

The General Subspecialty FAQs for Internal Medicine are undergoing revision and are not available at his time. Below are the Review Committee's new expectations for the requirements related to faculty scholarly activity that will be included in the revised General Subspecialty FAQs.

Question	Answer
<p>What is the Review Committee's expectation for subspecialty faculty member scholarly activity?</p> <p>[Program Requirements: II.B.5 and II.B.7.e]]</p>	<p>The Review Committee requires that fellowship education occur in an environment of inquiry, scholarship, and research productivity in order to promote and inspire a professional commitment to lifelong learning. It concluded that current PRs II.B.7.e.(1)-(2) too narrowly defined scholarship. As such, the Committee has broadened its interpretation of scholarship and considers the scholarship of not only discovery, but also application, integration, and teaching, as long as the scholarly products are characterized by clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique.<sup>1,2,3,4</sup></p> <p>The Review Committee expects programs to document annually that 50 percent of the key clinical faculty (KCF) engage in a <i>variety</i> of scholarly activities, as listed in PRs II.B.5.a) and II.B.5.b).(1)-(4). If 50 percent of the KCF give grand rounds presentations exclusively, the program will not have demonstrated compliance with the requirements, because the program has not provided evidence of a variety of scholarly activity. The Review Committee considers fellows' scholarly output as well as their perceptions of whether the program has created a scholarly environment when determining whether the program has adequately established and maintained an environment of inquiry and scholarship.</p> <p>For new applications, until the physician curriculum vitae in ADS is updated to allow for the entry of organized clinical discussions (as noted in PR II.B.5.a)), list such activities in the field for presentations, abstracts, and grants.</p> <p>Examples of scholarly activity:</p> <ul style="list-style-type: none"> <li>• Publication in a peer-reviewed journal (e.g., original research, review article, editorial, MEDed portal, or open access journals)</li> <li>• Publication of a book chapter published in medical textbooks</li> <li>• Publication of a case report, letter-to-editor, correspondence, or medical images</li> <li>• Peer-reviewed funding of research such as NIH, NCI, or other external funding organizations</li> <li>• Non-peer-review publications and non-peer-review funding, such as industry funding, or internal institutional funding, or multicenter industry funding, or other non-peer-review grants</li> </ul>

	<ul style="list-style-type: none"><li>• Leadership roles in national medical organizations or serving as reviewers or editorial board members for peer-reviewed journals</li><li>• Presentations at national, international, or regional meetings</li><li>• Presentations given locally, including grand rounds and invited professorships</li><li>• Creating seminars, conference series, or course coordination for didactic activity within the program or institution</li></ul> <p>References:</p> <ol style="list-style-type: none"><li>1. Boyer, E. L. (1990). "Scholarship reconsidered: Priorities of the professoriate." Carnegie Foundation for the Advancement of Teaching.</li><li>2. Glassick, C.E. (2000). "Boyer's expanded definitions of scholarship, the standards for assessing scholarship and the elusiveness of the scholarship of teaching." <i>Academic Medicine</i>, 75(9), 877-880.</li><li>3. Hutchings, P. and Shulman, L.S. (1999). "The scholarship of teaching: New elaborations, new developments." <i>Change</i>. 31:5. 10-15.</li><li>4. Simpson, D., Fincher, R., Hafler, J., Irby, D., Richards, B., Rosenfeld, G., and Viggiano, T. (2007). Advancing educators and education by defining the components and evidence associated with educational scholarship. <i>Medical Education</i>, 41: 1002-1009.</li></ol>
--	--