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**faculty Application for membership**

(Fellow or master educator only)

To apply for *Associate Membership* there is a separate application available on the IME website.

**Name and Contact Information**

|  |  |
| --- | --- |
| Full Name |  |
| Degree(s) |  |
| Academic Rank |  |
| Educational Title(s) |  |
| Institution |  |
| Department |  |
| Division (if applicable) |  |
| Chair and Division Chief (if applicable) |  |
| Mailing Address |  |
| Office Phone |  |
| Email Address |  |

**For This Application: Categories of Educational Expertise (check all that apply)**

|  |  |
| --- | --- |
|  | Direct Teaching |
|  | Innovative Curriculum Design and/or Assessment |
|  | Advising/Mentoring |
|  | Education Administration and Leadership |
|  | Education Research and Scholarship |

**Required Information** *(please modify table as needed to complete)*

|  |  |
| --- | --- |
| Table of Contents  | Page Number(s) |
| Signature Page |  |
| Philosophy of Education and Long Term Goals |  |
| Area(s) of Concentration Worksheet(s) *(see below)* |  |
| Supporting Materials for Areas of Concentration (no more than 20 pages in total per applicant) |  |
| Required letter of support from Department Chair (or Division Chief) |  |
| CV (New Icahn School of Medicine format) |  |

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**instructions for advanced IME membership application**

This application is your educator portfolio and will showcase the quality of your work as an educator in your specific area(s) of concentration.

Please complete the portfolio template provided; only completing the worksheets for those categories in which you are applying (see areas below). If you have any questions regarding the application, please contact Dr. Reena Karani at reena.karani@mssm.edu or Dr. Robert Fallar at robert.fallar@mssm.edu .

**Completed applications for advanced membership in the IME must be submitted to** **robert.fallar@mssm.edu** **by Monday, January 09, 2017 at 3 PM EST.**

* **We will not accept hard copies of applications or supporting evidence. You must submit the electronic version of this application and scan and attach all materials together with the application.**
* **Incomplete or late applications will not be considered by the committee.**
1. **Levels of membership (Associate, Fellow, Master Educator)**

**Associate Membership** is open to all clinical fellows, post-doctoral trainees, and faculty in good standing within the Mount Sinai Health System or its affiliates whose professional identity includes a significant role as a medical/health sciences educator. We encourage MD, MPH, and PhD faculty to apply. (See separate application on the IME website.)

**Faculty applications are solicited for advanced membership. The selection committee, not the faculty member, determines who qualifies for advanced membership and at what level (Fellow or Master Educator).**

The IME **Fellow** level is awarded to those faculty who have demonstrated a significant commitment to teaching/education and have shown evidence of scholarly work in medical education.

**Master Educator** membership in the IME is the highest level that can be achieved as a faculty educator within the Mount Sinai Health System or its affiliates. This designation confers a distinct honor to those faculty who have demonstrated exceptional performance in the field of medical education and requires demonstration of a track record of educational scholarship. They have generally attained career honors or success in several areas of medical education and already serve in key educational roles within the institution.

The process for selecting Fellows and Master Educators is rigorous and includes peer review. Selection as a Fellow or Master Educator can support promotion on the clinician and/or educator track.

1. **Eligibility**

An applicant for advanced membership in the IME must be a faculty member in good standing for **at least 1 year** at the Icahn School of Medicine at Mount Sinai, the Graduate School of Biomedical Sciences, across the Mount Sinai Health System or at one of our affiliate institutions. We welcome MD, MPH, and PhD faculty to apply.

1. **Timeline for Application:** Applications are due **Monday, January 12, 2015 by 3 PM EST**. No late or incomplete applications will be considered by the committee. Notification of selection committee decisions will be sent in late March 2015.
2. **Categories**

Faculty may apply for advanced membership (in the following 5 categories). **Applicants MUST provide evidence in at least 2 categories (see details in #5 below)**. The categories, and their descriptions, were derived from *Advancing Educators and Education: Defining the Components and Evidence of Educational Scholarship (The summary report of the AAMC Group on Educational Affairs Consensus Conference on Educational Scholarship, 2007)*. The committee will focus on each faculty’s **active** educational contributions (in the last 5 years).

* 1. **Direct Teaching**

Teaching occurs when learning occurs and it is the most fundamental means by which most educators contribute to the education of our students and residents. Educators may engage in direct teaching by giving lectures, facilitating small group discussions or lab groups, teaching on clinical rounds, etc. In this category, we will ask you to document the quality of your teaching and a scholarly approach to the process of your teaching. Products developed to enhance your teaching (slide sets, handouts, web materials) should be included in this category. However, development of significant longitudinal educational materials should be included in Innovative Curriculum Design.

