

A Look at Seven Faculty Education Fellowship Programs – Part 1

	Baylor College of Medicine & University of Texas School of Medicine at Houston	Harvard University	Medical College of Wisconsin	University of California at Los Angeles
Name of Program?	Educational Scholars Fellowship Program (ESFP) formerly the Master Teacher's Fellowship Program (MTFP)	Rabkin Fellowship in Medical Education; Mount Auburn Fellowship in Medical Education	Excellence in Clinical Education and Leadership (ExCEL) formerly Primary Care Faculty Development Fellowship Program	Faculty Fellowship in Medical Education (MEF)
Mission, Purpose, or Goals?	<p>Goals are to enhance fellows':</p> <ul style="list-style-type: none"> • Knowledge of current educational theories • Skills as educators • Attitudes (1) in regards to their role as educational leaders and (2) in promoting a culture of educational excellence. • Self-reflection to informal and formal feedback about their teaching. 	<p>Goals are to:</p> <ul style="list-style-type: none"> • Assist faculty in the development and further enhancement of their skills as clinician educators • Provide faculty with the opportunity to conduct scholarly research in an area of interest and importance within medical education • Support the fellows as educational leaders and change agents within the academic medical center, • Create a community of clinician-educators who continually strive to improve clinical teaching and to refine the field of medical education overall. 	<p>The Goals are to:</p> <ul style="list-style-type: none"> • Achieve excellence in primary care teaching, curriculum and evaluation development, and • Disseminate those models locally and nationally consistent with the principles of educational scholarship. 	<p>The Program's Goal is to develop the curriculum planning and educational scholarship skills necessary for faculty to undertake educational leadership roles in the school and its affiliated sites.</p>
Begun?	1995	1998	1991	1992
Number of graduates? MDs or DOs/PhDs/	92 62/19/8/3	32 32/0/0/0	64 60/4/0/0	101 (including current enrollment) 85/9/0/7

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Both/Others				
Graduated clinical vs basic science faculty?	69 clinical vs. 22 basic science + 1 other	32 clinical	64 clinical	89 clinical vs. 5 basic science + 7 educators
Approximate size of each class?	10 to 15	6 at 2 sites= 12	12 to 25	8
Source and amount of funding?	Dean's Office through the Office of Curriculum Approx. \$50k/year including salaries	Carl J. Shapiro Institute for Education and Research/Beth Israel Deaconess Hospital (BIDMC) & Department of Medical Education/Mt. Auburn Hospital Combined budget ~\$190K	HRSA Title VII Funds – with in kind contributions (release time for clinical faculty) from their respective departments (amount?)	Dean's office funds the educational faculty who teach the program (\$55,000) plus \$4,500 annually to support fellows' projects. Stipends of \$6,000 available for some faculty participants through grants.
Target Audience	Baylor, UT-Medical and UT-Dental faculty interested in education	Junior and Senior Clinical Faculty from all Harvard Hospitals	Primary Care Faculty who seek to advance/have academic careers as clinical educators (not clinical investigator) do add other faculty on occasion from Geriatrics, Palliative Care, etc.	UCLA faculty members who currently serve in or will be serving educational leadership roles in the institution
How are fellows chosen?	<ul style="list-style-type: none"> • Self-nomination • Must have a 10% time commitment from their Chairs • Competitive process • Interview with members of the selection committee (faculty from 3 universities) 	<ul style="list-style-type: none"> • Competitive admissions process with • Required letter of support from division chief/department chair. • (self-nomination?) 	<ul style="list-style-type: none"> • Self nomination • Must have approval/support of division chief/department chair. 	<ul style="list-style-type: none"> • Nominated by department chair or division chief for educational leadership accomplishments or potential. • Submission includes resume and rationale for participation.
Are fellows	Yes - from Baylor, UT-	Yes, from throughout Harvard	No – but many are off-site	Yes - from UCLA and its

