



THE UNIVERSITY OF BRITISH COLUMBIA  
Faculty of Pharmaceutical Sciences

# PERL Inclusion Survey Summary Report

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## Background

This survey is part of the on-going PERL website development project. To date, an “Introduction” to PERL for the landing page has been completed with a special shoot underway for the associated “Hero Image” (with support from the Faculty’s Office of Communications and Marketing). The focus of the Inclusion Survey is development of the website’s “People” section; in particular, identifying those PERL members to be featured on the website. Currently, PERL comprises 51 members (based on the PERL Update email circulation list) with varying levels of engagement in PERL activities, educational scholarship, and research. While PERL intends to remain open and inclusive, not all of these members may want to be included on the website. The objectives of this survey include:

- identifying those PERL members that would like to be featured on the PERL website
- identifying an appropriate title or name for PERL members featured on the website (eg, PERL Member, PERL Associate, PERL Scholar, among others)
- establishing the level of interest and engagement in PERL activities amongst the membership currently, and over the next 6-8 months
- establishing roles, responsibilities, and benefits for PERL members featured on the website
- clarifying the research areas and affiliated team members/collaborators of featured PERL members

## Methods

Development of the PERL Inclusion Survey followed well-established survey development methods.<sup>1</sup> Similar surveys developed by UBC’s Centre for Health Education Scholarship were used for drafting the initial survey structure and questions. The preliminary Inclusion Survey draft included 11 questions closely aligned with the survey objectives. A small subset of PERL members (9) reviewed the initial draft making suggested edits, clarifications, and additions. The second draft was finalized by a second review from the same PERL members.

The next phase required incorporating the survey into the Qualtrics platform for administration. Using the skip logic function where necessary to provide PERL members with the option to complete or exist the survey based on their preferences, the final Qualtrics survey included 18 questions (see Appendix). Questions are numbered 1-19, with Question 6 missing.

Survey development took place between March-July 2021 (initial development plus two rounds of edits) and was launched for PERL members July 19, 2021 (circulated to 51 PERL members). Reminders were sent at two-week intervals with the survey closing August 27, 2021. Following closure, survey false starts and incompletions were removed to provide the final data set. The Qualtrics analytics suite was used for generating an amalgamated data report as well as individual respondent reports for analysis. Numeric data were analyzed using descriptive statistics while comments were reviewed for themes, data discrepancies and quotes using the constant comparative method of Lincoln and Guba.<sup>2</sup>

This survey did not include formal ethics review by UBC’s Behavioral Ethics Research Board.

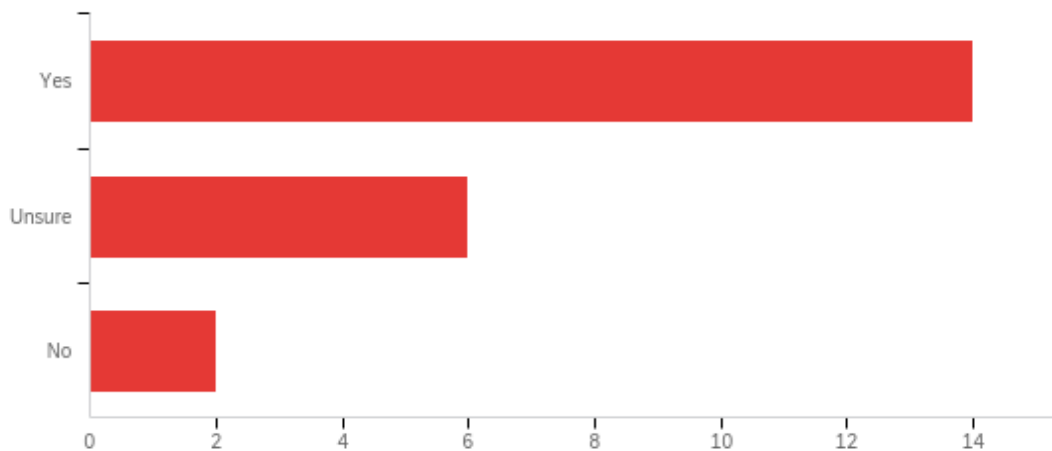
## Results

### Survey Respondents

The initial response rate for the PERL Inclusion Survey was 58.8% (30/51). Following removal of false starts and incompletions, the final response rate was 43.1% (22/51). No demographic information was collected.

