clinicians and clinical teachers with only a small amount of time available to devote to scholarly activities. Faculty members are involved in different categories of scholarship (as per Boyer's definition), with focus on different areas of education (Undergraduate Medical Education, Postgraduate Medical Education, Continuing Professional Development, Continuing Medical Education) and with interests in different educational scholarly areas. The DFCM must ensure that our structures and systems support and value involvement by all faculty members at all levels, and avoid the creation of hierarchies of legitimate educational scholarly work.

2. Establish an Office of Educational Scholarship

There is strong support from multiple participants for the building of significantly stronger and larger central support structures. This is consistent with the educational scholarship literature (Martimianakis et al. 2009; Zibrowski, Weston & Goldszimdt, 2008). The department can build on important existing resources available through our graduate programs, research program, professional development program and library, all of which currently offer important aspects of educational scholarship support. Coordination of these resources will help faculty members to be aware of and have easy access to

¹ There are 4 types of faculty awards: Research Fellowship; New Investigator; Clinician Investigator; and Clinician Scientist. The last two categories were previously offered as "research scholar" positions

these resources.

The DFCM has recently developed a nucleus of expertise which will form the core of the Office of Education Scholarship. Dr. Risa Freeman serves as the department's Educational Research Consultant, Dr. Cynthia Whitehead as the inaugural Vice Chair, Education, Dr. Fiona Webster as the department's Educational Research Scientist, and Laura Todd as the Educational Scholarship Coordinator.

Establishing an Office for Educational Scholarship that is visible and accessible is pivotal to bringing together all the various players involved in this essential and growing field. In order to achieve this goal additional personnel and educational research funding support will be required. Areas of faculty support and essential skills training related to educational scholarship that could effectively be coordinated through the Office of Educational Scholarship include presentation preparation, scholarly writing, program evaluation, critical analysis, grant proposal writing (i.e. Educational Development Fund) and research ethics. The Research Program currently offers some of these supports to faculty conducting research. We will work closely with them in order to avoid duplication while also sharing these resources more broadly with those pursuing educational scholarship. Mechanisms to fairly distribute available resources will be developed. Building upon currently existing resources, such as the Waddington fellowship, opportunities to provide increased levels of support to faculty around their scholarly activities will be explored.

With a funded Office and core team in place, additional support can also be leveraged through our research partners, other educational offices of the Faculty of Medicine, and undergraduate and graduate students. The Office of Educational Scholarship should play an important coordinating and linking role in assisting faculty to access extra-departmental resources.

3. Profile, disseminate, critically appraise and catalogue educational scholarly activities across the DFCM

The importance of updating current mechanisms for tracking scholarly educational activities was highlighted throughout our review. For example, program directors and Chiefs review educational scholarship activities across their programs and sites in a number of ways and critical analysis and dissemination needs to be built into these activities. Faculty who have DFCM funded research positions have annual reviews with the DFCM Research Director and Associate Director to review all of their scholarly activities. The DFCM's librarian has created a database for posters, workshops, presentations at various conferences, e.g. Trillium, Canadian Conference of Medical Education (CCME), Family Medicine Forum (FMF), North American Primary Care Research Group (NAPCRG), Association for Medical Education in Europe (AMEE), Society of Teachers in Family Medicine (STFM), Association of American Medical Colleges (AAMC), and the Ottawa Conference. However, this database will continue to be refined in order to increase its sensitivity in picking up publications. Many faculty members' scholarly educational activities are reviewed in annual performance reviews with their Chief. DFCM Program Committees discuss and promote educational scholarship at their meetings. By embedding Boyer's framework and Glassick's criteria into these reviews, faculty can identify already existing scholarship in their practices and be inspired to increase their degree of educational scholarship in the future. In addition we need to ensure that awards for educational scholarship are available and widely promoted so that DFCM faculty can be appropriately recognized for their educational scholarly excellence. Given that these criteria are not currently widely understood or used, the Educational Scholarship Office will provide leadership and guidance in these processes. As increasing numbers of DFCM faculty use Web CV, tracking of scholarly activities should become much easier. In addition, site Chiefs play an important role in reviewing and supporting their local faculty members. The development of a guide for Chiefs might aid their tracking of these activities locally.

