

**LSUHSC-NO Academy for the Advancement of Educational Scholarship
Membership Application Portfolio Directions and Peer Review Process
March 2009**

Thank you for your interest in becoming a member of the Academy. This document includes background information, directions, and forms for completing the Academy application portfolio. Beginning in 2009, membership applications may be submitted to the Office of Medical Education Research and Development (OMERAD) at any time. Applications are peer-reviewed on a quarterly basis. ***Deadlines for receipt of application portfolios are as follows: March 15, June 15, September 15, and December 15.*** Following each of these deadlines, peer review of applications will be completed within four to six weeks and applicants will be notified immediately of the application decision. Once accepted into the Academy, a member may begin participation immediately. All new members are formally recognized in an annual induction ceremony that is held at the conclusion of Academy Week in early October.

Supported by the Office of the Chancellor and administratively based in the OMERAD, the Academy was originally conceived in 2002 and established in 2004 as a unique health sciences center-wide resource for LSUHSC-NO faculty members who are actively engaged in and committed to enhancing their expertise and scholarship in teaching and education. The Academy is a voluntary member organization that provides a venue for recognizing and facilitating faculty members' achievements in excellence, scholarly practice, and scholarship in teaching and education through activities associated with faculty development, mentoring, and collaboration. Members are expected to participate actively in the Academy and contribute their leadership and efforts to sustain and enhance the Academy and its various programs, activities, and resources. Academy members must submit a brief annual report to update their activities and achievements in teaching and education and renew their membership every five years through peer review of a new portfolio. School Deans and other educational leaders have provided enthusiastic endorsement and encouragement for membership in the Academy since its beginning.

Teaching excellence and educational scholarship are broadly defined for the purposes of the Academy. In addition to direct teaching, some faculty members devote considerable effort to advising and mentoring. Others focus on creating and implementing effective educational tools and materials. Still others develop innovative approaches to teaching, learning, and assessment, and then disseminate the outcomes and products of their work. Some faculty members engage in systematic studies of teaching and education processes and their outcomes for health professions education. Faculty may choose to apply for one of the three membership categories that best fits their achievements and interests.

To assist you in submitting a successful application, this document is comprised of two parts, designed to guide you through each step of the process.

- Part I includes a detailed summary of important information that will assist you in deciding what category of membership is best for you and how to select the educational domains on which to base your application for membership.
- Part II begins on page 12 and includes the forms and specific instructions for developing and formatting the various sections of your application portfolio.

Information sessions and individual consultations are available upon request. Hands-on workshops are offered regularly as part of the Academy Teaching Excellence Workshop Series (TEWS). For more information, please contact the OMERAD (504-568-2140 or omerad@lsuhsc.edu) or any Academy member from this list shown on the Academy web page. Additional information and announcements of upcoming events may be found on the following web pages:

- OMERAD: (http://www.medschool.lsuhs.edu/medical_education/omerad.asp)
- Academy: (http://www.medschool.lsuhs.edu/medical_education/omerad-academy.asp)

On behalf of the Academy Executive Council and all of the Academy members, we welcome your application!

Sheila W. Chauvin, MEd, PhD
Professor and Director
The Academy and the OMERAD

Robin English, MD, Associate Professor, Chair
Kirk Nelson, MPT, Assistant Professor, Co-Chair
Academy Executive Council

PART I: The following sections are included to provide background information about membership in the Academy and to assist you in making decisions about the membership category and educational domains to include in your application portfolio.

- 1. BENEFITS OF ACADEMY MEMBERSHIP**
- 2. MEMBERS' RESPONSIBILITIES TO THE ACADEMY**
- 3. ELIGIBILITY FOR MEMBERSHIP IN THE ACADEMY**
- 4. MEMBERSHIP CATEGORIES**
- 5. EDUCATIONAL DOMAINS**
- 6. LETTERS OF RECOMMENDATION**
- 7. PEER REVIEW PROCESS**
- 8. TIMELINE FOR THE APPLICATION PROCESS**

1. BENEFITS OF ACADEMY MEMBERSHIP

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

- Opportunities to work together with other faculty members who have an intense interest in teaching, education, and the ongoing development of excellence and educational scholarship
- Annual Academy Retreat
- Academy Symposia – two theme-based conferences per academic year (Fall/October and Spring), featuring nationally and internationally recognized education scholars as facilitators
- Educational Enhancement Grants (EEG) Program
- Docere Fellowship in Health Professions Education – 24-month inter-professional program that includes coursework, independent study, professional consultation and mentorship, regular interaction with nationally and internationally recognized education scholars, completion of an educational scholarship project and continued development of one's Educational Scholarship Portfolio. Enrollment to this program is limited to 10-12 faculty members annually.
- Opportunity to complete the *AAMC Medical Education Research Certificate (MERC)* program at LSUHSC-NO
- Other opportunities for special programs and educational research projects.