### Survey Data and Analysis

**Survey Question 3:** Based on your current role in the Faculty and level of engagement in PERL activities, educational scholarship, and research, do you anticipate being featured on the PERL website?



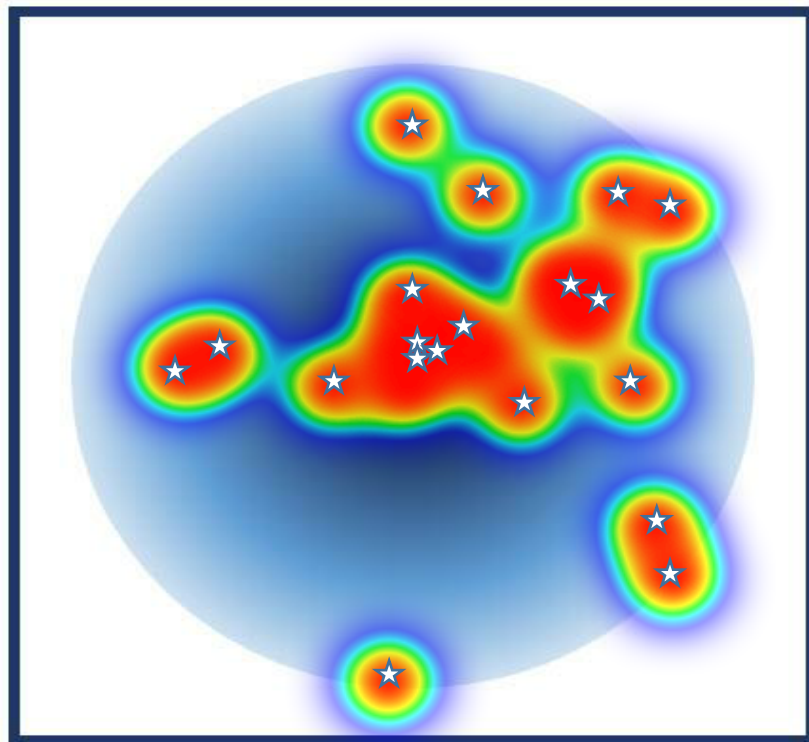
As shown in the bar graph above, 14 PERL members responded with a “Yes” response to the question with six “Unsure.” Each “Yes” and “Unsure” respondent was subsequently contacted to verify their response and willingness to be featured on the PERL website. The final count of PERL members to be featured on the website was 14.

**Survey Question 7:** In terms of potential titles for individuals featured on the PERL website, rank order the following titles according to your preference with 1 being your first choice/most preferred and 5 being your last choice/least preferred. Drag and drop to reorder your selection.

#	Field	Minimum	Maximum	Mean	Std Dev	Count
1	PERL Associate	1.00	5.00	2.90	1.09	20
2	PERL Member	1.00	5.00	2.15	1.19	20
3	PERL Scholar	1.00	3.00	1.75	0.83	20
4	PERL Specialist	2.00	5.00	3.90	0.77	20
5	PERL Expert	1.00	5.00	4.30	1.14	20