4. Enhance Research Expertise and Support in Education

In order to maintain a leadership role across Canada, the DFCM needs to become a leading-edge site of educational research that will attract students and build capacity in this area. Close links to the DFCM Research Program will be essential; however their expertise and research support is currently geared towards supporting clinical and health services research. A specific need for critical qualitative methodology, including fluency in social science and educational theories, has been identified as being particularly relevant for educational research. The hiring of an Educational Research Scientist is an important first step in this process. The external review of the DFCM graduate programs, scheduled to take place in February 2012, will provide important direction in terms of moving the educational research and scholarship mandate forward. Stronger external links, i.e. with the Wilson Centre and the Centre for Faculty Development, will also be established.

5. Support and Engage our Diverse Faculty

The DFCM draws great strength from the diversity of our faculty and the settings in which they work and teach. We have committed and scholarly faculty across diverse physical settings, career stages, job descriptions and levels of academic support. It is essential to ensure local site commitment to support faculty members' educational scholarship activities across the DFCM. Site Chiefs and Central Departmental leaders must work together to ensure that there is appropriate recognition and support for the wide range of faculty involvement in educational scholarship activities. We must support faculty members in educational leadership roles, those in academic units and those community practices who focus on teaching and/or curriculum design.

Throughout the review, multiple participants demonstrated enthusiasm and interest in becoming more scholarly with respect to their educational activities. Faculty members based at community hospitals face specific challenges to engagement in scholarly activities. Our teaching programs depend on these physicians to provide office-based supervision in their private offices and there is some support for this work. Many of these faculty members expressed an interest in becoming more involved in the scholarly educational endeavours of our department and mechanisms to support this activity will need to be developed. It is imperative to create an infrastructure that provides support to community-based faculty and forge stronger connections between teaching unit and community-based faculty. Ongoing support from the Professional Development Program and Chiefs is critical to nurture educational scholars in the community. Community affiliates may need some assistance in evolving their practice plans in order to support the work of local faculty members.

Based on the key findings identified through several multiple strategies, and discussed at several meetings, the Advisory Group made the following recommendations:

Recommendations

1. Create a culture of Education Scholarship

- Develop opportunities and structures for sharing and disseminating educational scholarly activities across the DFCM
- Promote the expectation (through job descriptions, annual performance reviews) that educational scholarship is a requirement for DFCM Program Directors i.e. Undergraduate, Postgraduate, Professional Development, Global Health, Quality Improvement and Research

2. Establish an Office of Educational Scholarship

- Create a Central Departmental Office of Educational Scholarship at the DFCM which will help to coordinate and support educational scholarly activities across the Department
- Develop an Office of Educational Scholarship webpage on the DFCM Website
- Establish an Educational Scholarship Working Group/Implementation Committee to determine specific short and longer term priorities for this Office

- Engage educational leaders across all DFCM programs in the work and development of the Office
- Develop links between the Office and internal and external partners
- Explore advancement opportunities to build and administer a fund to support specific faculty educational scholarly activities

3. Profile, disseminate, critically appraise and catalogue educational scholarly activities across the DFCM

- Develop an infrastructure to support the cataloguing and recognition of educational scholarly activities
- Work with internal and external partners to develop a framework to capture important educational scholarly activities that go beyond traditional measures of publications, presentations and funding awards

4. Enhance Research Expertise and Support in Education

- Develop educational programs (graduate courses, workshops, rounds) to help build the skills and expertise of interested DFCM faculty members. The upcoming external review of the DFCM graduate programs will provide important direction in terms of priorities for programs.
- Work with the DFCM Research Program to build opportunities to collaborate and define and clarify the ongoing relationship between the Research Program and the future Office of Educational Scholarship
- Enhance links with partners across the university to allow DFCM faculty members easier access to external educational research expertise and support

5. Support and Engage our Diverse Faculty

- Develop links and networks, both formal and informal, to facilitate collaboration amongst DFCM faculty members in the area of educational scholarship
- Utilize IT to allow virtual attendance at educational sessions and to help build an educational scholarship community of practice

