

Academy Application Information

The Academy's annual membership application cycle begins in the spring and concludes with the induction ceremony in September.

About The Haile T. Debas Academy of Medical Educators

The UCSF Haile T. Debas Academy of Medical Educators (AME) is an organization comprised of faculty from all health professions programs at the University of California, San Francisco. Our purpose is to support the people who advance the education mission of UCSF by fostering an organizational culture that values education and accelerates advances in teaching and learning to improve health with an emphasis on community, diversity, advocacy, service, and innovation.

The AME was founded in 2000 with the appointment of Director Molly Cooke, MD, and the first members were inducted in 2001. For more about the history of the AME, visit the [History of the Academy](#) page.

154 Academy members represent 27 interprofessional, clinical, and basic science departments across seven core teaching sites in the Bay Area and Fresno. To learn more about Academy members, visit the [Directory](#) page.

Member Eligibility, Benefits and Expectations

Member Eligibility

Eligible candidates must meet all of the following requirements:

- Faculty member for three full years at the time of application submission (i.e. have been on faculty since at least June 2016). At least one full year of time on faculty at UCSF.
- Outstanding educator of health professions students and/or residents, and/or a faculty developer focused on health professions educators, at UCSF. CME activities for educators about education are germane to an application to the Academy, but clinically-focused CME activities are not.
- Demonstrate excellence in Teaching and one or two other domains (Educational Leadership, Learner Assessment, Curriculum Design, and Mentoring/Advising). See details below.

Benefits of membership

- The Academy is a community of dedicated educators who work together to strengthen their own teaching and to promote excellence in teaching across UCSF.
- Academy members are recognized as highly accomplished educators and are often consulted by colleagues and departmental leaders on questions of educational import.
- Due to the rigor of the selection process, Academy membership is known to be a sign of outstanding performance by the committees who oversee UCSF's merit and promotion process.
- Members are eligible to apply for the [Academy endowed chairs program](#) and for [professional development presentation travel support](#) relating to the Academy and its mission.

Expectations of members

Academy members in good standing maintain the high level of work in education and teaching that qualified them for membership and contribute to advancing the Academy's mission. Members fulfill minimum [annual service expectations, e.g.:](#)

- Further faculty development and improve teaching through Academy co-sponsored activities
- Contribute to an Academy action group or committee
- Actively participate in Academy meetings and attend events such as the Celebration of New Members and UCSF Education Showcase (at least 50% of activities over a 2-year period)
- Document and reflect upon their participation and service

Academy members also contribute to a cyclical Membership Continuation Review process, for which they submit their current one-page Educator's Portfolio Executive Summary in addition to their annual participation and service documentation and reflection.

Application to the Academy

2019 Application Timeline

April 16	Call for applications
April 23	Workshop : "The Educator's Portfolio 2.0: Documenting your Achievements for Advancement"
May 13	Deadline to request a coach
June 3	Submit draft Educator's Portfolio for administrative review
June 24	Application deadline
Early September	Candidate notification
September 25	Celebration of New Members induction ceremony

An application is comprised of an Educator's Portfolio, Personal Statement, Checklist and Letters of Support.

Part 1: the Educator's Portfolio

The Educator's Portfolio (EP) helps faculty make visible the most important contributions in education among five roles of an educator: Teaching, Mentoring and Advising, Curriculum Development and Instructional Design and Technology, Educational Leadership, and Learner Assessment. Candidates are strongly encouraged to review examples of current AME members' EPs to guide their EP development. See the section headed "Examples of Completed Templates" on the [Educator's Portfolio](#) page.

What parts of the Educator's Portfolio must be completed for application to the Academy?

- **Executive Summary** (one page): briefly describes up to five significant contributions to education, organized by Role, with Teaching as the first contribution.
- **Detailed Role Descriptions** (two pages each): elaborate on contributions highlighted in the Executive Summary.

What time frame should be included for activities presented in the EP? Two years or more in any Role described in the Educator's Portfolio is strongly encouraged. Activities described in the EP should have taken place within the past five years.

