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| LSUHSC_Academy_Design_Finalchoice.jpg | **Academy Member**  **Interests and Contributions through Leadership and Service**  **2012-2013** |

**ACADEMY MISSION:** To nurture and recognize excellence, scholarly practice, and scholarship in teaching and education through faculty development, advocacy, collaboration, and creativity.

**INTRODUCTION**: The mission, core purposes and values of our Academy reflect members’ commitments to collaborating with others as a community of educators and facilitating excellence in teaching and education, particularly through service, faculty development, and mentoring. Consequently, the foundation, strength, and contribution of the Academy depend on the involvement and contributions of its members. As an Academy member, you have already committed to participating in the Academy and contributing your time and talents to foster educational excellence and scholarship beyond your regular educator responsibilities. This document describes a variety of regular Academy activities in which you may choose to be involved.

Academy members are asked to complete and submit this document on an annual basis *no later than May 15* to indicate areas of interest and service. You are not expected to commit to every leadership and service opportunity. Instead, if each Academy member selects areas of particular interest, then collectively the Academy can have a significant impact on educational excellence at the LSUHSC and beyond. An added benefit is the opportunity to enhance one’s own professional development and scholarly contributions.

Selecting areas of interest and service does not guarantee that you will be asked to serve. The Academy Executive Council will use this information to confirm member appointments that best meet the Academy and its’ members’ interests and talents, while minimizing burden on any one individual. Opportunities will be shared equitably among Academy members within and across years and in consideration of prior leadership and service contributions within the Academy. Thank you in advance for giving serious consideration to how you can contribute to the community of educators within the Academy and to educational excellence at LSHUSC, as whole.

***Please complete your identification information:***

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| **Name:** |  | **School:** | **Medicine**  🔾 | | **Nursing**  🔾 | | **Dentistry**  🔾 | | | **Allied Health**  🔾 | | | **Public Health**  🔾 |
| **Primary Campus:\*** |  | **Email Address:** |  | | | | | **Telephone** (including area code): | | |  | | |
| **Academy Membership:** | | **Protégé**  🔾 | | **Associate**  🔾 | | **Fellow**  🔾 | | | **Master Teacher**  🔾 | | | **Teaching Scholar**  🔾 | |

**\*Your primary physical campus location (e.g., Main/New Orleans, Dental School, Children’s Hospital, EKL/Baton Rouge, Ochsner-Kenner, etc.)**

***Please indicate your areas of specific interest and anticipated contribution:*** Please review the list of opportunities and corresponding descriptions. For each option that you wish to be considered, please mark **Yes** or **Definitely Yes** to indicate your level of interest/anticipated contribution. Please include comments describing your anticipated contribution, including any particular topics, roles, or activities. If you are not interested or available for an opportunity, just leave it blank. Please call 504-568-2140 email [omerad@lsuhsc.edu](mailto:omerad@lsuhsc.edu) if you have questions or wish to discuss any particular opportunities before marking your choices.

