

## Criteria for Associate Fellowship and Fellowship of ANZAHPE

(as revised 25/02/2022)

### Associate Fellow of ANZAHPE (post-nominal: AFANZAHPE)

Associate Fellowship recognises members of ANZAHPE who have demonstrated a consistent commitment to health professional education through their scholarly contributions to the field (see page 3 for definition). Associate Fellows would typically be academics or health professionals who have been recognised as effective teachers, researchers, developers and leaders in education in their own institutions and who have demonstrated a commitment to facilitating the learning of students and junior colleagues in academic, clinical or community settings. The status of Associate Fellow of ANZAHPE spans a considerable period of scholarly development from entry to Associate Fellowship, when the criteria are first met, through to eligibility for (full) Fellowship once the candidate has demonstrated a strong record of health professional education scholarship and leadership.

In seeking Associate Fellowship of ANZAHPE, applicants make a commitment to promote scholarship in health professional education, including the ongoing mentorship and development of more junior members of ANZAHPE who aspire to recognition at Associate Fellow level. Associate Fellows are expected to contribute actively to ANZAHPE activities<sup>1</sup>.

To qualify for Associate Fellowship, applicants must demonstrate that:

1. they are a current active member of ANZAHPE
2. they hold qualifications at least at Bachelors level in any academic field (or equivalent) or current registration as a health professional
3. they are currently actively involved in health professional education
4. during the last five years<sup>2</sup>, they have delivered at least one presentation<sup>†</sup> at an ANZAHPE conference as a leading<sup>3</sup> or presenting author<sup>4</sup> and,
5. during the past five years, they have delivered at least one other presentation<sup>§</sup> specifically on health professional education as leading or presenting author, at an ANZAHPE conference (not the same as 4) or *ANZAHPE Online* presentation, or other national or international conference or have published a scholarly article in an international peer reviewed journal in health professional education as first or lead author<sup>5</sup>.

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<sup>1</sup> Such as chairing sessions at conferences, reviewing papers for conferences or Focus on Health Professional Education, committee membership, conference organization and contributions to the ANZAHPE e-Bulletin. <sup>†</sup> Oral presentation, symposium contribution, poster, PeArLS or workshop

<sup>2</sup> For criteria, 4 and 5 the year 2020 is excluded from calculations due to conference cancellation.

<sup>3</sup> In recognition of collaborative work, leading author can be first author or otherwise justified as a major contributing author

<sup>4</sup> Where the candidate has been unable to attend ANZAHPE conferences due to special circumstances, other equivalent scholarly contributions to ANZAHPE may be accepted <sup>§</sup> Oral presentation, symposium contribution, poster, PeArLS or workshop

<sup>5</sup> For the purposes of these criteria, appropriate conferences include (but are not limited to), the ANZAHPE annual conference, the Ottawa conference, the AMEE annual conference, the All Together Better Health conference, the IAMSE conference, the AMEA

## Fellow of ANZAHPE (post-nominal: FANZAHPE)

Fellowship recognises members of ANZAHPE who have demonstrated a consistent commitment to excellence in health professional education through scholarly contributions to the field over at least five years (see page 3 for definition). Fellows would typically either be academics holding senior roles related to health professional education in their own institutions for a substantive period of time (five or more years), including scholarly contributions such as leading the development of a major curriculum innovation, or clinician educators who have demonstrated very high level and continuing commitment to facilitating the learning of students and junior colleagues in clinical or community settings underpinned by appropriate scholarship, or health professional education researchers who have made significant contributions to the literature. All should be recognised by peers for their scholarly achievements specifically in health professional education at national and international level. There is no requirement that suitably-qualified applicants for Fellowship shall have been previously admitted to Associate Fellowship.

In seeking Fellowship of ANZAHPE, applicants make a commitment to continue their leadership and promotion of scholarship in health professional education into the future, as well as to the ongoing mentorship and development of more junior members who aspire to recognition at Associate Fellow or Fellow level. Fellows are expected to contribute actively to ANZAHPE activities<sup>††</sup>.