Which Detailed Role Descriptions should I complete? All candidates must apply in Teaching and in a second Role in which they can demonstrate excellence. Candidates who have held an educational leadership position (e.g. course, clerkship, residency or fellowship director [ACGME and non-ACGME]) for two years or more must apply in Educational Leadership. Candidates may apply in up to three Roles, and must demonstrate excellence in at least two.

N.B.: Avoid using abbreviations or jargon in the Educator's Portfolio that external reviewers might not understand.

Educator's Portfolio FAQs

If I hold an educational leadership position do I have to complete a Detailed Role Description in that category? Candidates who have held an educational leadership position (e.g. course, clerkship, residency or fellowship director [ACGME and non-ACGME]) for two years or more must apply in Educational Leadership.

If I am required to apply in Educational Leadership but I'm not sure I can demonstrate excellence in it, can I apply in a third areas as well? Yes. If you feel that you are unable to demonstrate excellence in Educational Leadership, you **must** apply in a third category so that you can demonstrate excellence in two domains.

If I am required to apply in Educational Leadership for a curriculum I designed, how do I decide whether I should also apply in Curriculum Development? Review the criteria for curriculum development and consult with your application coach, and others familiar with your work in curriculum development, to determine whether you can demonstrate excellence in this domain.

How should I determine if I should apply in Mentoring and Advising? This Role is appropriate for candidates who can demonstrate impact in mentoring within a program, or as a Bridges Coach, beyond baseline expectations of faculty.

Can my learner impact be from outside UCSF if I recently moved from another institution? Demonstration of direct impact on UCSF learners is essential; candidates must be on the UCSF faculty for at least one year before applying. Faculty who have come to UCSF from other institutions within the past five years may also include demonstration of impact at their previous institution.

How important is it that I provide data to demonstrate impact on learners? Evaluative data to demonstrate impact on UCSF learners is critical. Individual and benchmark evaluative data must be provided in Teaching; the strongest applications also include data in other Roles. Activities that have not been formally evaluated are less strong. If all of your teaching has been in courses/activities that are not

formally evaluated, consider formally evaluating the activities over the coming years to strengthen a future application.

If I have some learner ratings that are less than excellent, can I still demonstrate excellence in teaching? Yes, the reasons why you had less than excellent evaluations and the actions taken to address the situation should be explained in the Detailed Role Description, and may also be addressed in the Personal Statement and/or in letters of support. Participating in a formal peer mentoring program such as the Teacher Observation Program (TOP) is also evidence of commitment to advancing teaching skills.

Do I need to have disseminated my work beyond UCSF? No, dissemination of work outside UCSF (e.g., through publications, presentations at conferences, etc.) is aspirational in each role. However, the strongest candidates demonstrate scope beyond their own departments.

Part 2: The Personal Statement, Letters of Support, Checklist and Re-applicant Statement

Personal Statement. In this two-page document, the candidate describes their educational philosophy, trajectory, future direction, and intended contributions to the AME and the UCSF education community.

Letters of Support. Letters should specifically address the candidate's ability to meet criteria for membership and the impact of their work in the educational Roles in which they are applying. Candidates should choose referees whose combined letters will address all the major contributions in their application. Candidates should consider sending their referees their EP or CV, and should ensure their referees are aware of and can speak to the candidates' accomplishments in those Roles.

- Department chair or dean's letter (required): the department chair letter may be written by a division chief, but must be transmitted to the AME by the department chair with their endorsement.
- Up to two additional letters may be requested. Letters by students are not recommended except to demonstrate impact in the Mentoring and Advising role.

How do I obtain letters? Letters are requested by the candidate, addressed to the Academy Membership Committee, and transmitted by the author to the AME via email to Kathleen.Land@ucsf.edu.

Checklist. The checklist includes the Roles in which the candidate is applying and lists the people from whom they are requesting letters of support.

Re-applicant Statement. Individuals who have previously applied to the Academy are asked to address the feedback received from the Membership Committee, including how they've made any recommended changes, in a brief (two paragraph) statement.

Part 3: Application process, coaches and resources

Application Coaches. We offer a coaching program to support candidates through the application process and maximize successful applications. Candidates are paired with Academy members who

are from outside their own departments to discuss and receive feedback on all aspects of the application. Our experience indicates that coached candidates submit stronger applications; *we expect that candidates will request coaches*. To be paired with an Application Coach, candidates should email Kathleen.Land@ucsf.edu by May 13.

