

Academy of Educators at Washington University School of Medicine Criterion-Based Matrix for Applicant Fellows

<p>Direct Teaching</p>	<p>Regularly assumes greater than average share of teaching duties by seeking out additional opportunities to teach</p>	<p>• Students</p> <ul style="list-style-type: none"> o Small group sessions o Lectures o Bedside/clinical teaching o Simulation o Interprofessional collaboration 	<p>• Residents/Fellows</p> <ul style="list-style-type: none"> o Didactics for departments o Bedside clinical teaching o Simulation o Interprofessional collaboration 	<p>• Faculty</p> <ul style="list-style-type: none"> o Gives Grand Rounds Regularly o Participates in teaching CME o Develops CME Course o Faculty Development teaching activitie 	<p>• Others</p> <ul style="list-style-type: none"> o Guest lecturer for undergraduate or high school o Community groups 	<p>OR Exhibits other evidence of teaching excellence (see supporting evidence)</p>
<p>Instructional Development & Curricular Design</p>	<p>Has created and implemented a new course or curriculum.</p>	<p>OR Designed innovative educational materials.</p>	<p>OR Implemented novel pedagogical methods.</p>			
<p>Advising & Mentorship</p>	<p>Mentors students, residents, fellows or junior faculty with demonstrable impact on the lives/careers of their mentees as evidenced by awards or other documentation.</p>	<p>OR Has earned recognition from national organizations for advising or mentorship.</p>	<p>**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.</p>			
<p>Educational Administration & Leadership</p>	<p>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.</p>	<p>OR Demonstrates service as an officer or committee chair on education-associated committees in national organizations.</p>	<p>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).</p>	<p>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.</p>		
<p>Educational Research or Scholarship</p>	<p>Demonstrates an established and consistent educationally-focused research program.</p>	<p>OR Serves as principal investigator or mentor status on peer-reviewed educationally-focused grants.</p>	<p>OR Develops and disseminates innovative teaching methods.</p>	<p>OR Mentors learners in research/scholarly activity on education-focused projects.</p>		
<p>Assessment & Evaluation</p>	<p>Develops and/or implements learner assessment instruments or strategies.</p>	<p>OR Develops and/or implements program evaluation strategies.</p>	<p>OR Initiates and/or actively participates in structured or formal process improvement activities for program evaluation and/or learner assessment.</p>			

SUGGESTIONS FOR SUPPORTING EVIDENCE

Direct Teaching	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> o Consistently received outstanding evaluations o Teaching awards or other recognition as an outstanding teacher and role model o External letters of reference demonstrating national or international reputation o Invitations to present at national or international meetings or service as a visiting professor
Instructional Development & Curricular Design	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> o New peer-assessment of professional behaviors in pre-clinical medical student small group activities o Modification of an existing entrustable-professional activity clinical assessment o New survey to evaluate faculty teaching effectiveness o Focus groups of students to understand the impact of implementing a new small group activity in clerkships