



Icahn
School of
Medicine at
**Mount
Sinai**

*Institute for
Medical Education*

DISTINCTION IN MEDICAL EDUCATION (DIME)

APPLICATION GUIDE 2026

PLEASE NOTE THIS IS NOT THE APPLICATION AND SHOULD NOT BE SUBMITTED.

DIME 2026 Submission Criteria

All applications are reviewed by a faculty committee for consensus on awarding DIME. This decision is made based solely on the quality and sufficiency of the information in the application. No external data/opinions beyond the application are incorporated into the decision process.

Education Research and Scholarship (scholarly project) is required and must have been conducted while at Mount Sinai. You must also apply in a minimum of two other domains to qualify for DIME. Please use this document as a guide for completing the application.

1. Education Research and Scholarship - REQUIRED

In higher education, scholarship is now more broadly defined than research and publication. In Glassick, Huber, and Maeroff's *Scholarship Assessed* (1997), work is considered scholarly if it includes the following components: clear goals, adequate preparation, appropriate methods, significant results, and reflective critique. For research to be defined as scholarship, it must result in an educational product that is publicly available to the educational community in a form that others can use or build upon. 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 by another school or into a national repository such as MedEdPORTAL. Presentation at Education Research Day is NOT sufficient.

2. Teaching and Tutoring

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 your scholarly approach to 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 section III, Curriculum Design and/or Assessment.

Examples of teaching activities: medical or graduate school course TA's, EHHOP teaching seniors, MedDocs teachers, peer tutors, private tutoring, summer enrichment program (SEP) student teachers, ASM Year 1 or 2 co-facilitators (list # of sessions facilitated, # of faculty development sessions attended, etc), teaching elective participants, PEERS co-facilitators, etc. Teaching/tutoring activities that are recognized for DIME are those that are "unpaid" (i.e., not Kaplan, Lexicon, Princeton Review, etc.) and directly relate to "medical" education.

3. Curriculum Design and/or Assessment

A curriculum (in contrast to a teaching product) is a longitudinal set of educational activities (must span more than 2 sessions). Examples may include a basic science lecture series, a set of clinical reasoning cases, a series of clinical skills 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.

Examples of curricula students have developed: InterACT curriculum, course TA workshops, new electives or workshops or patient education components developed through 3rd and 4th year clerkships (e.g. PEERS), EHHOP Clinical Skills workshop, study skills and time management workshops for 1st years, etc.

4. Advising/Mentoring

Advising and mentoring represent those relationships that promote the personal and/or professional development of the mentee and are outside of one's job expectations (i.e. a PhD student who has a lab technician or student is expected to teach them lab techniques, how to present data, etc. and this will not be recognized as "mentoring", or a peer tutor who helps a student study and improve exam scores is not considered mentoring). They must be in the realm of the health care profession (helping a high school student select after school or community service activities in order to improve chances of getting into college is not relevant mentorship).

5. Education Administration and Leadership

Describe the initiatives you have led, your role, and the impacts and improvements your changes have made.

Examples of leadership roles may include: Peer Tutors coordinators, EHHOP chief teaching senior, serving on various medical education committees (e.g. promotions committee, admissions committee, LCME, executive oversight committee, Student Council) with evidence of contributions and time commitment. This may also include external regional and national leadership activities related to medical education.

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DISTINCTION IN MEDICAL EDUCATION 2026 APPLICATION

EXAMPLE

| | |
|---------------------|--|
| Name: | |
| E-mail address: | |
| Phone number: | |
| Year of Graduation: | |

APPLICATION CHECKLIST

| | |
|---|----------|
| <input type="checkbox"/> Philosophy of Education and Long-term Goals | Required |
| <input type="checkbox"/> Education Research and Scholarship | Required |
| <input type="checkbox"/> Teaching and Tutoring | |
| <input type="checkbox"/> Curriculum Design and/or Assessment | |
| <input type="checkbox"/> Advising/Mentoring | |
| <input type="checkbox"/> Education Administration and Leadership | |
| <input type="checkbox"/> Mentor Letter of Support | Required |

The application should not exceed the 25 pages (excluding the mentor letter of support).

PHILOSOPHY OF EDUCATION AND LONG-TERM GOALS

This is a *brief* personal statement (maximum 300 words) that should include the following key points:

1. A description of the principles that guide your work as a teacher/educator.
2. Your specific interests and career goals as a teacher/educator.
3. If applicable, an explanation of any professional development programs you have participated in to improve your work as a teacher/educator.

THE EDUCATOR PORTFOLIO

This section is meant to enumerate the activities you have completed or those which are now in progress related to your application for Distinction in Medical Education. Complete the portfolio template provided, only completing the worksheets for those categories which are relevant to your roles in education. Please remove any worksheets for categories that you are not applying in.