Preparing and Submitting the Application. A strong membership application requires thoughtful advance planning and several iterations of review with the assigned coach.

1. Resources, data and letters

- Educator's Portfolio Part 1: Application instructions and Educator's Portfolio Criteria and Indicators of Excellence.
- Educator's Portfolio Part 2: Templates. Draft the EP using the templates and review with your coach.
- E*Value and MedHub data: Individual and normative data must be provided in Teaching; the strongest applications include individual and benchmark evaluative data in other roles as well. Candidates should work with their departmental residency or course administrator, or course or program director, to obtain benchmark data wherever possible. We strongly recommend that candidates start this process early: gathering data is often time-consuming.
- Letters of support: Request letters from referees who collectively can speak to all the accomplishments described in the Educator's Portfolio.

2. Administrative review of the Educator's Portfolio. The administrative review is **required** of all candidates. Email the Educator's Portfolio in process to Kathleen.Land@ucsf.edu by June 3 at 5pm. Drafts are checked for adherence to page limits and appropriate use of templates; *this is not a content review*.

3. Application submission. The Checklist template and application submission link are forwarded to candidates following the administrative review. Complete applications are due on June 24 at 5pm. Candidates upload their Checklist, Personal Statement, Educator's Portfolio and Re-applicant Statement (if applicable) to the application platform. Letters of support are transmitted directly to the Academy, and are appended to the candidate's application. Applications must be complete in order to be reviewed, and deadlines cannot be extended.

Letters of support grace period: Candidates will be advised of missing letters within 24 hours of the application deadline. Referees have an additional 24 hours to submit their letters to the AME.

For help, contact: 1). Your coach; 2). Kathleen Land, AME Membership Lead, Kathleen.Land@ucsf.edu

Educator's Portfolio Criteria and Indicators of Excellence

Executive Summary

The purpose of the executive summary is to concisely describe your 1-5 most significant contributions to teaching/education at all levels (student, resident, fellows, faculty, practitioners) in one page, using the templates. There are two sections to the Executive Summary:

- Overall faculty roles
- Most significant contributions to teaching and education

Directions

Description of **overall faculty roles**:

- Describe your major commitments of time to various faculty responsibilities in one sentence. For example, 60% clinical, 20% teaching and 20% research; or 80% clinical and teaching, 20% administration.
- Describe any changes in this mix of responsibilities over the past 2 years if assistant and associate professor or 3 years if professor. For example, over the past three years I have taken over as residency program director (20%) and decreased my patient care responsibilities by 20%.

Description of **most significant contributions** to teaching and education:

List from 1-5 significant contributions you have made in any of the following roles: 1) Teaching, 2) Mentoring and Advising, 3) Curriculum Development, Instructional Design and Technology, 4) Educational Leadership, and 5) Learner Assessment. The first contribution listed must be Teaching. (Applications to the Academy require Teaching plus at least one other Detailed Role Description.

- For each significant contribution, identify educator role in parentheses and list contribution in a phrase. For example: (Teaching) Lecturer, small group instructor and clinical preceptor; or (Educational Leadership) Clerkship director.
- Using no more than two or three additional sentences under each contribution, describe what was done, how well it was done and its impact. For example:

“This is the core 2nd-year medical student course for immunology, microbiology and infectious diseases. I gave eight hours of lecture, eight hours of small group, and 20 hours of lab instruction in 2018. Since 2015 I have received high student ratings for overall teaching effectiveness for both lecture (2016, 4.7/5.0 [N=44, mean 4.2]) and lab/small group (2016, 4.8/5.0 [N=62, mean 4.4]). In 2017, I received the Commitment to Teaching Award from the second-year medical students.”

Detailed Role Descriptions

Using the templates, describe in detail up to three roles highlighted in the executive summary. Teaching is required and should be provided first. Each detailed description should be two pages or less. Detailed Role Descriptions must elaborate on 1-3 contributions highlighted in the Executive Summary.

