Guide to Academic Activities for Clinical Faculty in the Faculty of Medicine

The purpose of this Guide is to describe the academic activities available within the University of British Columbia (UBC) Faculty of Medicine that support engagement and fulfillment of contribution expectations by Clinical Faculty members.

A. TEACHING

UBC Faculty of Medicine strives to educate, develop and mentor future and current health practitioners, professionals, educators and researchers who can work together effectively to serve evolving health needs.

In UBC Faculty of Medicine, teaching may involve teaching with patient care, teaching without patient care, learner supervision, or peer/professional instruction.

For programs available at the undergraduate, graduate and postgraduate levels, please refer to https://www.med.ubc.ca/education/programs/

Types of Learners:

- Undergraduates (e.g., medical students; BMW, BASc, BMLSc, summer international students, honours theses, Co-op/practicum, Directed Studies, Flexible and Enhanced Learning in MD Undergraduate Program (FLEX));
- Graduates (e.g., MSc, MHSc, MASc, MPH, MHA, MPT, MOT, MGSC, PhD, MD/PhD, Residents, etc.);
- Postgraduates (e.g., Postdoctoral Research Fellows, Clinical Fellows, International Medical Graduates, etc.);
- Peers/Professionals (CME/CPD as presenter).

Examples of Types of Teaching Activities:

a. Teaching with Patient Care (TwPC):

- Designated Clinical Sessions / Clinical Teaching: One or more learners, including clinical rotation placements and electives (i.e., teaching with patient care taking place in an inpatient or outpatient environment, site visits, etc.);
- Electives for UBC Faculty of Medicine learners or out-of-province visiting students;
- Shadowing of learners.

b. Teaching without Patient Care (TwoPC):

- Course instructor/course coordinator, lecturers, and seminars (e.g., cohort of students, formal numbered UBC courses, Vancouver Summer Program);
- Academic Half Day / Academic Day (i.e., instruction provided to a learner or small group of learners by direct interaction with an instructor as part of an Academic Half Day);
- Grand Rounds;
- Panel Member (i.e., a group of experts discusses a topic before a group of learners);
- Large Group Sessions/ Small Group Sessions / Tutorials, often with formal course numbers (i.e., Case-Based Learning, FLEX, Portfolio, Game Based Learning, Community Based Experiential Learning, Team-Based Learning, fieldwork, field trips);

- Research Elective (i.e., an elective for MD Undergraduate Program students that involves academic research);
- Clinical Skills Sessions with standardized or volunteer patients;
- Laboratory (i.e., wet, computer, clinical laboratory sessions in the health professions, research laboratory instruction, practical hands-on training);
- Workshops for learners on specialized topics or skills, including design/development and delivery activities;
- Examinations (i.e., mock, oral, and written examinations, exam setting, preparing exam questions, assessing portfolios, OSCEs);
- Guest Lecturer / Visiting Lecturer / Guest Presenter / Continuing Education Presenter (i.e., Presentation at Rounds, invited lectures given at UBC or other institution; named lectures, UBC and non-UBC CME and CPD courses);
- Creating e-learning resources (i.e., online modules, podcasts, blogs, YouTube videos);
- Preparation (i.e., lecture, lab, exam, assignment prep, office hours).

c. Supervision with and without Patient Care:

- Research Supervision and Co-Supervision (i.e., oversight and direction of research activities to an individual or small group of learners at undergraduate, graduate, or postgraduate levels, including research projects in professional or course-based programs such as MPT/MOT, AUDI/SLP and MGSC research projects, and Directed Studies);
- Group Projects (i.e., supervision of a systems innovation, quality improvement (QI) and patient safety project by postgraduate learners);
- Graduate Student Supervisory Committees (i.e., membership on Master or PhD committees);
- Chair or member of the doctoral comprehensive examination committee, Chair of final Masters or doctoral thesis defense, university examiner, external examiner;
- Portfolio Coach (i.e., supporting a small group of medical students in clinical practice content areas);
- Student Advisor and student mentoring (i.e., formal and informal at the undergraduate, graduate, or postgraduate levels);
- Supervision of a co-op or practicum student placement in research and professional programs.

B. EDUCATIONAL LEADERSHIP

Another goal within UBC Faculty of Medicine is to promote educational innovation and actively apply lessons learned across educational offerings to improve outcomes and access to education.

While scholarship of teaching and learning (i.e., discipline-situated research into effective curriculum and pedagogy) can constitute evidence of educational leadership, there are also many other types of educational leadership activities that **advance teaching and learning beyond one's classroom**.

Please note that educational leadership is not synonymous with excellent teaching or scholarly teaching (i.e., teaching informed by, and based on scholarship of teaching, learning, and educational research).

Examples of Educational Leadership Activities:

- Teaching, mentoring and inspiring colleagues in learning environments;
- Organization of and contributions to conferences, programs, symposia, workshops and other educational events on teaching and learning locally, nationally and internationally;
- Contributions to open education repositories;
- Recognition and distinction in the form of awards, fellowships and other recognition for teaching and learning-related activities (internal to UBC and beyond);
- Participation in the pedagogical training of other instructors/teachers;
- The development of innovation in education, including the areas of examination, pedagogical innovation, teaching evaluation, faculty development or simulation, innovation in the use of learning technology, etc.;
- Contributions to curriculum or medical educational program development and renewal;
- Creation of learner websites (e.g., for neuroanatomy and gross anatomy;
- Program/Course/Site Director, Chair of an educational committee, Program Advisor, etc.;
- Recognition of educational leadership by participating in the development of curriculum and/or providing specialized instruction nationally and globally. May also include invited presentations at national and international conferences in the area of educational leadership.