* 1. **Innovative Curriculum Design and/or Assessment**

A curriculum is a longitudinal set of educational activities. Examples may include a basic science lecture series, a set of clinical reasoning cases, a series of clinical skill workshops, faculty development workshops, etc. A curriculum must have goals, teaching methods appropriate for those goals, an informed approach to the design, a means of assessment of its effectiveness, and ongoing improvement based upon the evaluation results. In this category, you are asked to describe each of these aspects of the curricula you have developed.

* 1. **Advising/Mentoring**

An advisor serves his/her advisee in a focused capacity to help him/her with a decision or course of conduct, or to provide suggestions for a specific project. A mentor serves to help his/her mentee to achieve his/her personal and professional

goals by providing guidance, support, and the creation of opportunities for the

mentee. This requires an ongoing, committed relationship with clear goals to help the mentee achieve his/her own definition of success.Advising/mentoring is a critical part of learners’ development into skilled professionals and a highly valued part of medical education. Assessing the quality of an educator’s contribution in this category means determining whether the advisor/mentor has helped the learner meet his/her goals. In this category, we will ask you to describe your role in facilitating your advises/mentees success and ask you to provide evidence of a scholarly approach to this important means of teaching.

* 1. **Educational Administration and Leadership**

Many educators have devoted a significant portion of their careers to leadership roles in education. Effective leaders should seek ongoing excellence and evaluation, dissemination of results, and maximization of resources. To assess excellence in this category, we will ask you to describe the initiatives you have led in your role and the impacts and improvements your changes have made.

* 1. **Education Research and Scholarship**

In higher education, scholarship is now more broadly defined than research and publication. In Glassick, Huber, and Maeroff’s *Scholarship Assessed* (1997), faculty’s work is considered scholarship if it includes the following components: clear goals, adequate preparation, appropriate methods, significant results, and reflective critique. The AAMC Consensus Conference report states: “Faculty engage in educational scholarship by both *drawing upon* resources and best practices in the field and by *contributing resources* to it. Documentation begins by demonstrating that an educational activity product is publicly available to the educational community in a form that others can build on.” For example, an educator may demonstrate scholarship in his/her area of concentration by publication, presentation in the form of a workshop, or acceptance of a curriculum into a national repository such as MedEdPORTAL. **Projects listed in this section cannot be used in your application in other categories.**

1. **Review Process, Criteria, and Examples**

Your application will be peer- reviewed by a selection committee of internal and external experts. Membership will be awarded based upon evidence of quantity (impact), quality (excellence), and dissemination (scholarly approach and engagement with the educational community) in each category. The committee will focus on each faculty’s **active** educational contributions (in the last 5 years).

Advanced level applicants must apply in at least 2 categories as noted earlier. **The selection committee is looking for the applicant to MATCH the evidence of quantity, quality, and dissemination contained in the examples for at least one category (ex. Direct Teaching), and EXCEED the evidence in at least one category (ex. Education Administration and Leadership).** If you submit multiple worksheets in one category (ex: 5 different direct teaching activities), at least one activity should match or exceed the evidence provided in the examples. Demonstration of excellence in more than 2 areas will likely result in a stronger application.

We have provided examples of applications in individual categories to provide guidance for applicants. These examples are available on the IME web site at:

<http://icahn.mssm.edu/education/institute-for-medical-education/membership/apply-for-membership>

**6. Required Application Information**

* **Philosophy of Education and Long Term Goals**

This is a brief personal statement that should include the following: 1. a description of the principles that guide your work as an educator. 2. Your specific interests and career goals as an educator.

3. If applicable, include an explanation of any professional development programs you have participated in to improve your work as an educator. (Limit 300 words)

* **Worksheets by Category**

Depending on the categories in which you are applying, complete the appropriate worksheet(s) below by deleting the sample/instructional content within each box and replacing with your own information. Only complete the worksheet (s) for the categories in which you are applying (not all 5 are necessary).

* **Supporting Materials**

You may supply **a total of up to 20 pages** of supporting materials with your application. For example, evaluation data for your curriculum, teaching evaluations, course/program syllabus, etc. Please organize supporting materials into appendices to your application. Supporting materials over 20 pages will not be considered by the committee.

* **Required letter of support from Department Chair or Division Chief**

You must include a letter from your Department Chair or Division Chief supporting your application for membership to the Institute for Medical Education.

* **CV**: Include a copy of your CV (The CV must be in the new Icahn School of Medicine format located online at <http://icahn.mssm.edu/about-us/services-and-resources/faculty-resources/appointments-and-promotions/full-time-part-time-and-voluntary-faculty-document-submission-requirements/curriculum-vitae>.)

