

Vanderbilt University School of Medicine
Academy for Excellence in Education (AEE)
Membership Selection Committee

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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 or programs demonstrating educational leadership, and conducting educational scholarship.

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

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

OR

2. Proficiency in three categories.

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, teaching proficiency for more than seven years or membership in a teaching/education academy at another/prior institution.

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EDUCATION LEADERSHIP includes activities that support the infrastructure and culture of education. Applicants may have education roles outside of direct teaching and hence contribute significantly to the education culture. These activities would include supportive administrative roles in an educational program (UME, GME, CME). Such activities would include course/block director (co-director) *within a larger curriculum* (UME, GME, CME). 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 education committee participation. Committee participation should include the dates of participation, name of the committee (designate intramural or extramural), parent organization (e.g., department, school 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. **EDUCATION LEADERSHIP excellence** may be evidenced by major (e.g., dean, graduate school director, program director), prolonged contributions to multiple local educational programs and committee participation (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 (one line per bullet point) 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 6 months. **COURSE/CURRICULA/PROGRAM DESIGN excellence** may be evidenced by prolonged contributions to multiple curricula at the local, national, or international level (e.g., committee member and/or advisor).

EDUCATION 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 publication (e.g., journal manuscript, MedEdPortal), peer-reviewed funding for education research, invited review article, meeting abstract/poster, meeting oral platform/lecture, invited seminar. Additional activities include textbook contributions, preparation of written course materials, pamphlets or other teaching materials for families even if disease/treatment specific, online learning modules. Major works or funding may be considered more heavily. **EDUCATION SCHOLARSHIP excellence** may be evidenced by a combination of activities that include peer-reviewed publications, sustained 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 or clinical fellow 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

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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/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.