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from multiple campuses?	Houston Medical School, & UT-Houston Dental School	Hospitals	(not on the medical college campus but at community-based residency training programs).	affiliates, and from the Drew University of Medicine and Science who teach in the Drew/UCLA Medical Education Program.
Is there multiple site instruction?	At Baylor and at the Health Sciences Campus	Yes, at Beth Israel Deaconess Hospital and Mt. Auburn Hospital	No	At UCLA and at the Drew University site.
Staff support?	.25 FTE course coordinator	.25 FTE course coordinator	.50 FTE focused on our full time faculty development program – same individual speeds about .50 FTE on our community based preceptor faculty development program.	.10 FTE administrative support; assistance from technical staff for project work.
Resources?	<ul style="list-style-type: none"> • Funds provided to fellows to complete their projects; • Program leaders from 3 universities with degrees in education; • Educator's Library. 	<ul style="list-style-type: none"> • Funds for Fellows' projects; • Extensive IT/ library resources; • Significant numbers of faculty available for teaching and mentoring. 	<ul style="list-style-type: none"> • Funds provided for books required in each module, readings, and course supplies as needed. • Instructors trained in education complement physician instructors; • Statistical analysis for trainee projects; • Computer lab; • Faculty mentors. 	<ul style="list-style-type: none"> • Web-based course delivery system is used for discussion board and posting of materials; • Some funding is available to support research projects.
How did you make it happen?	In 1994 the Director of Admissions spoke to the Dean about improving teaching. The Chair of the Committee for Faculty Training & Development, who had attended teaching courses at	1998 Curriculum, 'incubating for years', took root in the Shapiro Institute which has been a joint venture of Harvard Medical School and originally the Beth Israel Hospital. Subsequently expanded to Mt. Auburn	Recognition by positional leaders (Chair, division chiefs, program directors) and senior influence leaders that clinicians were not advancing in academic careers and lacked knowledge and skills to design, deliver, and evaluate	In 1992, the chair of internal medicine at the VA asked if I could create a course for several of his faculty that he wanted to groom for future program director or clerkship director roles. He recommended offering the

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	Stanford, began creating a curriculum with the help of medical educators at UT San Antonio.	Hospital.	effective educational programs. Grounding of program in "best" of faculty development strategies and models (based on literature in medical education and higher education), and on-going evaluation to demonstrate the programs value/worth	program to all department chairs and assisted in encouraging their participation.
Who does the teaching?	Faculty from all three institutions who are dedicated educators from various programs. Former fellows and national medical education experts.	Program and Associate Program Director as well as faculty from the Harvard Medical system.	Faculty from MCW who are a combination of senior clinician educators with demonstrated record of educational scholarship (e.g., past journal editor, members from our Society of Teaching Scholars), medical writer/editor, PhD and Master level trained educators, and typically 1 invited outside "expert" per year.	Faculty members with expertise in education from the Center for Educational Development & Research and the Instructional Development & Technology Unit teach most sessions and provide mentorship for research projects; some guest speakers from campus and occasional national experts contribute.
Length of program?	24 months	10 months.	Fellows must complete four modules. A module is 4-5 months long	18 months
How often?	Once a month, but must also attend 24 hours of skills workshops of their choice	Once a week	Once a month during the term of the module	Seminars every other week for 10 months plus 8 months of research
Session length?	3 hours	2 hours at BIDMC; 1.5 hours at Mt. Auburn	4-4½ hours	2.5 hours
Out-of-class assignments?	See graduations requirements	Scholarly project with reporting at year's end; direct observations of master teachers in the system.	<ul style="list-style-type: none"> • Readings each month, a writing assignment, a structured interview – the assignments depend on the 	

