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Komal Kochhar, MBBS, MHA; Leila A. Soleimani, MS; Bobbi J. Byrne, MD; Dimitrios Stefanidis, MD, PhD; Katie E. Pettit, MD; Bita H. Zakeri, PhD; Kim Denny, MSEd; James J. Brokaw, PhD, MPH; Paul M. Wallach, MD

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Abstract

We implemented an annual "Education Day" at Indiana University School of Medicine to promote educational scholarship across our nine-campus system. Held each spring from 2020 to 2023, Education Day showcased the educational scholarship of our faculty, staff, and learners, and provided a forum to share best educational practices and forge new collaborations.

Keywords

Background

The Indiana University School of Medicine (IUSM) employs a large geographically distributed system of medical education composed of eight regional medical campuses (RMCs) and the main medical campus in Indianapolis.[1] An inherent challenge of operating such a large multi-campus system is being able to provide relevant professional development opportunities for all our medical education faculty and staff from across the state, as well as provide our learners (medical students and residents) with formative opportunities to engage with faculty and peers in a community of scholars. The accreditation standards of the Liaison Committee on Medical Education (LCME) set explicit requirements in both regards. As stated in Standard 4.5 of *Functions and Structure of a Medical School*, "A medical school and/or its sponsoring institution provides opportunities for professional development to each faculty member in the areas of discipline content, curricular design, program evaluation, student assessment methods, instructional methodology, and research to enhance his or her skills and leadership abilities in these areas."[2] With regards to learners, Standard 3.2 states that "A medical education program [be] conducted in an environment that fosters the intellectual challenge and spirit of inquiry appropriate to a community of scholars and provides sufficient opportunities, encouragement, and support for medical student participation in the research and other scholarly activities of its faculty."[2] The *CanMeds 2015 Physician Competency Framework* establishes similar expectations of scholarship opportunities for medical students in Canadian schools.[3]

Komal Kochhar, MBBS, MHA; Assistant Professor, Department of Family Medicine, Indiana University School of Medicine, Indianapolis, IN

Leila A. Soleimani, MS; Office of Continuing Education in Healthcare Professions, Indiana University School of Medicine, Indianapolis, IN

Bobbi J. Byrne, MD; Professor, Department of Pediatrics, Indiana University School of Medicine, Indianapolis, IN

Dimitrios Stefanidis, MD, PhD; Professor, Department of Surgery, Indiana University School of Medicine, Indianapolis, IN

Katie E. Pettit, MD; Associate Professor, Department of Emergency Medicine, Indiana University School of Medicine, Indianapolis, IN

Bita H. Zakeri, PhD; Office of Continuing Education in Healthcare Professions, Indiana University School of Medicine, Indianapolis, IN

Kim Denny, MSEd; Office of Continuing Education in Healthcare Professions, Indiana University School of Medicine, Indianapolis, IN

James J. Brokaw, PhD, MPH; Professor Emeritus, Department of Anatomy, Cell Biology, & Physiology, Indiana University School of Medicine, Indianapolis, IN

Paul M. Wallach, MD; Professor, Executive Associate Dean for Educational Affairs and Institutional Improvement, Indiana University School of Medicine, Indianapolis, IN

Corresponding author: Komal Kochhar, MBBS, MHA, Director of Research in Medical Education, 410 W. 10th Street, Suite 2100, Indianapolis, IN 46202; email: kkochhar@iupui.edu

Our challenge was to find a cost-effective way to satisfy these LCME standards, at least in part, with a one-day event available to all faculty, staff, and learners from across our multi-campus system. We describe here the development and implementation of "IUSM's Annual Education Day," with a focus on medical education scholarship.