2. MEMBERS' RESPONSIBILITIES TO THE ACADEMY

The vitality of the Academy is in its membership. Thus, Academy members agree to:

- Participate in annual Academy Week activities and induction ceremony
- Participate in the Fall and Spring Academy Symposia
- Submit an annual report to update their Academy Portfolios
- Submit a new Academy Portfolio every fifth year of membership
- Participate in faculty development workshops, mentoring and collaboration opportunities
- Contribute to the leadership and governance of the Academy (e.g, provide feedback, participate in business meetings and other planning events, participate in or lead an Academy Team and/or special projects)
- Support the other members of the Academy by seeking opportunities to share their ideas, methods, and permanent products of their teaching for others' use.

- Serve as an advocate, role model, advisor, and mentor in teaching and education, and encourage colleagues to engage in the Academy

3. ELIGIBILITY TO APPLY FOR MEMBERSHIP IN THE ACADEMY

LSUHSC-NO faculty members who submit application portfolios to the Academy must have been actively engaged in teaching and education activities, broadly defined, for at least two years at LSUHSC-NO. Applicants may be full-time or part-time faculty and must be able to provide evidence of ongoing active participation in the teaching and educational mission of LSUHSC-NO.

4. MEMBERSHIP CATEGORIES

Faculty members may choose from three categories of membership depending upon the extent to which they have been involved in health professions education: *Fellow*, *Master Teacher*, and *Teaching Scholar*. Benefits and responsibilities of Academy members are the same, regardless of membership category (A fourth, unique membership category, *Associate*, will be implemented in 2009 for interested residents, Fellows, and doctoral and advanced graduate students.)

The LSUHSC-NO Academy accurately reflects what has become a national consensus regarding the domains and standards of excellence and scholarship in teaching and education, and acceptable forms of evidence that are important for successful career advancement. In this section, standards pertaining to evidence of achievements are described for each of the Academy membership categories in terms of three core elements: *Quantity*, *Quality*, and *Engagement with the educational community*. Below are general explanations and more specific guidance is included within the description for each membership category to assist you in making selections and preparing a successful application portfolio:

Quantity: Descriptions of the type, frequency, and duration of your teaching and education roles and activities at LSUHSC-NO, (i.e., what, how much, and over what time period).

Quality: Evidence pertaining to the effectiveness and excellence of your achievements in each domain for which you are basing your application, including process and outcomes, qualitative and quantitative. When possible, comparative results should be included.

Engagement: Evidence demonstrating the extent of your engagement with the educational community. For the purposes of the Academy, evidence of engagement can reflect one or both of two types of engagement – *Scholarly Approach* and *Educational Scholarship*.

- A *Scholarly Approach* is demonstrated when you reflect upon and draw from your prior work and the work of others in the educational community (e.g., professional literature, best practices, invite and use the results of peer review and critique) and systematically design, implement, assess, and refine, expand, or redesign an educational activity or material.
- *Educational Scholarship* is demonstrated when you both draw from and contribute to the educational community through collaboration, peer review, and dissemination of your scholarly work in forms that others can use and build upon (e.g., peer reviewed presentations and publications of enduring educational materials, articles, chapters, and books). Finally, the breadth of

engagement with the educational community may be achieved at the local, regional, national, and international levels.

With regard to both the elements of Quality and Engagement, six standards of excellence have been adopted by the educational community, based on the work of Boyer, 1990; Glassick, Huber, and Maeroff (1997), Shulman (1999) and others. Often referred now to as the “Glassick criteria,” these standards are reflected in the core elements of Quantity, Quality, and Engagement for each of the Academy membership categories and educational domains. They are summarized briefly as follows:

- Clear goals – purpose of teaching and learning is defined clearly; goals are clear, realistic, and achievable; important questions are identified about teaching and learning
- Adequate preparation – understanding of existing scholarship in the education field (generic and discipline-specific); adequate skills and resources are demonstrated relative to the specific teaching and learning endeavor
- Appropriate methods – educational methods fit goals and are used effectively; methods are modified as necessary to accommodate situational changes
- Significant results – goals are achieved; the scholar’s work contributes substantially to others (e.g., learners and colleagues) and to the educational community; the scholar’s work is open to further exploration (e.g., self, by others, collaboratively with others)
- Effective presentation – appropriate style and methods are used to communicate teaching conceptions and practices to others; communication about teaching, learning, assessment, and other aspects of professions education are clear and accurate; scholarly work is presented in ways that others can use and build upon
- Reflective critique – scholar engages in self-reflection and critique and uses insights to enhance and/or expand on prior work (e.g., teaching, understanding of learning processes, assessment and evaluation, advising, curriculum and program development); evidence of one’s work is shared publicly and critique is welcomed; critique and evaluation results are used to improve the quality of future work

While not all of the standards may be fully evidenced within the element of *Quality* or *Engagement* for the Fellow membership category, all are relevant to the membership categories of Master Teacher and Teaching Scholar. Master Teachers will present some evidence of these standards for the element of Engagement, while Teaching Scholars will present consistent evidence of fully realizing each of the above standards within Engagement for both Scholarly Approach and Educational Scholarship. Further, within the element of Engagement, the following *P*’s reflect standards specific to the achievement of Educational Scholarship: Pertinent (the work matters, is important), Public (shared with others), Peer reviewed (invited critique), Permanent (enduring, tangible products), and Presented in a form that others can use/replicate and/or build upon.