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			module. <ul style="list-style-type: none"> • Complete a project for each module that is aligned with their division/department needs for education (a source then of resources to support the project). 	
Major topics in the curriculum?	<ul style="list-style-type: none"> • Curriculum and Instruction • Evaluation • Activities of a Professional Teacher • Preparation of an Independent Educational Project, i.e. Research or Product 	<ul style="list-style-type: none"> • What Every Medical Educator Needs to Know • Teaching Strategies • Evaluation • Medical Education Standards and Requirements • Roles of the Medical Educator • Lifelong Learner • Building Bridges • Reporting out on projects 	Modules (Must complete 4) <ul style="list-style-type: none"> • The Practice and Profession of Teaching • Curriculum • E/Digital Learning • Educational Measurement • Educational Evaluation • Educational Learning & Professional Academic Skills (PAS) 	<ul style="list-style-type: none"> • Teaching and Learning in Medicine • Learning theories & expertise • Instructional Technology • Cases & Simulations • Curriculum design • Assessment and Evaluation • Curriculum Change • Designing Research to Study Teaching & Learning
Graduation requirements?	<ul style="list-style-type: none"> • 80% attendance at all ESFP activities • Participate as a Student in 24 Hours of Education Workshops • Project Abstract • Peer Review of Actual Teaching (4 times) • Help Plan and Conduct a Faculty Development Workshop • Keep a Reflective Journal (minimum of 24 entries) 	<ul style="list-style-type: none"> • Regular attendance • Final project presentation 	<ul style="list-style-type: none"> • Attendance and active participation in 75% of each of the four modules • Completion of all monthly module assignments • Complete of an educational project 	<ul style="list-style-type: none"> • Complete a curriculum plan. • Complete at least the pilot phase of a program evaluation or educational research project.

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	<ul style="list-style-type: none"> Conduct 2 Educational Journal Clubs sessions 			
Is the fellowship part of a larger faculty development program?	Yes- We have an active faculty development program for faculty from all three institutions. We average approximately 100 hours of faculty development workshops and activities per year which rotate on a two-year schedule. Baylor also has a peer review program, an educator recognition program, and a learner evaluation program.	Programs are part of a variety of ongoing faculty development efforts but exist independently.	Program is part of an ongoing faculty development effort, but exists independently.	
What are the major benefits to individual fellows?	<p>Fellows report:</p> <ul style="list-style-type: none"> Increased tendency for self-reflection Positive impact on networking with other faculty Positive impact on use of educational literature Positive impact on evaluation and skills Positive impact on educational leadership in department, section, and/or College Increased interest/involvement/opportunities for educational leadership 	Fellows identify the year as a transformative experience in their lives as teachers.	<ul style="list-style-type: none"> Develop and maintain a set of academic colleagues who different specialties all interested in education. On track for academic promotion through publication/presentations in peer reviewed forums stemming from their projects. Excitement (and stress) of learning new things, of having to share their work in draft form publicly, etc. This helps them remember what it is like to be a student. Increased involvement in 	<p>Participants report significant improvement in skills in:</p> <ul style="list-style-type: none"> Curriculum planning Educational leadership Assessment and evaluation Program evaluation or research Teaching Facilitating change <p>Significant career effects:</p> <ul style="list-style-type: none"> New educational leadership roles Internal & external networking Leadership in educational committees Leadership in educational

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			educational leadership.	activities of professional organizations <ul style="list-style-type: none"> • Improved quality of teaching
What are the benefits to the school?	<p>Graduates benefit the school by providing educational leaders who:</p> <ul style="list-style-type: none"> • are agents for educational change for the College (see below), • provide a source of well-trained educators to lead and develop educational activities, • are educational scholars that bring positive recognition to the College and its programs, and • can provide a credible voice to department chairs, deans, and college administrators concerning educational issues. 	Fellows have consistently moved into roles of increasing educational responsibilities and leadership.	<ul style="list-style-type: none"> • Projects that are well designed and related to curriculum, teaching, evaluation, and/or learner assessment aligned with accreditation standards and division/department needs. • Knowledgeable educational leaders • Improved clinical educators to enhance teaching and curriculum ratings • LCME and ACGME site visitor role out – for faculty development and career support for clinician educators • Publications/presentations with MCW “brand” on it – bring stature to institution for education • Retention of clinician educators 	<ul style="list-style-type: none"> • Graduates of the MEF serve as leaders for educational programs and committees across the institution and its affiliates. • Several have received significant awards for teaching or career development.
What are the responsibilities of the fellows?	See graduation requirements. In addition, fellows have individual agreements with their Department Chairs concerning their present/future educational	Major responsibilities are reflected in a commitment to the group as identified by assignment completion and active participation in weekly seminar. Completing of project is also a core	<p>Participants:</p> <ul style="list-style-type: none"> • Attend and are prepared to participate in class activities • Take risks, experiment, try new approaches • Give constructive feedback 	<ul style="list-style-type: none"> • Reading assigned and optional articles and posting summaries to the MEF discussion board. • Participating in the seminars.

