

## APPLICATION GUIDE (DO NOT COMPLETE/SUBMIT)

### IME ADVANCED MEMBERSHIP APPLICATION GUIDE 2022

*This document serves as a guide for the IME Advanced Application. This is not the actual application and should not be completed/or submitted.*

## Levels of Advanced Membership

The IME Advanced Membership Selection Committee reviews all applications and determines if a faculty member qualifies for advanced membership and at what level (Fellow or Master Educator). This peer review process for selecting Fellows and Master Educators is rigorous and thoughtful. Selection as a Fellow or Master Educator may serve to support promotion on the clinician and/or educator track.

**Fellow** membership is awarded to faculty who have demonstrated a significant commitment to teaching or education and have shown evidence of scholarly work in medical education.

**Master Educator** membership acknowledges the highest level achievable for a faculty educator at the Icahn School of Medicine at Mount Sinai. This designation confers a distinct honor to faculty who have demonstrated exceptional performance in the field of medical education. Master Educators have generally attained career honors or success in several areas of medical education and may already serve in key educational roles within our institution. Master Educators also serve as mentors to Fellows and other educators.

## Eligibility for Advanced Membership

Advanced membership is open to faculty members from across the health system who have been in good standing for at least one year at the Icahn School of Medicine at Mount Sinai, the Graduate School of Biomedical Sciences, and our affiliate institutions. We encourage MD, MPH, PhD and other doctoral degree holding faculty to apply.

## Application Timeline

Applications will be accepted from March 21 – May 31, 2022. Notification of selection committee decisions will be sent via e-mail in September 2022.

## Expectations of Members

Fellow and Master Educator membership has a renewable term of two years. In order to remain in good standing and renew your membership, all requirements of

## APPLICATION GUIDE (DO NOT COMPLETE/SUBMIT)

advanced membership must be met by the end of each two-year term. Advanced members will remain in good standing by maintaining the high level of work in education and teaching that qualified him/her for membership.

Advanced members must also:

- Attend an average of 5 IME-sponsored events/programs per year.
- Participate in educational offerings by leading and/or attending IME faculty development sessions, Collaborative Scholarship Sessions, Medical Education Grand Rounds and Education Research Day.

Members who do not meet the service expectations at the end of each two year cycle may have their membership retracted.

## Application Categories

There are five categories in which a candidate may apply. Applicants **MUST** provide evidence in **at least 2 categories** to be considered for advanced membership. The committee will focus on each applicant's active educational contributions (within the last 5 years).

- **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 facilitating small group discussions or lab groups, teaching on clinical rounds, giving lectures or learning sessions, 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. Do note that development of significant longitudinal educational materials should be included in Innovative Curriculum Design.

- **Innovative Curriculum Design and/or Assessment**

A curriculum is a longitudinal set of educational activities of at least 2 sessions. 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 and objectives, teaching methods appropriate for learning objectives, an informed approach to the design and instructional delivery methods, 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.

## APPLICATION GUIDE (DO NOT COMPLETE/SUBMIT)

- **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 and mentoring are critical parts 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 advisees/mentees success and ask you to provide evidence from the literature that informs your approach to this important role as an educator. Dissemination in this category refers to the accomplishments/advancement of the individual mentees.

- **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.

- **Education Research and Scholarship**

**Projects listed in this section cannot be used in your application in other categories.** 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.

## Review Process, Criteria, and Examples

Your application will be peer-reviewed by a selection committee of internal and external medical education 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.

## APPLICATION GUIDE (DO NOT COMPLETE/SUBMIT)

1. Quantity – the size/frequency of the activity. How many have been impacted? How often?
2. Quality – what evidence is provided to assess the quality of the activity? This may include quantitative ratings of the activity, qualitative feedback, letters of recommendation, etc.
3. Dissemination – how has the activity been shared outside of its original context? This includes publications, poster presentations, invited teaching activity

Selection as a Fellow or Master is made by the committee based upon the evidence provided. This review also incorporates the clarity and quality of the actual submission.

Some broad criteria:

### Membership at the Fellow level will have:

- Submission for at least 2 categories.
- Each category provides evidence for quantity, quality and dissemination
- Provide a sound educational philosophy
- Demonstrate support from the Chair

### Membership at the Master Educator level will have:

- Submission for at least 2 categories. **One MUST be the Direct Teaching category**
- Each category provides evidence for quantity, quality and dissemination
- Provide a sound educational philosophy
- Demonstrate support from the Chair
- Evidence of impact over time and both within and outside of the health system

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/research/ime/membership/applications>.