Summary/Conclusion

Throughout our extensive consultations and review, the Advisory Group heard that educational scholarship was strongly endorsed as a foundational component of the academic activity of the DFCM. The majority of faculty expressed a need to enhance educational scholarship both intra- and inter-departmentally. The University of Toronto's DFCM has proven its leadership time and again at the local and national levels in terms of advancing the field of family medicine and exercising its influence in developing educational models that are embraced across international boundaries. We are currently in an exciting era when primary health care is increasingly recognized as the core of health care delivery and practice in Canada. It is at this critical juncture that the DFCM's strong commitment to educational scholarship will enable us to remain at the forefront of the transformations already taking place in medical educational scholarship internationally. With the appropriate vision, support and funding, the DFCM is ideally positioned to make important contributions to the future of medical education.

References

1. Boyer, E.L. (1990). *Scholarship Reconsidered: Priorities of the Professoriate*. Princeton, NJ, Carnegie Foundation for the Advancement of Teaching.
2. Diamond, R.M. (2002). Defining Scholarship for the Twenty-First Century. *New Directions for Teaching and Learning*, 90, 73-79.
3. Fincher, R-E.E., Simpson, D.E., Mennin, S.P., Rosenfeld, G.C., Rothman, A., Cole Mcgrew, M., Hansen, P.A., Mazmanian, P.E. & Turnbull, J.M. (2000). Scholarship in Teaching: An Imperative for the 21st Century. *Academic Medicine*, 75 (9), 887-894.
4. Glassick C.E. (2002). Boyer's Expanded Definitions of Scholarship, The Standards for Assessing Scholarship, and the Elusiveness of the Scholarship of Teaching. *Acad Med*, 75, 877-880.
5. Goldszmidt, M.A., Zibrowski, E.M., & Weston, W.W. (2008). Education Scholarship: It's Not Just a Question of 'Degree'. *Medical Teacher*, 30, 34-39.
6. Albert, M., Hodges, B., & Regehr, G. (2007). Research in Medical Education: Balancing Service and Science. *Advances in Health Sciences Education: Theory and Practice*, 1, 103-115.
7. Hutchings P. & Shulman L.S. (1999). The Scholarship of Teaching: New Elaborations, New Developments. *Change*, 11 (15).
8. Martimianakis, M., McNaughton, N., Tait, G.R., Waddell, A.E., Lieff, S., Silver, I. & Hodges, B. (2009). The Research Innovation and Scholarship in Education Program: An Innovative Way to Nurture Education. *Academic Psychiatry*, 33 (5).
9. Zibrowski, E.M., Weston, W.W., & Goldszmidt, M.A. (2008). 'I Don't Have Time': Issues of Fragmentation, Prioritisation and Motivation for Education Scholarship Among Medical Faculty. *Medical Education*, 42, 872-878.

Appendices

Appendix 1: Educational Scholarship Advisory Group Terms of Reference

Mandate

Responsible to the Chair, DFCM, the Educational Scholarship Advisory Group will make recommendations to foster and document educational scholarship across the DFCM's Programs including Undergraduate, Postgraduate and Graduate Education, Professional Development, Research, Quality and Global Health.

Key Responsibilities of the Advisory Group:

1. Provide expertise, experience and perspectives around a vision for educational scholarship within the DFCM.
2. Provide expertise around environmental scanning to understand local, provincial, national and international initiatives in educational scholarship.
3. Review results of a faculty needs assessment and key informant interviews to gain perspectives around educational scholarship and the role of the DFCM in supporting educational scholarship initiatives.
4. Investigate potential linkages within the University of Toronto Faculty of Medicine, other faculties, and external agencies.
5. Provide input to a Task Force report which summarizes recommendations and key implementation priorities to move forward as well as indicators to track educational scholarship activities within the DFCM.
6. Propose a strategy to support future educational scholarship initiatives in the DFCM.
7. Explore funding opportunities.

Membership:

Membership will reflect a cross section of diversity in educational scholarship experience and teaching sites including both community- affiliated and fully-affiliated sites. Membership will include DFCM faculty and staff members representing global health, quality, research, professional development, graduate, postgraduate and undergraduate education programs, as well as representatives from FMTUs including Department Chiefs. Key external stakeholders such as the Wilson Centre, Centre for Faculty Development (CFD) and SickKids will be included.