Education Day Planning Process and Agenda
The inaugural Education Day was held on the Indianapolis campus in early March 2020, under the direction of a five-person Planning Committee appointed by the Dean's Office of Educational Affairs. Beginning in late 2019, a call for proposals was widely disseminated via IUSM's electronic newsletter and various listservs, which attracted 130 proposals of educational innovations and scholarship from across the statewide system. Following the peer-review process, 118 proposals (91% acceptance rate) were scheduled for oral and poster presentations, workshops, or small-group sessions. Some of the accepted proposals were incorporated into eight special, themed sessions that provided in-depth consideration about specific aspects of IUSM's educational mission:

- *Undergraduate Medical Education*
- *Graduate Medical Education*
- *Biomedical (MS/PhD) Education*
- *Regional Medical Campuses*
- *Diversity, Equity, & Inclusion*
- *Wellness*
- *Point-of-Care Ultrasound*
- *Simulation*

A lunchtime keynote address was given by a nationally recognized medical educator. The day-long event ended with an awards ceremony for the "best" faculty, staff, and learner proposals.

With minimal variation, the same planning process and agenda were used for the subsequent Education Days held in late April 2021, 2022, and 2023 (see generic agenda in Table 1). Education Day was held in-person on the Indianapolis campus in 2022 and 2023, but it was held virtually in 2021 due to the pandemic. Funding for Education Day was provided by the Dean's Office of Educational Affairs. To facilitate statewide dissemination, the Education Day

presentations were archived in the University's ScholarWorks Digital Repository.[4]

Table 1. IUSM Annual Education Day Agenda	
8:00-9:00 am	Registration
9:00-9:05 am	Welcome from the Dean, IUSM
9:05-9:50 am	1st Selected Oral Presentations
9:50-10:00 am	Break
10:00-10:45 am	2nd Selected Oral Presentations
10:45-11:00 am	Break
11:00-11:45 am	Concurrent Small Group Discussions and Workshops
11:45-12:00 pm	Break
12:00-12:45 pm	Lunch and Keynote Speaker
12:45-1:00 pm	Break
1:00-1:45 pm	1st Concurrent Themed Oral Presentations: ▪ Diversity, Equity, Inclusion, & Justice ▪ Wellness ▪ Simulation ▪ Point of Care Ultrasound
1:45-2:00 pm	Break
2:00-2:45 pm	2nd Concurrent Themed Oral Presentations ▪ Regional Medical Campuses ▪ Biomedical Education ▪ Undergraduate Medical Education ▪ Graduate Medical Education
2:45-3:00 pm	Break
3:00-4:00 pm	Poster Presentations Scholarly Concentration Poster Presentations
4:00-5:00 pm	Reception and Certificates

Education Day Peer Review Process and Keynote Speaker
The peer-review process involved approximately 40 faculty reviewers, including those from the RMCs. Each de-identified proposal was reviewed by two faculty members using a common scoring rubric (Supplemental Appendix 1) and given a rating of "accept," "accept if space available," or "reject." In the event of a split vote (i.e., accept/reject), a third reviewer served as the tiebreaker. Proposals with two "reject" votes were then reviewed by the Planning Committee for a final decision. All other proposals were accepted into the program and assigned a presentation category (i.e., oral, poster, small group discussion, workshop) based on a combination of author preference, reviewer recommendation, and programming needs.

Reviewers were also asked to select the "Best Faculty/Staff" proposal and the "Best Learner" proposal from all those they reviewed. This subset of "best" proposals was forwarded to members of the Planning Committee for their independent review and vote. Those proposals receiving a majority of votes from the Planning Committee members were awarded the "Best Faculty/Staff" proposal and the "Best Learner" proposal in each of the four presentation categories (i.e., oral, poster, small group discussion, workshop).

The Keynote speakers were selected in accordance with the Education Day theme and based on recommendations from the Planning Committee members. For each Education Day, we invited individuals who held significant leadership positions at the American Medical Association (2020); the Geisel School of Medicine at Dartmouth (2021); IUSM (2022); and the College of Medicine, University of Saskatchewan (2023).

Four-Year Trends
Across the four Education Days (2020 – 2023), we received and reviewed an average of 132 proposals per year; and an average of 281 individuals attended per year, though the trend was increasing attendance over time (Table 2).