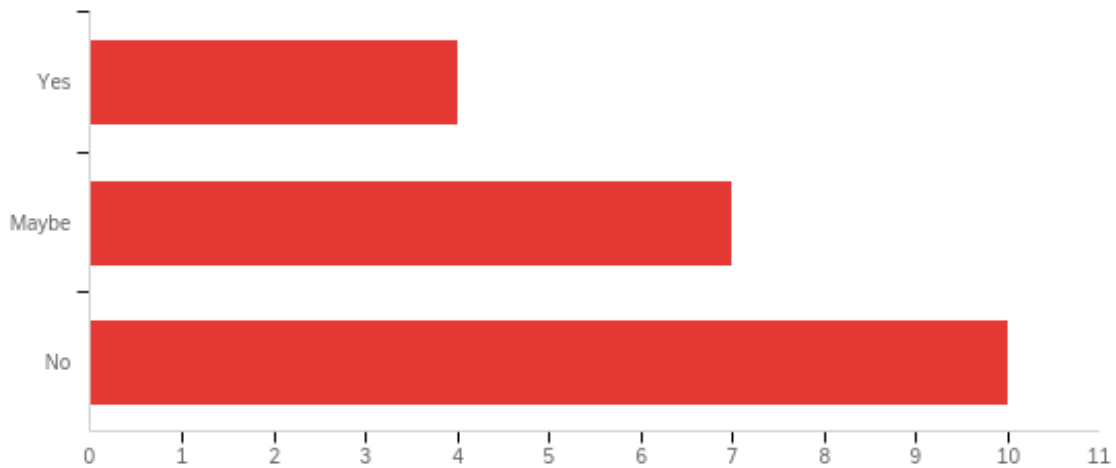
Given the question format, the option with the lowest score was the preferred selection. In this analysis the preferred title for individuals featured on the PERL website was “PERL Scholar.” Survey Question 8 asked for additional suggestions. None were given.

**Survey Question 9:** Heat Map: Indicate your current level of PERL engagement below, with the center of the circle indicating “full engagement” and the outside as “peripheral participation.” Engaging in PERL activities can include: reading and responding to PERL emails, attending PERL meetings, supervising students in TLEF, SSRP or Directed Studies projects, reviewing grant proposals, reviewing/consulting on ethics proposals, actively writing scholarly reports and manuscripts, or other engagement in educational scholarship initiatives.



Of the final 22 survey respondents 19 completed this question; the stars represent individual responses. As indicated, there is a range of levels of engagement in PERL activities. Drawing on the work of Behar-Horenstein et al<sup>3</sup> in the pharmacy education context, the current level and mix of expertise and engagement within PERL respondents bodes well for the continued development of the theme. The mentoring opportunities and on-going support available for those less engaged will be key for building research expertise and capacity going forward.

**Survey Question 10:** Do you see your involvement in PERL activities changing over the next 6 months (i.e., the anticipated completion timeline for the PERL website)?



Responses to Survey Question 10 were variable with about half indicating no change in involvement while the other half either contemplating or actively pursuing change. Survey Questions 11 and 12 asked respondents to explain how their involvement in PERL activities might change over the next 6 months. Themes that emerged from the 11 comments received focused primarily on current levels of engagement, including: greater involvement in grant development (specifically TLEF applications), Directed Studies (PHRM 304 with a focus on student supervision and manuscript submissions), establishing lines of inquiry in their area(s) of interest, and; generally, learning more about PERL and related activities (getting a sense of the scope and mandate of PERL to guide further involvement). The time requirement was identified as a barrier to greater involvement while leaves of absence were mentioned as contributors to decreasing involvement.

**Survey Question 13:** PERL members felt inclusion on the PERL website should be associated with various roles, responsibilities and reasonable expectations for involvement in the development of PERL. This question asked (see Appendix for full text of question) for the level of agreement with the suggestions included below.\*

Suggestion	Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree	Total
Maintaining and updating your Faculty website profile annually	57% (12)	38% (8)	52% (1)	0%	0%	21
Committing time to be available for and work on PERL-related activities, as needed	62% (13)	33% (7)	5% (1)	0%	0%	21
Continuing to develop your research area, teams and collaborative networks	38% (8)	57% (12)	5% (1)	0%	0%	21
Developing a pipeline of research ideas and funded projects within your research area	30% (6)	55% (11)	15% (3)	0%	0%	20
Building your reputation within and beyond our Faculty (facilitating relationships, collaborations, sharing of knowledge, and presenting your initiatives locally, nationally and internationally)	45% (9)	40% (8)	10% (2)	5% (1)	0%	20
Providing mentorship and support for emerging educational researchers within PERL	30% (6)	55% (11)	15% (3)	0%	0%	20
Facilitating review and/or mentoring grant application development for PERL members	20% (4)	60% (12)	20% (4)	0%	0%	20
Communicating regularly on your scholarly activity through the Faculty's Daily FYI to highlight your achievements and help build PERL's annual report	30% (6)	60% (12)	10% (2)	0%	0%	20

\*Descriptive statistics are shown as % responses with the total number of responses in brackets below.