Using the above general descriptions as a starting point, please reflect on your current activities and achievements in teaching and education and use the descriptions below for each membership category to determine which one is best for you at this time. Regardless which membership category you select, you will need to be sure to present evidence in your application portfolio pertaining to all three elements (Quantity, Quality, Engagement). Academy members may apply in the future for a different category of membership as their experiences and achievements develop (e.g., from Fellow to Master Teacher).

FELLOW – Fellows will have evidence in at least one of the five educational domains that reflect the following:

- **Quantity:** Evidence of active involvement in teaching and education at LSUHSC-NO
- **Quality:** Evidence of effectiveness and excellence (processes and outcomes)
- **Engagement:** Evidence of engagement with the educational community at least at the local level (e.g., participation in professional faculty development activities, self-directed efforts and collaboration with colleagues to continuously enhance knowledge/skills and to facilitate and enhance effectiveness and excellence in teaching and education).

Some faculty members may not be engaged extensively in direct teaching, but may have significant involvement and achievement in at least one other domain (e.g., advising and mentoring).

MASTER TEACHER – Successful candidates for Master Teacher will have evidence in at least two of the five educational domains. In addition to the levels of achievement described above for Fellow, the Master Teacher will provide evidence that reflects the following:

- **Quantity:** Evidence of substantial involvement in teaching and education in at least two of the five educational domains. Overall, evidence in the application portfolio will reflect at least two settings (e.g., lecture, small group, one-on-one, distance learning, and/or clinical) or involve at least two distinct groups of learners (e.g., medical students and residents).
- **Quality:** Evidence representing a consistent record of excellence in multiple settings and over time.
- **Engagement:** Evidence of engagement with the educational community will reflect a *Scholarly Approach* in each of the selected educational domains and at least one example of *Educational Scholarship* at a local, regional, national, or international level (see Part I, Section 4, page 3 for definitions). Examples of contributing to the educational community may include invited presentations at faculty meetings or Grand Rounds; dissemination of teaching methods, curriculum or educational materials that others have adopted or adapted; publication of educational materials in MedEdPORTAL; or other forms of invited or peer-reviewed dissemination, presentation, and publication that is related directly to one's work in teaching and education. That is, Master Teachers will demonstrate evidence of both drawing from and contributing to the community of educators within the LSUHSC-NO and/or beyond. Successful candidates for Master Teacher may have already completed an educational fellowship program at another institution or through affiliation with a professional organization.

TEACHING SCHOLAR – Teaching Scholars will demonstrate evidence in at least three of the five educational domains. Successful candidates will demonstrate evidence beyond that expected of Master Teaching in the following ways:

- **Quantity:** Evidence of sustained, extraordinary involvement in teaching and education at LSUHSC-NO. Evidence will include various types of activities and a record of frequency and duration that represents a strong commitment to teaching and education.
- **Quality:** Evidence of a consistent record of extraordinary excellence (e.g., highly effective, innovative) in multiple settings and over time.
- **Engagement:** Evidence that reflects a consistent record of *Scholarly Approach and Educational Scholarship* (see Part I, Section 4, page 3 for definitions) that extends beyond the local level, and for which s/he has achieved recognition from peers for these accomplishments in teaching and education. That is, Teaching Scholars will demonstrate evidence of engagement with the community of educators (i.e., both drawing from and contributing to the educational community) and peer recognition as a teacher and educator at the regional national, and/or international level. Contributions may include, but are not be limited to, invited and peer-reviewed presentations, publications, consultations, and collaborations, dissemination of innovative educational materials, strategies, and programs that have been adopted or adapted by others, awards and other forms of peer recognition for excellence, educational scholarship, and contributions to and impact on teaching and education,

5. THE DOMAINS OF EDUCATIONAL ACTIVITY

With an idea of the membership category that is best for you, please use this section to decide which educational domains reflect your strongest achievements and evidence on which to base your application for membership.

Although one ordinarily thinks first of educational activity in terms of direct, formal teaching, meaningful work as an educator can take many different forms. Applicants for membership in the Academy can provide evidence of their *Quantity*, *Quality*, and *Engagement* with the educational community with reference to a range of activities and experiences. Depending on the category of membership selected, please use this section to identify the appropriate educational domains on which your membership in the Academy will be based (i.e., at least one for Fellow, two for Master Teacher, and three for Teaching Scholar). However, you may also include any of the other educational domains in your application portfolio to fully represent your roles and activities in teaching and education.

Below are brief descriptions of each of the five domains and the distinctions between them that are used in the Academy. Please use these descriptions to determine in which domains you have achieved excellence and/or scholarship and which ones you can present your strongest evidence for the membership category you selected. At the same time, please keep in mind (and perhaps make some notes) about how you could address the standards of excellence (pages 3-4) for the selected domains and membership category in your membership application portfolio. Finally, the following brief descriptions provide examples of evidence to consider for Quantity, Quality, and Engagement with the educational community (Scholarly Approach and Educational Scholarship). These are not exhaustive. Please think broadly about what you have achieved and can provide as evidence in your application portfolio. Many more descriptions and examples can be found in the AAMC report pertaining to the 2006 consensus conference on educational scholarship that is available online. Details of this report and the web links are provided at the end of this section. Also, take advantage

of discussing your work and potential evidence with an Academy member or requesting consultation from the OMERAD.