Table 2. IUSM Annual Education Day Participation, 2020-2023					
Years	Themes	Total Registrants	Proposals Received	Proposals Accepted	Acceptance Rate
2020	Bringing Fresh Perspectives to Medical Education	243	130	118	91%
2021 (virtual)	Adaptability in Medical Education	249	118	105	89%
2022	Building Bridges in Medical Education	312	128	120	94%
2023	Innovations in Medical Education	318	153	145	95%

By examining the authorship of accepted proposals, we determined the relative composition of Education Day presenters with respect to their status, campus, and department affiliations. Averaged across the four years, the Education Day presenters included faculty (38%), staff (12%), and learners (50%). The "learners" were primarily medical students, but also included residents, fellows, and a few graduate students. There was ample representation from the Indianapolis campus (76%) and the RMCs (24%), as well as from basic science departments (17%), clinical departments (61%), and other school units, e.g., library, Dean's offices, etc. (22%). It is worth noting that representation from the RMCs increased markedly over this four-year period, averaging 14% in the first two years (2020 – 2021) and 28% in the last two years (2022 – 2023). Moreover, evidence of increasing collaboration between the faculty at Indianapolis and the RMCs was indicated by the proportion of proposals with joint authorship, which gradually increased from 0% in 2020 to 5% of all proposals in 2023.

The Education Day presentations covered a broad range of topics across the continuum of medical education. Presentation topics were selected from a list of 19 pre-identified categories during the proposal submission process. The most frequently presented topics (>5%) are shown in Table 3.

Table 3. IUSM Annual Education Day Most Frequently Presented Topics, 2020-2023		
Topics	#	%
Curriculum Development	72	14%
Assessment and Evaluation	64	12%
Covid-Related Educational Initiatives	41	8%
Diversity, Equity & Inclusion	37	7%
Innovation in Education	37	7%
Cultural Competence	36	7%
Wellness	36	7%

In 2022 and 2023, we included proposals submitted from medical students across the state about their Scholarly Concentration projects.[5] These optional, independent projects are pursued by the students to augment and enhance their medical education. Each IUSM campus offers one or more Scholarly Concentration focus areas that capitalize on the expertise and strengths of the local faculty and clinical community. A few examples of the 17 campus-specific focus areas include *Ethics, Equity, & Justice*; *Medical Humanities; Quality & Innovation in Health Care*; *Urban Medicine & Health Care Disparities*; and *Rural Health*. The Scholarly Concentration projects were presented in a special poster session, distinct from the other Education Day posters, to showcase student scholarship in public health and clinical research studies.

A post-event survey was used to assess participant satisfaction at the conclusion of each Education Day. Across four years of cumulative data, 81% of the respondents rated the event as "excellent" or "very good," indicating a high degree of overall satisfaction (N=267 respondents out of 1,122 total registrants). A majority of the respondents "strongly agreed" or "agreed" that Education Day met their professional expectations and needs, provided supporting material/tools helpful to their professional role, and included opportunities to learn interactively (Fig.1). In response to the prompt, "As a result of this activity, I will change/improve by being better able to…," a majority of the respondents "strongly agreed" or "agreed" with four statements describing key activities important to conducting educational scholarship (Fig. 2). Table 4 provides a sampling of post-event

comments from the participants. Collectively, these findings suggest that Education Day is providing a valuable professional development experience for our faculty, staff, and learners across the statewide system.
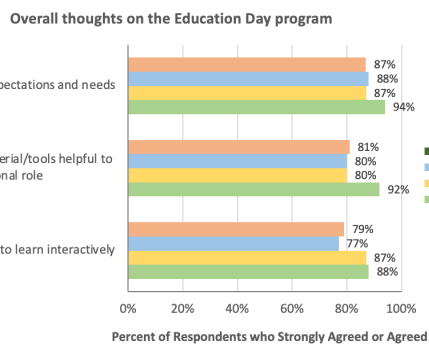

