

PROGRAMME OVERVIEW

SATURDAY 26 AUGUST

0730–1800 – Registration Open
(Hall 4, SEC)

0900–1015 – Session 1: Opening and Plenary

1A The SHAPE of Faculty Development – Welcome (M1, SEC)

1B Co-creation with learners: an unexploited value for faculty development (M1, SEC)

1015–1030 – Coffee and Networking
(Hall 1, SEC)

1030–1200 – Session 2: Simultaneous Sessions

2A Point of View – From the Silver Screen to Classroom (M1, SEC)

2B Workshop – Do I mentor like I am, like I want, or like I should? (M2, SEC)

2C Workshop – Development of Pre-Faculty Competencies for Diverse Trainees in Academic Medicine (M4, SEC)

2D Short Communications – Curriculum and Assessment (Carron 1, SEC)

2E Short Communications – Educator Competencies 1 (Carron 2, SEC)

1200–1240 – Lunch and Networking
(Hall 1, SEC)

1240–1410 – Session 3: Simultaneous Sessions

3A Point of View – Faculty development to empower faculty to empower students to empower patients (M1, SEC)

3B Workshop – Applying an Equitable Evaluation Framework to embed equity principles within faculty development programs (M2, SEC)

3C Workshop – Laying foundations for a better tomorrow: Incorporating EDI into faculty development planning (M4, SEC)

3D Short Communications – FD as an organizational strategy 1 (Carron 1, SEC)

3E Short Communications – Identity (Carron 2, SEC)

1410–1415 – Comfort Break

1415–1515 – Session 4: Plenary

4A Excellence in Faculty Development Programs: get ASPIREd (M1, SEC)

1515–1530 – Coffee and Networking
(Hall 1, SEC)

1530–1700 – Session 5: Simultaneous Sessions

5A Point of View – Remediation of the Struggling Clinician-Educator: Does it Work? (M1, SEC)

5B Workshop – Fostering Clinical Trainees' Identity as Teachers of the Future (M2, SEC)

5D Short Communications – Inclusion and Diversity (Carron 1, SEC)

5E Short Communications – Models of Faculty Development (Carron 2, SEC)

1700–1830 – Networking Reception: An opportunity to connect with colleagues with a passion for faculty development!
(Hall 1, SEC)

SUNDAY 27 AUGUST

0800–1730 – Registration Open
(Hall 4, SEC)

0900–1000 – Session 6: Plenary

6A Virtual and/or In-person Faculty Development (M1, SEC)

1000–1015 – Coffee and Networking
(Clydebuilt, SEC)

1015–1145 – Session 7: Simultaneous Sessions

7A Point of View – Faculty Development | Forward Together (M1, SEC)

7B Workshop – Par for the Course Director: A Comprehensive Approach to Faculty Development on Course Administration (M2, SEC)

7C Workshop – Conducting Educational Design Research to Bridge Faculty Development Research and Practice (M4, SEC)

7D Short Communications – Educator Competencies 2 (Carron 1, SEC)

7E Short Communications – Models of Faculty Development (Carron 2, SEC)

1145–1230 – Lunch and Networking
(Clydebuilt, SEC)

1230–1400 – Session 8: Simultaneous Sessions

8A Point of View – How Can Faculty Affairs in Academic Medicine Address Equity? (M1, SEC)

8B Workshop – Promoting evidence informed educational practice in health professions education (M2, SEC)

8C Workshop – Building Faculty Development Bridges to Strengthen the Pro-Teaching Environment (M4, SEC)

8D Short Communications – Stakeholders Involvement (Carron 1, SEC)

8E Short Communications – Technology Enhanced FacDev (Carron 2, SEC)

1400–1405 – Comfort Break

1405–1535 – Session 9: Simultaneous Sessions

9A Point of View – Faculty development within a whole-of-university approach (M1, SEC)

9B Workshop – The 3T Faculty Development Bioethics Training Program for teachers in medical and health professions education (M4, SEC)

9D Short Communications – Wellbeing of Faculty (Carron 1, SEC)

9E Short Communications – FD as an organizational strategy 2 (Carron 2, SEC)

1535–1545 – Coffee and Networking
(Clydebuilt, SEC)

1545–1700 – Session 10: Plenary and Closing

10A Expanding Scholarship in Faculty Development: What could that look like? (M1, SEC)

10B Wrapup – Looking back and forth... (M1, SEC)



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SPEAKER BIOGRAPHIES

Session 1 – Co-creation with learners: an unexploited value for faculty development

PRESENTERS

Karen Könings, PhD is an Associate Professor at the School of Health Professions Education, Faculty of Health, Medicine, and Life Sciences, Maastricht University, the Netherlands and an Honorary Professor at the University of East Anglia, UK. Being trained as an educational psychologist, she has worked in the areas of workplace-based learning, faculty development, and co-creation of education. Her work has focused on the role of learners in the design and improvement of education in the health professions and the use of bidirectional feedback to stimulate mutual learning between faculty and learners. Karen is the founder and chair of the SIG 'Co-creation and Educational Change'.

Raghdah Al-Bualy, MHA, MHPE, is Acting Director of the Graduate Medical Education Department and Head of the Assessment and Performance at Oman Medical Specialty Board (OMSB). She is involved in assessment process monitoring and development, curricula and faculty development as well as accreditation by Accreditation Council for Graduate Medical Education International (ACGME-I). Her research interests are in assessment design and implementation, faculty development and co-creation of education. Raghdah is currently a doctorate degree candidate at Maastricht University and a member of the SIG 'Co-creation and Educational Change'.