**SIGNATURE PAGE**

By signing this page I acknowledge that:

* This application for advanced membership to the IME is accurate and complete.
* If I am selected as an advanced member of the IME, I agree to contribute to and support the institute's mission.
* My expectations include, but are not limited to, attendance at an average of 5 IME-sponsored faculty development programs per year (averaged over a 2 year period).  Such programs include Medical Education Grand Rounds, Faculty Development Sessions or Lunch & Learn workshops. If I do not meet these expectations, my advanced membership in the IME will lapse after 2 years.

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Direct Teaching WORKSHEET**

1. **Teaching Activities**

Describe in detail, up to 5 of your most significant teaching activities by completing **one** worksheet for **each** teaching activity.

|  |  |
| --- | --- |
| **Title of teaching activity** | Your title and a brief description of the activity including the teaching setting (medical school, hospital, clinic, etc.) and department where the teaching occurs |
| **Your teaching role** | Your specific teaching role and the type of teaching (lecture, small group facilitator, 1 on 1 teaching, etc.) |
| **Level of learner** | Training level of learners you teach: Medical student, graduate student, resident, fellow, faculty |
| **Contact with Learners****(Quantity)** | Indicate the 1. Direct teaching activity contact time (ex. 1 hour lecture). Do not include preparation time or time for clinical care. 2. Total number of hours/year 3. Average # learners per teaching session, and number of learners/year |
| **# Years Teaching** | Indicate the number of years teaching this activity (ex. 2009-2012) |
| **Goals** | List or describe your teaching goals for this activity |
| **Methods** | Describe the teaching methods you use to achieve these goals (lecture, problems/cases, web-based modules, etc.) |
| **Evidence of Quality** | Provide evidence of quality for this teaching activity. This may include the following: 1. Quantifiable comparative data on your teaching effectiveness.
2. Qualitative evaluation of your teaching (e.g. Comments from learners or colleagues. If using evalue student comments, provide all comments for each year.
3. You may include a brief letter describing your teaching effectiveness from anyone who has directly observed you teaching.
4. If you have been asked to do additional teaching because of your effectiveness in this activity, please explain.
 |
| **Evidence of Dissemination** | Provide evidence of dissemination of your work to the education community. This may include the following: 1. Indicate where and how many times you have been invited to teach this topic outside of your department.
2. List any products you have developed related to this teaching activity that were shared with the educational community (slide sets, clinical cases, faculty guide, web materials, etc.). May include citation in a publication, non-peer reviewed website, peer-reviewed web repository (MedEdPORTAL), regional or national presentation, peer- or non-peer reviewed journal.
3. Indicate if peers at ISMMS or other institutions have adopted/adapted materials.
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|  |  |
| --- | --- |
| **Title of teaching activity** |  |
| **Your teaching role** |  |
| **Level of learner** |  |
| **Contact with Learners****(Quantity)** |  |
| **# Years Teaching** |  |
| **Goals** |  |
| **Methods** |  |
| **Evidence of Quality** |  |
| **Evidence of Dissemination** |  |

1. **Overall Evidence of Teaching Quality**
* List teaching awards that you have received
* If you have been asked to evaluate or mentor others to improve their teaching skills, please explain

**innovative curriculum design and/or assessment worksheet**

Describe in detail up to 3 of your most significant curricula that you have developed. Complete this worksheet for each curriculum you describe. A curriculum is a longitudinal activity or set of learning experiences (must be more than 2 sessions).