Meeting Schedule:

Two 2-hour meetings will be held in May and September with review of material in between. A Report will be delivered by November 2011.

Appendix 2: Consultation Participants

The Educational Scholarship Advisory Group Co-chairs wish to sincerely thank the following individuals who freely gave their time and expertise in support of this project.

The Department of Family and Community Medicine Focus Group Participants

Chiefs of Family Medicine with the Department of Family and Community Medicine, University of Toronto

Dr. Jeff Bloom, Toronto Western Hospital
Dr. Jocelyn Charles, Sunnybrook Health Sciences Centre
Dr. Robert Doherty, Southlake Regional Health Centre
Dr. Larry Erlick, The Scarborough Hospital
Dr. Paul Philbrook, Credit Valley Hospital
Dr. Jane Philpott, Markham Stouffville Hospital
Dr. Jim Ruderman, Women's College Hospital
Dr. David Tannenbaum, Mount Sinai Hospital
Dr. David White, North York General Hospital

Program Directors with the DFCM

Dr. Phil Ellison, Director Quality Improvement Program
Dr. Eva Grunfeld, Director Research Program
Dr. Curtis Hanford, Program Director MScCH (FCM), MPH
Dr. Karl Iglar, Director Postgraduate Education
Dr. Jamie Meuser, Director, Professional Development Program
Dr. Katherine Rouleau, Director Global Health
Rita Shaughnessy, Librarian

Department of Family and Community Medicine Faculty Member Interviews

DFCM Directors

Dr. Helen Batty, Health Professions Teacher Education MScCH and Enhanced Clinical Fellowship for Future Clinical Teachers Programs, Department of Family and Community Medicine
Dr. Karl Iglar, Postgraduate Program Directors, Department of Family and Community Medicine
Dr. Yves Talbot, *Former* Global Health Program Director, Department of Family and Community Medicine
Dr. Katherine Rouleau, Global Health Program Director, Department of Family and Community Medicine
Dr. Kymm Feldman, Undergraduate Program Director, Department of Family and Community Medicine

DFCM Community Physicians

Dr. Steven Kahane, North York General Hospital

External Interviewees and Environmental Scan

External Interviews

Dr. Susan Lieff, Vice- Chair, Education and Associate Head, Research, Innovation and Scholarship in Education (RISE) Program, Department of Psychiatry; Director, Academic Leadership Development and the Education Scholars Program, Centre for Faculty Development, University of Toronto

Dr. Tina Martimianakis, Assistant Professor and Director of Scholarship, Department of Paediatrics, University of Toronto

Dr. Shiphra Ginsberg, Director of Education Scholarship and Director, Clinician Educator Training Program; Department of Medicine, Associate Professor, Department of Medicine, Division of Respiriology, University of Toronto

Dr. Karen Leslie, Director, Centre for Faculty Development at St. Michael's Hospital Faculty of Medicine, University of Toronto

Dr. Brian Hodges, *Former* Director of the Wilson Centre, Wilson Centre Scientist, Vice-President of Education, University Health Network.

Appendix 3: Individual Recommendations

<p>1. Create a culture of education scholarship</p>	<ul style="list-style-type: none"> • Implement informal monthly educational scholarship rounds to present ideas and develop a community of practice • Bring educational scholarship into the DFCMs <i>Research Rounds</i> • Put educational scholarship on the monthly Program Director's and Executive Committee agendas • Provide a faculty day or series of events focused on educational scholarship, i.e. provide expertise around writing an educational scholarship protocol and submitting it for ethics approval • Build technology and create virtual learning to connect people at minimal costs • Help people view what they are doing (teaching and CPA) with scholarship and potential in mind • Advocate for protected time for educational scholarly activities • Build more formal courses and more formally imbed scholarship into all courses (beginning in residency) • Provide Program Directors with a rotating six week locum support for administrative and clinical duties to allow for scholarly work and travel as needed • Integrate with the DFCM's QI and Research Programs' infrastructures • Link with the DFCM's future research network, i.e. the PBRN could provide clinical data to conduct studies • Link with external partners (i.e. the Wilson Centre, Centre for Faculty Development, Centre for Ambulatory Care Education) • Develop formal and informal connections with Educational Scholarship Directors and Educational Researchers in other Departments across the Faculty of Medicine • Develop connections to other centres across Canada and internationally involved in educational scholarship • Integrate scholarship into all academic job descriptions so that educational scholarship is synergistic with program responsibilities and clinical responsibilities, i.e. "scholarly work improves when done in conjunction with practice"
<p>2. Establish an Office of Educational Scholarship</p>	<ul style="list-style-type: none"> • Hire a dedicated full-time PhD educational researcher to support educational research and provide educational programs for faculty who conduct educational research • Hire an educational scholarship coordinator • Develop a central physical entity (i.e. Office of Educational Scholarship) that is visible and concrete to be a "go-to" place to support and guide faculty and link to external partners • Increase support to faculty for qualitative and quantitative research methods as they pertain to

