

About the JCESOM Academy of Medical Educators

Approximately nine years after its inception, the Academy is restructuring according to criterion-based categories for Acceptance and Advancement, allowing for the opportunity to receive funding for innovative Educational Project (**IEP**). A criterion-based check list is required to maintain active membership status. The existing membership academy governing structure includes an academy executive council and an academy advisory and program committee.

Mission Statement

The mission of the JCESOM's Academy of Medical Educators is to build excellence in teaching by supporting and nurturing pre-eminent medical educators, improving curriculum and advancing educational scholarship

The core purpose of the Academy is to:

- Build excellence in teaching at the JCESOM.
- Provide a platform for the continuous recognition of excellence in teaching.
- Stimulate interest and visibility in teaching.
- Provide an interdisciplinary support network for medical educators.
- Promote scholarship of teaching and learning through research and innovation.

Membership in the Academy

In order to maximize the benefits of the Academy to the JCESOM's educational mission, membership is **inclusive** with five categories, and explicit criteria are defined for membership at each category level. As a quick overview, the table below summarizes key features that differentiate each membership category with supporting document components that are required. Academy members hold one of the following **five** categories: Protégé, Associate, Fellow, Master Teacher or JCESOM Education Scholar.

For each of the Academy membership categories, the following five education domains will be evaluated with respect to **engagement, excellence and scholarship** in the areas of Undergraduate Medical Education (UME), Graduate Students (Master in Biomedical Science (BMS). or Ph.D.), Graduate Medical Education (GME). Or Continue Medical Education (CME).

JCESOM Academy Education Domains

1. Direct Teaching
2. Curriculum Development, Instructional Design, & Assessment of Student Learning
3. Advising and Mentoring
4. Leadership and service
5. Educational Research, including patient QA/QI

Evaluation Criteria

Engagement/Scholarship: Evidence demonstrating the nature of your engagement with the education community. For the purposes of Academy membership, evidence may reflect one or both of two types of engagement – *Scholarly Approach* and *Educational Scholarship*. (Glassick, C.E., Huber, M.T., Maeroff, G.I. *Scholarship Assessed*. San Francisco, Calif.: Jossey-Bass, 1997).

- A **Scholarly Approach** is demonstrated when you reflect upon and draw from your prior work and the work of others (e.g., professional literature) in the education community and use of the results to systematically design, implement, assess, refine, expand and/or redesign a teaching method, an educational activity or material, an assessment tool, or a program or curriculum.
- **Educational Scholarship** is demonstrated when you contribute to the education community through dissemination of your scholarly work in forms that others can use and build upon (e.g., invited and peer reviewed workshops, discussions presentations and publications of educational materials). You may include clear evidence that demonstrates how you have made your teaching/education work public, presented it in a platform that others can use and build upon, and solicited peer review and critique. Finally, the breadth of engagement with the educational community may be achieved at the local, regional, national and international levels

Excellence: Evidence that demonstrate effectiveness and excellence in a particular domain on which you are basing your application, including process and outcomes, qualitative and quantitative. Include comparative results when possible. In some cases, if there are no formal evaluations available, letters of support from students, residents or fellows can provide important evidence of quality.

Academy Membership Categories

Membership category	Eligibility with respect to Academy Education Domain*
Protégé	This membership category is open to all residents, fellows, post-doctoral and doctoral students who are affiliated and in good standing, and for whom at least one Academy member has agreed to serve as the applicant's sponsor/mentor upon acceptance into the Academy.
Associate	JCESOM Faculty who teaches a minimum of 10 hours per year is eligible for membership at the Associate level. Faculty engaged in > 1 education domain.
Fellow	JCESOM Faculty who have demonstrated sustained involvement, engagement and evidence of excellence > 1 education domain. JCESOM faculty > 2 years.
Master Teacher	JCESOM Faculty who have demonstrated sustained involvement engagement, excellence and scholarly approach > 3 domains, > 1 scholarly publication-dissemination. Must demonstrate local and national contributions in medical education through scholarly work. JCESOM Faculty > 2 years.

JCESOM Education Scholar	JCESOM Faculty who have demonstrated sustained involvement, engagement, excellence and scholarly approach > 3 domains. Record of scholarly publication/dissemination. Regional, national, and/or international recognition as an educator.
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Template adopted from Academy for the Advancement of Educational Scholarship, courtesy of Dr. Shelia Chauvin.

Eligibility for Membership

All faculty who teach a minimum of 10 hours per year are eligible for membership at the Associate level. Eligible faculty may independently apply or may be nominated by their department chair or academy member. Residents, fellows, post-doctoral and doctoral students in good standing in consultation with the Academy sponsor(s) can apply for membership in protégé category.

Terms of Membership and Renewal

The duration of membership is limited to three years and is renewable in the same category or a higher category based on enhancement of the academic portfolio. As a condition of acceptance into the Academy, members must commit to participate actively in the JCESOM community of educators and contribute their time, knowledge and service to the advancement of excellence and scholarship in teaching and education within the larger JCESOM community. A member may apply for membership at a higher category at any time with appropriate supporting documents.