| **Leadership and Service Opportunity** | **Yes** | **Definitely Yes** | **Your Specific Interest/Contribution** |
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| **Academy Advisory Group – School of Medicine:**  *Fellows, Master Teachers, and Teaching Scholars who are active members in good standing are eligible. The AAG-M meets quarterly. Service on the AAG involves a three-year term and the opportunity for one renewable term. Leadership opportunities include services as Chair-Elect, Chair, and Past-Chair. Primary responsibilities of the AAG include the following: 1) peer review of new and renewal Academy membership applications and making recommendations for membership to the Academy Executive Council; 2) encouraging participation and recruiting new members to the Academy; 3) serving as liaisons between the SOM and the Academy to advocate for and facilitate educational and educator excellence.* | 🔾 | 🔾 |  |
| **Academy Advisory Group – Combined Schools:**  *This AAG currently represents the Schools of Dentistry, Nursing, Allied Health Professions, and Public Health. Service on the AAG-CS is the same as described above for the AAG-M, with particular attention to being responsive to each individual school’s needs and interests. One or more representatives from each of the Schools comprise the AAG-CS composition. As membership increases in each of the schools, a separate AAG will be restored.* | 🔾 | 🔾 |  |
| **Academy Executive Council:**  *The AEC is the governance body overseeing the Academy. The AEC includes representatives from each of the Schools and the Chairs of the AAG-M and the AAG-CS. Fellows, Master Teachers, and Teaching Scholars who are active members in good standing and who have served previously on one of the AAGs are eligible. The term of service is three years, with the option of one renewable term. The AEC meets monthly and works closely with the Academy Director to provide leadership, policy and governance, and overall operations management. Leadership opportunities within the AEC currently include the positions of Chair-Elect, Chair, and Past Chair.* | 🔾 | 🔾 |  |
| **Fall Symposium and Educational Scholarship Day:**  *Offered as annual program held in October, the Fall Symposium is open to all LSUHSC faculty members. As an “anchor” activity of the Academy, the program is designed to include both large and small group sessions, opportunities for informal networking, and often the inclusion of an invited presenter who is a leader in health professions education. The morning session includes the Educational Scholarship Day for peer-reviewed presentations of educational innovation and scholarship (e.g., posters, oral abstracts, demonstrations) and the annual Academy member induction ceremony. Opportunities for involvement include any of the following:*   * *Program Planning Committee (most planning done during spring/summer)* * *Peer reviewers of abstract proposals for Educational Scholarship Day* * *Presenter, facilitator/moderator for specific sessions* | 🔾 | 🔾 |  |
| **Back to Basics Summer Teaching Institute:**  *This is a day-long series of one-hour sessions offered in early August that target basic elements of effective teaching (e.g., lecture, small group, clinical teaching, giving feedback, using PowerPoint, developing scholarship in teaching/education). The Institute is available to all LSUHSC faculty and particularly targeted to new faculty members, those who are new to teaching roles, and those who want a ”refresher” course. Opportunities to contribute include the following:*   * *Program planning committee (most planning done late Spring/Summer)* * *Individual session -presenters (volunteers for topics/skills)* | 🔾 | 🔾 |  |
| **Spring Symposium:**  *Structured much like the Fall Symposium, this annual program is another “anchor” activity that is held in March/April that is also available to all LSUHSC faculty members. The program format typically reflects concurrent faculty development workshops in the morning that address identified teaching/education needs and interests. A noon-time plenary presentation and a focused workshop/seminar with the invited plenary presenter is usually included as a afternoon session. The program can also be designed as theme-based series of large and small group activities to address an area of LSUHSC-wide need or interest (e.g., Interprofessional education).*  *Opportunities for involvement include any of the following:*   * *Program planning committee (most planning done fall/winter)* * *Workshop leaders, session presenters, facilitators/moderators* | 🔾 | 🔾 |  |
| **Academy Bulletin and Website:**  *The Academy produces a semi-annual electronic publication, the Academy Bulletin, to disseminate relevant news and upcoming events, announcements of Academy member achievements, and short articles pertaining to teaching and education. One issue is published in the Fall and another in the Spring In addition to the Academy Bulletin, the Academy maintains an Academy website as a communication and information resource. Considerable development of these two information resources is targeted for the near future. Academy members with particular skills and interests in these areas would be most welcomed to lead and participate in addressing this key need. Leadership opportunities include editor and web administration roles.* | 🔾 | 🔾 |  |
| **Educational Enhancement Grants (EEG) Review Panel:**  *This opportunity is a peer review panel that uses a NIH study section-type review process. The review panel includes representation from across the schools and the Academy member categories of Fellow, Master Teacher, and Teaching Scholar. Each member of the panel participates in individual and group reviews of proposals received for funding consideration. Members’ predominant activities are completed between March and May and involve modest individual review activities and 1-3 meetings for completing reviews, making recommendations to the AEC, and completing written review and feedback documents. All reviews are strictly confidential and reviewers’ identities are not revealed in individual proposal reviews. Service on the review panel does not prevent individuals from submitting EEG proposals. Membership terms are for one year, with the opportunity to be re-appointed in subsequent years. Leadership opportunities within the EEG Review Panel include the roles of Chair/Co-Chair.* | 🔾 | 🔾 |  |
| **Faculty Development Workshops:**  *There is an ongoing need and interest for various faculty development workshops. Academy members who are willing to share their expertise and experience with others are encouraged to self-identify areas/topics for developing and offering future faculty development programs. Interested members may also participate in train-the-trainer workshops for helping to conduct regularly-occurring topics/sessions at different campus locations. Such workshops may pertain to aspects of teaching methods and skills enhancement, curriculum development, instructional design, assessment or evaluation, educational research and scholarship, leadership development, portfolio development, new teaching and/or information technologies, and other areas of professional development for faculty members as teachers. The designing and scheduling of such workshops are determined in collaboration with the Academy Director, the AEC, and/or specific program planning committees, as appropriate. New workshop development can result in scholarly publication. In the space to the right, you should describe/list specific topics and how you could contribute/help.* | 🔾 | 🔾 |  |
| **Educator/Career Faculty Mentoring (e.g., teaching, educational program development, educational scholarship, educator career development):**  *The Academy is always in need of mentors to help guide and advise faculty (individually or in small groups) about enhancing their educational skills/projects and their career advancement as an educator and faculty member. A key mentoring role that Academy members can contribute is guiding colleagues in their development and ongoing enhancement of an Educator Portfolio (e.g., Academy membership, promotion and tenure processes – NOTE: the SOM has adopted the Academy portfolio format for its advancement packet). Resources (e.g., workshops, tools) are available to support successful mentor-protégé relationships and specific mentoring goals.* | 🔾 | 🔾 |  |
| **Peer Reviewer of Faculty Teaching Activities:**  *Faculty members may request teaching observations and peer assistance in documenting and enhancing their teaching effectiveness in a variety of educational settings (e.g., large groups/lectures, small group discussions, case-based learning, teaching at the bedside or in the operating room, etc.). The Academy welcomes members who are available and willing to serve in this capacity. A standardized observation, review, and feedback process is used. Workshops, resources, and tools will be available for both peer reviewers and faculty who wish to benefit from this type of consultative faculty development activity. If you are interested in being involved in this activity, please indicate the type(s) of teaching methods and educational settings that you would be most interested and comfortable serving as a peer reviewer.* | 🔾 | 🔾 |  |
| **Educational Consults and Speaker’s Bureau:**  *Similar to mentoring and peer reviewer activities, this category offers opportunities that typically reflect singular or short-term advice or information through individual or small group consultation. Topics may be related to introducing a specific instructional method (e.g., team-based learning) or using a particular assessment method (e.g., observation-based assessment, use of assessment rubrics) or designing educational research (e.g., quantitative or qualitative plan, data management and statistics). If you have specific expertise or experience and are interested in this type of service contribution, please describe the specifics in the box to the right.* | 🔾 | 🔾 |  |
| **Other Activities:**  *Academy members are creative and enthusiastic contributors to the educator community. Please use this space to offer any other topics, activities, or roles that you would be interested in developing, leading, or collaborating with others.* | 🔾 | 🔾 |  |

**THANK YOU!**