|  |  |
| --- | --- |
| **Brief description of curriculum** | Your title and a brief description of your curriculum including the number of sessions and the setting (course, clerkship, rotation, faculty development, etc.) |
| **Your role in development** | Your specific role in the development of the curriculum including who you developed it with. |
| **Intended Audience** | Training level of learners: Medical student, graduate student, resident, fellow, faculty |
| **Number of Learners Taught****(Quantity)** | Indicate the 1. Length of the curriculum (ex. Weekly Case-based conference, 2 hours/week). Do not include preparation time for this activity. 2. Total number of hours per year. 3. Average # of learners per teaching session (ex. 10 students/session)  |
| **# Years Teaching** | Indicate the number of years this curriculum has been taught (ex. 2009-2012) |
| **Goals and Objectives** | Describe your teaching goals and specific learning objectives  |
| **Preparation** | 1. Describe your needs assessment: Why is this curriculum necessary? What are the gaps in the curriculum? Is there learner feedback to support the needed changes?
2. Describe evidence you used to design the curriculum (ex. Literature review, national guidelines, meetings, etc.)
 |
| **Design** | Describe the teaching methods, learning experiences (lectures, e-learning, bedside, etc.), and materials you chose based upon the goals |
| **Evaluation** | Describe the methods you used to evaluate the effectiveness of your curriculum |
| **Evidence of Quality** | Provide evidence of quality for this curriculum or assessment method. This may include the following: 1. Learner ratings
2. Improvements you have made based upon evaluation data
3. Evidence of improvement over time (comparison of evaluations or outcomes before and after the teaching of your curriculum)
4. Outcomes: Exam score improvement, NBME scores, observation of learner performance, data from student surveys (e.g. AAMC graduation questionnaire)
 |
| **Evidence of Dissemination** | Provide evidence of dissemination of your work to the education community. This may include the following: 1. Peer review by local experts (curriculum committee, accreditation reviewers)
2. Invitations for curriculum consulting (internal and external) and data on the use of the consultation if available
3. Invitations to present curriculum at local/regional/national meetings with documentation of presentation quality if available
4. Acceptance of curriculum material to a peer-reviewed repository (MedEdPORTAL)
5. Publication in a peer-reviewed journal
6. List of local/regional/national institutions where the curriculum has been adopted and/or number of citations in other faculty’s curricula
7. Obtaining grant funding for the curriculum
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|  |  |
| --- | --- |
| **Brief description of curriculum** |  |
| **Your role in development** |  |
| **Intended Audience** |  |
| **Number of Learners Taught****(Quantity)** |  |
| **# Years Teaching** |  |
| **Goals and Objectives** |  |
| **Preparation** |  |
| **Design** |  |
| **Evaluation** |  |
| **Evidence of Quality** |  |
| **Evidence of Dissemination** |  |

**Advising/Mentoring worksheet**

* 1. **Mentoring Activities**

Describe in detail up to 3 of your most significant mentoring roles by completing one worksheet for **each** role. Please also provide a table of specific mentees (see Table B).

|  |  |
| --- | --- |
| **Your advising/ mentoring role** | Your specific role as an advisor/mentor (choose one) including the setting (medical school, hospital, clinic, etc.) and department. Also include your general philosophy about your role as an advisor/mentor in this setting. |
| **Level of learner** | Training level of learners you mentor: Medical student, graduate student, resident, fellow, faculty |
| **Contact with Learners (Quantity)** | Indicate:1. Average number of advisees/mentees you mentor 2. Average number of hours per mentee and3. Total number of hours per year you spend in this role |
| **# Years Teaching** | Indicate the number of years in this advising/mentoring role (ex. 2010-2013) |
| **Goals** | List or describe your goals for your learners in this role  |
| **Evidence of Quality** | Provide evidence of quality in your mentoring role. This may include: 1. List advisees/mentees significant accomplishments (publications, presentations, educational products, awards)
2. Narrative comments from advisees/mentees about faculty’s ability to facilitate goal achievement
3. Evaluations of advising/mentoring effectiveness by advisees (using questionnaire provided to mentees. Membership committee will solicit these directly from mentees)
 |
| **Evidence of Dissemination** | Provide evidence of dissemination of your work to the education community. This may include the following: 1. Participation in professional development activities to enhance mentoring/advising skills
2. Adopting effective mentoring/advising strategies from the literature (give examples)
3. Leading institutional initiatives to improve mentoring/advising
4. Conducting training sessions in advising/mentoring locally/regionally/nationally
5. Convening scholarly conferences on advising/mentoring
6. Writing institutional “best practices” on mentoring/advising based on literature review
7. Receiving invitations to assess other mentoring programs (document results of assessments if possible)
8. Receiving advising/mentoring awards
9. Participating or leading regional/national committees on mentoring/advising
10. Studying (research) mentoring/advising and disseminating your research (new information): peer-reviewed journal or national meeting.
11. Securing funding for innovative advising/mentoring program development
 |

|  |  |
| --- | --- |
| **Your advising/mentoring role** |  |
| **Level of learner** |  |
| **Contact with Learners (Quantity)** |  |
| **# Years Teaching** |  |
| **Goals** |  |
| **Evidence of Quality** |  |
| **Evidence of Dissemination** |  |

* 1. **Table of Mentees**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name of Advisee/Mentee** | **Focus of Your Mentoring** | **Years Mentored** | **Level of Training at start and currently** | **Impact/Outcomes** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**education administration and leadership worksheet**

Describe in detail up to 3 of your most significant educational projects/initiatives that you have spearheaded in your leadership role. (Copy and paste this table for each project/initiative as needed).

