

## **How to Develop and Sustain Teaching Scholars Programs: Tips and Challenges**

Faculty teaching in medical schools frequently have limited training in teaching, leadership and/or scholarship skills. As highlighted in the AAMC GEA Consensus Conference report (AAMC, Simpson et al, 2007), teaching was historically an expectation in academic medicine, but preparation for the role was not typical, nor sufficient for promotion. Many institutions have developed programs focused on the development of teachers, scholars, and academic leaders (Gruppen, 2006; Hatem, 2006; Searle, 2006). *Academic Medicine* devoted issues to such topics as faculty development (2002, Vol. 77, # 5), medical education research (2004, Vol. 79, #10), and educational training/fellowship programs (2006, Vol. 81, #11). In the last decade, there has been a significant increase in scholars/fellowship programs designed to better prepare faculty for their educational roles, including leadership, educational research (Gruppen, 2007), innovations, and teaching skills. These programs vary considerably in duration, intensity, size, structure, and target audience. The purpose of this panel is to foster discussion of best practices, brainstorm solutions, and identify resources needed for those wishing to develop programs and those wishing to sustain existing programs. Three different medical schools will be represented: one that just graduated its first class (Ohio State); one in existence since 1998 (University of Michigan); and one that has developed multiple programs over the last 25 years (Medical College of Wisconsin). One panelist will be a graduated Teaching Scholar. A handout describing each program's characteristics will be provided which will outline program purpose, target audience, program duration, sources of funding, number of Scholars, and program evaluation.