Stephanie Meeuwissen, MD, PhD is postdoctoral researcher at the School of Health Professions Education and resident internal medicine at the Maastricht University Medical Center. During her studies, she pursued other academic interests such as educational governance and university politics through participation in many committees, representing students on the programme, faculty, university

and national level, and studying student participation. She obtained her PhD in team learning of interdisciplinary teacher teams, including student representatives. Stephanie has been a member of the SIG 'Cocreation and Educational Change' since its foundation.

Shireen Suliman, MD, MBBS, MRCP (Acute Medicine), MEHP, is an Internist and an Associate Director for Graduate Medical Education at the Medical Education Department at Hamad Medical Corporation, Doha, Qatar. She is a Clinical Assistant Professor at College of Medicine at Qatar University, and an Assistant Professor at Weill Cornell Medicine-Qatar. Her current research interest focuses on learners' empowerment through mentorship, co-creation, co-design and partnership as part of her PhD thesis in Health Professions Education at Maastricht University in The Netherlands. Shireen is a member of the SIG 'Co-creation and Educational Change'.

Session 4 – Excellence in Faculty Development Programs: get ASPIRED

PRESENTERS

Anne-Marie Reid is currently Professor of Medical Education and is Chair of the Researching Professional Learning Group in Leeds Institute of Medical Education (LIME). She was previously Dean of Teaching and Learning at St George's, University of London, with responsibility for academic leadership and scholarship in medical education. She has a Professional Doctorate in Education, is a Principal Fellow of the Higher Education Academy and is an Education Associate with the GMC. She has extensive experience of curriculum development and faculty development in the UK and internationally and provides academic consultancy in this area. She Chairs the Researching Methodologies Special Interest Group of ASME (The Association for the Study of Medical Education), and her research interests lie in professional and

workplace learning with specific reference to Activity Theory. She has adopted the Activity Theory framework in published studies of workplace learning and transitions in medical education and has run national and international workshops focused on this topic. She is a committed research supervisor and currently supports undergraduate, postgraduate and doctoral research in Health Professions Education.

Patricia S. O'Sullivan is Director, Research in Medical Education, Center for Faculty Educators at the University of California, San Francisco School of Medicine. At UCSF she co-directs the Teaching Scholars Program and oversees the advanced programs in Health Professions Education including the doctoral and masters program and the student, resident and fellow pathway. She helped lead the successful application for the faculty development and assessment ASPIRE-to-Excellence awards from the Association of Medical Education in Europe. Dr. O'Sullivan has led the Research in Medical Education Section of the Association of American Medical Colleges (AAMC), of the RIME Program Planning Committee and of the Division for Professions Education of the American Educational Research Association (AERA). Her educational research studies have collaborators from medicine, nursing, pharmacy, and health related professions. Her work has been recognized as a Fellow of AERA, the 2011 Merrill Flair Awardee of the AAMC Group on Educational Affairs, 2014 Distinguished Career Award from AERA Division I, 2018 Career Achievements in Medical Education Awardee from the Society of General Internal Medicine, and 2018 Lifetime Achievement in Mentoring Awardee from UCSF.

Ardi Findyartini is a medical doctor graduated from Faculty of Medicine Universitas Indonesia (FMUI) in 2002. She completed the doctoral program in Melbourne Medical School Faculty of Medicine, Dentistry and Health Sciences, The University of Melbourne in 2012. The highlight of her thesis on how clinical reasoning is taught and learned in Australia and Indonesia motivates her to learn further on how best practices in medical education can be implemented contextually. She is currently the Head of Medical Education Unit and the Coordinator of Medical Education Cluster at Indonesia Medical Education and Research Institute (IMERI) at the Faculty of Medicine Universitas Indonesia. She has been teaching in undergraduate and postgraduate programs in medical education and mentoring students and graduates in conducting research in medical education. With her team, she's been very active in conducting workshops for faculty development in undergraduate and postgraduate medical education in the FMUI and in other institutions in Indonesia for the past 14 years, and currently the chair of ASPIRE-to-excellence in faculty development panel. She authored and co-authored several international publications in peer reviewed journals, book chapters and conferences. She's also been involved as the reviewer of national and international medical education journals. Her research area of interest includes faculty development, professionalism, clinical reasoning and clinical teaching, interprofessional education, curriculum development, and socio-cultural factors underpinning approaches in medical and health professions education.

Session 6 – Virtual and/or In-Person Faculty Development

PRESENTER

Tim Fawns is Associate Professor at the Monash Education Academy, Monash University, Australia. Tim's research interests are at the intersection between digital, clinical and higher education, with a particular focus on the relationship between technology and educational practice. He has recently published a book titled Online Postgraduate Education in a Postdigital World: Beyond Technology. Personal website: <http://timfawns.com>. Twitter: @timbocop

Session 10 –Expanding Scholarship in Faculty development: What could that look like?

PRESENTER

Gary Poole is a professor emeritus in the School of Population and Public Health in the Faculty of Medicine and current Scholar in the Centre for Health Education Scholarship at the University of British Columbia. For 10 years, he was the director of UBC's Centre for Teaching and Academic Growth and the founding Director of UBC's Institute for the Scholarship of Teaching and Learning. He is a pastpresident of the Society for Teaching and Learning in Higher Education, Canada's leading organization in support of quality post-secondary education, and of the International Society for the Scholarship of Teaching and Learning. He has received career achievement awards from both societies. Gary worked with Nancy Chick to establish the journal, Teaching and Learning Inquiry. Along with Nancy, he co-edited the journal for its first 8 years of publication. Gary is also a 3M National Teaching Fellow.