**APPLICATION GUIDE (DO NOT COMPLETE/SUBMIT)**

**Required Application Components (The application should not exceed 30 pages, excluding the CV)**

- **Philosophy of Education and Long Term Goals (300 words)\***

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).

*\* **Re-applicant statement:** Individuals who have previously applied for Advanced Membership are asked to address the feedback received from the Membership Committee, including how they've made any recommended changes, in a brief (two paragraph) statement.*

- **Worksheets by Category**

Depending on the categories in which you are applying, complete the worksheet(s) as appropriate. Applicants **MUST** provide evidence in at least 2 categories to be considered for advanced membership.

- **Required letter of support from Department Chair**

You must include a letter from your Department Chair supporting your application for advanced membership in the Institute for Medical Education.

- **CV**

Include a copy of your CV (must be in the Icahn School of Medicine at Mount Sinai format located online at [ISMMS CV Guidelines](#)).

*Please note that no additional and/or supplemental materials will be accepted.*

## APPLICATION GUIDE (DO NOT COMPLETE/SUBMIT)

### DIRECT TEACHING WORKSHEET EXAMPLE

<b>Title of teaching activity</b>	Your title and a brief description of the activity including the teaching setting (medical school, hospital, clinic, etc.) and department where the teaching occurs.
<b>Your teaching role</b>	Your specific teaching role and the type of teaching (lecture, small group facilitator, 1 on 1 teaching, etc.)
<b>Level of learner</b>	Training level of learners you teach: Medical student, graduate student, resident, fellow, faculty
<b>Contact with Learners (Quantity)</b>	Indicate the following: 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.
<b># Years Teaching</b>	Indicate the number of years you have taught this activity (ex. 2009-2012).
<b>Goals</b>	List or describe your teaching goals for this activity.
<b>Methods</b>	Describe the teaching methods you use to achieve these goals (lecture, problems/cases, web-based modules, etc.).
<b>Evidence of Quality</b>	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). 3. You may include quotes 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. Please only copy/paste this information as no supplemental materials will be accepted.
<b>Evidence of Dissemination</b>	Provide evidence of dissemination of your work to the education community. Evidence may include the following: 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. 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.

#### 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.

**APPLICATION GUIDE (DO NOT COMPLETE/SUBMIT)**

**INNOVATIVE CURRICULUM DESIGN AND/OR  
ASSESSMENT WORKSHEET EXAMPLE**

<b>Brief description of curriculum</b>	Your title and a brief description of your curriculum including the number of sessions and the setting (course, clerkship, rotation, faculty development, etc.).
<b>Your role in development</b>	Your specific role in the development of the curriculum including who you developed it with.
<b>Intended Audience</b>	Training level of learners: Medical student, graduate student, resident, fellow, faculty.
<b>Number of Learners Taught (Quantity)</b>	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)
<b># Years Teaching</b>	Indicate the # of years this curriculum has been taught (ex 2009-2012).
<b>Goals/Objectives</b>	Describe your teaching goals and specific learning objectives.
<b>Preparation</b>	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.)
<b>Design</b>	Describe the teaching methods, learning experiences (lectures, e-learning, bedside, etc.), and materials you chose based upon the goals
<b>Evaluation</b>	Describe the methods you used to evaluate the effectiveness of your curriculum.
<b>Evidence of Quality</b>	Provide evidence of quality for this curriculum or assessment method. This may include the following: 1. Learner ratings (copied and pasted into these table) 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).
<b>Evidence of Dissemination</b>	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.

**APPLICATION GUIDE (DO NOT COMPLETE/SUBMIT)**

**ADVISING/MENTORING WORKSHEET EXAMPLE**

<b>Your advising/mentoring role</b>	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.
<b>Level of learner</b>	Training level of learners you mentor: Medical student, graduate student, resident, fellow, faculty
<b>Contact with Learners (Quantity)</b>	Indicate: 1. Average number of advisees/mentees you mentor 2. Average number of hours per mentee and 3. Total number of hours per year you spend in this role
<b># Years Teaching</b>	Indicate the number of years in this advising/mentoring role (ex. 2010-2013)
<b>Goals</b>	List or describe your goals for your learners in this role
<b>Evidence of Quality</b>	Provide evidence of quality in your mentoring role. This may include: 1. Narrative comments from advisees/mentees about faculty's ability to facilitate goal achievement. 2. Evaluations of advising/mentoring effectiveness by advisees (using questionnaires provided to mentees)
<b>Evidence of Dissemination</b>	Provide evidence of dissemination of your work to the education community. This may include the following: 1. List advisees/mentees significant accomplishments (publications, presentations, educational products, awards) 2. Leading institutional initiatives to improve mentoring/advising. 3. Conducting training sessions in advising/mentoring. 4. Writing institutional "best practices" on mentoring/advising based on literature review. 5. Receiving invitations to assess other mentoring programs (document results of assessments if possible). 6. Receiving advising/mentoring awards. 7. Participating or leading regional/national committees on mentoring/advising. 8. Studying (research) mentoring/advising and disseminating your research (new information): peer-reviewed journal or national meeting. 9. Securing funding for innovative advising/mentoring program development.



