

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

Direct Teaching	Instructional Development & Curricular Design	Advising & Mentorship	Educational Administration & Leadership	Educational Research or Scholarship	Assessment & Evaluation
<p>Regularly assumes greater than average share of teaching duties by seeking out additional opportunities to teach</p> <ul style="list-style-type: none"> • Students <ul style="list-style-type: none"> ○ Small group sessions ○ Lectures ○ Bedside/clinical teaching ○ Simulation ○ Interprofessional collaboration • Residents/Fellows <ul style="list-style-type: none"> ○ Didactics for departments ○ Bedside clinical teaching ○ Simulation ○ Interprofessional collaboration • Faculty <ul style="list-style-type: none"> ○ Gives Grand Rounds Regularly ○ Participates in teaching CME ○ Develops CME Course ○ Faculty Development teaching activities • Others <ul style="list-style-type: none"> ○ Guest lecturer for undergraduate or high school ○ Community groups <p style="text-align: center;">OR</p> <p>Exhibits other evidence of teaching excellence (see supporting evidence)</p>	<p>Has created a new course or curriculum, designed innovative educational materials, or implemented novel pedagogical methods. Curricular innovations have earned recognition at the institutional, regional or national level.</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 style="text-align: center;">OR</p> <p>Has earned recognition from national organizations for advising or mentorship.</p> <p style="text-align: center;">OR</p> <p>**Mentoring must be longitudinal in nature. For those applicants in leadership roles for medical students, residents, or fellows, 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>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 style="text-align: center;">OR</p> <p>Demonstrates service as an officer or committee chair on education-associated committees in national organizations.</p> <p style="text-align: center;">OR</p> <p>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 style="text-align: center;">OR</p> <p>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>Demonstrates an established and consistent educationally-focused research program.</p> <p style="text-align: center;">OR</p> <p>Serves as principal investigator or mentor status on peer-reviewed educationally-focused grants.</p> <p style="text-align: center;">OR</p> <p>Develops and disseminates innovative teaching methods</p> <p style="text-align: center;">OR</p> <p>Mentors learners in research/scholarly activity on education-focused projects</p>	<p>Develops and/or implements learner assessment instruments or strategies</p> <p style="text-align: center;">OR</p> <p>Develops and/or implements program evaluation strategies</p> <p style="text-align: center;">OR</p> <p>Initiates and/or activity participates in structured or formal process improvement activities for program evaluation and/or learner assessment”</p>

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

Direct Teaching	Instructional Development & Curricular Design	Advising & Mentorship	Educational Administration & Leadership	Educational Research or Scholarship	Assessment & Evaluation
<p><u>Suggestions for Supporting Evidence</u></p> <ul style="list-style-type: none"> • Teaching evaluations (required) • 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"> ○ 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 	<p><u>Suggestions for Supporting Evidence</u></p> <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 	<p><u>Suggestions for Supporting Evidence</u></p> <ul style="list-style-type: none"> • At least one letter from a current or past mentee elucidating such impact is required. • Awards/recognition received 	<p><u>Suggestions for Supporting Evidence</u></p> <ul style="list-style-type: none"> • Examples from CV and/or CEP that document these experiences 	<p><u>Suggestions for Supporting Evidence</u></p> <ul style="list-style-type: none"> • An ongoing, peer-reviewed publication record with first – or senior-author publications; OR 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 	<p><u>Suggestions for Supporting Evidence</u></p> <ul style="list-style-type: none"> • 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 for a resident curriculum in palliative care • Focus groups of students to understand the impact of implementing a new small group activity in clerkships • Provide evidence of the steps you take to outline the goals of your program or assessment process and how you formally review the outcomes to determine if the goals were met.