Establishing the preferred roles, responsibilities and reasonable expectations for PERL members was based on the highest response rates for the “Strongly Agree (SA)” and “Somewhat Agree (SWA)” categories as follows:

- 1) Primary roles, responsibilities and reasonable expectations:
  - maintaining and updating your Faculty website profile annually (57% SA)
  - committing time to be available for and work on PERL-related activities, as needed (62% SA)
  - building your reputation within and beyond our Faculty (facilitating relationships, collaborations, sharing of knowledge, and presenting your initiatives locally, nationally and internationally) (45% SA)
- 2) Secondary roles, responsibilities and reasonable expectations:
  - continuing to develop your research area, teams and collaborative networks (57% SWA)
  - developing a pipeline of research ideas and funded projects within your research area (55% SWA)
  - providing mentorship and support for emerging educational researchers within PERL (55% SWA)
  - facilitating review and/or mentoring grant application development for PERL members (60% SWA)
  - communicating regularly on your scholarly activity through the Faculty’s Daily FYI to highlight your achievements and help build PERL’s annual report (60% SWA)
- 3) Other roles, responsibilities and reasonable expectations (based on responses to Survey Question 14):
  - mentorship of graduate students in best practices for teaching
  - engaging in professional development related to PERL scholarship (e.g., reading scholarly literature, participating in workshops, etc.)



**Survey Question 15:** PERL members also felt inclusion on the PERL website should come with benefits. This question asked (see Appendix for full text of question) for the level of agreement with the suggestions included below.\*

Suggestion	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Total
Access to a small amount of funds through the Faculty's Internal Educational Leadership Seed Grant program to support the development and dissemination of your educational scholarship (awarded on a competitive basis)	58% (11)	37% (7)	5% (1)	0%	0%	19
Identified by a specific title reserved for PERL members included on the website (recall examples in a previous question) in reports and on the PERL website	37% (7)	42% (8)	21% (4)	0%	0%	19
Opportunities to participate more fully and contribute your expertise within the PERL community, advance your own program of scholarship, and engage with a growing group of educational scholars to provide new direction and build research capacity for PERL	42% (8)	58% (11)	0%	0%	0%	19
Opportunities to engage in PERL-specific professional development activities (e.g., seminars, workshops, celebratory activities)	47% (9)	47% (9)	0%	5% (1)	0%	19
Enhanced reputation as an educational leader in the Faculty, at UBC and in academic pharmacy in Canada.	42% (8)	53% (10)	5% (1)	0%	0%	19
Consultations in your areas of expertise for those individuals or groups who contact PERL for advice and assistance	37% (7)	63% (12)	0%	0%	0%	19

\*Descriptive statistics are shown as % responses with the total number of responses in brackets below.

Establishing the preferred benefits for PERL members was based on the highest response rates for the “Strongly Agree (SA)” and “Somewhat Agree (SWA)” categories as follows:

- 1) Primary benefits:
  - access to a small amount of funds through the Faculty’s Internal Educational Leadership Seed Grant program to support the development and dissemination of your educational scholarship (awarded on a competitive basis) (58% SA)
  - opportunities to engage in PERL-specific professional development activities (e.g., seminars, workshops, celebratory activities) (47% SA)
- 2) Secondary benefits:
  - identified by a specific title reserved for PERL members included on the website and in PERL reports (42% SWA)
  - opportunities to participate more fully and contribute your expertise within the PERL community, advance your own program of scholarship, and engage with a growing group of educational scholars to provide new direction and build research capacity for PERL (58% SWA)
  - enhanced reputation as an educational leader in the Faculty, at UBC and in academic pharmacy in Canada (53% SWA)
  - consultations in your areas of expertise for those individuals or groups who contact PERL for advice and assistance (63% SWA)
- 3) Other benefits (based on responses to Survey Question 16):
  - none were suggested

**Survey Question 17 and 18:** These questions focused on establishing the scope of research areas for PERL members. PERL members were asked to think about their own area of educational scholarship and provide a name/title (a broad umbrella term or phrase) and description of the theme that would represent it. See Appendix for full text of these questions.