- 1. Teaching**– This entails direct teaching of enrolled undergraduate and/or graduate level learners in educational programs designed to culminate in a degree, certificate or other credential. Peer or near-peer interactions focused on learning and developing knowledge, skills and attitudes also qualify as teaching (e.g., faculty development, continuing education programs). Teaching occurs in a variety of learning environments, including face-to-face instruction in traditional large class/lecture settings, in small groups, at the bedside, and with individual learners (e.g., graduate students in laboratory settings). Other settings in which face-to-face teaching occurs include clinical and professional field sites, and in community or outreach settings that are associated with particular disciplines/professions and educational programs. Direct teaching through distance learning technologies is also included in this domain. The Teaching Record form that is a requirement in your application portfolio provides a format for providing evidence of the Quantity of your teaching. Evidence of Quality may include, but not be limited to, learners' confidential evaluation of teaching through faculty or course effectiveness questionnaires, results of peer review of teaching using a standardized or systematic format and process, a list of teaching awards and honors accompanied by clear and concise descriptions of the associated criteria and selection process, and of course, evidence of student learning through internal and/or external methods (e.g., student performance on standardized measures, results and examples of learning portfolios or critical events. Evidence of Engagement with the educational community might include how you have applied principles and findings from the education literature to you teaching, (Scholarly Approach). Examples of evidence pertaining to Educational Scholarship might include brief descriptions or a list of how your teaching approaches or methods have been adopted or adapted by others, and invited and peer-review presentations and publications related to your teaching approaches and methods.
- 2. Curriculum Development, Instructional Design and Assessment of Student Learning** – This educational domain includes original, creative work pertaining to innovative developments and/or substantial re-design of curricula, instructional models, tools, and materials. To clarify further, Curriculum Development refers to a longitudinal set of sessions or experiences that include some type of evaluation. Examples may include a course, clerkship, instructional module consisting of sequenced and related sessions/activities within a course/clerkship, threaded sessions/activities across courses or years pertaining to a particular theme, faculty development, or community-based set of related experiences. Curriculum format may be face-to-face, web- or computer-based, or a combination of different delivery formats. In contrast, Instructional Design refers to the development of original or substantially re-designed teaching/learning models, activities, and/or materials that are used within a single session or experience. Assessment of Student Learning may reflect informal (formative) methods and tools for providing feedback, as well as formal methods (summative) that are used for making judgments or decisions based on established performance levels (e.g., minimum performance criteria or grades). Assessments can focus on an individual or a group, methods may be quantitative and/or qualitative, and formats can range from traditional knowledge tests, to performance checklists, to technologically-based assessments (e.g., simulation, virtual reality, computer-based or video-based assessments). In addition to development, sustained implementation, evaluation, and refinement of activities, tools, and materials are also a part of this educational domain. Enduring educational materials, curriculum plans and models, and program models/descriptions are among the examples fitting this domain. For evidence of Quantity, it is important to include descriptions of the purpose, context, targeted audience, design, duration, and evaluation. It is also important to include your specific role when activities pertaining to this domain included collaboration with others. Quality evidence may include learners' evaluations, peer-review, achievement of intended process and product outcomes (e.g., learner achievement and performance on standardized, external

examinations). To demonstrate evidence of positive impact or improvement, you might consider some type of chart or graphical display that compares key features before and after innovation or intervention was implemented. Engagement with the educational community can be evidenced in ways similar to those mentioned for Teaching. In addition, invitations for consultation at other departments or schools regarding your work in curriculum, and publication of related educational materials (e.g., MedEdPORTAL) are other examples.