Definitions, criteria and indicators of excellence for each role follow.

Criteria and Indicators of Excellence for Teaching

Teaching is defined as any organized activity that fosters learning and the creation of associated instructional materials. Teaching targets learners at all levels of medical education including students, residents, fellows, postdocs, faculty members and practitioners. It involves learners in activities such as lectures, workshops, case discussions, patient-centered teaching and various settings (e.g., classroom, clinical, laboratory, and virtual environments). Development of curricula is considered under the role of curriculum development.

Evaluation of sustained contributions in teaching requires judgment about **quantity** (number, duration and scope of teaching activities), **quality** (teaching has been effective with positive reviews, peer reviewed), **scholarly approach** (application of literature and best practice models), and **scholarship** (peer reviewed publications, presentations and products and/or evidence of adoption by others). Broad indicators below serve as criteria to judge contributions to teaching. *These criteria are illustrative, and not all criteria must be met. In particular, the dissemination category is aspirational.*

Criteria	Examples of Broad Indicators
Builds on best practice/evidence	<ul style="list-style-type: none"> • Use of best practices and evidence, where available from the literature • Professional development activities (e.g., taking teaching workshops through the Center for Faculty Educators, structured peer observation such as TOP) and personal experience • Congruence with national, institutional and/or program goals and integration with other components of curriculum
Goals and learning objectives	Learning objectives for the teaching session(s) are: <ul style="list-style-type: none"> • Stated clearly • Specified to measure learners' performance • At appropriate level for targeted learners
Methods	<ul style="list-style-type: none"> • Teaching methods aligned with learning objectives • Methods are feasible, practical, ethical • Innovative teaching methods used to achieve objectives • Rationale for choices
Results and impact within institution	<ul style="list-style-type: none"> • Teaching evaluations: documentation must include individual E*Value and MedHub scores with normative data. For small programs, normative data may be sought from similar small programs in a similar or the same department. All data must show the number of responses (N). Comparison data is required. • Learning: Measures of knowledge, skills, attitudes, and/or behaviors • Application: Desired performance demonstrated in other settings • Impact: On educational programs and processes within institution • Teaching awards locally
Dissemination outside of institution	Recognized as valuable by others outside the institution through: <ul style="list-style-type: none"> • Peer review or letters of reference • Dissemination (presentations, workshops, publications) and/or • Invited presentations and visiting professorships elsewhere • Use of teaching models or materials by others • Teaching awards nationally
Reflective critique	<ul style="list-style-type: none"> • Uses evaluation, peer feedback to guide improvement • Reflection used to develop a specific plan for improvement

Criteria and Indicators of Excellence for Mentoring and Advising

Mentoring is a process in which an experienced professional gives a person with relatively less experience guidance, teaching and development to achieve broad professional goals. Advising differs from mentoring in that it is specific to a circumscribed goal, as in career guidance or course selection. Ideally, mentoring and advising relationships are active and reciprocal, providing the mentee/advisee with developmentally and contextually appropriate guidance and the mentor/advisor with personal and professional satisfaction.

Evaluation of sustained contributions in mentoring and advising requires judgment about **quantity** (number, duration and scope of relationships, breadth of the faculty member's effort), **quality** (effectiveness of mentor/advisor and demonstrated effectiveness with positive reviews and positive outcomes emerging from relationship), **scholarly approach** (application of literature and best practice models), and **scholarship** (peer reviewed publications, presentations and products and/or evidence of adoption by others). Broad indicators below serve as criteria to judge mentoring/advising contributions. *These criteria are illustrative, and not all criteria must be met. In particular, the dissemination category is aspirational.*