#### **PERL research areas and descriptions:**

- **Clinical Practice Preparation:** this theme would relate to developing and building on skills that students need when they are going to go out into practice
- **Experiential and competency-based education:** this theme looks at the role that integrative, team-based experiences in class or labs (or on rotations/industry placements/etc) can contribute to student understanding of material. This ties into an Authentic Learning system where students can apply material learned in class to scenarios they might encounter on the job or in further education.
- **Effective learning, transfer and assessment for learning in Health Professions (Pharmacy) Education:** no description given
- **Interprofessional (practice) education:** blending of ipe and experiential/CBE
- **Advancing Equity, Diversity, and Inclusion in Education:** the faculty should seek to recognize and to ensure appropriate representation of diverse voices in recruitment and retention, teaching and learning, and planning and programming within and between programs, departments and enabling units. Efforts must be made to develop collective critical consciousness amongst students, staff and faculty members to dismantle the entrenched systems of power and oppression that upholds the status quo of health

professional training and perpetuates institutionalized marginalization of historically and contemporary oppressed groups.

- **Indigenous health, decolonization and cultural safety capacity building:** no description given
- **The Scholarship of Teaching and Learning and Decolonizing educational practices:** no description given
- **Pharmacy practice simulations:** creation and evaluation of authentic pharmacy practice activities, scenarios, and cases used in Integration Activities for the purpose of preparing pharmacy students for practicums and practice as a licensed pharmacist.
- **Indigenous health and decolonizing educational practices, Health Informatics:** Health Informatics relates to the development, use, and evaluation of health technology in the support of pharmacist-related activities or competencies. This includes educational technology for the faculty, but broadly in the profession it has included areas such as electronic health records, pharmacy management systems, wearables or smart tech, etc.
- **Decolonizing and Indigenizing pharmacy education / Indigenous health and cultural safety; Interprofessional education:** I think the theme encompasses many elements related to: -ethical community engagement -community-based participatory action research - Indigenous health and cultural safety curriculum -community-based projects - traditional medicines translation/revitalization, medication practices/access
- **Experiential educational and community-engaged learning:** workplace learning for students on practicums, application of knowledge and skills in real life scenarios, learning through participation in activities with the public
- **Scholarship of Curriculum Practice:** related to SoTL, but specifically positioned at the program/curriculum level
- **Learning outcomes:** based on what has been taught and learned by the student, does one see translation of that learning or those skills to practice

**Previous PERL research areas (suggested as part of the website Introduction development process):**

- Professional identity formation
- Indigenous health and decolonizing educational practices
- Pharmacy practice simulations
- Experiential and competency-based education
- The Scholarship of Teaching and Learning

**Analysis:** while no attempt at grouping these research areas into broader themes was made there does appear to be commonalities and overlap. A further task for PERL members is to engage in this process.

**Survey Question 19:** This question, the last in the survey, asked PERL members to identify PERL colleagues and collaborators that they are working with in the research areas they indicated in Questions 17 and 18. The preliminary intent of gathering this information was to use it to group research themes and collaborators on the PERL website. See Appendix for full text of this question.

**Analysis:** Twenty-seven collaborators were identified as working in the research areas indicated in Questions 17 and 18. Most included educational leadership track faculty (4 research track faculty were identified). Undergraduate students and collaborators outside of the Faculty were also included.