I. EDUCATION RESEARCH AND SCHOLARSHIP

Describe your most significant educational research or scholarly project(s) by completing this worksheet. As a reminder, your educational research or scholarly project must have been one conducted while at Mount Sinai. This section describes the most significant product of your scholarly work and is a requirement for determining DIME. You may have other products that can be included in each of the 4 specific sections that describe your efforts in teaching and tutoring, curriculum design and/or assessment, advising/mentoring or education administration/leadership.

Project(s) listed here cannot be used in your application in other categories.

| | |
|---|---|
| Title & 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 and <u>distinguish your role from the role of others</u> . List the number of years (specify years) you have been involved in this project. |
| Co-Teacher/Co-Developer | Please indicate anyone else's role in this effort. |
| Quantity (Number of people) | 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 achieved with this project |
| Preparation | <ol style="list-style-type: none">1. Describe your needs assessment: Why was 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 to achieve your goals |

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| Evaluation Methods and Findings | How did you evaluate the impact of your project? What quantitative and/or qualitative data do you have to support the impact? Did you conduct any statistical testing of the effect? |
| Evidence of Dissemination | <p>Provide evidence of dissemination of your work and/or engagement with the teaching community. Examples of dissemination should include one of the following:</p> <ul style="list-style-type: none"> • An accepted oral presentation at a national conference (peer-reviewed) • A poster presentation at a regional or national conference (peer-reviewed). Education research Day is NOT sufficient. • An education/teaching product of publishable quality in MedEdPORTAL or similar peer-reviewed educational repository • Other evidence of scholarship/dissemination (Teaching product or curriculum that is adopted by other educators or incorporated into the Icahn or another school's curriculum) • You must be 1st or 2nd author on any disseminated piece provided as evidence. |
| Reflective Critique | How do you intend to use the results of this project? What would you do differently in light of the results? |

II. TEACHING AND TUTORING

A. Teaching Activities

Describe in detail, up to 3 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.) |
| Your teaching role | Your specific teaching role and the type of teaching (lecture, small group facilitator, 1 on 1 teaching, etc.) |
| Co-teacher/developer | Please indicate anyone else's role in this effort |
| Level of learner | Training level of learners you teach: Medical student, graduate student, resident, fellow, faculty, etc. |
| Quantity (Contact with Learners) | 1. Direct teaching activity contact time (ex. 1 hour lecture). Describe whether these hours are for one activity/course or for multiple courses. If multiple, list each activity. 2. Total number of hours/year 3. Average # learners per teaching session, and number of learners/year (describe if multiple learners are taught at different times-i.e. 4 students are taught at EHHOP each Saturday but every Saturday is a different group of learners) |
| # Years Teaching | Indicate the number of years teaching this activity (ex. 2011-2013) |
| Goals | List or describe your teaching goals for this activity |
| Methods | Describe the teaching methods you use to achieve these goals (lecture, small groups, 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 (ex. comments from learners or colleagues. If using One45 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. 5. Any teaching awards |

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| Evidence of Dissemination | <p>Provide evidence of dissemination of your work to the education community. This may include the following:</p> <ol style="list-style-type: none"> 1. Indicate where and how many times you have been invited to teach this topic 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 Icahn or other institutions have adopted/adapted materials. |
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A. 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

III. CURRICULUM DESIGN AND/OR ASSESSMENT

Describe in detail, up to 3 of the most significant curricula or assessment activities you have developed by completing this worksheet for each activity.

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| Brief description of curriculum or assessment product | A brief description of your curriculum or assessment 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 or assessment, including who you developed it with. |
| Co-teacher/developer | Please indicate anyone else's role in this effort |
| Intended Audience | Training level of learners: Medical student, graduate student, resident, fellow, faculty, etc. |
| Quantity (Number of Learners Taught or Assessed) | <ol style="list-style-type: none"> 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 # learners per teaching session (ex. 10 students/session) |
| # Years this has been used | Indicate the number of years this curriculum or assessment instruments has been used (ex. 2009-2012) |
| Goals and Objectives | Describe your goals and specific learning or assessment objectives |
| Preparation | <ol style="list-style-type: none"> 1. Describe your needs assessment: Why is this curriculum or assessment necessary? What are the gaps in the curriculum or assessment instruments? Is there learner feedback to support the needed changes? 2. Describe evidence you used to design the curriculum or assessment instruments (ex. Literature review, national guidelines, meetings, etc.) |
| Design | Describe the teaching methods, learning experiences (lectures, e-learning, bedside, etc.), assessment instruments and materials you chose based upon the goals |

