



MEMBERSHIP APPLICATION  
INSTRUCTIONS & EXPLANATIONS



FINE FAMILY ACADEMY  
OF EDUCATORS

## INTRODUCTION

Applications must be completed online: [https://redcap.link/fine\\_academy](https://redcap.link/fine_academy)

Complete all required fields providing information from your **work for the last 5 years**

- **Be selective** in the information you provide in the application, **not exhaustive**. **All text boxes have a word limit**. We suggest composing responses in WORD and then copy/paste into the application.
- **Save and Resume** – Redcap will email you a link and code to use when you resume your application. If you lose the code it can be retrieved.
- Once you submit your application, an email will be sent to your designated supervisor who must approve your participation in the Academy (by simply replying to the email).
- You may print a pdf of the application; however, this will print everything, not just the more limited sections pertinent to you.

## GETTING STARTED

Academy membership is open to all EVMS educators.

Applications are accepted from full-time educators who have a significant role as an educator.

Applications can be submitted at any time during the year. Reviews of applications take place on a rolling basis.

- The table overleaf shows membership categories and eligibility for each including the criteria of quantity, quality and engagement ([Q2Engage](#))
- Applicants can utilize this table as reference when providing information for engagement (scholarly activity/scholarship) requirements for each membership category.

Criteria	Member (During the most recent 5 years)	Master Educator (During the most recent 5 years)
<b>Eligibility</b>	Faculty or staff position	Faculty position
<b>Quantity</b>	Substantial participation in 1 education domains and in 1 educational settings and/or levels of learners	Consistent record of substantial participation in 2 education domains, in 2 settings, and 2 levels of learners
<b>Quality</b>	Educational excellence in 1 education domains (e.g., effectiveness, goals achieved, peer and/or learner recognition, comparative results)	<ul style="list-style-type: none"> <li>▪ Sustained or increasing educational excellence in 2 education domains</li> <li>▪ Evidence of 2 examples of leadership or ongoing peer collaboration in education</li> </ul>
<b>Engagement-Scholarly Approach</b>	Evidence of drawing from educational literature, best practices, and/or learning from and interacting with others to enhance educator knowledge and skills (e.g., faculty development)	<ul style="list-style-type: none"> <li>▪ Purposefully draws from relevant educational literature and best practices to inform one's work, innovation, and improvement within the education domains of interest</li> <li>▪ Purposefully builds upon one's prior work and that of others</li> <li>▪ Engages with others as a community of practice to learn, improve, and innovate</li> </ul>
<b>Engagement-Scholarship</b>	Not required for this category	<ul style="list-style-type: none"> <li>▪ Ongoing educational innovation and improvement that yield outcomes or products that contribute to education/educator community</li> <li>▪ 3 examples of scholarly/peer-reviewed dissemination (e.g., poster, oral presentation, publication, adoption by others of best practices and/or materials)</li> </ul>

**Education Domains** - In general, the membership application requires evidence of participation in educational activities, the quality of these activities and the use of a scholarly approach. Various domains of educational activities are available to reflect the different dimensions of the educator's role.

- **If applying for Member** – pick the strongest (1) domain for which you want to be reviewed, **even if you qualify for additional domains.**
- **If applying for Master Educator** – select the 2 strongest domains for which you want to be reviewed.

Domains are:

- Teaching
- Educational Leadership and Administration/Service
- Advising and Mentoring
- Educational Evaluation, Research and Scholarship
- Curriculum Development and Assessment of Learning

