

OES Strategic Plan Response

Collective Hope: Education scholarship becomes a fundamental driver of innovative and excellent education practice across our programs, divisions, and sites. This means communities of scholars, scientists, learners, and faculty are creating hubs of discovery, innovation, and praxis in family education scholarship. We do this by building new relationships or strengthening existing ones within and outside our DFCM community. We are leading family medicine education into new possibilities and paradigms.

Values we heard reflected as important in the OES' work:

- **Curiosity:** we build capacity by capitalizing on the curiosity we and our stakeholders have about education. We help others discover new curiosity and to use that as an engine for scholarship. We support and grow the ability of our members and the DFCM to address fundamental questions for family medicine education.
- **Collaboration:** this drives the way we work as 'better together' – emphasizing the knowledge and experience all members bring to scholarship. Our stakeholders, consultees, scholars, scientists, and staff bring unique expertise, experience, and vision to scholarship. We value this by recognizing and promoting collaborative inquiry. We know the work we do has greater impact when we collaborate in its design and implementation.
- **Inclusivity & Collegiality:** we strive to respect and include the wide variety of stakeholders who are part of the scholarly enterprise of DFCM. This creates an atmosphere that is both a pleasure to work in but also creates conditions for innovation and creativity. The success of the OES is based on its inclusive and open approach which informs all our activities.

RECOMMENDATION 1: ENGAGE THE OES WITH OUR GROWING DFCM COMMUNITY

The DFCM strategic plan calls for sustained engagement with new stakeholders and community members. This grows our definition of community from our core education programs to new partners among our divisions, sites, components of DFCM, and members of the community served by DFCM. We heard clearly in the strategic planning process of the need for the successful model of engagement that the OES has developed in our education programs with new components of DFCM as well as with the strategic priorities that have an education element. To do so we will continue our approach of embedding education scholarship through champions such as scholars, scientists, and faculty. We can help foster a culture that values scholarship through DFCM and its partners. To do so successfully, we will need new resources to demonstrate that our model can be successful. Additionally, we will continue to celebrate and showcase the benefits and opportunities for education scholarship within DFCM.

We already engaging with new opportunities and strategic priorities such as embedding an Education Scientist in palliative care, collaboration with the Vice-Chair for Community, Faculty Development, and the CHC lead in identifying how we can create training opportunities in this space. We are also beginning collaborations in new domains areas such as supporting the Indigenous Health Lead and the WHO Collaborating Centre, and the DFCM-KNUST partnership project.

RECOMMENDATION 2: BUILD CAPACITY THROUGH CURIOSITY

The OES offers the DFCM the opportunity to address fundamental questions of education that are emerging from system change driven by the Outcomes of Training, expansion of the training at TFoM, and the growing health system pressures facing family medicine. We are an engine of innovation and discovery for the DFCM. We will continue our evolution into a hub that hosts and supports new thinking, experimentation, and evaluation in education. Our strength is to leverage our expertise to help DFCM reimagine new and bold ways of educating the next generation of family physicians to meet these system changes. Over the next 5-years, the OES will be a vital partner and collaborator for our education leaders as they take DFCM into the next stage of its existence as an institution of learning.

A core service of the OES is to build capacity. We do this best when we spark and build on curiosity. We will continue to foster the curiosity of faculty who are engaging with scholarship driven by frontline and local needs for education. Our opportunity is to leverage the national and internationally leading education researchers whose programs of work can engage these new emerging scholars. The Big Ideas program of work will undergo revitalization to showcase the relevance of the scholarship and research and to serve as hubs of learning, innovation, and discovery that are anchored on our existing strengths.

RECOMMENDATION 3: ENHANCE OUR ABILITY TO SERVE

The OES has several excellent programs that have shown demonstrable impact on their own and as part of the function of the OES as a whole. Further alignment and integration of these programs into a more streamlined and efficient set of offerings can create pathways with less friction for scholars. Aligning our services internally means that we can offer more coherent options and opportunities that build on one another to launch newly engaged faculty. At the same, this can free us up to be responsive and nimble in addressing existing and emerging strategic goals for DFCM.

	Activity	Potential Actions & Outcomes	Resources & Partners	Potential Measures	Time frame	Strat Priority
RECOMMENDATION 1: ENGAGE THE OES WITH OUR GROWING DFCM COMMUNITY						
1.1	Support new DFCM strategic directions through education scholarship	<ul style="list-style-type: none"> - New embedded education scientists and scholarship leads in priority areas notably in strategic priority areas or units (e.g. Equity, Social Accountability, Systems transformation), in divisions (Palliative Care, Emergency Medicine, Care of the Elderly, Hospitalist etc.) and in fully or partly affiliated sites. This will require new resources and funding to support leads in these roles including pooled funding from sites and/or divisions for shared roles such as PhD Scientists or clinical faculty. - Identify and mentor faculty to be champions in their local communities including sites, division, and programs - Collaboration and consultation with the WHO Collaborating Centre activities 	DFCM Chair and new fundings; Collaborations with Research Program, Social Accountability & Equity Committee, OHSP, DFCM Division leaders, Site Chiefs, VC Community & Partnerships; WHO Collaborating Centre; Art of the Possible Grants	Number of new leads and scholarship champions; new collaborations in strategic areas	Year 1-2	L.1.3; L.2.6 d
1.2	Communicate	<ul style="list-style-type: none"> - Routinely engage with 	Site Chiefs, Division Heads,	Visits to sites,	Years 2-	R.2.1;