Criteria	Examples of Broad Indicators
Builds on best practice/evidence	Bases mentoring on an understanding of: <ul style="list-style-type: none"> • Stages of mentee's/advisee's career trajectory • Milestones required for mentee's/advisee's professional advancement • Available and needed resources to meet vision and associated goals • Use of best practices from the literature, professional development activities and personal experience
Goals and Objectives	<ul style="list-style-type: none"> • Clear and contextually appropriate vision for mentee's/advisee's career • Mutually agreed-upon goals for the relationship • Evolution of goals over time
Methods	<ul style="list-style-type: none"> • Methods aligned with mentee's/advisee's needs and goals • Methods aligned with goals for relationship • Methods are ethical and evolve as mentee/advisee advances professionally • Innovative methods used to achieve goals for relationship and to assist mentee/advisee in meeting goals
Results and impact within the institution	<ul style="list-style-type: none"> • Satisfaction/reaction of mentees/advisees • Learning: Measures knowledge, skills, attitudes and/or behaviors of mentee/advisee • Application: Relationship with mentor/advisor contributes to accomplishments and evolving professional identity of mentee/advisee • Impact: Accomplishments of mentee/advisee have impact within and/or beyond the institution
Dissemination outside of institution	Recognized as valuable by others externally through: <ul style="list-style-type: none"> • Peer review • Dissemination (Presentations, workshops, publications) • Use by others • Honors and awards for mentoring nationally
Reflective critique	<ul style="list-style-type: none"> • Uses evaluation to guide improvement • Reflection and results of evaluations used for ongoing improvement

Criteria and Indicators of Excellence for Curriculum Development, Instructional Design and Technology

Curriculum is defined as a longitudinal set of systematically designed, sequenced and evaluated educational activities. A curriculum can target learners at any level from undergraduate through continuing professional development and may be delivered in many formats.

Evaluation of sustained contributions in curriculum development requires judgment about **quantity** (number, duration and scope of each curriculum, breadth of the faculty member's role and effort), **quality** (curriculum has demonstrated effectiveness with positive reviews), **scholarly approach** (application of literature and best practice models), and **scholarship** (peer reviewed publications, presentations and products and/or evidence of adoption by others). Broad indicators below serve as criteria to judge contributions to curriculum development, instructional design and technology. *These criteria are illustrative, and not all criteria must be met. In particular, the dissemination category is aspirational.*

Criteria	Examples of Broad Indicators
Builds on best practice/evidence	<ul style="list-style-type: none"> • Needs assessment completed, if required • Use of best practices and approaches from the literature, professional development activities and personal experience • Congruence with institutional/program goals and integration with other components of the curriculum • Systematic approach to identifying and acquiring resources needed to implement the curriculum
Goals and learning objectives	Learning objectives for the curriculum are: <ul style="list-style-type: none"> • Stated clearly • Specified to measure learners' performance • At appropriate level for targeted learners
Methods	<ul style="list-style-type: none"> • Teaching, learner assessment, and curriculum evaluation methods are aligned with curriculum objectives • Methods are feasible, practical, ethical • Innovative teaching and assessment methods are used and aligned with objectives
Results and impact within institution	<ul style="list-style-type: none"> • Learner evaluations of recently developed teaching/course/curriculum/technology; when possible, documentation should include E*Value and MedHub ratings with normative data. For small programs, normative data may be sought from similar small programs in a similar or the same department. All data must show the number of responses (N). • Learning: Measures of knowledge, skills, attitudes, and/or behaviors • Application: Desired performance demonstrated in other settings • Impact: On education programs and processes within institution
Dissemination outside of institution	Recognized as valuable by others outside of institution through: <ul style="list-style-type: none"> • Peer review • Dissemination (presentations/publications) and/or • Invited presentations elsewhere • Use by others • Awards nationally
Reflective critique	<ul style="list-style-type: none"> • Uses evaluation to guide improvement • Reflection used to develop a specific plan for improvement

Criteria and Indicators of Excellence for Educational Leadership

Educational leaders achieve transformative results by leading others to advance educational programs, initiatives, and/or groups. Examples include leaders of education committees, clerkships and courses, training and professional development programs, and decanal positions. Leaders in medical education must be evaluated for leadership and administrative skills, in addition to program outcomes.