### Summary of Survey Findings

Returning to the survey objectives the following issues appeared resolved:

- **identifying those PERL members that would like to be featured on the PERL website:** 14 PERL members agreed to be featured on the PERL website.
- **identifying an appropriate title or name for PERL members featured on the website (eg, PERL Member, PERL Associate, PERL Scholar, among others):** “PERL Scholar” was determined to be the title for featured PERL members on the PERL website and in PERL reports and publications.
- **establishing the level of interest and engagement in PERL activities amongst the membership currently, and over the next 6 months:** the Heat Map of survey respondents indicated varying levels of engagement in PERL activities currently and over the next 6 months. It was suggested that PERL is currently well-positioned for mentorship opportunities to help build expertise and capacity within the theme.
- **establishing roles, responsibilities, and benefits for PERL members featured on the website:** several primary and secondary roles, responsibilities, and benefits were identified for PERL members. **Primary roles and responsibilities include:** maintaining and updating your Faculty website profile annually; committing time to be available for and work on PERL-related activities, as needed, and; building your reputation within and beyond our Faculty (facilitating relationships, collaborations, sharing of knowledge, and presenting your initiatives locally, nationally and internationally). **Primary benefits include:** access to a small amount of funds through the Faculty’s Internal Educational Leadership Seed Grant program to support the development and dissemination of your educational scholarship (awarded on a competitive basis), and; opportunities to engage in PERL-specific professional development activities (e.g., seminars, workshops, celebratory activities). Secondary roles, responsibilities and benefits can be found in responses to Questions 13 and 15.
- **clarifying the research areas and affiliated team members/collaborators of featured PERL members:** while research themes were identified, there is still a need to identify core PERL research areas from those submitted. In addition, twenty-seven faculty members were identified as being engaged in these research areas. How this information might be used for the organization of the PERL website is yet to be determined.

### References

- 1) Gay, L. R., Mills, G. E., & Airasian, P. Educational research: Competencies for analysis and applications (9th ed.). Upper Saddle River, NJ: Pearson Merrill; 2009.
- 2) Lincoln, Y. S., & Guba, E. G. (1985). Naturalistic inquiry. Beverly Hills, CA: Sage.
- 3) Behar-Horenstein LS, Beck DE, Su Y. Perceptions of pharmacy faculty need for development in educational research. *Curr Pharm Teach Learn.* 2018; 10(1): 34-40.  
<https://doi.org/10.1016/j.cptl.2017.09.019>

## Appendix

# PERL Website Development – PERL Member Inclusion Survey

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Start of Block: Default Question Block

## Q1 PERL Website Development – PERL Member Inclusion Survey

Building and sustaining PERL requires a website highlighting its intent, members, research expertise, and scholarship. A common website design template has been provided by the ADR's Office to ensure consistency across all four Faculty research themes. To date, an "Introduction" to PERL for the landing page has been completed with an associated "Hero Image" under revision. The next task is development of the "People" section; in particular, identifying those PERL members to be featured on the website.

Currently, PERL comprises 49 members (based on the email circulation list) with varying levels of engagement in PERL activities, educational scholarship, and research. While PERL intends to remain open and inclusive, not all of these members may want to be included on the website. Based on discussions at our December 10, 2020 PERL meeting and feedback received from PERL members since, several suggestions have been made regarding the inclusion process: identifying an appropriate title or name for PERL members featured on the website (eg, PERL member, PERL Associate, PERL Scholar, among others); establishing the level of interest and engagement in PERL activities amongst the membership currently, and over the next 6 months (aligning with the completion timeline for the PERL website); establishing roles, responsibilities, and benefits for PERL members featured on the website, and; clarifying the research areas and affiliated team members/collaborators of featured PERL members.

This survey is intended to address these issues. The survey is expected to take 15 minutes or less to complete. Survey results will be summarized and circulated to all PERL members for review. Responses will remain confidential and no personal identifying information will be shared.

Thank you in advance for completing the survey; this is important work for PERL. Your efforts to build a strong web presence and research community is very much appreciated.

**Please respond by: August 27, 2021 end-of-day. Reminders to respond will be sent periodically throughout the rest of the summer.**

End of Block: Default Question Block

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Start of Block: Block 1

Q2 Name (Last, First): \_\_\_\_\_

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Q3 Based on your current role in the Faculty and level of engagement in PERL activities, educational scholarship, and research, would you be willing to be featured on the PERL website?

- Yes (1)
- Unsure (2)
- No (3)

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*Display This Question:*

*If Based on your current role in the Faculty and level of engagement in PERL activities, educational... = Unsure*

Q4 Given your uncertainty regarding the possibility of PERL website inclusion, would you like to continue the survey or exit the survey now?