Fig. 1. Post-event survey responses from 267 attendees at the Indiana University School of Medicine Annual Education Day, 2020 – 2023. Response rates by year: 2020 (84/243), 2021 (68/249), 2022 (65/312), 2023 (50/318).
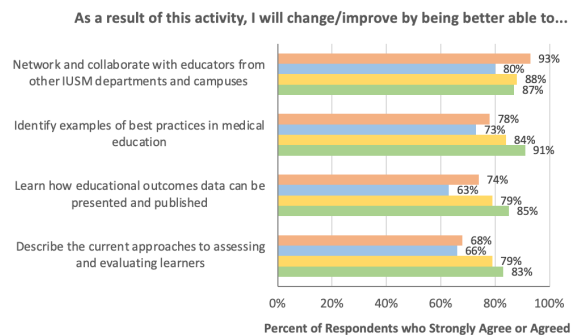

Fig. 2. Post-event survey responses from 267 attendees at the Indiana University School of Medicine Annual Education Day, 2020 – 2023. Response rates by year: 2020 (84/243), 2021 (68/249), 2022 (65/312), 2023 (50/318).

Table 4. IUSM Annual Education Day Participant Comments, 2020-2023
Tremendous job. Great virtual conference and nice to see so many regional campus contributors and attendees.
It was a fun event and I learned a few things from the students who presented their research.
Have some prepared questions from the audience to ask presenters in the larger room. The smaller ones were great for generating questions, but I felt like people were shy. Great event!
I think this event has outgrown the current poster hall format…there were lots of great posters, and lots of engagement with the posters, so it would be great if they could be relocated into another (larger) area.
Really appreciate the opportunity to bring IUSM medical educators together. Nice to meet and collaborate with others in Ed Affairs.
Just attended Keynote speaker presentation which was excellent.
Great conference overall! I can tell a lot of work and preparation went into this. Not an easy feat! I am glad I attended.
Would love to see more regional campus faculty involved in the regional medical campus session.
This was fantastic. It was wonderful to have a medical education focused event. These are my people! I really enjoyed hearing from both UME and GME educators.
Busy clinician educators and house staff had difficulty attending. It is great to see the entire school get together and celebrate medical education.
Great Event! Thank you for hosting!
Would suggest having fewer sessions or expanding to two days as some sessions felt too "crammed."
Great meeting! Wonderful to connect with people and to see their work.
This was a fantastic event, very well-done. One of the best parts was meeting colleagues that I have previously only seen online or through email.

Discussion

In establishing Education Day, we sought to provide a unifying experience for all our faculty, staff, and learners from across the state. Our goal was to offer an annual forum for participants to showcase their educational scholarship, share ideas, and interact in a community of scholars. In so doing, we believe we have satisfied the twin objectives of providing faculty development for our medical educators statewide and providing our learners with a formative experience to present their research in a supportive environment. Our chief indicator of success, the post-event survey, revealed a high level of participant satisfaction each year since Education Day's inception, though it should be noted that the cumulative response rate was only 24% across the four years.

Faculty development is especially important for RMC faculty members, who are often recruited principally to teach, with minimal emphasis on conducting traditional forms of research.[6] Even so, RMC faculty members are still expected to demonstrate scholarly productivity for academic advancement, which may place them at a disadvantage compared to their main campus peers. Cathcart-Rake and Robinson[7] have argued that the definition of scholarship needs to be expanded to recognize the accomplishments of RMC faculty members in the scholarship of teaching.

Fortunately, many medical schools (including IUSM) are now willing to recognize and reward the work of educators in the promotion and tenure process.[8] Therefore, faculty development programs that give RMC faculty members the specific skills and opportunities to produce educational scholarship are warranted. We have previously described the implementation of Faculty Learning Communities to promote medical education scholarship in our multi-campus system.[9] IUSM's Education Day affords yet another means to this end.

Given that RMC faculty members make-up only 5% of the full-time faculty at IUSM, it is noteworthy that 24% of the Education Day proposals were from the RMCs. This observation suggests that RMC faculty members are disproportionately contributing to Education Day, which we interpret as a positive indicator of the event's perceived value to RMC faculty. We are also encouraged by the apparent increase in submissions co-authored by faculty at Indianapolis and the RMCs, a trend that we hope portends ongoing collaborations among our medical educators statewide.

