Vanderbilt University School of Medicine  
Academy for Excellence in Teaching (AEIT)  
Membership Selection Committee  
Ban Allos M.D., Robert Carnahan PhD., Mario Davidson PhD., Geoffrey M. Fleming M.D., Lisa Mendes M.D., Don Moore PhD., Sandi Moutsios M.D., Scott Pearson M.D., Lynn Webb PhD.

Criteria for consideration of selection:

The name of the Academy for Excellence in Teaching (AEIT) belies its primary focus, those engaged in teaching throughout the Health Professions Education disciplines. Members have always engaged in direct learner contact and demonstrate a proficiency and sustained level of engagement. Although teaching is a core function for all faculty members in the Health Professions disciplines, members of the AEIT are often engaged in three other pursuits of educators; Education Administration, Education Scholarship and Mentorship.

To assist applicants in the preparation of their documentation of activities, the Membership Selection Committee of the AEIT offers the following framework. Applicants will be assessed in four areas of educator focus: Teaching, Education Administration and Education Scholarship and Mentorship. Typically applicants will demonstrate proficiency in teaching as well as proficiency in one of the other three categories. Applicants may demonstrate sustained excellence in teaching as a sole supporting area (see below). All examples given are meant to be illustrative rather than sole defining activities and the applicant is encouraged to document all educator activities.

Teaching:

All applicants are expected to demonstrate sustained proficiency in teaching. TEACHING proficiency is demonstrated through reports of teaching effectiveness, both quantitative and qualitative metrics. Where applicable, please provide evidence of teaching 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. Applicants without evidence of Education Administration or Education Scholarship should demonstrate TEACHING excellence. This may be evidenced by multiple teaching awards, teaching proficiency for ≥7 years or membership in a teaching/education academy at another/prior institution.

Education Administration:

EDUCATION ADMINISTRATION 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

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culture. These activities would include an administrative role (e.g. program director, associate PD, clerkship director) in an educational program (UME, GME, CME). Additional activities would include course director (co-director) within a larger curriculum (UME, GME, CME). Please include brief (one line per bullet point) descriptions of major contributions to the educational program (e.g. founding course director, course renovation, increased the program size, increased board passing rates to 100% etc...). Education 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 6 months.

Education Scholarship:

EDUCATION SCHOLARSHIP includes all elements of scholarly activity including innovation and research with an element of dissemination. 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. 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. Please list these activities as one would on a curriculum vitae (see VUSM Office of Faculty Development for standardized CV guidelines).

Education Mentorship:

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. Mentorship may occur in conjunction with scholarship, as part of a clinical training program or an advisory program. Documentation of activities should include the name of the mentee, dates of the mentoring relationship, location/program mentoring program name, current position of mentee (current academic position if training concluded), project title if applicable, project status if applicable.

Reference: