

NOSM UNIVERSITY CEPD SCHOLARLY ACTIVITY FRAMEWORK

Approval Authority: CEPD Advisory

Established: 2023/06

1.0 RATIONALE

The Committee on Accreditation of Continuing Medical Education's (CACME) Standard 2.5 outlines the expectations and responsibilities of University Offices in the domain of scholarly activity. This framework describes the NOSM University CEPD Office approach, measures, and scope of scholarly activity to meet these expectations.

An accredited CPD provider organization approaches its work in a scholarly manner by using evidence of the effectiveness of educational interventions or new innovations to inform the design, development and implementation of its activities.

University offices of CME (or equivalent title) must participate independently or collaboratively in scholarship (sharing projects or innovations through presentations or publications) or original research in medical education, continuing professional development, or healthcare professional education (CACME Accreditation Standard 2.5, "Scholarly Activities in Health Education").

The NOSM U CEPD Office has adopted Boyer's Dimensions of Scholarship (1990) and a definition of scholarly activity aligned with the [NOSM University Policy and Procedures Governing Joint and Stipendiary Faculty Promotions](#).

2.0 FRAMEWORK

1. Domains of Scholarship measures of performance may include (adapted from Garnett & Ecclesfield, 2012):
 - a. Discovery
 - i. Publishing research in peer-reviewed forums.
 - ii. Producing and/or performing creative work within an established field.
 - iii. Sharing work in peer-reviewed forums (posters, oral presentations).
 - b. Integration
 - i. Preparing literature reviews (e.g., scoping, critical, & systematic reviews; meta-analyses; qualitative evidence syntheses).
 - ii. Writing a multi-disciplinary textbook.
 - iii. Collaborating with colleagues to design and deliver a core course.

- c. Application/Engagement
 - i. Consultative services to external healthcare, CPD, or medical education organizations.
 - ii. Leadership roles in professional organizations.
 - iii. Advising student leaders based on expertise.
 - d. Teaching
 - i. Peer-reviewed educational workshops and keynotes.
 - ii. Advancing learning theory through classroom research in medical education/CPD activities.
 - iii. Developing and testing instructional materials.
 - iv. Mentoring UME, PGME, and/or graduate student learners.
 - v. Designing and implementing a program-level assessment system.
2. Emerging Aspects of Scholarly Activity may include (cf. NOSM U Faculty Affairs; Duke University School of Medicine):
- a. [Digital Scholarship](#): a scholarly activity that exclusively utilizes digital tools to create, share, disseminate and advance scientific knowledge. This digital scholarship must be openly accessible, inclusive, collaborative, archivable, and promote scholarly discourse.
 - b. [Advocacy Scholarship](#): a scholarly activity that promotes the social, economic, educational, and political changes that ameliorate threats to human health and advance the well-being of people.

To be transparent about the criteria and relevance of these emerging activities, each activity should include a summary of defined quality and quantity measures of the activity and its impact.

The outlined scholarly activities are tracked within the office when one or more of the following conditions holds:

1. **The activity involves a member of the CEPD Office**, including staff, leadership (e.g., Director, Associate Dean, and/or Medical Directors) and faculty roles (e.g., Medical Reviewers, Programs Leads, CEPD Faculty Development Liaisons); also including collaborative activities with faculty across NOSM University.
2. **The activity involves a program certified/accredited by the CEPD Office**, where at least one author/presenter is a NOSM U faculty member. All programs certified/accredited by NOSM U CEPD have a Scientific Planning Committee (SPC) chaired by a faculty member.

Note: this may not be comprehensive, as SPCs are not required to report scholarly activity when seeking accreditation.

3.0 DEFINITIONS

For the purposes of this framework, scholarly activity means:

- research directed towards a contribution to knowledge and the dissemination of its results; and/or
- participation in those academic activities that contribute to the enhancement, creation, and dissemination of knowledge; and/or
- creative and professional activities which contribute to one's discipline; and/or
- research directed toward improving the social accountability of health professional education and/or research for communities.

4.0 RELATED POLICIES

[NOSM University Policy and Procedures Governing Joint and Stipendiary Faculty Promotions](#)

5.0 AUTHORITIES, ROLES, AND RESPONSIBILITIES

The CEPD Research coordinator is responsible for maintaining tracking of CEPD scholarly activity.

- Annually: Requests all faculty with CEPD roles to list any scholarly activities they have undertaken or participated in during the previous year. An up-to-date CV may be sent instead.
- Annually: Reviews publication list compiled by the library and follows up on scholarly activity by members of the CEPD office if not otherwise recorded.
- On-going (minimum bi-annual review): Scholarly activities are tracked in an Excel spreadsheet. Includes date; authors; title; venue; whether regional or national/international; whether peer-reviewed; type of activity; and collaborative relationships.
- On-going (minimum biannual review): When available, a digital copy of scholarly activity products, including but not limited to presentations, articles, reports, and other evidence of knowledge translation, is stored on the CEPD Office Scholarship SharePoint Library.

The CEPD QI & Research Working Group reviews the framework and documentation, provides feedback, and makes any recommendations for updates and changes.

6.0 INTERPRETATION

Questions of interpretation or application of this framework will be referred to the NOSM University CEPD Research Coordinator in the CEPD office (cepd@nosm.ca).

7.0 RELATED DOCUMENTS

University Documents and Information

- [NOSM University Policy and Procedures Governing Joint and Stipendiary Faculty Promotions](#)

Legislation and Information

- [CACME Accreditation Standards](#)

References

Best, D., Maradiaga Panayotti, G., & Martinez-Bianchi, V. (n.d.). Advocacy scholarship definition rationale - Duke University School of Medicine.

https://medschool.duke.edu/sites/default/files/2021-05/advocacy_scholarship_framework_0.pdf

Boyer, E. (1990). *Scholarship reconsidered: Priorities of the professorate*—the Carnegie Foundation for the Advancement of Teaching, Jossey-Bass (a Wiley imprint).

Garnett, F., & Ecclesfield, N. (n.d.). *Towards a framework for co-creating open scholarship*. Research in Learning Technology. <https://journal.alt.ac.uk/index.php/rlt/article/view/724>

Swaminathan, M. (n.d.). Digital Scholarship - Duke University School of Medicine.

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