

# Geisinger Academy of Educators (AOE) membership criteria



Candidates should submit a minimum of two pieces of evidence per educator activity category. Candidates who wish to advance their membership level only need to submit evidence to demonstrate proficiency in the new additional educator activity categories. There may be an overlap in evidence submitted across categories indicating professional or educational skill development programs and AOE activities.

## Teaching

Activities that foster learning, including direct teaching (e.g., lecturing, tutoring, precepting).

1. Pursues greater than average share of teaching duties by seeking out additional opportunities to teach.
2. Consistently receives outstanding teaching evaluations, teaching award(s) or other recognition as an outstanding teacher and role model for health professions learners.
3. Has earned a local, regional, national or international reputation as a teacher evidenced by invitations to speak or present at local, regional, national or international meetings.
4. Demonstrates teaching excellence in other ways justified in application material and considered to meet the Academy of Educator's expectations for this category.

## Assessment

All activities associated with measuring learners' knowledge, skills and attitudes.

1. Develops and/or implements learner assessment instruments or strategies.
2. Develops and/or implements program evaluation strategies.
3. Initiates and/or actively participates in structured or formal process improvement activities for program evaluation and/or learner assessment.
4. Leads or participates in an assessment- or competency-focused committee.

## Curriculum design, implementation or evaluation:

A longitudinal set of systematically designed, sequenced and evaluated education activities occurring at any training level, venue or in any delivery format.

1. Has created and/or implemented a new course or curriculum or develops innovative teaching methods used for health professions education. And these receive excellent evaluations from either learners or peers or show evidence of increased learner achievement compared to prior courses' curricula/methods.
2. Has earned a regional or national reputation as an innovative educator as evidenced by adoption of innovative teaching materials or methods or invited presentations or publications related to those materials or methods.
3. Has earned a national reputation as an innovative educator in the field of service or community engaged learning (efforts that link academic work with meeting community needs).

## Member level

Candidates applying for member level must demonstrate proficiency in **one** educator activity category.

## Senior member level

Candidates applying for senior member level must demonstrate proficiency in at least **three** educator activity categories.

## Distinguished member level

Candidates applying for distinguished member level must demonstrate proficiency in at least **five** educator activity categories.

## Educational leadership and administration

Leadership activities that transform educational programs and advance the field.

1. Holds responsible leadership positions (e.g., clerkship, course or program director, nursing coordinator or manager, chair of major decision-making educational committees).
2. Demonstrates service as an officer or committee chair on education-associated committee in regional, national or international organizations.
3. Serves or has served 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 professional organization).
4. Demonstrates participation in national educational activities (e.g., programs sponsored by professional organizations, recertification, workshops and symposia, education-focused committees).
5. Has demonstrated excellence in these roles through supporting information in application materials (impact of the educator's leadership, i.e., accreditation outcomes, site visits, moved to a system initiative).

## Mentoring and advising

A developmental relationship in which the educator facilitates accomplishment of a learner's or colleague's goals.

1. Mentoring learners and/or educators with demonstrable impact on the lives/careers of the mentees as evidenced by awards or other documentation.
2. Demonstrates significant impact on the lives of their mentees.

## Educational scholarship

Scholarship occurs across domains, including discovery, application, integration and teaching and learning. May include traditional research.

1. Has an impact on local and/or national community of health professions educators through educational scholarship activity, including publication or other methods of dissemination.
2. Has a peer-reviewed publication record with publications and/or presentations related to health professions education.
3. Serves as principal investigator, mentor or team member on peer-reviewed education-focused grant.
4. Has evidence of research or scholarship dissemination in teaching or learning, including online, application development and national peer-reviewed education workshops.
5. Mentor learners in research or scholarly activity on education-focused projects.
6. Service as a peer reviewer (e.g., academic journal, local or regional health professions organization, local or regional scholarship focused event).