Evaluation of sustained contributions in educational leadership requires judgment about **quantity** (number, duration and scope of leadership roles), **quality** (leader and program have demonstrated effectiveness with positive reviews), **scholarly approach** (application of literature and best practice models), and **scholarship** (peer reviewed publications, presentations, and products and/or evidence of adoption by others). Broad indicators below serve as criteria to judge leadership contributions. *These criteria are illustrative, and not all criteria must be met. In particular, the dissemination category is aspirational.*

Criteria	Examples of Broad Indicators
Builds on best practice/evidence	<ul style="list-style-type: none"> • Use of best practices and approaches from the literature, professional development activities and personal experience • Systematic approach to identifying and acquiring resources needed to implement projects • Development of timeline with milestones and deliverables • Selection and development of team • Motivating stakeholders to collaborate in realizing the vision
Goals and objectives	<ul style="list-style-type: none"> • Articulated vision • Goal setting aligned with vision • Goals congruent with institutional goals
Methods	<ul style="list-style-type: none"> • Development and management of resources and processes • Methods that are feasible, practical, and ethical • Creative and innovative solutions used to achieve goals • Evaluation aligned with goals
Results and impact within institution	<ul style="list-style-type: none"> • Evaluation of initiative/activities (satisfaction/reaction); for on-going courses, clerkships, or programs with learner evaluations, when possible documentation should include E*Value and MedHub ratings with normative data. For small programs, normative data may be sought from similar small programs in a similar or the same department. All data must show the number of responses (N). • Impact on participants/stakeholders and on educational programs and initiatives within institution
Dissemination outside of institution	<p>Recognized as valuable by others through roles in national educational organizations that influence education in the field:</p> <ul style="list-style-type: none"> • Peer review • Dissemination (Presentations, workshops, publications) • Visiting professorships • Use by others • Honors and awards nationally
Reflective critique	<ul style="list-style-type: none"> • Uses evaluation to guide improvement • Reflection and results used for ongoing improvement of self, participants, and programs/initiatives

Criteria and Indicators of Excellence for Learner Assessment

Learner assessment is defined as all activities associated with measuring knowledge, skills, attitudes and behaviors of learners so that judgments can be made about their performance. The information from assessments indicates how well the learner has achieved pre-specified expectations for performance. This information has impact on the learner and also serves important administrative purposes, such as making progress decisions about the learner.

Evaluation of sustained contributions in learner assessment requires judgment about **quantity** (number of assessments and breadth of the faculty member's role and effort in the development and implementation of the assessment), **quality** (assessments measure what they are supposed to measure, include sufficient relevant samples of a learner's performance, and information gained has impact on the learner and the institution), **scholarly approach** (application of literature and best practice models), and **scholarship** (peer reviewed publications, presentations, and products, and/or evidence of adoption by others). Broad indicators below serve as criteria to judge contributions to learner assessment. *These criteria are illustrative, and not all criteria must be met. In particular, the dissemination category is aspirational.*

Criteria	Examples of Broad Indicators
Builds on best practice/evidence	<ul style="list-style-type: none"> • Use of best practices and evidence, where available, from the literature, professional development activities and personal experience • Congruence with institutional/program goals and integration with institution's system of assessment • Resource planning (facilities, faculty, schedules)
Goals and objectives	Learner Assessments: <ul style="list-style-type: none"> • Are appropriate for the content and level of learning objectives/competencies • Define expectations for learner's performance in blueprint
Methods	<ul style="list-style-type: none"> • Assessment format aligned with learning objectives • Assessment process is consistent and uses accurate scoring methods • Assessment occurs in setting suitable for demonstration of relevant learning • Sufficient sample of the learner's performance collected to assure accurate capture of real ability/competency • Methods are useful, feasible, practical, ethical • Use of innovative assessment methods to measure performance
Results and impact within institution	<ul style="list-style-type: none"> • Satisfaction/reaction: Assessment evidence provides meaningful feedback about quality and implementation of assessment • Learning: Measures knowledge, skills, attitudes, and/or behaviors • Application: Desired performance demonstrated in other settings • Impact: On progress decisions about learners and on educational programs and/or programs of assessment within institution • Honors and awards within institution
Dissemination outside of institution	Recognized as valuable by others externally through: <ul style="list-style-type: none"> • Peer review • Dissemination (Presentations, workshops, publications) • Use by others • Honors and awards nationally
Reflective critique	<ul style="list-style-type: none"> • Uses evaluation to guide improvement • Reflection and results used for ongoing improvement of the assessment itself and/or the program of assessment