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	activities in their departments.	responsibility.	to colleagues <ul style="list-style-type: none"> • Complete project assignments and projects on time 	<ul style="list-style-type: none"> • Planning and presenting a curriculum project. • Planning and conducting an educational evaluation or research study.
Have the fellows been agents for change? If so, how?	<p>Former graduates have developed and/or lead efforts in the following areas. They implemented:</p> <ul style="list-style-type: none"> • And are members of our Academy (Academy of Distinguished Educators) • And received grant support for a new teaching method (Team Learning in Medical Education) • And are recipients of an educator recognition programs (Fulbright & Jaworski Faculty Excellence Award Program) • A Humanism Project • Several IT programs/sites for medical training • And teach in our Integrated Program Solving Course (PBL) • Changes in our Graduate Medical Education program 	<p>The Fellowship intends the graduates to become change agents in educational leadership and reform. Our experience to date shows this to be the case as the graduating Fellows have consistently assumed educational roles of increased responsibility.</p>	<p>Graduates</p> <ul style="list-style-type: none"> • Lead major medical student courses/clerkships, • Serve on the college wide curriculum committee, • Advocate for funding based on evidence (i.e., evidence based education) • Compete successfully for internal and external funds, • but perhaps most important – They demonstrate that a faculty member can have a successful and productive academic career as an educator. 	<p>Of the 77 graduates still in the institution in 2004-05, 45% hold positions of leadership in medical student or residency education. Of particular importance has been the work of the co-chairs of the curriculum committee in leading the design and implementation of a new 4-year curriculum, both MEF graduates.</p>

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	<ul style="list-style-type: none"> • And serve as mentors in our Peer Review Program • Our new on-line Evaluation Program • The Clinical Skills Exam 			
Wish list to make my program better:	<ul style="list-style-type: none"> • More Chairs supporting the program by giving faculty protected time for participation. • More involvement of Basic Science Faculty • Develop opportunities for past graduates to gather together 	<ul style="list-style-type: none"> • Expand opportunities for program graduates to convene on a regular basis. • Involvement of preclinical and research faculty. 	<ul style="list-style-type: none"> • Ability to expand program to more specialties with commitment of firm, on-going institutional funds 	<p>Stipend support for all participants to encourage department chairs to provide actual release time. A mechanism like an Academy that would help bring MEF graduates together after completing the program.</p>
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A Look at Eight Faculty Education Fellowship Programs – Part 2

	University of California, San Francisco School of Medicine	University of Michigan	University of Washington	University of Iowa
Name of Program?	Teaching Scholars Program (TSP)	Medical Education Scholars Program (MESP)	The Teaching Scholars Program (TSP)	Teaching Scholars Program (TSP)
Mission, Purpose, or Goals?	The purpose of the Teaching Scholars Program is to improve the teaching, scholarship and academic leadership of faculty members in the UCSF School of Medicine.	The Mission is to: <ul style="list-style-type: none"> • Develop educational leadership and promote educational scholarship. 	The Program's goals are to prepare scholars to: <ul style="list-style-type: none"> • Enhance their satisfaction as educators in a primarily research oriented academic environment • Teach more effectively • Become academic leaders. • Become aware of medical education research • Conduct scholarly research related to their educational endeavors. • Develop and disseminate educational innovations. 	The Program's goals are to: <ul style="list-style-type: none"> • Develop of a cadre of faculty members to provide faculty development within their departments and the CCOM; • Increase departmental involvement in faculty development efforts; • Increase resources available for college-wide faculty development efforts
When Begun?	1998	1998	1995	1999
Number of graduates? MDs/PhDs/ Both/Others	52 45/3/2/2	70 63/4/0/3	79 71/3/2/3	37 30/1/6/0/0
Graduated clinical vs. basic science faculty?	44 clinical vs. 6 basic science + 2 other	63 clinical vs. 4 basic science + 3 other	77 clinical vs. 1 basic science + 1 other	30 clinical vs 5 basic science faculty + 1 other (non-faculty)
Approximate size of each class?	12	12	5 to 14	12
Source and amount of funding?	Dean's Office through the Office of Medical Education Approx cost: \$50k/yr including salaries	Dean's Office Approx. \$112k/year	Scholars' home Departments pay tuition that covers most program costs and generally covers scholars' participation time	Program Office \$85K for program staff salary support; Dean's Office \$24K for scholars stipends
Target Audience	UCSF faculty interested in education	UM basic science and clinical faculty from all departments	Educators in the health professions who have a	UI basic science and clinical faculty from all departments

