

The Docere Fellowship in Health Professions Education¹
Academy for the Advancement of Educational Scholarship
Louisiana State University Health Sciences Center
New Orleans

Program Description and Call for Applications
2013

DEADLINE FOR APPLICATION: Friday, April 26, 2013, 4:00 p.m.

Introduction

The Docere Fellowship in Health Professions Education is a faculty development opportunity for members of the LSUHSC-NO Academy for the Advancement of Educational Scholarship. The Fellowship is designed to engage Academy members in a 24-month cohort-based program of focused learning, collaboration, and scholarly engagement in an area of interest in teaching and education. Participation in the Docere Fellowship is determined through peer review of applications.

Academy members in all categories who are in good standing are eligible to apply. Applications must be submitted to the OMERAD electronically as a PDF attachment sent via email to omerad@lsuhsc.edu. Academy members accepted into the Docere Fellowship will be announced no later than Friday, May 17, 2013. Fellowship activities for the new cohort will begin July 2013 and end June 2015.

This complete document (PDF) and the application form (Word) are also available at the Academy website: <http://www.learningcenter.lsuhscc.edu/academy>

For more information, please contact the OMERAD at 504-568-2140 or via email at omerad@lsuhsc.edu.

Rationale

Docere is the Latin root word for “doctor” meaning “to teach” or “to lead.” Historically, the term “docere” reflected “a learned teacher” and draws to mind the inquisitive and considered thinking of great scholars such as Aristotle, Socrates, and Plato. In contemporary times, educators across the health sciences center are called to engage with others and to approach their teaching and education responsibilities in such a scholarly way. That is, faculty members are expected to draw from the literature and the field to ground and guide their teaching and education initiatives and activities and their systematic reflection and improvement of this work. Scholarly teachers build upon the prior work of others and their own and use systematic, scholarly processes in teaching and education, much as they do in their respective discipline-specific research endeavors. Scholarly teachers systematically design, develop, implement, assess, and reflect upon the results of their work and experiences to refine the processes and products of their teaching and education activities. Finally, scholarly teachers achieve scholarship when they contribute to the field and the community of educators by disseminating and publishing the outcomes and insights of their work through appropriate venues, so their efforts and the results of their work are made public and available to others to review, critique, emulate, and build upon the work. The interactive and dynamic processes of

¹ The Latin pronunciation of “docere” is dō-kē'-rē.

both drawing from and contributing to the community of peers in teaching and education are what we conceive as critical to achieving and sustaining the scholarship of teaching and education. For those faculty members who devote the majority of their academic efforts to teaching and education, developing and using the required knowledge and skills for being scholarly and for producing scholarship in teaching education become critical to success in academic medicine. Thus, it seems that the Latin term, *docere*, is particularly appropriate for a fellowship program in which interested faculty from across the professions of health sciences come together to learn *about, with, and from* others, to draw from and contribute to the education community, near and far, and to be actively engaged in a collaborative educator community of practice.

Program Description

The Docere Fellowship is a 24-month faculty development program available to Academy members in good standing who are selected based on peer review of their applications for enrollment in the program. As members of the Academy, participants have already been recognized for their dedication to and excellence in teaching and education in the health professions. In this Fellowship program, Academy members will pursue deep learning about the art, science, and practice of teaching and education through scholarly processes and the achievement of scholarship in their teaching and education interests. During the 24-month experience, Docere Scholars will complete a curriculum targeting the following four themes: 1) teaching and learning, 2) assessment and evaluation; 3) educational leadership; and 4) educational research and scholarship. Curriculum content will include theoretical and conceptual frameworks with an emphasis on practical strategies, techniques, and hands-on application. Curriculum activities will include monthly face-to-face sessions, independent reading and applied activities, individual consultations and mentoring, and completion of an educational research or scholarship project that is at least submitted for peer-reviewed presentation or publication. Docere graduates will also present their scholarship projects at the annual Academy Educational Scholarship Day that is held in October.

Goals: Specific goals of the Docere Fellowship program include the following:

1. To enhance Scholars' knowledge and application of educational concepts, principles, and theories to one's teaching and educator activities;
2. To increase Scholars' awareness of innovations, contemporary trends and issues, and promising practices in health professions education;
3. To develop Scholars' knowledge, skills, and attitudes that facilitate rigor and successful engagement in independent and collaborative educational research, scholarship, and evaluation;
4. To facilitate Scholars' academic career advancement, particularly for those faculty members who devote substantial portions of their professional effort to the teaching and education mission;
5. To facilitate Scholars' educational leadership development through professional reflection, collaborative learning, and real-life application; and
6. To support the education mission in programs, departments, schools, and the health sciences center-at-large with faculty members who can serve as educational leaders and scholars in the

ongoing educational improvement processes and the preparation of future health professionals who demonstrate the ideals of professionalism, compassion, and quality healthcare.

Application Process

Academy members in all categories who are in good standing are eligible to apply. The deadline for applications is Friday, April 26, 2013, 4:00 p.m. Applications must be submitted to omerad@lsuhsc.edu as a PDF attachment via email to omerad@lsuhsc.edu. Applicants will be notified of acceptance no later than Friday, May 17, 2013. Applications must include the following:

1. Completed application form (included as page 6 in this packet and available in electronic format at the Academy website:
www.learningcenter.lsuhs.edu/academy)
2. Letter from the candidate that includes concise descriptions of the following:
 - a. Specific teaching and education interests;
 - b. Current teaching and education responsibilities;
 - c. A specific research question or area of interest that you'd like to pursue as a scholarly project and a brief explanation why this is important;
 - d. A brief description of your academic career plans (e.g., vision or goals to be achieved in the next 3-5 years), especially in terms of teaching and education; and
 - e. What you hope to gain from participation in the Docere Fellowship program.
3. Letter of support from your department chair/direct supervisor indicating his/her commitment to and support for your participation and completion of all Fellowship requirements (e.g., monthly face-to-face sessions, independent study, mentoring and consultation, and completion of a publishable educational research/scholarly project).
4. Your current curriculum vitae.