- 3. Advising and Mentoring** – Typically conducted on an individual basis, formal and informal advising and mentoring may also be conducted effectively in small groups and even at a distance. Such relationships may focus on academic, career, or personal goals and purposes. Among these types of activities are formal academic advising activities, informal mentorship, guiding research and development projects, career advising, and assistance with academic or personal difficulties or challenges. Advising typically reflects a more limited or focused relationship that occurs over a limited period of time with the advisor serving predominantly as a guide. Mentoring reflects a sustained commitment that often represents more than one focus and from which both parties obtain reciprocal benefits. Such relationships may be initiated by mentors or protégés/mentees through formal and informal mechanisms and typically extend over a period of time characterized by regular and purposeful interactions. Advising and mentoring activities may also reflect teacher-learner, senior-junior, and near-peer relationships. Finally, advising and mentoring may reflect relationships among individuals within and beyond the LSUHSC-NO academic community. Quantity may be reflected using a table or summary list that includes evidence of the number of learners and colleagues advised and mentored, associated purposes or goals, and estimates of time invested (e.g., duration, frequency, number of hours). When appropriate, a table or list of relationships that include names or some other label, and position or status might be reported. Quality may be evidenced by adding to the above-mentioned table or list descriptions of the outcomes or achievements resulting from advising and mentoring relationships. Evaluation, narrative comments and feedback may also reflect evidence of Quality. Regarding Engagement with the educational community, the forms of evidence that parallel those mentioned in the previous domains are just some of the ways in which Scholarly Approach and Educational Scholarship should be considered.
- 4. Leadership and Service** – Educational roles and responsibilities that are typical of this domain include those associated with educational administrative and leadership positions (e.g., course/clerkship directors, program/office/center directors, department chairs, curriculum coordinators, curriculum chairs) and volunteer, elected or appointed positions that are charged with educational planning, governance, monitoring or evaluation responsibilities within the LSUHSC-NO and an individual's school or department (e.g. committee member). Educational leadership and service may also be demonstrated through similar types of contributions to professional organizations as long as the efforts directly relate to teaching and education. Of particular note, emphasis on how results are achieved through involvement of others and how transformation occurs through ongoing and purposeful pursuit of excellence are important elements of this domain. Outstanding leadership entails qualities such as vision, strategic sense, communication, organization, team-building, monitoring and feedback, acquiring and providing necessary resources, organizational and human resource development, creativity, and innovation. Outstanding service includes qualities such as dependability, timeliness, commitment, enthusiasm, extraordinary effort, and putting the needs of others and the organization ahead of one's personal interests and benefits. When providing evidence of Quantity, it is important to include a clear description of the context/problem/opportunity and one's specific role and responsibilities, so reviewers can fully appreciate your evidence of Quality. Also, evidence of impact (e.g., achieving goals and outcomes, maximizing resources, achieving successful change) is necessary for demonstrating achievement of Quality in this domain. Regarding Engagement with the educational community, think broadly about how you can provide evidence of the ways

in which you have used prior work, professional literature, and the best practices demonstrated by others to enhance your efforts and how you have made your work public and have contributed to the larger community and professional field.

- 5. Educational Research** – This domain relates to the development of new knowledge in teaching, and education; applied and educational evaluation research; permanent products of such creative work (e.g. papers, presentations, printed, computer- or web-based materials); the public dissemination of these products; and evidence of the impact of such developments on relevant fields of health sciences education regionally, nationally or internationally. This domain also reflects the use of a variety of research approaches (e.g., descriptive studies, theory-based or applied research and development, evaluation studies, quantitative, qualitative and mixed-methods designs). Other educational research activities include instrument development and validation studies, and the creation of enduring educational materials, models and programs, and processes that may not be directly related to #2 above (Curriculum Development, Instructional Design, and/or Assessment of Student Learning). Activities may reflect inter-institutional collaboration and/or active involvement of regional and national professional organizations. Evidence of Quantity, Quality, and Engagement for this domain may be represented in more traditional forms and will likely already exist in your Curriculum Vita.

In addition to the information contained in this Call for Membership Applications, please refer to the AAMC Group on Educational Affairs summary report and findings from its 2006 Consensus Conference on Educational Scholarship, *Advancing Educators and Education: Defining the Components and Evidence of Educational Scholarship* (July 2007). This report contains useful and relevant background information and explanation of key concepts (e.g., Scholarly Approach and Educational Scholarship). While there are slight differences between the report and our Academy regarding the organization of specific educational domains, the explanations and examples of key definitions and documentation are highly applicable to developing your membership application portfolio. In particular, pages 19-34 of the AAMC report include many examples and suggestions for organizing and presenting clear and concise evidence of Quantity, Quality, and Engagement with the educational community and addressing the standards of excellence (i.e., Glassick criteria and P's of educational scholarship identified on page 3 and 4). The complete report is available online as a PDF and can be accessed at both the AAMC website and via link on the LSUHSC-NO Academy website, as shown below:

- AAMC: <http://www.aamc.org/members/gea/educ-scholar.pdf>
- LSUHSC-NO Academy:
(http://www.medschool.lsuhs.edu/medical_education/omerad-academy.asp).

At any time, please feel free to request an individual consultation to discuss your activities and potential evidence for developing your application portfolio. In addition to OMERAD faculty (Drs. Chauvin and Scott), Academy members can provide valuable assistance and are listed on the LSUHSC-NO Academy website shown above. We will continue to enhance the OMERAD and Academy websites with additional resources, suggestions and tools for organizing and presenting evidence of excellence, scholarly approach, and scholarship in teaching and education. Please check these websites periodically.

6. REQUESTING LETTERS OF RECOMMENDATION

Once you have decided the membership category and educational domains to include in your application portfolio, you should focus next on requesting the necessary letters of recommendation. Sometimes it takes a while for these letters to be received, so please be sure to complete this step early enough to allow sufficient time for your letters to arrive in the OMERAD before the deadline.

Each candidate is required to submit three letters of recommendation from people who have first-hand knowledge about the quantity and quality of your work as a teacher and educator and the extent to which you have been engaged in the educational community and have been recognized for your achievements and contributions at the local, regional, national, and/or international levels, as follows:

- One letter should be from a Dean, Department Chair, section chief, program/center director or any other person who has supervisory responsibility for your activities at LSUHSC-NO.
- Another may be from a peer or colleague at LSUHSC-NO in the department or office in which you engage in your teaching and educational activities who also has first hand knowledge of your educational achievements and contributions, but who will understandably have a different point-of-view regarding your work as an educator than a supervisor.
- The third letter may be from a colleague outside your department or even from another institution. It may even be written by a former graduate or undergraduate student.