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			passion for teaching and a desire to become academic leaders; interprofessional and interdisciplinary participation valued	
How are fellows chosen?	Competitive selection process. Applicants submit: <ul style="list-style-type: none"> • application form • curriculum vitae • goal statement • letter of support from their department chair providing release time for Tuesday afternoons 	Competitive admissions process, including letter of support	Applicants must complete an application form, submit a curriculum vitae and goal statement, and provide a letter of support from their department chair providing the following three commitments: <ul style="list-style-type: none"> • Release time for Tuesday mornings • Payment of Program tuition • Agreement to pay for Scholar's attendance at a national education-based meeting. 	Each department nominates one faculty person per every 60 faculty members. The Program Advisory Committee in consultation with staff approves admittance of Scholars to the program.
Are fellows from multiple campuses?	Yes - from all UCSF primary teaching hospitals and programs	No	Yes – from all UW teaching hospitals and programs. In addition, scholars from Chinese, Mongolian, Japanese, and Israeli medical institutions have participated in the program.	No
Is there multiple site instruction?	No	No	No	No
Staff support?	.10 FTE program coordinator	.50 FTE program assistant	.30 FTE program coordinator	.75 FTE of professional staff time plus .5 FTE administrative staff support
Resources?	<ul style="list-style-type: none"> • Release time from departments • faculty development workshops 	<ul style="list-style-type: none"> • MESP library • Educational scholars from throughout the medical school • UM educational resources 	<ul style="list-style-type: none"> • UW educational resources 	<ul style="list-style-type: none"> • Release time for participants • Stipend for travel to professional meeting or to use in project

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	<ul style="list-style-type: none"> • former teaching scholars as mentors • UCSF Library resources • Office of Educational Technology resources 			<ul style="list-style-type: none"> • Support from OCRME staff • Networking with former teaching scholars
How did you make it happen?	The program was established in 1998 by David Irby when he arrived at UCSF.	The Dean was establishing initiatives in basic and clinical research and we successfully argued that the educational mission needed to be included. We emphasized "educational leadership development" rather than "faculty development" as a way to set this initiative apart.	The TSP is a self-sustaining Program, housed in the Department of Medical Education and Biomedical Informatics. It was established in 1995 by Charles Dohner and David Irby.	The Director and Faculty Development Consultant for the Office of Consultation in Medical Education submitted a proposal to the Dean to cover the costs of a \$2,000 stipend for each Scholar, then began advertising to departments for nominations.
Who does the teaching?	Co-Directors David Irby, PhD and Jessica Muller, PhD with faculty from library, educational technology, evaluation, and school leadership, as well as visiting and invited faculty presenters.	Department of Medical Education faculty and local and national medical education experts.	Co-Directors from Department of Medical Education and Biomedical Informatics and Department of General Internal Medicine. Health Sciences educators and leaders and local and national education experts. Individual sessions facilitated by scholars	Co-Directors from the Office of Consultation and Research in Medical Education. Former TSP program participants and award winning teachers present as guest speakers.
Length of program?	10 months	11 months	10 months	36 months
How often?	Approximately, every other week	Once a week	Once a week	Once a month in year 1, quarterly in years 2-3.
Session length?	3 hours	3.5 hours	3.5 hours	4 hours
Out-of-class assignments?	A scholarly project. Session specific reading assignments and exercises	A scholarly project. Session specific reading assignments and exercises	A scholarly project. Session specific reading assignments and exercises	A faculty development project. Session specific reading assignments and exercises
Major topics in the curriculum?	<ul style="list-style-type: none"> • Professional and Personal Development • Learning and Expertise • Curriculum Development 	<ul style="list-style-type: none"> • Fundamental Concepts in Education • Assessment and Evaluation • Research Methods 	<ul style="list-style-type: none"> • Fundamental Concepts in Education and Educational Philosophy • Assessment and Evaluation 	<ul style="list-style-type: none"> • Teaching Skills • Curriculum Design • Professional skills such as educational scholarship and