	<p>educational scholarship</p> <ul style="list-style-type: none"> • Increase educational programs (workshops, graduate courses) to help faculty build necessary skills to engage in educational scholarship activities. These might include: academic writing, survey design, program development and evaluation, grantsmanship, CVs, literature searches, moving publications forward, reference management • Integrate teaching, education, research, professional development and clinical work so resources are shared across all areas • Create an inventory of educational scholarship ideas, activities and methods, coordinate information and share resources across the department • Promote a framework and structure to help Chiefs and Program Directors (and their Assistants) document scholarship activities within their sites/programs • Create an educational scholarship site on the DFCM website with important references and links to access internal and external resources • Build a Research Associate position into every academic FHT with attention given to the potential for educational scholarship • Engage medical writers to help faculty write papers • Build a team with expertise and skills to run a “dry lab”
<p>3. Profile, Disseminate, Critically Appraise and Catalogue Educational Scholarly Activities Across the DFCM</p>	<ul style="list-style-type: none"> • Establish metrics to measure the impact of educational scholarship • Measure the impact of our teaching and curriculum through the transformation of our learners, i.e. have we taught the right way? • Measure the impact of our scholarly activities through our practitioners, i.e. are our practitioners the people we want them to be? • Measure innovation that “makes things better”, i.e. implement new ideas and measure to know if it “makes it better”, (i.e. FoM Promotions Manual 2005-06 includes research leading to advancement of knowledge: originality – innovation) • Measure the impact of innovation, research, teaching and administration and “spread the word about what we are doing”, i.e. disseminate scholarly work nationally and internationally through lectures, publications and workshops • Integrate teaching, education, research, professional development and clinical work so resources are shared across all areas • Integrate scholarship into all academic job descriptions so that educational scholarship is synergistic with program responsibilities and clinical responsibilities, i.e. “scholarly work improves when done in conjunction with practice”

Educational Scholarship Advisory Group Report

<p>4. Enhance Research Expertise and Support in Education</p>	<ul style="list-style-type: none"> • Develop criteria for prioritizing educational scholarship areas of focus • Align with strengths of the DFCM as well as unique opportunities • Conduct leading educational research in primary care • Integrate with the DFCM's QI and Research Programs' infrastructures • Link with the DFCM's future research network, i.e. the PBRN could provide clinical data to conduct studies • Link with external partners (i.e. the Wilson Centre, Centre for Faculty Development, Centre for Ambulatory Care Education) • Develop formal and informal connections with Educational Scholarship Directors and Educational Researcher in other Departments across the Faculty of Medicine • Develop connections to other centres across Canada and internationally involved in educational scholarship
<p>5. Support and Engage our Diverse Faculty</p>	<ul style="list-style-type: none"> • Expand DFCM mentorship program to provide mentors to junior faculty • Provide a peer mentoring group for faculty to bring expertise and experiences, i.e. a writing group, developing presentation skills • Help people understand what they are doing is scholarly and provide needed supports to complete the process, i.e. funding, support to present at a conference • Provide supports for those who are in practice, so that they are able to do both • Advocate for protected time for educational scholarly activities • Provide appropriate scholarly training • Build more formal courses and more formally imbed scholarship into all courses (beginning in residency) • Provide Program Directors with a rotating six week locum support for administrative and clinical duties to allow for scholarly work and travel as needed • Build IT/online connectivity

Appendix 4: Description of other Departments within the Faculty of Medicine

1. Department of Psychiatry
2. Department of Paediatrics
3. Department of Medicine
4. Centre for Faculty Development
5. Wilson Centre

External partners acknowledged their deliberate investment in the creation of formal structures and processes to enhance educational scholarship across their organizations.

