

# Molly V. Fyfe

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## CAREER SUMMARY

I have 15 years of experience working to progress equity in health and education. My work centers on evidence-informed approaches to innovate and improve systems, cultures, and practices. My breadth of experience allows me to work effectively on inter-disciplinary problems. I form strong working relationships with diverse stakeholders to enable effective collaborations.

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## EDUCATION

Ph.D., Education  
King's College London, UK

MPH, Master of Public Health  
University of California Berkeley, USA

MA, Secondary Education  
College of Notre Dame, USA

BSc, Ecological Determinants of Health  
McGill University, Canada

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## EXPERIENCE

**Imperial College London**  
**Dept of Primary Care and Public Health**  
**Medical Education Research and Innovation Centre**

Senior Teaching Fellow, 2018-present

Senior Academic Fellow, 2019-present

- Founding member of a translational research center bringing cutting-edge evidence from health, education, community, and policy into medical education research and education.
- Strategic planning, team development, and management.
- Conduct needs assessments and develop strategies for integration of digital health into medical training.
- Lead research on diversity and inclusion in medical education, including studies on differential outcomes and structural inequality.
- Lead departmental teaching on education research. Design and deliver an ongoing series of seminars and workshops and provide individual research mentorship.
- Certified coach (ILM Level 5) and member of the Imperial Coaching Academy. Work individually with college staff to enhance performance and career progression.

**University of Cambridge**  
**Cambridge Assessment, Research and Thought Leadership**  
Senior Research Manager, 2016-2018

- Managed a research portfolio on educational assessments. Led multiple projects simultaneously and delivered projects on time for external and internal stakeholders.
- Employed qualitative, quantitative, and mixed-methods approaches to investigate validity, equity, and stakeholder needs. Thought leadership on equitable practices.
- Conducted commissioned research on equity in higher education admissions and student progression.
- Applied research evidence to support product development.

**King's College London**  
**King's Centre for Global Health**  
Education Analyst, 2012-2017

- Led research and evaluation on medical education capacity-building initiatives in LMICs.
- Led research on remote clinical learning technologies, including scenario-based design and evaluation of technology integration.
- Grant writing, monitoring, and evaluation design and reporting. Developed an evaluation plan for a £3 million DFID funded program.
- Developed and delivered faculty development programs, including curriculum development and learner-centered approaches.
- Served as a mentor for junior faculty.
- Taught at the bachelor's and master's levels. Supervised dissertations and student research projects.

**University of California San Francisco**  
**Global Health Sciences**  
Research Officer, 2009-2011

- Core team member in a Gates funded initiative aimed at health system strengthening.
- Developed and managed initiatives to support curriculum reform and educational innovation within an international partnership.
- Formed strong working relationships with stakeholders and university leadership.
- Organized and delivered faculty development workshops and a longitudinal 'train-the-trainers' program. Worked with faculty individually on teaching praxis.
- Grant writing, ethical approvals, supervision of students and project dissemination.

**University of California Berkeley**  
**Nutritional Sciences & Toxicology**  
Program Manager, 2007-2009

- Managed staff, budgets (\$2.4 million of federal funds), recruitment and hiring, grant proposals, institutional ethics reviews, and report writing.
- Contributed to data collection, analysis, and publication.
- Worked closely with families and children living in poverty.

### **Baltimore City Teaching Residency**

Teaching Fellow, 2004-2006

- Taught secondary special education and simultaneously completed a teaching certificate and Masters in secondary education.
- Worked closely with educators, parents and social services in an under-served urban community.

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## **PUBLICATIONS**

Skopec, M., Fyfe, M., Issa H., Ippolito, K., Anderson, M., Harris, M. (2021). Decolonisation in a higher education STEMM institution – a case of epistemic fragility? *London Review of Education*

Hawkins, N., Younan, H. C., Fyfe, M., Parekh, R., & McKeown, A. (2021). Exploring why medical students still feel underprepared for clinical practice: a qualitative analysis of an authentic on-call simulation. *BMC Medical Education*, 21(1), 1-11.

Neve, G., Fyfe, M., Hayhoe, B., Kumar, S. (2020) Digital health in primary care: risks and recommendations. *British Journal of General Practice*

Douglass, C., Fyfe, M., Lokugamage, A.U. (2020). Structural racism in society and the covid-19 “stress test”. *BMJ Opinion*. <https://blogs.bmj.com/bmj/2020/06/08/structural-racism-in-society-and-the-covid-19-stress-test/>

Maini, A., Fyfe, M., & Kumar, S. (2020). Medical students as health coaches: adding value for patients and students. *BMC Medical Education*, 20, 1-8.

Maini, A., Saravanan, Y., Singh, T. A., & Fyfe, M. (2020). Coaching skills for medical education in a VUCA world. *Medical Teacher*, 1-2.