	the role, value, and impact of the OES throughout the DFCM	<p>hospital sites and divisions to better understand local scholarship and communicate opportunities to connect with the resources and support of the OES</p> <ul style="list-style-type: none"> - Promote less well known areas of OES of expertise (e.g. Equity, assessment design) to provide consultation on priority areas as directed by leadership of programs, divisions, and sites 	Education Scholarship Leads, Embedded Scientists DFCM Communications	engagement consultations with chiefs, division leads, and program directors	4	R.4.2
1.3	Advocate, celebrate, and profile education scholarship and scholars	<ul style="list-style-type: none"> - Create a communication strategy that recognizes the world class scholarship, science, and expertise in the OES as a resource for DFCM and TFoM - Celebrate the bravery and dedication of newly engaged scholars in Celebration of Education Scholarship Events - Review DFCM and Program Awards that recognize Education Scholarship or Science to ensure alignment with the goals of building capacity and recognizing excellence - Sustain and support the 	OES Team, CES Committee, DFCM Communications, DFCM Awards, DFCM Research	Attendance at CES events, nominations and receipt of awards at the local, provincial, national, and international level by DFCM faculty members	1-5	

		System of Recognition for Education Scholarship				
	Activity	Potential Actions & Outcomes	Resources & Partners	Potential Measures	Time frame	Strat Priority
RECOMMENDATION 2: BUILD CAPACITY THROUGH CURIOSITY						
2.1	Realize the potential of the OES as an incubator for innovation, discovery, and transformation	<ul style="list-style-type: none"> - Support scholarship exploring new innovations for family medicine education in response to system needs and changes - Support the establishment and recruitment of an Education Research & Scholarship Chair who will be embedded in the OES - Help frame the vision for scholarship for components of DFCM that engage in education 	Program leadership, Education Development Manager, CACHE Scholar, DFCM Chair	Creating think-ins, fostering unique collaborations within and across DFCM to see new ideas	Years 1-5	L.1.9; L.5.3
2.2	Continue to grow existing opportunities for consultation and engagement	<ul style="list-style-type: none"> - Continued development and evaluation of the consultation service - Increased coffee chats and other informal opportunities for engagement - Mentorship networks with AoP alumni and other OES partners 	ES Leads, OES Team, Evaluation Consultants, Faculty	Number of consultations, chats, and faculty interactions	Year 1-3	R.1.1 d)
2.3	Reimagine the current Big Ideas as Themes to create new	<ul style="list-style-type: none"> - The OES will rebrand the Big Ideas Pillars as Themes to better reflect the research and scientific work of DFCM 	OES Scientists, AoP	Tracking projects and collaborations within each thematic area	Year 1-3	L.1.6; L.1.7

	opportunities for science, learning, leadership, and collaboration	faculty and the needs of FM education <ul style="list-style-type: none"> - Explain the alignment between Big Ideas and the DFCM and family medicine's strategic goals such as in virtual care, preparation for generalist practice - Create new ways to engage with Big Ideas Themes through collaboration and funding that supports scholarship in priority areas 				
	Activity	Potential Actions & Outcomes	Resources & Partners	Potential Measures	Time frame	Strat Priority
RECOMMENDATION 3: ENHANCE OUR ABILITY TO SERVE						
3.1	Create a pathway to link ESSENCE course to further scholarship and resources	<ul style="list-style-type: none"> - Greater mentorship and support for newly engaged scholars through the ESSENCE course - More individuals engaged and trained in scholarship across our sites - Higher quality projects aligned with frontline education needs 	OES team, ESSENCE Faculty Committee, Site & Program Leaders, Previous participants	Enrollment and graduation of faculty from Essence to other programs	Year 1	R.4.2
3.2	Reimagine AoP as an opportunity to fund scholarship focused grassroots and	<ul style="list-style-type: none"> - Create two funding streams for AoP linked 1) linked to ESSENCE (1.1) at the existing level and 2) linked to Big Ideas and DFCM strategic priorities including those of 	AoP Funding, Essence Funding, Grants review committee, OES Scientists	Number of grants awarded, scholars supported	Year 1-2	L.1.6 R.4.2

	strategic priorities including the Big Ideas	<ul style="list-style-type: none"> the education programs - Greater funding for scholars working within the Big Ideas domains and to advance important departmental priorities - Opportunities for mentoring and senior investigator roles for established scholars - New networks and collaborators established around core education priorities 				
3.3	Collaborate with internal and external partners to grow resources for scholarship capacity	<ul style="list-style-type: none"> - The OES will engage external partners including training programs in education research and scholarship to create win/win experiential learning opportunities - Within DFCM, identify opportunities to support faculty supervising education academic projects in the PG program 	DFCM Graduate studies, Wilson Centre PhD, DFCM PG	N/A	Year 2-4	R1.1.1c) L.2.6 d) C.3.4
3.4	Formalize OES structures and programs	<ul style="list-style-type: none"> - Review OES structure to create formal committees, TORs, and guidelines or policies where needed - Create TORs for OES programs to reflect changes - Continue to embed evaluation as part of OES activities 	OES Team, VC Education & Scholarship	N/A	1-2	X