### Direct Teaching
Regularly assumes greater than average share of teaching duties by seeking out additional opportunities to teach
- **Students**
  - Small group sessions
  - Lectures
  - Bedside/clinical teaching
  - Simulation
  - Interprofessional collaboration
- **Residents/Fellows**
  - Didactics for departments
  - Bedside clinical teaching
  - Simulation
  - Interprofessional collaboration
- **Faculty**
  - Gives Grand Rounds Regularly
  - Participates in teaching CME
  - Develops CME Course
  - Faculty Development teaching activities
- **Others**
  - Guest lecturer for undergraduate or high school
  - Community groups
  **OR** Exhibits other evidence of teaching excellence (see supporting evidence)

### Instructional Development & Curricular Design
Has created and implemented a new course or curriculum.  **OR** Designed innovative educational materials.  **OR** Implemented novel pedagogical methods.

### Advising & Mentorship
Mentors students, residents, fellows or junior faculty with demonstrable impact on the lives/careers of their mentees as evidenced by awards or other documentation.  **OR** Has earned recognition from national organizations for advising or mentorship.  **OR** Demonstrates service as an officer or committee chair on education-associated committees in national organizations.  **OR** Serves as a member of editorial boards of journals with a focus on education (or as an expert on education-related issues in other journals).  **OR** Demonstrates participation in national educational activities — e.g., Residency or Academic Program Review Committee, programs sponsored by professional organizations, re-certification, workshops and symposia, educationally-focused committees, etc.

**Mentoring must be longitudinal in nature. For those applicants in leadership roles for medical students, residents, post docs, or fellows (Clinical or post-doc), the mentorship must extend beyond the assigned duties inherent in the leadership role. For example, an Associate Program Director must demonstrate impact beyond the expected educational advising role for a trainee.**

### Educational Administration & Leadership
Holds responsible leadership positions within current or previous institution, such as: clerkship or course director; program director; or chair of major decision-making educational committees.  **OR** Demonstrates service as an officer or committee chair on education-associated committees in national organizations.  **OR** Serves as a member of editorial boards of journals with a focus on education (or as an expert on education-related issues in other journals).  **OR** Demonstrates participation in national educational activities — e.g., Residency or Academic Program Review Committee, programs sponsored by professional organizations, re-certification, workshops and symposia, educationally-focused committees, etc.

### Educational Research or Scholarship
Demonstrates an established and consistent educationally-focused research program.  **OR** Serves as principal investigator or mentor status on peer-reviewed educationally-focused grants.  **OR** Develops and disseminates innovative teaching methods.  **OR** Mentors learners in research/scholarly activity on education-focused projects.

### Assessment & Evaluation
Develops and/or implements learner assessment instruments or strategies.  **OR** Develops and/or implements program evaluation strategies.  **OR** Initiates and/or actively participates in structured or formal process improvement activities for program evaluation and/or learner assessment.

### Academy of Educators at Washington University School of Medicine Criterion-Based Matrix for Applicant Fellows
- **Mentoring must be longitudinal in nature. For those applicants in leadership roles for medical students, residents, post docs, or fellows (Clinical or post-doc), the mentorship must extend beyond the assigned duties inherent in the leadership role. For example, an Associate Program Director must demonstrate impact beyond the expected educational advising role for a trainee.**
### Direct Teaching
- **Required:** at least one year of teaching evaluations
- List of teaching roles in the last 2 years (to include more than just lectures)
- Examples of teaching evidence include but are not limited to:
  - Consistently received outstanding evaluations
  - Teaching awards or other recognition as an outstanding teacher and role model
  - External letters of reference demonstrating national or international reputation
  - Invitations to present at national or international meetings or service as a visiting professor

### Instructional Development & Curricular Design
- Syllabi of new courses, descriptions, and enrollment data
- Links to novel educational materials created by the applicant (clarify contributions if multi-authored)
- Course evaluations and student comments pertaining to curricular innovations
- Participants’ in-service scores or performance on subsequent high-stakes exams
- Narrative description of curricular design task, applicant’s role in the team, and its end products
- Media coverage
- Award citations
- Curricular guidelines or frameworks authored by applicant
- Earned institutional, regional, or national recognition for curricular innovations

### Advising & Mentorship
- **Required:** at least one letter from a current or past mentee elucidating impact of the mentoring/advising
- Awards/recognition received
- Refer to Mentoring History table

### Educational Administration & Leadership
- Examples from CV and/or CEP that document these experiences
- Letter of support from committee member or editorial board member to describe service and leadership

### Educational Research or Scholarship
- An ongoing, peer-reviewed publication record with first- or senior-author publications
- Other evidence of research or scholarship in teaching or learning (e.g., peer-reviewed presentations)
- Examples of innovative teaching methods: educational software, videos, packaged courses, workshops

### Assessment & Evaluation
- An assessment tool that the applicant developed or modified
- A survey or other collection method used for curricular or program assessment
- Examples of assessment or evaluation evidence include but are not limited to:
  - New peer-assessment of professional behaviors in pre-clinical medical student small group activities
  - Modification of an existing entrustable-professional activity clinical assessment
  - New survey to evaluate faculty teaching effectiveness
  - Focus groups of students to understand the impact of implementing a new small group activity in clerkships