



Navigating the Landscape of Educational Scholarship

Friday, October 20, 2006 with special guest Sonia J. Crandall, Ph.D., M.S. Wake Forest University School of Medicine

Overview

In academic medicine, teaching as a scholarly function of the professorate historically has not been considered enough for promotion and tenure. Fortunately, the terrain for health professions educators in academe is becoming more easily traveled. Boyer's "Scholarship Reconsidered: Priorities of the Professoriate" has generated dialogues regarding the "roles, expectations, recognition, and academic advancement" for the faculty heavily invested in teaching (GEA Consensus Conference, February 2006). The purpose of this Education Grand Rounds session is to provide educators with a framework for mapping a route through this new terrain.

Learning Objectives

At the completion of this presentation, participants will be able to:

- Characterize educational scholarship.
- Discuss frameworks for assessing the quality of educational scholarship and providing a systematic approach to presenting your work.
- Formulate a scholarly educational question to investigate.
- Identify opportunities to "educate" members of the Promotion and Tenure committee to help them more easily recognize and reward educational scholarship.

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Sonia Crandall, Ph.D., M.S., is Professor of Family and Community Medicine and Director of the Leadership and Mentoring Program for the Women's Center of Excellence for Research, Leadership, Education (WHCoE) at Wake Forest University School of Medicine. Dr. Crandall has been on faculty at WFUSM since 1994. From 1989 to 1994, she was a faculty member and Director of Faculty Development in the department of Family Medicine at the University of Oklahoma College of Medicine. Dr. Crandall received her Ph.D. in Adult and Community Education from the University of Oklahoma. She earned a B.S. in Zoology from Western Illinois University, and Master's degrees in Education and Epidemiology from the University of Illinois and Wake Forest University School of Medicine, respectively.

From 2000-2006, Dr. Crandall was director for the Medicine as a Profession course, a two-year preclinical course. She has been actively involved in face-to-face teaching for the past 17 years. She has a long-standing interest in medical education, faculty development, and educational research and has published several articles related to medical student education. She was a member of the task force that prepared the handbook for reviewers of research manuscripts, which was published in the 2001 September issue of *Academic Medicine*. She has co-authored several funded federal grants and is currently Project Director or Co-Director on three. She was a Fellow of the 2005-2006 class in the Hedwig van Amerigen Executive Leadership in Academic Medicine (ELAM) Program for Women.