In all instances, these letters should address your achievements (Quantity, Quality, and Engagement with the educational community) as they relate to the category of membership and the educational domain(s) that you have selected for your application portfolio. When requesting letters of recommendation, please provide individuals with the necessary descriptions and standards from this document and communicate clearly to each of them your reason(s) for asking for their input. *All letters of recommendations should be sent by each author directly to the OMERAD in either hard copy, via email attachment, or faxed to the attention of Ms. Kelly Allen at:*

**Office of Medical Education Research and Development
Academy for the Advancement of Educational Scholarship
Louisiana State University Health Sciences Center
2020 Gravier Street, Suite 7B, Room 716
New Orleans, Louisiana 70112
Email: omerad@lsuhsc.edu
Telephone: 504-568-2140
Fax: 504-599-1453**

7. PEER REVIEW PROCESS

Upon receipt in the OMERAD, your application will be reviewed initially by staff to ensure that all of the required components have been included. As your letters of recommendations are received, these will be added to your application. Complete membership application portfolios will be advanced to the peer review stage. Membership applications for Fellow and Master Teacher will be peer-reviewed by at least two LSUHSC-NO Academy members (i.e., internal peer review). Membership applications for Teaching Scholar will be peer-reviewed by at least two LSUHSC-NO Academy members and at least one external reviewer invited to participate based on their achievements and peer recognition as teaching and educational scholars in health professions education. Finally, the results of peer review will be examined carefully and used by the Academy Executive Council for making final decisions regarding each

candidate's membership in the Academy. Dr. Sheila W. Chauvin, Director of the Academy and the OMERAD, and Dr. Jack Scott, also in the OMERAD serve as non-voting resource persons to the Academy Executive Council. All aspects of the peer review process are strictly confidential.

Each applicant will be notified of the decision regarding his/her application for membership in the Academy. In all instances, applicants will receive confidential, written feedback that has been received from peer reviewers and from the culminating review and membership decision of the Academy Executive Council regarding strengths and suggestions for further development.

8. TIMELINE FOR THE APPLICATION PROCESS

Activity	Date(s)
Call for Applications	Open throughout the year
Information Sessions <ul style="list-style-type: none"> • Individual consultation • Group sessions, workshops 	<ul style="list-style-type: none"> • Annually during Academy Week • Teaching Excellence Workshop Series (TEWS) • Upon request – call or email the OMERAD
Deadline for Applications <ul style="list-style-type: none"> • Receipt in the OMERAD by 4:00 p.m. on each date 	<u>Quarterly Deadlines:</u> March 15 June 15 September 15 December 15
Peer Review of Applications	Completed within 4-6 weeks following each quarterly deadline
Announcement of New Members	Immediately following completion of quarterly peer reviews
Academy Induction of New Members	Annual, conclusion of Academy Week (early October)

The hardest part of assembling your application portfolio is getting started, so start now to allow plenty of time.

Part II of this Call for Membership Applications begins on the next page and includes the directions for assembling your application portfolio, including required formats and suggestions for presenting your evidence within each of the selected domains.

Part II: Format, Instructions, and Forms for Completing the Academy Membership Application

NOTE: Your application portfolio is not all-inclusive of your teaching and educational activities and achievements, but limited to your *best evidence* for the category of membership and one or more educational domains that you have selected. In addition, as you make decisions about your best evidence, please be sure to give particular emphasis to your accomplishments within the most recent five years. Part I of this document was designed to ensure that you have adequately addressed the elements of Quantity, Quality, and Engagement and the standards of excellence as they apply to your selected membership category and each of the educational domains on which you have based your application. Now, use Part II to write and assemble your application portfolio.

FORMAT REQUIREMENTS: Please prepare all documents in your application portfolio to meet the format requirements listed below. Please contact the OMERAD (504-568-2140 or omerad@lsuhsc.edu) if you have questions.

- White, standard letter sized paper (8 ½ x 11 inches)
- Single line spacing
- One (1) inch margins on all sides
- Font size 11 point or larger
- Standard font styles (Times, Times New Roman, Arial preferred)
- Use a short header that includes name and page number (number pages sequentially)
- Label Appendix items clearly using a header as described above (e.g., John Smith, A.1)
- Number pages sequentially (e.g, 1, 2, 3; Appendix A: A.1, A.2)
- Staple pages securely. Do not use notebook binders, clips or rubber bands

INSTRUCTIONS FOR COMPLETING THE APPLICATION PORTFOLIO:

Application Cover Sheet: Please be sure to complete all sections accurately and clearly. Be sure to mark clearly the educational domains that you wish to be reviewed specifically for meeting the criteria for the membership category you have selected. However, you may include sections for any or all other educational domains to provide additional information about the full scope of your quantity, quality, and scholarly engagement in teaching and education.