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| Evaluation Methods and Findings | <p>Describe the methods you used to evaluate the impact of your curriculum or assessment instrument. This may include, but is not limited to, the following:</p> <ul style="list-style-type: none"> • Learner ratings • Evidence of improvement over time (comparison of evaluations or outcomes before and after the teaching of your curriculum) <p>Describe your findings: What quantitative and/or qualitative data do you have to support the impact? Did you conduct any statistical testing of the effect?</p> |
| Evidence of Dissemination | <p>Provide evidence of dissemination of your work to the education community. This may include the following:</p> <ol style="list-style-type: none"> 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 or assessment instrument at local/regional/national meetings with documentation of presentation quality if available 4. Acceptance of curriculum or assessment material to a peer- reviewed repository (MedEdPORTAL) 5. List of local/regional/national institutions where the curriculum or assessment instrument has been adopted and/or number of citations in other faculty's curricula |

IV. ADVISING/MENTORING

Describe your most significant mentoring roles by completing this worksheet for each role. Please also provide a table of specific mentees.

A. Advising/Mentoring Activities

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| Your advising/mentoring role | Your specific role as an advisor/mentor (choose one) including the setting (medical school, lab, EHHOP, etc.) and if relevant, 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, undergraduate student, secondary school student |
| Quantity (Contact with Learners) | Indicate: 1. Average number of advisees/mentees you mentor 2. Average number of hours per mentee 3. Total number of hours per year you spend in this role |
| # Years in Role | Indicate the number of years in this advising/mentoring role (ex. 2019 - 2021) |
| Goals | List or describe your goals for your mentees in this advising/mentoring role |
| Evidence of Quality | Provide evidence of quality in your mentoring role. This may include: 1. Narrative comments from advisees/mentees about your ability to facilitate goal achievement. 2. Evaluations of advising/mentoring effectiveness by advisees (using questionnaire provided to mentees). 3. Receiving advising/mentoring awards |

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| Evidence of Dissemination | <p>Provide evidence of dissemination of your work to the education community.</p> <p><u>MANDATORY</u></p> <ol style="list-style-type: none"> 1. List advisees/mentees significant accomplishments (publications, presentations, educational products or awards) and achievements (passed STEP). [See table B] <p>OPTIONAL</p> <ol style="list-style-type: none"> 2. Leading institutional initiatives to improve mentoring/advising 3. Conducting training sessions in advising/mentoring locally, regionally and/or nationally. |
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B. TABLE OF ADVISEES/MENTEES

| Name of Advisee/Mentee | Focus of Your Advising/ Mentoring | Years Advised/ Mentored | Mentee Level of Training at start and currently | Impact/ Outcomes |
|------------------------|-----------------------------------|-------------------------|---|------------------|
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V. EDUCATION ADMINISTRATION AND LEADERSHIP

Describe in detail, up to 3 of the most significant educational projects/initiatives that you have spearheaded in leadership roles by completing this worksheet for each role.

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| Brief description of project | A brief description of your educational project/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). |
| Co-teacher/developer | Please indicate anyone else's role in this effort |
| Quantity (Number of people affected) | 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 |
| Goals | List or describe the specific goals of this initiative |
| 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 and Evidence of Quality | Describe the methods you used to evaluate the effectiveness of your project/changes (ex. External peer review, pre/post-surveys, etc.). Provide evidence of quality in your administrative/leadership role. This may include the following: 1. Learner or peer assessments of projects 2. Evaluations of your performance as a leader 3. Improved outcomes (quantitative or qualitative data) based upon your efforts. You may include data/graphs in this table, but not as an attachment. |

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| <p>Evidence of Dissemination <i>Items in this category are not required</i></p> | <p>NOT REQUIRED</p> <p>Provide evidence of dissemination of your work to the education community. <i>Items in this category are not required</i> but if present, provide evidence of value outside of our institution. Examples include:</p> <ol style="list-style-type: none"> 1. Peer review by local experts (curriculum committee, accreditation reviewers) 2. Invitations to participate or lead task forces on this topic 3. Acceptance of project to a peer-reviewed repository (MedEdPORTAL) 4. 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 |
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VI. MENTOR LETTER OF SUPPORT FOR YOUR SCHOLARLY PROJECT

Attach a letter from your mentor supporting your application, explaining your specific role and contributions, and endorsing your scholarly project. This letter should focus on your strengths as they pertain to teaching, curriculum, etc. and mention your dedication to your role and project. It should also address why the project was scholarly and/or how it will be continued. Allow at least 2 weeks for your mentor to draft this letter. Note that mentors must be faculty members from within the Mount Sinai Health System.

Please provide the following information below:

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|-----------------|--|
| Name of Mentor: | |
| Title: | |
| Department: | |
| E-mail address: | |

VII. STUDENT AFFAIRS STATEMENT OF GOOD STANDING

Good academic standing is required to process your DIME application. Please attest below that you meet this requirement:

I am in good academic standing
 I am not in good academic standing.

Submit your completed application to InstituteMedEd@mssm.edu no later than Friday, January 23, 2026 at 5pm EST.

Late submissions will not be accepted.