|  |  |
| --- | --- |
| **Brief description of project** | Your title and a brief description of your educational project/initiative |
| **Number of people affected****(Quantity)** | Indicate the approximate number of people (ex, students, faculty, staff) directly affected by your educational project/initiative |
| **Need/problem/****opportunity**  | Describe the need/problem/opportunity that you identified and the rationale for change |
| **Goal** | List or describe the specific goals of this initiative |
| **Leadership role and number of years in this role** | Describe your specific leadership role and contributions in the development of the project.List the number of years you have been in this leadership role (specify years). |
| **Actions Taken** | Describe the actions you took (or supervised) and how you informed these actions (ex. Literature review, best practices, national guidelines, etc.) |
| **Resources Utilized** | Describe the resources you utilized to achieve your goals: people, budgets, grants, etc. |
| **Outcomes/Impact** | Describe the outcomes you achieved and the impact your changes made |
| **Evaluation** | Describe the methods you used to evaluate the effectiveness of your project/changes (ex. External peer review, pre/post-surveys, etc) |
| **Evidence of Quality** | Provide evidence of quality in your administrative/leadership role. This may include the following: 1. Learner or peer assessments of projects (if applicable)
2. Evaluations of your performance as a leader
3. Improved outcomes (quantitative or qualitative data)

You may include data/graphs below |
| **Evidence of Dissemination** | Provide evidence of dissemination of your work to the education community. Items in this category are not required but if present, provide evidence of value outside of our institution. Examples include the following: 1. Peer review by local experts (curriculum committee, accreditation reviewers)
2. Invitations to participate or lead task forces on this topic
3. Invitations for educational consulting (internal and external) related to this project, and data on the use of the consultation if available
4. Invitations to present at local/regional/national meetings
5. Major institutional awards
6. Awards from national societies
7. Acceptance of project to a peer-reviewed repository (MedEdPORTAL)
8. Chair of national leadership committee (related to this area of expertise)
9. Publication in a peer-reviewed journal
10. List of intra- and inter-institutional use of your work (where the project has been adopted) and/or citation in other faculty’s or institution’s curricula
11. Obtaining grant funding
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|  |  |
| --- | --- |
| **Brief description of project** |  |
| **Number of people affected****(Quantity)** |  |
| **Need/problem/****opportunity**  |  |
| **Goal** |  |
| **Leadership role and number of years in this role** |  |
| **Actions Taken** |  |
| **Resources Utilized** |  |
| **Outcomes/Impact** |  |
| **Evaluation** |  |
| **Evidence of Quality** |  |
| **Evidence of Dissemination** |  |

**education research and scholarship worksheet**

Describe in detail up to 3 of your most significant educational research or scholarly projects by completing one worksheet for each project. NOTE: **Projects listed here cannot be used in your application in other categories.**

|  |  |
| --- | --- |
| **Brief description of project** | Indicate your title and a brief description of your research/scholarly project including the timeline (when it was initiated and completed) |
| **Your role in development and years involved in this role** | Describe your specific role in the development of the project including who collaborated with you. List the number of years (specify years) you have been involved in this project. |
| **Type of Project** | Describe the type of project: Learner assessment, survey, needs assessment, program/curriculum assessment |
| **Number of people affected****(Quantity)** | Indicate the approximate number and types of people (ex, students, faculty, staff) directly affected by your research/scholarly project |
| **Goals** | Describe the specific goals you hope to achieve with this project |
| **Preparation** | 1. Describe your needs assessment: Why is this project necessary? Describe the need/problem/opportunity that you identified and the rationale for the research.
2. Describe how you informed your project design: (ex. Literature review, national guidelines, meetings, etc.)
 |
| **Methods** | Describe the methods you used based upon your goals |
| **Evaluation** | Describe the your evaluation plan  |
| **Evidence of Quality** | Provide evidence of quality of your project. This may include the following: 1. Results of your evaluation
2. The impact of the project on educational practice
 |
| **Evidence of Dissemination** | Provide evidence of dissemination of your work and/or engagement with the teaching community. This may include the following: 1. Abstract/Poster presentation locally/regionally/nationally
2. Scholarly review
3. Peer-reviewed journal publication
4. Citation in other faculty’s publications
5. Data used by other faculty in development of curriculum, etc.
6. Author of a “white paper” statement
7. Obtaining grant funding
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|  |  |
| --- | --- |
| **Brief description of project** |  |
| **Your role in development and years involved in this role** |  |
| **Type of Project** |  |
| **Number of people affected****(Quantity)** |  |
| **Goals** |  |
| **Preparation** |  |
| **Methods** |  |
| **Evaluation** |  |
| **Evidence of Quality** |  |
| **Evidence of Dissemination** |  |