Expectations of Members

The vitality of the Academy is in its membership. Regardless of the membership category for which you are selected, your membership indicates you agree to meet the following expectations to sustain active membership in the JCESOM Academy of Medical Educators.

- Participate in annual winter symposium and other events sponsored by the Academy.
- Participate in mentoring and collaboration opportunities.
- Maintain active involvement and achievements in teaching excellence and educational scholarship that are consistent with the category of membership.
- Serve as an advocate, role model and mentor in education within and outside of the Academy.

Benefits of Academy Membership

Through the Academy, members can benefit from a variety of programs, services and resources that include, but are not limited to, the following:

- Eligibility to apply for Innovative Educational Project (IEP) funding
- Mentoring opportunities (Give & Get)
- Assistance in educational scholarship and publication
- Interdisciplinary support network for medical educators

- Reward of Recognition for teaching excellence
- Professional Development and Leadership, i.e., participate in and lead within the Academy (e.g., Academy Advisory committee, Academy program committee, Academy Executive Council, special projects); present professional development sessions through Academy speaker bureau; and collaborate with others through special programs and educational research projects.

Academy Policy for Active Membership

As a condition of acceptance into the Academy, members commit to active participation in this community of educators and contribution of time and talents to service and leadership, and to the advancement of excellence and scholarship in teaching and education within the larger JCESOM community.

Academy members are advised to actively participate in educational sessions sponsored by the Academy. (Protégé and associate category members are required to attend 80 percent of educational sessions.) Academy members at **all** levels of membership are required to attend the annual winter symposium scheduled in December.

Academy members at the level of Fellow, Master Teacher and Scholar must also engage in an additional Academy activity at least once every two years. This includes any of the following:

1. Academy Program planning committee, including an Academy-sponsored session (includes winter symposium and summer educational retreat).
2. Academy Advisory Committee
3. Service on the Academy Speaker's Bureau

If a member fails to meet these requirements, he/she will become inactive. After having inactive status for one year, the member may either withdraw from the Academy or appeal for a yearlong extension due to extenuating circumstances, e.g., personal issues or intensive work responsibilities.

Innovative Educational Project (iEP) Funding

The iEP funding is instituted as a catalyst to facilitate innovative and sustainable enhancements to teaching, learning, assessment and achievement of educational scholarship in health professions education. Academy members in all categories who are in good standing are eligible to apply for iEP funding. The iEP Funding projects are typically funded for one year, with the expectation that, if successful, they must be published or presented nationally or internationally in some form of educational scholarship. Also, iEP projects must be presented at the Academy winter symposium.

The following examples of iEP peer-reviewed projects are eligible for funding:

- Assessment tools for teaching and learning
- On line learning tools
- Technology and teaching
- Quality & Safety project
- Learner well-being
- Faculty Mentoring

Application Process

The first step in applying for membership is to choose a membership category for which you are eligible and that best fits your involvement, achievements and professional development goals in teaching and education.

Complete the basic application and attach your updated curriculum vitae (template) and submit to Rockel6@marshall.edu, Office of Faculty Affairs and Professional Development, by May 30, 2013.

After reviewing your basic application, you will be notified whether you have been accepted. Once accepted, you may be invited to submit further information to support your academy membership at the requested category. While a faculty member may apply for any rank in the Academy, your application will be peer-reviewed internally and externally. Based on the review, the appropriate category of membership will be offered. A member may apply for membership at a higher category at any time with appropriate supporting documents.

Application Timeline

May 30	Deadline to submit the basic application
July 15	Applicants notified for additional supporting documents
August 15	Deadline to submit additional supporting documents
August 20 to October 15	External and internal peer review
November 15	New members announced
December 10	Academy Annual symposium – Academy member induction ceremony

Academy Governing Structure

Academy Executive Council

- Chair: Gerald McKinney, M.D. (Academy graduate, 2006)
- Chair Elect: Adam Franks, M.D. (Academy graduate, 2006)
- Founding Chair: Darshana Shah, Ph.D. (Academy graduate, 2005)

The Executive Council is the overall governing body of the Academy. The officers are Chair and Chair Elect, and serve two year terms. Active Academy members are eligible to serve on the executive council and are elected through its membership.

Academy Advisory committee:

- Hisham Keblawi, M.D. (Academy graduate 2006)
- Todd Green, Ph.D. (Academy graduate 2006)
- Bob Miller, M.D. (Academy graduate 2007)
- Nesreen BenHamed, M.D. (Academy graduate 2011)
- Steve Petrany, M.D. (Academy graduate 2011)

Academy Program Committee:

- David Denning, M.D. (Academy graduate 2005)
- Joe Evans, M.D. (Academy graduate 2005)
- Paulette Wehner, M.D. (Academy graduate 2005)
- Tracy LeGrow , PsyD (Academy graduate 2008)
- Yousef Darrat, M.D. (Academy graduate 2009)