Personal Statement: Your personal statement is a critical part of your application portfolio and should be no longer than 1-2 pages. Please develop your statement carefully, as it provides a very important foundation or perspective for reviewing descriptions and evidence contained in your application portfolio. Written in narrative form, much like an introductory letter, this document should include an overall description of your background and experiences, current roles and responsibilities in teaching and education, and personal values, purposes, and vision that guide your roles and activities as a teacher and educator. At a minimum, please structure your personal statement to answer each of the following questions:

1. What do you want reviewers to know about you and your approach to teaching and education?
2. What are your primary activities in teaching and education at LSUHSC-NO?
3. What are your personal values and core purpose(s) that drive what and you do as a teacher and a scholar in education?
4. What is your vision and what are your specific goals for future activities and professional development in teaching and education?
5. What are the benefits you seek from membership in the Academy and how do you intend to contribute to the Academy as a community of scholars in education?

Application Narrative – The main part of your application portfolio includes a narrative section for each of the educational domains that you have selected and any corresponding appendix items that you decide are important to include. As a guide, you should be able to provide sufficient narrative in 1-2 pages for each selected educational domain that includes information and evidence pertaining to each of the following three elements, as they relate to the membership category you have chosen:

1. Quantity: Describe teaching and education roles, responsibilities, and activities, and include frequency and duration of your involvement, particularly in the most recent five years.
2. Quality: Provide evidence of your effectiveness and excellence in the activities you have described. Note that the use of comparative results, when available, is encouraged.
3. Engagement: Describe how you have engaged in the scholarly process and with the educational community. For example, how have you used reflective practice and drawn upon the professional literature, and the best practices of others and their previous work to systematically develop and enhance your teaching and education activities (*Scholarly Approach*)? How have you contributed to others' work and to the field (e.g., making your work public, inviting critique and/or peer review, using critique, presenting your work to others in forms that they can use or build upon your work) (*Educational Scholarship*)?

Strive to be clear and concise, but include enough in your narrative descriptions that reviewers will understand the nature, breadth, depth, and impact of your activities. For descriptions and evidence that is best represented in a format other than narrative, please choose the format that affords you the best opportunity to present your evidence clearly and concisely. In such instances, summary tables, graphs, figures, or carefully selected examples might be included as appendix items. Inclusion of a Web address or a DVD for interactive digital materials might be appropriate, but care should be taken to make sure that such links or digital materials work and can be used effectively by peer reviewers. As a whole, you should strive to be highly selective, rather than exhaustive, in offering your *best evidence* of teaching excellence and educational scholarship. That is, you need not discuss every aspect of every educational activity in which you have been engaged. Please provide sufficient description and evidence for understanding your record of activities and achievements and give specific attention to your activities and achievements in the most recent five (5) years. Because there may be some unavoidable overlap among the domains, please cross-reference evidence and narrative descriptions to avoid repetition. In doing so, you should take care to provide clear and sufficient evidence to support achievement in each selected domain. Also, you should be sure to reference specific evidence in your curriculum vita, Teaching Record, and any relevant tables, figures, or appendix items that you have included, so reviewers are clear about what evidence you wish for them to examine.

Specific instructions and suggestions for each of the five educational domains are included in Part I of this document. The required Teaching Record (page 14) will already summarize some evidence for your chosen membership category, and in particular, for the Teaching domain. Because the use of tables, charts, graphs, figures, or bullet lists can enhance presentation of your evidence, you might create similar summary tables for presenting evidence in other educational domains by modifying the columns and codes to describe the scope, frequency, and duration of your involvement, as well as evidence relating to quality and engagement (e.g., for summarizing curriculum or instructional materials that you have developed or for listing advising and mentoring activities, purposes, and outcomes/impact). Again, the 2007 AAMC consensus conference report on educational scholarship referenced in Part I (page 8) of this document includes many examples on pages 19-34 regarding sources of applicable evidence and how you might present it in your application portfolio.

Appendix Items: All applications must include a Curriculum Vita and the Teaching Record as Appendix A. Your CV may be in any format (e.g., one required in your School). In your application narrative, please be sure to reference specific teaching and education entries in your CV, as they relate to the educational domains you have included. Complete and include the required Teaching Record to show the range of courses, learners, and

teaching/learning approaches that are characteristic of your teaching. Please duplicate the table as much as you need to summarize at least the past two years and no more than the most recent five years at LSUHSC-NO. You may also download a digital version of the Teaching Record (Word format) from the Academy website.

Other appendices may be included at your discretion. Any appendix documentation that is included should be carefully selected, limited to only critical information, and referenced within the narrative for the relevant educational domain. Use tables, graphs, and charts to summarize your efforts and achievements, as appropriate, and include comparative results when available. If you have developed a completely new curriculum that is extensive and difficult to fully describe within the structure of a brief description in the narrative section, then you may want to include relevant excerpts or representative examples as an appendix item (e.g., overview diagram, schedule of curriculum objectives, list of topics, or one or two representative examples of the work. In addition, if you have recently compiled teaching and education activities for tenure, promotion or annual evaluation review using a template or portfolio format prescribed by your school, there is no need to re-format portions of this information for the Academy membership application. In such instances, you might include one or two brief paragraphs in the narrative section for a selected domain that references and explains the specific and relevant elements of the materials you have included in the appendix, particularly in terms of the elements and standards of excellence for your selected membership category.

