



# THE ROLE OF THE MEDICAL EDUCATION SCHOLARSHIP INITIATIVE (MESI) IN ADVANCING MEDICAL EDUCATION RESEARCH

STEPHANIE A. STAGGS, MHA, CHCP

SUPPORTING INNOVATION AND PROGRESS IN MEDICAL EDUCATION

## BACKGROUND

Faculty in medical education frequently encounter barriers that limit their engagement in meaningful scholarly activity, including insufficient protected time, limited mentorship, and lack of institutional research capacity.

## LITERATURE REVIEW

Literature found that many programs were longitudinal and created specifically for residents. Review also revealed that faculty development is different from research and scholarship.

## MEDICAL EDUCATION SCHOLARSHIP INITIATIVE (MESI)

This initiative was designed to expand medical education research skills and promote innovation through workshops, mentorship, collaborative project design, and interdisciplinary engagement.

## METHODOLOGY

- Mixed methods using Qualitative and Quantitative data
- Framework - Kirkpatrick evaluation model
  - Key MESI activities evaluated:
    - Workshops
    - Enduring Materials
    - Mentorship

## RESULTS

Participants Reported:

### LEVEL 1 (REACTION)

- High satisfaction with workshops
- Content was relevant and applicable to role

### LEVEL 2 (LEARNING)

- Increased knowledge of research methods
- Increased confidence in educational scholarship

### LEVEL 3 (BEHAVIOR)

- Applied new research skills
- Initiated projects
- Modified instructional strategies

### LEVEL 4 (RESULTS)

- Increased efforts in dissemination
- Development of manuscripts
- CPD enhancements

## KEY FINDINGS

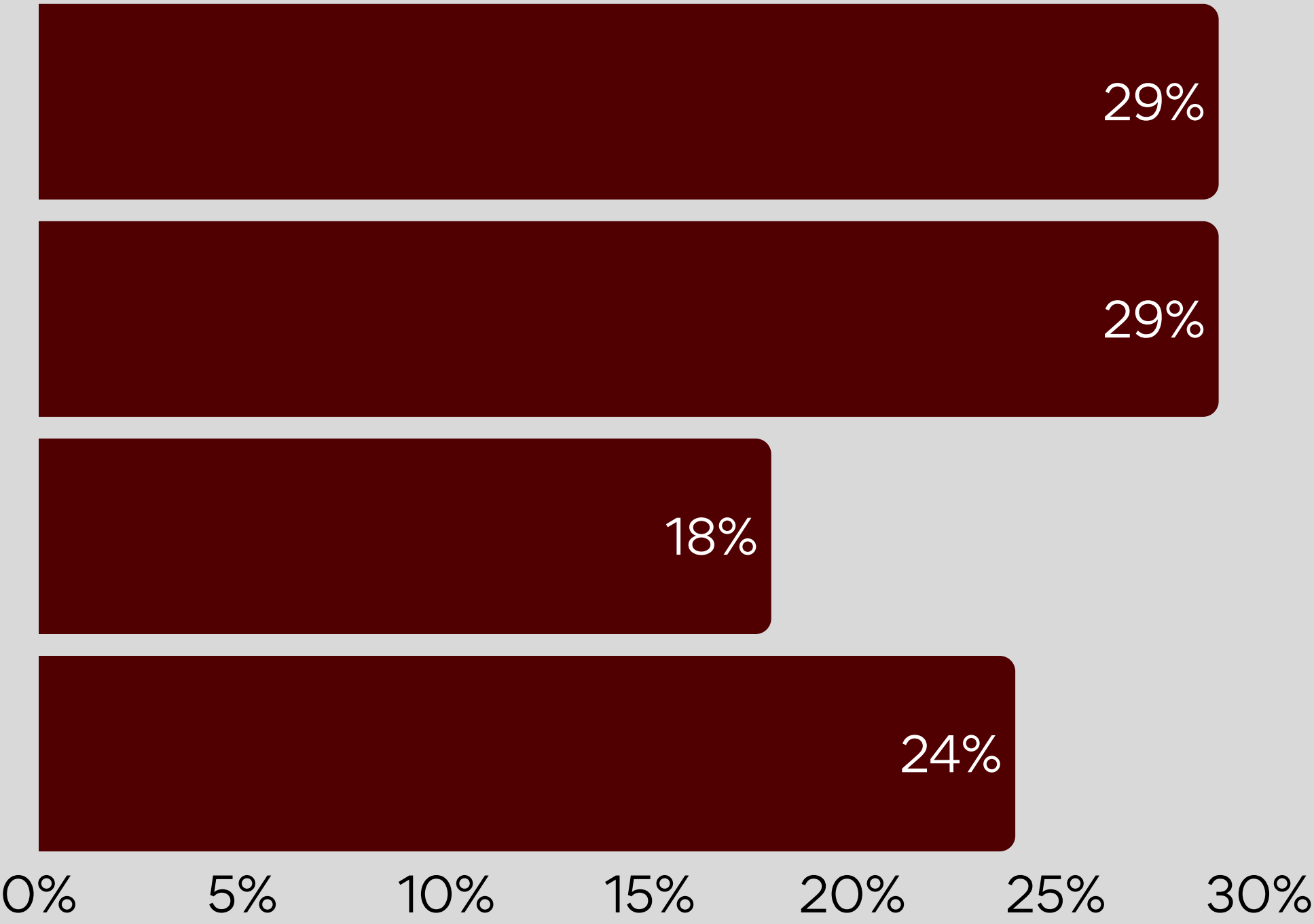
Research Initiation - Beginning New Projects

Ongoing Research - Continued Existing Research

Research Dissemination - Submitted Proposals or Published Findings

Future Research - Plan to Begin Research Soon

Number of Responses - 23



## CONCLUSION

Early indications suggest that MESI is effectively strengthening the culture of educational scholarship within the College of Medicine. The participants reported:

- Satisfaction with program activities
- Increased confidence and competence in educational research methods
- Application of new skills to new and ongoing scholarly activities

These outcomes reinforce the value of structured, longitudinal faculty development in building research capacity and fostering sustainable academic growth.

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