### **Structured Educator Personal Statement**

- The structured statement is different from your CV. It is an opportunity for you to share aspects of your work that may not be evident on your CV. Be descriptive about what makes you unique as an educator.
- Consider taking a journalistic approach to your responses.
  - Why are you interested in applying?
  - What do you bring to the academy?
  - Where has your work been focused? What field of study/discipline?
  - What is your educational philosophy, core purpose, mission and/or values?
- Do not assume reviewers know your 'world'. Tell them about 'you'. Reviewers come from different backgrounds and experience and rely on this statement to understand 'you'. Create a meaningful first impression.
- You may come from a clinical or basic science background – what drew you into education? Think of where you are learning, connecting and collaborating with educators (e.g., IAMSE, SGEA).
- What skills are transferable to the AOE from your other work (e.g., grantsmanship)?
- What do you want to learn further about education (e.g., active learning) or are you looking for a place to connect?
- Personal values and core purposes (mission) for teaching and education: What do you believe and value about teaching and learning? How do these theories and values influence the way you teach and pursue education work? What do you strive to achieve as a teacher and educator?
- Your educator goals and future engagement (respond to each of the following): What are your current educator development goals? How do you expect to benefit as an Academy member?

# DOMAINS

**For the role of Member, only select 1 domain.**

**For the role of Master Educator, select 2 domains.**

<b>Domain</b>	<b>Page Number</b>
Direct Teaching	5
Educational Leadership & Administration	6
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Once you have submitted your application, please consider providing feedback about the application process. This will assist in improving the application and is anonymous.

[Click here to provide feedback](#)

## Direct Teaching

Teaching comes in many shapes and flavors so think broadly in this section. Examples include: lectures, workshops, small-group facilitation, role modeling in any setting, precepting, demonstration of procedural skills, facilitation of online courses, and delivering continuing professional development

- **Quantity** – include a summary of the frequency and duration of teaching along with a description of your role. You may want to include if instructional materials authored, and a brief description of their purpose, format and length. You will include one specific example in the teaching record.
- **Quality** – may include evaluation of teaching (learners or peers), teaching awards/honors, evidence of learning (learner outcome data). Indicate if part of a team.
- **Engagement** – speak to the collaborative nature of your work and the scholarly approach. Can be documented through descriptions of how approaches or uses of instructional materials were informed by literature/best practices; reflections on your own teaching or critiques by others, and the effect on subsequent teaching activities.
- For the role of **Member, complete 1 teaching record.**
- For the role of **Master Educator, complete 2 teaching records.**
- Learner levels – not all possible levels are listed. Within the context of EVMS learner levels include M1, M2, M3, M4 or residents, or Masters, or PhD etc. Can include faculty development.
- Attachments can be added (letters etc.) to the Supplementary Documents section at the end of the application

## Educational Leadership and Administration

- **Quantity** – detail nature, role, duration, and quantity of projects. Examples include:
  - Director, Chair, leadership role in a local, national or regional association, course directing, mentoring, faculty council.
  - Are you bringing people together to launch a new program, or overseeing a multidisciplinary team?
- **Quality** – describe how your role/leadership made a difference/contribution. Examples include:
  - New course was launched, adaptation/improvement made, improved recruitment, outcomes.
  - Include summative data about your role.
- **Engagement** – demonstrate areas where you have made changes based on literature or best practices; local feedback or external peer review. Suggestions include:
  - Document ongoing quality improvement, drawing from the knowledge and resources of the educational community;
  - List of invited and peer-reviewed presentation(s) at local, regional, national, and international professional meetings, along with visiting professorship presentations;
  - Awards received with and indicate of selected via a peer review process.
  - Acceptance of a new curriculum model to AAMC’s MedEdPORTAL
  - A list of resources obtained by source – such as foundations, grants, or internal awards
- **Leadership Record** - this section is **optional** for the role of Member **but required for the role of Master Educator.**
  - Include the most significant roles from the last five years.

## Advising and Mentoring

**Mentoring** implies a sustained, committed relationship from which both parties obtained reciprocal benefits.

**Advising** is a more limited relationship that usually occurs over a limited period, with the advisor serving as a guide.

