Educational Scholars Program: A National Faculty Development Model to Enhance Educational Research Skills

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Dr. Klein has documented no financial relationships to disclose or conflicts of interest to resolve.

This presentation will not involve discussion of unapproved or off-label, experimental, or investigational use of products, drugs, or devices.
Objectives

• Recognize the factors that led to the development of the Educational Scholars Program
• Discuss the key programmatic elements and curriculum
• Describe programmatic outcomes
Why Was ESP Created?

• Academic institutions value faculty who are **productive researchers, master clinicians, and educators**

• Many institutions encourage educators to become stellar teachers **AND** productive scholars
  
  • **Scholarship** is defined in dissemination of curricular innovations, evaluation tools, and teaching methodologies

• Recent **emphasis on outcomes** from education
  
  • Critical to determine effectiveness and that programs meet the needs of learners and patients
Why Was ESP Created?

- **Educator development focuses on teaching skills, rather than scholarship or educational research**
- **Education faculty require training to:**
  - Rigorously develop and evaluate curricular innovations, evaluation tools, and teaching methodologies
  - Disseminate outcomes of scholarship
  - Obtain funding
- Few national educator faculty development programs offer **national mentoring and networking**
The Problem for Educators

Educator faculty lacked scholarship skills resulting in difficulty getting promoted and achieving academic success
The Educational Scholars Program (ESP)
Overview of the ESP

• **Three year** national faculty development program focused on **educational scholarship**

• Embedded in a pediatric national organization, the Academic Pediatric Association (APA)

• Initiated in 2006

• Cohorts of scholars complete a 3-year longitudinal curriculum with mentored educational project
Key Components of ESP

• **Educational scholarship** skills emphasize:
  • Curriculum development & evaluation
  • Implementation and evaluation of an educational research project
  • Dissemination strategies

• **Mentorship**
  • Local project mentor & national advisor

• Completion of an **educator portfolio**

• **Networking** and collaboration
ESP Guiding Principles

1. The key theme of the curriculum, scholarship in education, is interwoven through all program activities.

2. We apply the principles of adult learning in all interactions with scholars, encouraging self-direction and reflective practice.

3. Program activities provide opportunities for scholars to interact with colleagues and practice new skills.

4. Longitudinal mentored scholarly projects will be informed by each scholar’s professional context and are expected to evolve throughout the course of the program.
5. The **collective wisdom** of the program’s scholars, faculty, advisors, and alumni is used in the learning process through evaluations, peer feedback, support, and mentoring.

6. The program will facilitate **meaningful mentoring relationships** and create and sustain **professional networks** for participants.

7. The program will actively **engage its graduates** in opportunities for leadership, scholarship, and continued professional development.

8. The ESP is a **dynamic, evolving learning program** that is based on evaluation and feedback from participants and faculty.
The Curriculum

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<th>THEME</th>
<th>ESP DAY @ PAS</th>
<th>Online Course</th>
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| 2  | Nuts and Bolts of Educational Research                              | • Quantitative Methodologies  
• Survey Design  
• Scholar Project Tables                                      | • Qualitative Research  
• Technology for Education |
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<td>Scholarly Dissemination</td>
<td>• Presenting a Workshop</td>
<td>• Author Development</td>
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<td>Leadership and Networking</td>
<td>• Writing a Scholarly Article</td>
<td>• Reviewing Manuscripts</td>
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ESP Success:
Outcomes from Cohorts 1-4
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<tr>
<th>Demographics</th>
<th>Graduates, % (N)</th>
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<tbody>
<tr>
<td>Female</td>
<td>74% (34)</td>
</tr>
<tr>
<td>Age 30-39</td>
<td>75% (35)</td>
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<tr>
<td>Faculty Rank, starting program</td>
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<tr>
<td>• Instructor</td>
<td>38% (18)</td>
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<td>• Assistant Professor</td>
<td>55% (26)</td>
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<td>Geographic Impact</td>
<td>39 Institutions</td>
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# Scholarship

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<th>Educational Scholarship</th>
<th>MedEd Portal</th>
<th>National Workshop</th>
<th>Education Grant</th>
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<tr>
<td>Mean (N)</td>
<td>4.1</td>
<td>1.3</td>
<td>5.7</td>
<td>1.5</td>
</tr>
<tr>
<td>Range (N)</td>
<td>0-27</td>
<td>0-7</td>
<td>0-15</td>
<td>0-6</td>
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<tr>
<td>Number of Grads with at least one</td>
<td>36</td>
<td>22</td>
<td>35</td>
<td>30</td>
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Scholarship

98% reported at least 1 publication, funded grant, or educational leadership position
Graduate Assessment of Value

• **Most valuable** components of ESP:
  • Gaining access to *mentorship* outside of the graduate’s own institution (90%)
  • *Networking* with other educators (83%)
  • Learning *educational scholarship* (83%)

• **87%** reported *collaboration* with another ESP graduate on a scholarly project
Leadership

• 94% of scholars reported serving in at least one institutional educational leadership role
  • Undergraduate Medical Education (6)
  • Graduate Medical Education (35)
  • Senior educational leadership (6)
  • National leadership positions (7)
Conclusions

• ESP graduates reported academic productivity and promotion

• ESP graduates serve in important institutional and national educational leadership roles

• Graduates valued networking within the program and reported collaboration with other scholars
10 Year Outcomes

- 3 Year Program
- 8 Cohorts
- 80 Institutions
- 53 Faculty
- 170 Scholars
- OVER 200 Scholarly Products Since ESP Graduation
Current and Future for ESP
Current ESP

- Cohort 9 started February 2019
  - 35 new scholars
  - 35 National Advisors recruited
- Total of 134 graduates (78% graduation rate)
- Many National Advisors and Faculty are prior scholars
- Continue to introduce new educators
  - ~25 faculty/advisors were never scholars
New ESP Initiatives

• Increased scholar and graduate involvement
  • Scholars and/or graduates co-facilitate all ESP online courses and in-person teaching sessions
  • New leadership roles within committee structures

• Research projects with graduates and faculty

• Alumni Task Force
Questions?
ESP Related Publications