Fyfe, M. V., Maini, A., Horsburgh, J., & Golding, B. (2020). Racism in medical school Widening participation: moving from diversity to inclusion. *British Medical Journal*, 368

Tanna, S., Fyfe, M., & Kumar, S. (2020). Learning through service: a qualitative study of a community-based placement in general practice. *Education for Primary Care*, 1-6.

Fyfe, M. V., & Douglass, C. (2020). “Recruiting for Setting?”: Proceed with caution. *Academic Medicine*, 95(3), 328.

Lokugamage, A. U., Douglass, C., Gishen, F., & Fyfe, M. V. (2019). Reverse innovation, power imbalances, language, and avoiding cultural appropriation. *British Medical Journal*, 367.

Stone, B. A., McKeown, A. M., & Fyfe, M. V. (2019). 'Consult the CIA': reducing prescribing errors. *Medical education*, 53(11), 1146.

Fyfe, M. (2018) Synchronous Online Clinical Education in Fragile States: An Activity Theory Perspective. (Doctoral Thesis, King's College London, London UK).

Fyfe, M., Devine, A., Emery, J. (2017) The Relationship Between Test Scores and Other Measure of Performance. In Studies in Language Testing 49. *Applying the socio-cognitive framework to the BioMedical Admissions Test*. Editors: Cheung, K.Y. F., McElwee, S., Emery, J. Cambridge University Press.

McElwee, S., Fyfe, M., Grant, K. (2017) The Consequences of BioMedical Admissions Testing on Individuals, Institutions and Society. In Studies in Language Testing 49. *Applying the socio-cognitive framework to the BioMedical Admissions Test*. Editors: Cheung, K.Y. F., McElwee, S., Emery, J. Cambridge University Press.

Rahim, A., Knights, F., Fyfe, M., Alagarajah, J., & Baraitser, P. (2016). Preparing students for ethical challenges on international health electives: A systematic review of the literature on educational interventions. *Medical teacher*, 38(9), 911-920

Woodward, A., Fyfe, M.V., Handuleh, J., Patel, P., Godman, B., Leather, A., & Finlayson, A. (2014). Diffusion of e-health innovations in 'post-conflict' settings: a qualitative study on the personal experiences of health workers. *Human Resources for Health*, 12(1), 22.

Fyfe, M., Baraitser, P. (2013) Learning on International Health Electives. Report for the King's College London College Teaching Fund.  
<https://www.kcl.ac.uk/study/learningteaching/Funding-and-Awards/ctf/CTF2012/InterdisciplinaryDistanceEd-FR.pdf>

Fyfe, M.V. (2012). Education projects: an opportunity for student fieldwork in global health academic programs. *Journal of Public Health Policy*, S216-S223.

Ngassapa, O. D., Kaaya, E. E., Fyfe, M.V., Lyamuya, E. F., Kakoko, D. C., Kayombo, E. J., ... & Martin-Holland, J. (2012). Curricular transformation of health professions education in Tanzania: The process at Muhimbili University of Health and Allied Sciences (2008–2011). *Journal of Public Health Policy*, S64-S91.

Mkony, C. A., O'Sullivan, P. S., Owibingire, S. S., Fyfe, M.V., Omer, S., Freeman, P., ... & Tarimo, E. (2012). Teaching and educational scholarship in Tanzania: Faculty initiative to improve performance of health professions' students. *Journal of Public Health Policy*, S150-S170.

Deardorff, J., Fyfe, M.V., Ekwaru, J. P., Kushi, L. H., Greenspan, L. C., & Yen, I. H. (2012). Does neighborhood environment influence girls' pubertal onset? Findings from a cohort study. *BMC Pediatrics*, 12(1), 27.

Fyfe, M.V., Raman, A., Sharma, S., Hudes, M. L., & Fleming, S. E. (2011). Insulin resistance and self-perceived scholastic competence in inner-city, overweight and obese, African American children. *Physiology & Behavior*, 102(1), 36-41.

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## **CONFERENCE PRESENTATIONS**

### ***PRESENTATIONS***

*"Relationships between MMI performance and scores on the Biomedical Admissions Test"*. (2018). Oral presentation at the Ottawa Conference

*"Prospective medical school applicants' perceptions of various selection methods: Implications for widening participation"* (2017). Oral presentation at the Association for Medical Education in Europe (AMEE)

*"What is the nature and impact of synchronous online clinical education in fragile states?"* (2014) Oral Presentation at the Association for Medical Education in Europe (AMEE)

*"Interventions to prepare medical and nursing students for the ethical issues encountered on their electives: A systematic review"* (2014) Presented at the Association for Medical Education in Europe (AMEE)

### ***WORKSHOPS (DESIGNED AND FACILITATED)***

*"Using the concept of social accountability to achieve patient-engagement in research"* (2018). National Institute for Health Research Leadership Symposium

*"The impacts of medical education assessments on individuals, institutions and society: a socio-cognitive approach to consequential validity"* (2018) Conference workshop delivered at the Ottawa Conference

*"Four ways to enhance learning on international electives"* (2014) Conference workshop delivered at the Association for Medical Education in Europe (AMEE)