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	<ul style="list-style-type: none"> • Scholarship • Teaching Skills • Leadership and Organizational Change 	<ul style="list-style-type: none"> • Teaching Skills • Educational Leadership • (full curriculum is on the program URL) 	<ul style="list-style-type: none"> • Research Methods • Teaching Skills • Educational Leadership • “Survival Skills” including how to get promoted in the clinician educator track. • Creating a community of Teaching Scholars. • Interdisciplinary and interprofessional work • Professionalism 	mentoring
Graduation requirements?	<ul style="list-style-type: none"> • Regular attendance • Submit one abstract or article to a peer reviewed journal • Prepare an Educators Portfolio • Final project presentation 	<ul style="list-style-type: none"> • Regular attendance • Final project presentation 	<ul style="list-style-type: none"> • Regular attendance • Final project presentation 	<ul style="list-style-type: none"> • Regular attendance • Implementation of projects in own and other department
Is the fellowship part of a larger faculty development program?	Yes, our Faculty Development Workshop Series is offered when Scholars can attend. The program co-sponsor, the Academy of Medical Educators, also provides faculty development opportunities.	Yes, but it stands quite separate in many ways	Yes, both are based in Medical Education and Biomedical Informatics and the Faculty Development Workshops offered are timed so that Scholars can attend. However, there are many other faculty development opportunities offered apart from these two offerings.	• No, this program stands alone
What are the major benefits to individual fellows?	<ul style="list-style-type: none"> • Enhance knowledge and skills of teaching • Increase understanding of curriculum and academic program development • Develop knowledge and skills in educational research 	Institutional recognition of their educational contributions as well as augmented skills and introduction to the network of medical education colleagues.	<ul style="list-style-type: none"> • Time and space for reflection. • Afforded opportunities to see day-to-day work differently, both in terms of research and the possibility of creating change. • Introduced Scholars to 	<ul style="list-style-type: none"> • Enhanced knowledge and skills of teaching and curriculum design • Networking with fellow educators • Opportunity to participate in national educational organizations and meetings

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	<ul style="list-style-type: none"> • Strengthen academic leadership and career development skills • Acquire ability to improve systems of medical education through problem solving, critical evaluation and utilization of knowledge from other disciplines • Access to a faculty mentor 		<p>academic leaders</p> <ul style="list-style-type: none"> • Increased leadership opportunities • Augmentation of research and teaching skills. • Networking with fellow clinicians educators who are interested in each others' success 	<p>with financial support</p> <ul style="list-style-type: none"> • Opportunity to demonstrate leadership in faculty development in their own department as well as others
What are the benefits to the school?	<ul style="list-style-type: none"> • A cadre of well prepared faculty to take on leadership roles in the school. • Increased research and scholarly work in medical education • Projects undertaken in the program focus on the improvement of curriculum in the Scholar's own academic discipline. • Cross-discipline interactions • Graduates continue to provide faculty development in their disciplines and departments • Scholars apply their knowledge of educational theory and practice to their own course offerings and academic programs 	MESP graduates constitute many of the new generation of course, clerkship and residency program leaders. It has also augmented educational scholarship and productivity which fosters institutional recognition.	<p>Teaching Scholars Advocates for education</p> <ul style="list-style-type: none"> • New Leaders • Researchers for education • Disseminators of faculty development on medical education to individual specialties • Cross-discipline interactions • UWSOM college faculty • Support of clinician educator track • Fill positions of authority in medical student and residency education programs 	<ul style="list-style-type: none"> • A cadre of well prepared faculty to provide faculty development within departments and the school • Increased opportunities for all college faculty to learn about improving their teaching skills • A cadre of faculty to fill departmental and college level leadership positions
What are the responsibilities of the fellows?	<ul style="list-style-type: none"> • Active participate in seminar • Critique fellow scholars' projects • Complete a scholarly project 	<ul style="list-style-type: none"> • Design, develop and implement an educational research and development project. 	<ul style="list-style-type: none"> • Facilitate individual teaching sessions • Help design emergent curriculum as needed 	<ul style="list-style-type: none"> • Actively participate in sessions including evaluation efforts • Develop faculty