To qualify for Fellowship, applicants must demonstrate that:

1. they are a current active member of ANZAHPE
2. they hold qualifications at least at Bachelors level in any academic field (or equivalent) or current registration as a health professional
3. they have made a consistent, continuing high level contribution to scholarship specifically in the field of health professional education over at least five years, as evidenced by multiple conference presentations and multiple peer reviewed health professions education journal publications as first or lead presenters and authors in the past five years<sup>‡‡</sup>, editorial contributions such as reviewer roles for health professions education journals and the mentoring of junior educators
4. in addition, hold qualifications in health professional education, or can show proof of an equivalent sustained and coherent programme of scholarship
5. they have provided significant leadership specifically in the development of health professions education in their own institution and nationally or internationally.

<sup>††</sup> Such as chairing sessions at conferences, reviewing papers for conferences or Focus on Health Professional Education, committee membership, conference organisation, contributions to the ANZAHPE e-Bulletin and adjudication of Fellowship applications.

<sup>‡‡</sup>For the purposes of these criteria appropriate conferences include (but are not limited to), the ANZAHPE annual conference, the Ottawa conference, the AMEE annual conference, the All Together Better Health conference, the IAMSE conference, the AMEA conference, the Asia Pacific Medical Education Conference (APMEC), the International Faculty Development Conference (IFDC), and the International Conference on Residency Education (ICRE).

Appropriate journals include (but are not limited to): Focus on Health Professional Education, Medical Teacher, Academic Medicine, Advances in Health Sciences Education, Education for Health, Medical Education, Medical Science Educator, Nurse Education Today, Perspectives on Medical Education, and Teaching and Learning in Medicine.

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## Scholarship defined<sup>6</sup>

As ANZAHPE aims to support scholarship in health professional education, it is important to define scholarship. AMEE Guide 43, commissioned by the Executive Committee of ANZAHPE's colleague organisation in Europe, eloquently describes what scholarship is and its relevant types (McGaghie, 2009). Following Boyer's categories, McGaghie shows how scholarship includes four domains: Discovery, Integration, Application and Teaching. These refer, respectively, to conducting original research, placing facts in a wider perspective, applying knowledge to the problems and practice of education, and conducting high quality teaching in a variety of ways. Productive scholars, in McGaghie's words, are 'passionate about their work and are inspired by strong convictions. They are organized, focused, engage in multiple tasks simultaneously, and have tenacious concentration. Productive scholars work very hard, over long time periods, display great stamina, and set high standards for themselves and others.'

In relation to the fourth domain of Teaching, it should be noted that scholars in any relevant content field (clinical or basic science) should be acknowledged for teaching about their expertise. Scholarship in education may thus include two modes of scholarly teaching: the teaching of expert content and meta-teaching, that is knowledge and teaching about teaching and education.

Evaluation of teaching experience is less straightforward than the evaluation of research experience (Alexandraki & Mooradian, 2011), but also possible and just as important. As Simpson and colleagues have put it in relation to medical education, 'A scholarly approach is demonstrated by documenting a systematic approach, informed by the literature and best practices in the field, to the design, implementation, assessment and redesign of an education activity' (Simpson et al., 2007). Scholarship in teaching should thus exceed the essential skills to deliver high quality teaching (Harden & Laidlaw, 2012), but adds the reflective expertise about education on a meta level. What is applied here, are the six Glassick criteria for scholarship, as applied to any project that is conducted in a scholarly fashion: clear goals, adequate preparation, appropriate methods, outstanding or significant results, effective communication, and a reflective critique (Glassick, 2000; Simpson & Anderson, 2010). Signs of scholarship of any kind include publications and presentations, but scholarly teachers may also be recognised by the products of curriculum development and acknowledged for superior teaching approaches. AMEE Guide 20 elaborates on twelve roles teachers can have (R M Harden & Crosby, 2000), each of which can be pursued in a scholarly manner. These are grouped in six domains: information provider, role model, facilitator, assessor, planner and resource developer (R M Harden & Crosby, 2000) and can be organised according to six facets of education: development, organisation, execution, coaching, assessment and program evaluation (Molenaar et al., 2009).

For the purposes of assessment for Associate Fellowship and Fellowship of ANZAHPE, only scholarship related to the field of health professional education will be considered.

## References

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<sup>6</sup> Adapted from: ten Cate, O. Revision of the AMEE Membership Structure to Stimulate and Acknowledge Educational Scholarship, accepted at the 2014 General Assembly Meeting of the Association for Medical Education in Europe.

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