- Continue the survey (1)
- Exit the survey (2)

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*Display This Question:*

*If Based on your current role in the Faculty and level of engagement in PERL activities, educational... = No*

Q5 Thank you for clicking on this survey even though you don't think you'll be featured. Would you like to continue to the survey or exit the survey now?

- Continue the survey (1)
- Exit the survey (2)

End of Block: Block 1

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Start of Block: Block 2



Q7 In terms of potential titles for individuals featured on the PERL website, rank order the following titles according to your preference with 1 being your first choice/most preferred and 5 being your last choice/least preferred.

Drag and drop to reorder your selection.

\_\_\_\_\_ PERL Associate (1) \_\_\_\_\_ PERL Member (2) \_\_\_\_\_ PERL Scholar (3)  
\_\_\_\_\_ PERL Specialist (4) \_\_\_\_\_ PERL Expert (5)

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Q8 If none of the potential titles listed above resonate with you, is there another title you can suggest? \_\_\_\_\_

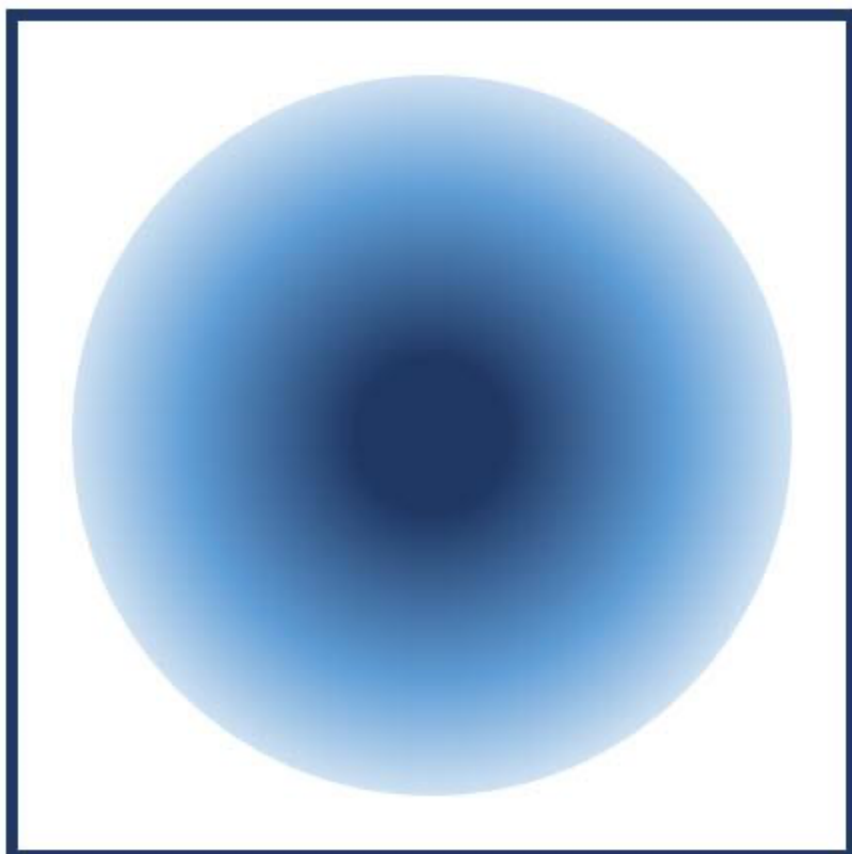
End of Block: Block 2

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Start of Block: Block 3

Q9 **Heat Map:** Indicate your current level of PERL engagement below, with the center of the circle indicating “full engagement” and the outside as “peripheral participation.”

*Engaging in PERL activities can include: reading and responding to PERL emails, attending PERL meetings, supervising students in TLEF, SSRP or Directed Studies projects, reviewing grant proposals, reviewing/consulting on ethics proposals, actively writing scholarly reports and manuscripts, or other engagement in educational scholarship initiatives.*





Q10 Do you see your involvement in PERL activities changing over the next 6 months (i.e., the anticipated completion timeline for the PERL website)?