Selection Criteria and Process

In addition to the selection criteria listed below, the peer review process will strive to achieve an appropriate balance and mix of Fellowship participation that is representative of the Academy membership in each of the professional schools comprising the LSUHSC-NO academic community. Docere Scholars will be selected based on the evidence provided in the application packets for each of the following:

- Involvement in teaching and education at LSUHSC-New Orleans
- Interest and commitment to excellence and scholarship in teaching and education
- Professional development goals and expectations of participation in the Fellowship
- Strength of departmental support of the applicant's participation in and completion of the Docere Fellowship requirements

Applications will be screened upon receipt to verify eligibility and assure that all required materials are included. Peer review will be completed as follows: 1) independent review by at least two Academy

members designated as peer reviewers (particular effort will be made to assure that one of the reviewers has a primary appointment in the same professional school as the applicant), 2) discussion of independent reviews and final recommendations by the Academy Executive Council or by a review panel designated by the Council. The Academy Executive Council will make final recommendations to the Director of the Academy. Up to 12 candidates may be recommended for enrollment in the Fellowship program. A minimum of six candidates will be required to activate the new cohort in this Fellowship program.

Requirements for Satisfactory Completion of the Docere Fellowship

Below are the requirements for successful completion of the Docere Fellowship program:

1. Attend at least 80% of the monthly face-to-face sessions
 - a. Beginning July 2013, sessions will be held on the 2nd Thursday of each month from 1:00 – 4:30 p.m., unless indicated otherwise.
2. Complete assigned readings and applied activities, come well-prepared for face-to-face sessions, and participate actively in mentoring and consultation activities.
3. Complete required activities to achieve the AAMC-GEA MESRE Medical Education Research Certificate (MERC) program (i.e., complete six MERC workshops that will be offered as part of the Docere Fellowship program).
4. Complete a mentored educational research/scholarship project that results in an appropriate permanent product that is at least submitted for publication/dissemination through an appropriate venue. (The desired outcome is achievement of dissemination/publication in an appropriate venue.)
5. Present results from one's educational research/scholarship project in an appropriate format during at least one LSUHSC-NO Academy Educational Scholarship Day (October 2014 and/or October 2015).
6. Participate actively in Academy programs and other faculty development activities that are appropriate for individual professional development goals, areas of interest in teaching, education, and educational research and scholarship; and
7. Prepare/Refine and maintain an up-to-date Educator's Portfolio.

Recognition

Graduates will receive a certificate of successful completion during the Academy annual recognition ceremony. They will also be recognized in Academy publications (e.g., Academy Bulletin, website). Upon receipt of the AAMC-GEA MESRE MERC program, they will be recognized on the AAMC website as such.

Please continue to the next page for a list of example topics by curriculum theme.

Docere Fellowship Curriculum Themes

The Docere Fellowship curriculum is comprised of four major curriculum themes: 1) Teaching and Learning, 2) Assessment and Evaluation, 3) Educational Leadership, 4) Educational Research and Scholarship. Below are several example session topics within each theme:

Theme	Example Session Topics
Teaching and Learning	<ul style="list-style-type: none"> ● Evidence from the Research: Critical Attributes of Effective Teaching and Learning Environments ● Observation, Reflection, and Deliberate Practice: Strategies for Mastery Learning ● Applying Models of Instructional Design and Curriculum Development ● Enhancing Portfolios and Evidence of Scholarship in Teaching
Assessment and Evaluation	<ul style="list-style-type: none"> ● Models for Evaluating the Effectiveness of Training and Education ● Systematic Approach to Evaluating Education Programs and Curricula ● Step-by-Step Approach to Instrument Development and Refinement ● Conducting Observation- and Performance-based Assessments
Educational Leadership	<ul style="list-style-type: none"> ● Setting a Career Direction through Personal Strategic Thinking and Action ● Leadership Development: Models and Best Practices ● Leadership and Change Processes ● Team-Based Leadership ● Maximizing the Mentoring Relationships between Mentors and Protégés
Educational Research and Scholarship	<ul style="list-style-type: none"> ● Workshops comprising the <i>AAMC-GEA-MESRE Medical Education Research Certificate</i> (MERC) program (e.g., research design, literature search, survey development, data management, qualitative research methods, program evaluation) NOTE: Satisfactory completion of six workshops is required to receive the MERC certificate. ● From Effectiveness to Scholarship: Defining, Differentiating, and Applying Attributes to Professional Development and Educational Practice ● Strategies to Enhance Success in Writing and Publication of Educational Scholarship ● Effective Collaboration and Teamwork in Educational Research and Scholarship ● The Authorship Game: Managing the Complexities of Determining Authorship

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2013 Application Cover Sheet

Deadline for receipt of applications: April 26, 2013, 4:00 p.m.

Applicant Information:

Last Name:	
First Name:	
Middle Initial:	
Degrees:	
Position/Title:	
Academy Membership Category:	
School:	
Department:	
E-mail address:	
Telephone:	
Fax:	
Campus Address:	

Please include this application cover sheet with the following materials:

- Your application letter -- Please be sure to refer to page 3 of the Call for Applications for list of information that must be included in your letter.
- Letter of Supervisor Support -- A letter from your department chair/direct supervisor indicating support for your participation and successful completion of the Fellowship requirements.
- Your curriculum vitae

Applicant's Signature

Date