C. SERVICE

Service to the academic profession or discipline, UBC or broader academic community, health or clinical profession or to a hospital/health authority/health organization, is an important activity that demonstrates the Faculty of Medicine's commitment to partnerships, relationships, and belonging to a community.

Examples of Types of Service Activities:

a. UBC:

- Membership on, or service to, committees, sub-committees, and councils in Departments / Schools, the Faculty of Medicine, and UBC (e.g., promotions committee, Research Ethics Boards, admissions committee, education committees, etc.);
- Faculty mentoring (i.e., formal and informal);
- Leadership roles at any level of UBC (e.g., Division or Associate Head, Centre Director, Associate or Assistant Dean, Director of a major program or facility);
- Participation in internal or external reviews of programs and academic units;
- Participation in recruitment committees for faculty and academic leadership positions;
- Participation in accreditation processes and committees;
- Participating in donor or alumni engagement, and in partner development on strategic initiatives or fundraising campaigns.

b. Health Profession/Health Authority/Hospital/Agency/Professional Organizations:

- Membership on, or service to, provincial, national and international professional or health-related associations;
- Leadership roles at a hospital, health authority, agency or professional organization (e.g. Vice President, Medical Director, Board Member, Chief Medical Officer, Chair of Committee);

- Contributions to systems innovation, quality improvement, patient safety, and health care advocacy.

c. Local, Provincial, National and International Community:

- Membership on, or service to, other committees for a professional society, government or public councils and boards;
- Membership in, or service to, scholarly or other societies;
- Memberships on, or service to, scholarly committees;
- Editorships;
- Peer Reviewer (i.e., manuscripts, grant reviewer, etc.);
- Invited participation (e.g., participation on a government or other organization panel)
- Community outreach and engagement (i.e., communication and knowledge translation to the public via radio, TV, or other media interviews, panel discussions, public discussions; volunteer work relating to scholarly activities);
- Professional, academic, and public service work to advance the inclusion of equity-deserving populations in academic, health care partners and research positions and institutions.

D. SCHOLARLY ACTIVITY

UBC Faculty of Medicine's strategic plan includes a goal to create, translate, and implement knowledge across all research areas to increase global impact and promote improved individual and population health, locally and globally.

In UBC Faculty of Medicine **evidence of scholarly activity varies** by academic unit, discipline and individuals.

Types of Scholarly Activity:

- Participation in research as a primary investigator, co-investigator or collaborator, including: "Traditional" Scholarship activities, such as peer-reviewed research grants and peer-reviewed research publications;
    - "Non-traditional" scholarship activities such as non-peer-reviewed publications;
    - Knowledge translation activities to translate knowledge into decision-making and practice with research partners;
    - Contributions as a team scientist where the judgment of scholarly activity is based on the greater accomplishment of an indispensable group of scientists on a multi-investigator team (as a whole), in addition to the quality, significance, and unique/essential of the individual's contributions;
    - Indigenous Scholarly Activity, including community-based research and other forms of scholarly activity that investigates racism and discrimination in all its forms;
    - Research leadership, such as building and/or leading a hub, platform, clinical trial network or site.

- Scholarship of Teaching and Learning Activities
    - Scholarship of teaching makes a broader contribution to the improvement of teaching and learning beyond one's own teaching responsibilities;
    - Scholarship of teaching activity may be evidenced by factors such as originality or innovation, demonstrable impact in a particular field or discipline, peer reviews of scholarly contributions to teaching, peer-reviewed publications on scholarship of

teaching, dissemination in the public domain, or substantial and sustained use by others.

- Professional Scholarly Contributions
  - Engages in systems innovation and/or quality improvement;
  - Engages in patient safety and/or health care advocacy.

Examples of Scholarly Activities:

a. *Traditional scholarly activities:*

- Contributions include as Principal and Co-Principal Investigator / Co-Investigator / Collaborator / Skills Specialist (i.e., biostatisticians, bioethicists, technical experts, etc.) /Clinical Trials Site Lead;
  - Refereed publications (i.e., journals, conference proceedings/abstracts, etc.) including as First, Contributing, Senior (Corresponding), Sole Author;
  - Non-refereed publications (i.e., journals, conference proceedings, research reports, briefing notes/evidence synthesis);
  - Books and book chapters (i.e., authored, edited);
  - Invited research presentations (i.e., presentations related to original research activities given at scholarly meetings or at another institute by specific invitation, including lectures given as Keynote Speaker at a conference);
  - Conference participation (i.e., organizer, reviewer, session chair, moderator, etc.);
  - Other research presentations (e.g., presentations to public events organized by local funding agencies, charities, patient support groups, high schools, etc.);
    - Other forms of dissemination of research evidence/knowledge to the public domain (e.g. websites, depositories, datasets, patents / special copyrights);
- Research or equivalent contracts, competitive and non-competitive (i.e., operating grants, team grants, group grants, equipment grants, infrastructure grants, training grants, clinical trials, etc.);
  - Contribution to team science may include disciplinary or specialized expertise as part of interdisciplinary, multi-disciplinary, laboratory research, and participatory research.

b. *Scholarship of Teaching and Learning activities:*

- Research projects, grants and/or publications specific to Scholarship of Teaching and Learning;
- Textbooks and curriculum reform that changed academic understanding or made a significant contribution to the way in which a discipline or field is taught might constitute useful evidence of the scholarship of teaching whereas textbooks or curriculum revision of a routine nature would not.

c. *Professional Scholarly Contributions:*

- Publications specific to Professional Contributions and practice
  - Evidence-based reviews and publication on a significant clinical observation
- Knowledge translation;
  - Technology development and systems innovation;
  - Contributions to patient safety (i.e., community or stakeholder engagement);
  - Development and maintenance of innovative approaches to patient care;
  - Quality improvement activities in areas of clinical or professional expertise;
  - Patents / Special Copyrights;