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	<ul style="list-style-type: none"> • Become a problem-based learning tutor (optional) • Act as mentor for future teaching scholars 	<ul style="list-style-type: none"> • Collaborate with faculty presenters in planning MESP sessions. • Conduct “educational autopsies” to evaluate MESP sessions. 	<ul style="list-style-type: none"> • Scholarly project • Active participation in session activities 	<ul style="list-style-type: none"> • development project that addresses departmental needs • Implement faculty development project in their home department as well as one other department per each year in program
Have the fellows been agents for change? If so, how?	<p>Yes. TSP graduates:</p> <ul style="list-style-type: none"> • now hold most of the key educational leadership roles in the School of Medicine and in their departments. • have performed major roles in curriculum reform. • most are members of the Haile T. Debas Academy of Medical Educators • receive a disproportional number of educational innovation grants. • have increased the number of peer reviewed publications and national presentations in medical education produced by UCSF. 	<p>Yes - MESP graduates have:</p> <ul style="list-style-type: none"> • Assumed a large number of leadership positions • Developed and implemented new courses • Revisited existing curricula • Assumed numerous leadership positions in national organizations. 	<p>The TSP encourages graduates to be agents for change and most do. For example TPS scholars:</p> <ul style="list-style-type: none"> • fill key teaching and administrative positions in the medical school and residency programs • have initiated an annual Teaching Scholars workshop • have been instrumental in the design of teaching and mentoring programs in a newly formed Colleges system at the UWSOM • are active in their national organizations and have given presentations on education and educational reform at national meetings in their respective specialties • serve on a variety of departmental and university committees 	<p>Yes. TSP graduates have:</p> <ul style="list-style-type: none"> • Increased the amount of faculty development available in departments and throughout the college, thereby reaching more people than previously. • Have assumed a large number of leadership positions in the college and influenced curriculum changes • Been promoted as educators • Increased the number of publications and national presentations in medical education produced by UI
Wish list to make my program	<ul style="list-style-type: none"> • A follow-up program to bring graduates together 	<ul style="list-style-type: none"> • Better time protection for participation in the program 	<ul style="list-style-type: none"> • Teaching Scholars continue to work together after 	<ul style="list-style-type: none"> • Increased involvement from basic science faculty

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	University of California, San Francisco School of Medicine	University of Michigan	University of Washington	University of Iowa
better:	<ul style="list-style-type: none"> Expansion of the Fellowship in Medical Education Research, a two year funded fellowship (constrained by lack of mentors) 	<p>and particularly to find time for work on their projects.</p> <ul style="list-style-type: none"> Better follow-through to encourage post-graduation productivity and continuing educational development. A mechanism to bring together former graduates in an effective way to promote the broader medical education research mission of the school 	<p>graduation</p> <ul style="list-style-type: none"> Funding for non-contact time for the co-directors Funding for participation time for scholars including time for work on projects Greater visibility and recognition from the UW system Continued diversity in TS applicants, in terms of profession, clinical specialty, and clinical and basic sciences 	<ul style="list-style-type: none"> More tangible support for scholars participation, truly protecting time for faculty to participate and paying for it
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