- Yes (1)
  - Maybe (2)
  - No (3)
- 

*Display This Question:*

*If Do you see your involvement in PERL activities changing over the next 6 months (i.e., the anticip... = Yes*

Q11 Please explain how your involvement will change. \_\_\_\_\_

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*Display This Question:*

*If Do you see your involvement in PERL activities changing over the next 6 months (i.e., the anticip... = Maybe*

Q12 Please explain how you think your involvement may change. \_\_\_\_\_

**End of Block: Block 3**

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**Start of Block: Block 5**

Q13 Responsibilities Based on previous PERL meeting discussions and feedback, members felt inclusion on the PERL website should be associated with roles, responsibilities and reasonable expectations for involvement in the development of PERL. Serving several purposes, these might include keeping the website current, updating and showcasing your scholarship, helping build educational scholarship capacity and expertise within the PERL

community, and managing PERL activities. Listed below are some suggestions. Please provide your level of agreement with the suggestions included below.

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
Maintaining and updating your Faculty website profile annually (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Committing time to be available for and work on PERL-related activities, as needed (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Continuing to develop your research area, teams and collaborative networks (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing a pipeline of research ideas and funded projects within your research area (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Building your reputation within and beyond our Faculty (facilitating relationships, collaborations, sharing of knowledge, and presenting your initiatives locally, nationally and internationally) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing mentorship and support for emerging educational researchers within PERL (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitating review and/or mentoring grant application development for PERL members (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating regularly on your scholarly activity through the Faculty's Daily FYI to highlight your achievements and help build PERL's annual report (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q14 Do you have additional roles, responsibilities, or reasonable expectations that should be considered? If so, please elaborate here:\_\_\_\_\_

**End of Block: Block 5**

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**Start of Block: Block 6**

Q15 Benefits Fulfilling the roles and responsibilities of PERL members included on the website should also come with benefits. Listed below are some that you might expect if featured on the PERL website. Please provide your level of agreement with each of the statements below.

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
Access to a small amount of funds through the Faculty's Internal Educational Leadership Seed Grant program to support the development and dissemination of your educational scholarship (awarded on a competitive basis) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identified by a specific title reserved for PERL members included on the website (recall examples in a previous question) in reports and on the PERL website (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to participate more fully and contribute your expertise within the PERL community, advance your own program of scholarship, and engage with a growing group of educational scholars to provide new direction and build research capacity for PERL (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to engage in PERL-specific professional development activities (e.g., seminars, workshops, celebratory activities) (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enhanced reputation as an educational leader in the Faculty, at UBC and in academic pharmacy in Canada. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Consultations in your areas of expertise for those individuals or groups who contact PERL for advice and assistance (6)



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Q16 Do you have additional benefits that should be considered? If so, please elaborate here: \_\_\_\_

End of Block: Block 6

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Start of Block: Block 8

Q17 Currently within the PERL community there are various areas of scholarship emerging and at different levels of development. Clarifying these research areas/themes within PERL will be important for many reasons including organization of the website, branding, targeted funding opportunities, and communication. Some of PERL's emerging research themes include: Professional identity formation, Indigenous health and decolonizing educational practices, Pharmacy practice simulations, Experiential and competency-based education. The Scholarship of Teaching and Learning With the intent of clarifying the core research areas/themes within PERL, think about your own area of educational scholarship and **provide a name/title (a broad umbrella term or phrase) that would represent it.** If those listed above work for you, use them. Once a full list of research areas has been generated, further discussions will likely be required to identify the final number and names of research themes that best represent the full scope of PERL scholarship.

PERL Research Theme: \_\_\_\_\_

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Q18 Please explain your theme: \_\_\_\_\_

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Q19 For the research theme(s) you identified above, **list the PERL colleagues and collaborators you have worked with** and/or that might be working in a similar, closely related area. This information will be used to consolidate potential research themes, identify more appropriate theme titles, group PERL members into themes, where appropriate, and help to further organize the website.

PERL research theme members: \_\_\_\_\_

End of Block: Block 8

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