

# Vanderbilt University School of Medicine Academy for Excellence in Education (AEE)

## CRITERIA FOR CONSIDERATION OF SELECTION:

The name of the Academy for Excellence in Education (AEE) belies its primary focus, advocating for those engaged in education throughout the Health Professions Education disciplines. Members have always engaged in direct learner contact and demonstrated proficiency and sustained level of engagement. Members of the AEE are often engaged in teaching, mentoring, designing and developing courses, curricula, programs, or assessment strategies, demonstrating educational leadership, and conducting educational scholarship.

To assist applicants in the preparation of their documentation of activities, the Membership Committee of the AEE offers the following framework. Applicants will be assessed in six areas of educator focus: **Teaching, Educational Leadership, Course/Curricula/Program Design, Assessment, Education Scholarship, and Mentorship**. Applicants will demonstrate:

*Excellence in two or more of these areas*

*or*

*Excellence in one of these areas and proficiency in at least one other category*

Examples of proficiency and sustained excellence are given below. All examples given are meant to be illustrative rather than representing the sole defining activities and the applicant is encouraged to document all educator activities. Documentations of activities should be in the form of a Teaching Portfolio or *curriculum vitae* with an emphasis on activities related to the areas of focus (see VUSM Office of Faculty Development for standardized CV guidelines).

**TEACHING** includes the presentation or facilitation of ideas, activities for the purpose of helping a person or group learn. Proficiency is demonstrated through reports of teaching effectiveness, including both quantitative and qualitative metrics. Where applicable, please provide evidence across the health professions including both intramural and extramural forums. Applicants should provide data for a minimum 3 prior years. Numeric data should include both individual data as well as peer reference (mean/median) where available. Qualitative data/commentary included is at the discretion of the applicant and should contain common themes substantiated by multiple comments. Any teaching awards should include the bestowing entity (include sufficient data to differentiate intramural vs. extramural awards), the nominating cohort (learner nominated, faculty nominated), and the year of award. **TEACHING excellence** may be evidenced by multiple teaching awards or awards at the national level, high quality teaching metrics for a sustained period of time, or membership in a teaching/education academy at another/prior institution.

**EDUCATIONAL LEADERSHIP** includes activities that support the infrastructure and culture of education. Applicants may have educational roles outside of direct teaching and hence contribute significantly to the educational culture. These activities would

Last Updated: 1/20/2020

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include administrative roles in an educational program (UME, GME, CME) at the local or national levels. Such activities would include course/block director (co-director) *within a larger curriculum* (UME, GME, CME) or leadership roles in national/international educational organizations. Proficiency is demonstrated through brief (one line per bullet point) descriptions of major contributions to the educational program (e.g., course renovation, increased the program size, increased board passing rates to 100% etc...) and function of educational committees or organizations. Committee participation should include the dates of participation, name of the committee (designate intramural or extramural), parent organization (e.g., department, school or national organization), role on the committee (e.g., member, chair, chair-elect) and committee function/purpose. The minimum sustained effort for an isolated primary defining activity is 12 months. **EDUCATIONAL LEADERSHIP** excellence may be evidenced by major (e.g., dean, graduate school director, program director, national leadership) prolonged contributions to multiple local educational programs and committees (e.g., committee officers, policy change, guidelines) and/or contributions at the national or international level in the areas of UME, GME or CME.

**COURSE/CURRICULA/PROGRAM DESIGN** is reserved for the creation of new education activities and includes the organization of related topics, content, sequence, instructional methods, pedagogy, resources, and assessment for the purpose of learning. Although these activities include those outlined in educational leadership (above) this category is limited to novel course, curricula, or program design to promote learning and professional development. Proficiency is demonstrated through brief descriptions of major contributions to the educational program (e.g., founding course director, course renovation). The minimum sustained effort for an isolated primary defining activity is 1 year. **COURSE/CURRICULA/PROGRAM DESIGN** excellence may be evidenced by prolonged contributions to the design of major course, curricular, or program elements at the local, national, or international level.

**ASSESSMENT** is a key element of all educational endeavors. Activities in this area may include either learner or programmatic assessment. Proficiency is demonstrated by the successful development of novel assessment materials or tools, the implementation of novel assessment strategies, or the application of analytics to the assessment process in individual courses or programs. **ASSESSMENT** excellence is demonstrated by sustained efforts in the area, including the successful development of novel assessment materials or tools, the implementation of novel assessment strategies, or the application of analytics to the assessment process in multiple courses or programs or in courses/programs at the national or multi-institutional level. Scholarship, funding, and awards in this area will be considered heavily.

**EDUCATIONAL SCHOLARSHIP** includes all elements of scholarly activity including innovation and research with an element of dissemination. Proficiency is demonstrated through a combination of educational activities. Activities include peer-reviewed publications, peer-reviewed funding for educational research, invited review articles, meeting oral platforms/lectures, meeting abstracts/posters, and invited seminars. Additional activities include textbook contributions, preparation of written course materials, pamphlets or other teaching materials for families (even if disease/treatment specific), and online learning modules. Major works or funding may be considered more

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heavily. **EDUCATIONAL SCHOLARSHIP** excellence may be evidenced by a combination of activities that include sustained peer-reviewed publications, peer-reviewed funding for education research, multiple invited review articles, oral platform/lectures or invited seminars.

**MENTORSHIP** of students and trainees is a key function of educators. Activities in this arena include mentorship of any health professions student, graduate student, research fellow, clinical fellow, or faculty members in scholarly pursuits. Mentorship may occur in conjunction with scholarship, as part of a clinical/graduate training program or an advisory program. Proficiency is demonstrated by involvement with multiple mentees that leads to research/scholarship publication or successful promotion, degree completion or certification. Documentation of activities should include the name of the mentee, dates of the mentoring relationship, location/program mentoring program name, mentee promotion/certification if applicable, current position of mentee (current academic position if training concluded), project title if applicable, project status if applicable. **MENTORSHIP** excellence may be evidenced by sustained mentoring contributions, in research or scholarship, successful promotion, completion, or certification, and career advancement for multiple mentees.

**Reference:**

Simpson, D., Fincher, R. M., Hafler, J., Irby, D., & Richards, B. (n.d.). Advancing Educators and Education: Defining the Components and Evidence of Educational Scholarship. AAMC, 2007.