- **Quantity** – include the number of learners/colleagues mentored or advised and an estimate of time invested in each relationship.
- **Quality** – note: there are many ways mentoring happens – not just one on one. Examples to include in this section:
  - Document evaluations of effectiveness from mentees/advisees
  - List significant accomplishments (publications, presentations, educational products, recognitions/awards)
  - Mentees/advisees’ narrative comments providing evidence of facilitating goal achievement
- **Engagement** – demonstrate participation in professional development activities to enhance skills in mentoring and advising; effective mentoring strategies or programs have been adopted with links to the literature; or initiatives improving institutional mentoring and advising practices.
- For the role of **Member**, complete **1 Advising/Mentoring Record**.
- For the role of **Master Educator**, complete **2 Advising/Mentoring Records**.

## Educational Research and Scholarship

Included in this domain are the development of new knowledge in teaching and education (broadly defined). Activities may reflect single institution projects, inter-institutional collaboration and/or active involvement professional organizations. Examples include:

- Applied and educational evaluation research. (Applied research is used to test pedagogic processes in order to discover the best teaching and learning methods.)
- Original permanent products from such efforts that are disseminated and contribute to the field (e.g. peer-reviewed and invited papers, articles, books and chapters, and presentations; printed, computer- or web-based materials)
- Teaching, learning, and assessment tools and materials that are shared and disseminated for others' use (e.g., Journal of Teaching and Learning Resources: MedEdPORTAL, [www.mededportal.org](http://www.mededportal.org))
- **Quantity** – describe your predominant educator roles, responsibilities, and activities within this domain and how much you engage in each of these. Include frequency and duration of your involvement, particularly in the most recent five years.
- **Quality** – describe how you and others define and recognize quality and excellence, and how you've pursued and achieved improvement and higher quality as appropriate
- **Engagement** – describe how you engage with others in the education community, including the following: 1) participate, collaborate, and learn with and from others; 2) use a scholarly approach, and 3) for Master Educator, produce scholarship.
- **Educator Portfolio - this section is optional for the role of Member but required for the role of Master Educator.**

Provide details of one of your best/representative examples of your engagement in educational research or scholarship.

### **For reference: *Six Critical Attributes of Scholarship – the Glassick Criteria*<sup>6</sup>**

- *Clear goals* – e.g., SMART: specific, measurable (observable), actionable, relevant (realistic), and timely (time-bound)
- *Adequate preparation* - e.g., grounded in existing knowledge, practice, and scholarship (prior work) within the field (general and specific to the work)
- *Appropriate methods* – e.g., methods are appropriate to achieve goals and are used effectively
- *Significant results* – e.g., goals are achieved and contribute substantially to others (learners, colleagues, future users), to the education community, and can be built upon by self and/or others
- *Effective presentation* – e.g., appropriate style and methods to communicate conceptions and practices to others
- *Reflective critique* – e.g., self-reflection and critique, application of insights to enhance and/or expand upon prior work by self and/or others



## Curriculum Development and Assessment of Learning

### Curriculum Development

A curriculum is a longitudinal set of systematically designed sequenced and evaluated educational activities occurring at any training level. Think broadly: developing a new module, curriculum or course development, or new degree program.

- **Quantity** – include a cogent summary of the purpose, intended audience, duration, design, and evaluation.
- **Quality** – include learner reactions, outcomes (including impact on learning), and graphic displays of improvement over time.
- **Engagement\*** – demonstrate that the design was informed by the literature and best practices. Note how it was influenced by relevant literature or other educators.

### Assessment of Learning

- **Quantity** – describe (briefly) an assessment activity's size and scope. Include your role in each assessment component along with the size and nature of the learner population, the size of the assessment, and intended uses of the information.
- **Quality** – document evidence that the evaluation meets established reliability and validity standards.
- **Engagement-** \*see above

If applying for **Master Educator** remember to include any **scholarship** related to your work:

- Examples include:
  - Peer reviewed by local experts or at regional, national, or international (supplemented with documentation of the presentation's quality) or a repository
  - List of institutions where your work has been adopted (even your home institution); invitations from other departments or schools to consult
  - Number of citations in other instructors' curricula