Letters of Recommendations: As explained on page 9, please ask individuals who are writing letters of recommendation to send them directly to the OMERAD. The letters will be included with your application upon receipt.

FORMS: The remainder of this document includes the forms you will need. Digital versions of the complete Call for Applications and these forms may be downloaded from the Academy website (http://www.medschool.lsuhs.edu/medical_education/omerad-academy.asp).

On the next page is a checklist you can use to make the assembly process easy. To enhance the quality of your application, please seek input and feedback from Academy members and the OMERAD faculty and staff.

Thank you again for interest in becoming a member of the LSUHSC-NO Academy. To enhance the quality of your application, please seek input and feedback from Academy members and the OMERAD faculty and staff (504-568-2140, omerad@lsuhsc.edu).

Checklist – Preparing, Assembling and Submitting Application Materials



Preparing your application to include the following items in the order listed below:

- Application Cover Sheet: Shown on the next page.
- Personal Statement: Background, personal perspectives, expectations of Academy membership
- Narrative: Your narrative response should address the criteria for the membership category and include a section for each of the educational domain(s) that you have selected.
- Appendix A: (required supporting documentation for all applications)
 - Curriculum Vita (in whatever format you have already or that is required in your school)
 - Teaching Record (use the form on page 14)
- Other Appendices: Optional supporting documentation for selected domains (include as needed)
- Three letters of recommendation: Submitted by the authors directly to the OMERAD

Assembling your application:

- Assemble your materials in the order indicated above (minus the letters of recommendation). Be sure to follow format requirements and sign and date the forms.
- Make three (3) copies of your completed application portfolio to submit with your original.
- Staple the original and each copy of the application. Do not use binder notebooks, clips, or rubber bands.

Submitting your application:

- Submit one (1) original and three (3) copies of the application to the OMERAD
2020 Gravier Street, Suite 7B, Room 716, New Orleans LA 70112
Telephone: 504-568-2140 Fax: 504-599-1453

For more information and assistance:

Please contact any Academy member (listed on the Academy website) or the Office of Medical Education Research and Development (omerad@lsuhsc.edu or 504-568-2140).

**Membership Application Portfolio
Cover Page**

Name:	
Position/Title:	
School: Double-click to select	Primary Department:
Campus Address/Office Location:	
Campus Telephone:	
Campus Email:	
As of 6/30/08, number of years employed as a LSUHSC faculty member (Must be at least two (2) years) to apply for membership in the Academy) :	
Your current faculty rank: <input type="checkbox"/> Instructor <input type="checkbox"/> Assistant Professor <input type="checkbox"/> Associate Professor <input type="checkbox"/> Professor	
Is this a tenure-track appointment? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Achieved tenure already? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not applicable	

Academy membership category for which you are applying: <input type="checkbox"/> Fellow <input type="checkbox"/> Master Teacher <input type="checkbox"/> Teaching Scholar				
Check each of the teaching/education domains on which you are basing your application for the membership category checked above <i>(You may include sections for other domains, but do not check those here.):</i>				
<input type="checkbox"/> Teaching	<input type="checkbox"/> Curriculum Development, Instructional Design & Assessment of Student Learning	<input type="checkbox"/> Advising and Mentoring	<input type="checkbox"/> Leadership and Service	<input type="checkbox"/> Educational Research

Letters of support from the following three individuals have been requested:

	Name / Institution / Dept	Position / Role	Email Address	Telephone Number
1.				
2.				
3.				

_____ **Applicant Signature**

_____ **Date**

Selected References and Resources

AAMC. (2008). MedEdPORTAL Scholarship Guides.

<http://services.aamc.org/jsp/mededportal/goLinkPage.do?link=scholarship> (Accessed 4/10/2008).

AAMC. (July 2007). Advancing educators and education: Defining the components and evidence of educational scholarship, A summary report and findings from the AAMC Group on Educational Affairs Consensus Conference on Educational Scholarship. Available at <http://www.aamc.org/members/gea/educ-scholar.pdf> (Accessed 4/10/08).

Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton, New Jersey: The Carnegie Foundation for the Advancement of Teaching.

Fincher, R. E., Simpson, D. E., Mennin, S. P., Rosenfeld, G. C., Rothman, A., McGrew, M. C., Hansen, P. A., Mazmanian, P. E., Turnbull, J. M. (2000). Scholarship in teaching: An imperative for the 21st century. *Academic Medicine*, 75(9), 887-894.

Glassick, C. E. (2000). Boyer's expanded definitions of scholarship, the standards for assessing scholarship, and the elusiveness of the scholarship of teaching. *Academic Medicine*, 75(9), 877-880.

Glassick, C. E., Huber, M. T., Maeroff, G. I. (1997). *Scholarship assessed: Evaluation of the professoriate*, An Ernest L. Boyer Project of the Carnegie Foundation for the Advancement of Teaching. San Francisco: Jossey-Bass Publishers.

Shulman, L. (1999). The scholarship of teaching. *Change*, 31(5), 11.