The *Department of Psychiatry* "Research, Innovation and Scholarship in Education" (RISE) program is the home for academic educators. The program has an affiliation with two centres of excellence within the University of Toronto: the Wilson Centre for Research in Education at the University Health Network and the Centre for Faculty Development at St. Michael's Hospital. There are also members of RISE at all fully affiliated and many community academic hospitals. RISE is a very productive program in terms of both traditional measures of research output and in terms of development of education innovations. Members have created and disseminated many educational innovations and garnered numerous awards for teaching, innovation and leadership in education. There are several opportunities for residents, fellows and faculty in the RISE Program including: Electives, Clinician Scientist Stream/Program, Fellowship and Education Scholars Program.

Educational scholarship is thriving in the *Department of Paediatrics* with increasingly more trainees seeking scholarship as a career path. The close interaction with the Learning Institute with its own scientists and simulation lab is well poised to support these individuals. Members of the Educational Scholarship Enhancement Committee (ESEC) have worked to capture and document scholarship activity, as well as to develop programming to enhance faculty skills in educational research, teaching, innovation and application. In September 2009, Medical Education Scholarship Rounds was launched. The rounds are accredited and provide a forum for members of the department to share their scholarly activity as well as take part in faculty development sessions designed to build skills in education research methodology. The sessions focused on such diverse topics as clinical excellence, expertise, educational program evaluation, interviewing methodology, experimental methods and ethical guidelines, drawing heavily on the expertise of educators within the Department.

The *Department of Medicine* (DOM) has a Director of Education Scholarship with a mandate to enhance educational scholarship across the Department. A number of structures and resources have been implemented to support educational scholarship including an educational research scientist, seed money for projects, an annual educational scholarship event in the DOM, an annual retreat with a key note and presentation on scholarly work. The DOM provides mentorship to support programs around grants and has developed a website for Education Scholarship which provides a definition and description of scholarship as well as resources and support.

The *Centre for Faculty Development* has implemented structures to enhance academic scholarship across the educational continuum including mentoring, career development, faculty development, research and education. The Core Foundations in Education Research (CoFER) program is aimed at health professional educators interested in further developing their understanding of the foundations of health professions education research. Participants enter the program with either a new project idea, data from an existing project or with an idea for a paper. By the end of the program it is expected that participants will have made significant progress on their initial idea/project (e.g. completed a study, produced a draft of a manuscript for a publication). The curriculum is offered in a number of formats, including face-to-face workshops, small research coaching groups that meet in person, and also in an online format.

The *Wilson Centre* is an academic centre for excellence engaged in theoretical and applied research dedicated to advancing the understanding and practice of education in the health professions. The unit is collaboratively sponsored by the Faculty of Medicine, the University Health Network, and a number of other health professional programs and units in the Greater Toronto Area. The Wilson Centre is located at the Toronto General Hospital and houses a core staff of 8 PhD scientists, 1-2 international visiting professors, 15-20 full time graduate students and research fellows, approximately 10 research assistants, and 5 administrative staff. In addition, the Wilson Centre includes a core group of approximately 10 Clinician/Educator Researchers with active research programs in health professional education, as well as a larger membership of 160 individuals from the health professional education community who are more peripherally involved with the unit's activities.

Acknowledgements

Strategic Planning, Coordination and Reporting

Leslie Sorensen, Consultant Strategic Plan Implementation, DFCM, University of Toronto

Literature Search

Rita Shaughnessy, Librarian, DFCM, University of Toronto

Analysis and Report Writing

Fiona Webster, Educational Research Scientist, DFCM, University of Toronto

Final Report Preparation

Laura Todd, Educational Scholarship Coordinator, DFCM, University of Toronto