In conclusion, IUSM's Annual Education Day has established itself as a successful venue to share educational best practices, forge new collaborations, and encourage participation from all IUSM campuses. Not only does Education Day foster medical education scholarship across our regional campus system, but it also provides a common learning experience available to all IUSM medical students, a necessity for LCME accreditation. Hosting an annual Education Day is not a new concept and some medical schools have a long history of such involvement,[10] but in our experience, Education Day has proven to be especially useful in promoting the teaching mission of our multi-campus system. According to the most recent data from the 2021-2022 academic year, 34% of all LCME-accredited medical schools in the U.S. reported having at least one RMC, with 2.5 RMCs per school being the national average.[11] This growing abundance of RMCs should motivate medical schools to offer relevant professional development opportunities and educational experiences that meet the special needs of RMC faculty, staff, and learners. Based on our experience, we believe that hosting an annual Education Day can partially satisfy these needs.

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SUPPLEMENTAL APPENDIX 1

Proposal ID:

The lead author on the submission is:	Mark with an X as appropriate
o Student	
This proposal is part of a Scholarly Concentration Project	
Yes	
No	
o Resident	
o Fellow	
o Staff	
o Faculty	
o Other (please specify):	

Author's preferred presentation format	
Oral (10 min platform presentation)	
Poster (50 min session)	
Small group discussion (50 min session)	
Workshop (50 min session)	

Author's indicated topic areas related to their proposal	
o Assessment and Evaluation	
o Covid-related Educational Initiatives	
o Cultural Competence	
o Critical Thinking and Clinical Reasoning	
o Curriculum Development	
o Diversity, Equity, and Inclusion	
o Effective Feedback	
o Graduate Biomedical Education (M.S., Ph.D. training)	
o Innovation in Education	
o Instructional Techniques including online tools	
o Point of Care Ultrasound (POCUS)	
o Pre-clinical Instruction	
o Procedural Competence	
o Professional Identity Formation	
o Professionalism	
o Simulation	
o Teaching Development for Residents and Faculty	
o Wellness	
o Other (please specify):	

Author's indicated learner population related to their proposal	
o Pre-med	
o Undergraduate Medical Education (UME)	
o Graduate Medical Education (GME)	
o Continuing Medical Education (CME)	
o Graduate Biomedical Education (M.S., Ph.D. training)	
o Other (please specify):	

PLEASE INSERT "NUMBERS" FOR THIS SECTION BELOW BY USING THE FOLLOWING SCALE:

Proposal quality	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	NA (0)
The proposal is complete.						
The proposal is written clearly.						
Purpose of the proposal	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	NA (0)
The proposal includes clear goals.						
The target audience for this proposal is clearly communicated.						
Importance/Contribution to the field	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	NA (0)
The phenomenon described in this proposal offers a significant or important contribution to the field.						
The phenomenon described in this proposal represents work that others can build upon.						
Preparation	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	NA (0)
The phenomenon described in this proposal is well grounded in current knowledge of the field.						
The phenomenon described in this proposal reflects adequate preparation (e.g., design and implementation).						
Presentation	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	NA (0)
The proposed presentation format used/described is appropriate.						
The proposed presentation format reflects effective use of allocated time.						
The proposed presentation format will promote audience participation (as appropriate).						
Audience appeal	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	NA (0)
The proposal addresses a current need or interest.						
TOTAL	0	0	0	0	0	0

OVERALL RECOMMENDATION- PLEASE USE THE FOLLOWING SCORE:	
Reject (1)	
Accept, if space available (2)	
Accept (3)	
IF ACCEPTED, WHAT IS YOUR RECOMMENDED FORMAT? PLEASE INDICATE YOUR SELECTION WITH AN "X"	
Oral (10 min platform presentation)	
Poster (50 min session)	
Small group discussion (50 min session)	
Workshop (50 min session)	
Please add comments (if any):	