**APPLICATION GUIDE (DO NOT COMPLETE/SUBMIT)**

**EDUCATION ADMINISTRATION AND LEADERSHIP WORKSHEET EXAMPLE**

<b>Brief description of project</b>	Your title and a brief description of your educational project/initiative.
<b>Number of people affected</b>	Indicate the approximate number of people (ex, students, faculty, staff) directly affected by your educational project/initiative.
<b>Need/problem/opportunity</b>	Describe the need/problem/opportunity that you identified and the rationale for change.
<b>Goal</b>	List or describe the specific goals of this initiative.
<b>Leadership role and number of years in this role</b>	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).
<b>Actions Taken</b>	Describe the actions you took (or supervised) and how you informed these actions (ex. Literature review, best practices, national guidelines)
<b>Resources Utilized</b>	Describe the resources you utilized to achieve your goals: people, budgets, grants, etc.
<b>Outcomes/Impact</b>	Describe the outcomes you achieved and the impact your changes made
<b>Evaluation</b>	Describe the methods you used to evaluate the effectiveness of your project/changes (ex. external peer review, pre/post-surveys, etc).
<b>Evidence of Quality</b>	Provide evidence of quality in your administrative/leadership role. This may include the following: <ol style="list-style-type: none"> <li>1. Learner or peer assessments of projects (if applicable)</li> <li>2. Evaluations of your performance as a leader.</li> <li>3. Improved outcomes (quantitative or qualitative data)</li> </ol>
<b>Evidence of Dissemination</b>	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: <ol style="list-style-type: none"> <li>1. Peer review by local experts (curriculum committee, accreditation reviewers)</li> <li>2. Invitations to participate or lead task forces on this topic</li> <li>3. Invitations for educational consulting (internal and external) related to this project, and data on the use of the consultation if available</li> <li>4. Invitations to present at local/regional/national meetings</li> <li>5. Major institutional awards</li> <li>6. Awards from national societies</li> <li>7. Acceptance of project to a peer-reviewed repository (MedEdPORTAL)</li> <li>8. Chair of national leadership committee (related to this area of expertise)</li> <li>9. Publication in a peer-reviewed journal</li> </ol>

**APPLICATION GUIDE (DO NOT COMPLETE/SUBMIT)**

	<p>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</p> <p>11. Obtaining grant funding</p>
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**EDUCATION RESEARCH AND SCHOLARSHIP WORKSHEET EXAMPLE**

<b>Brief description of project</b>	Indicate your title and a brief description of your research/scholarly project including the timeline (when it was initiated and completed).
<b>Your role and time involved in this role</b>	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.
<b>Type of Project</b>	Describe the type of project: Learner assessment, survey, needs assessment, program/curriculum assessment.
<b>Number of people affected (Quantity)</b>	Indicate the approximate number and types of people (ex, students, faculty, staff) directly affected by your research/scholarly project
<b>Goals</b>	Describe the specific goals you hope to achieve with this project.
<b>Preparation</b>	<ol style="list-style-type: none"> <li>1. Describe your needs assessment: Why is this project necessary? Describe the need/problem/opportunity that you identified and the rationale for the research.</li> <li>2. Describe how you informed your project design: (ex. Literature review, national guidelines, meetings, etc.)</li> </ol>
<b>Methods</b>	Describe the methods you used based upon your goals.
<b>Evaluation</b>	Describe the evaluation plan.
<b>Evidence of Quality</b>	<p>Provide evidence of quality of your project. This may include the following:</p> <ol style="list-style-type: none"> <li>1. Results of your evaluation</li> <li>2. The impact of the project on educational practice</li> </ol>
<b>Evidence of Dissemination</b>	<p>Provide evidence of dissemination of your work and/or engagement with the teaching community. This may include the following:</p> <ol style="list-style-type: none"> <li>1. Abstract/Poster presentation locally/regionally/nationally</li> <li>2. Scholarly review</li> <li>3. Peer-reviewed journal publication</li> <li>4. Citation in other faculty's publications</li> <li>5. Data used by other faculty in development of curriculum, etc.</li> <li>6. Author of a "white paper" statement</li> <li>7. Obtaining grant funding</li> </ol>