

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

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 two or three additional sentences under each contribution, describe what was done and the outcomes.

Detailed Role Descriptions

Using the templates, describe in detail the roles highlighted in the Executive Summary. Teaching is required and should be provided first. The Teaching detailed description can be up to three pages long and the others may be a maximum of two pages. Detailed Role Descriptions must elaborate on all 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 health professions 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) and **quality** that develops through a process of continuous improvement. Effective teachers use learner outcomes, peer feedback, and learner feedback as well regular review of education literature and identified best practices to enhance their teaching.

Criteria	Examples of Broad Indicators
Builds on best practice/evidence	Applicant provides understanding of evidence, best practices, and guidelines in their content area(s), displays a commitment to and has participated in efforts regularly to increase their professional teaching knowledge, skill and practice.
Goals and learning objectives	Applicant provides at least one in depth example of how their goals and learning objectives evolved through the courses/session.
Methods	Applicant clearly describes at least one method used for instruction, how they have chosen teaching strategies, how these methods align with content/objectives, and any examples of evolving their teaching.
Teaching Outcomes	Applicant is able to demonstrate excellence in teaching through at least two of the following methods: teaching accolades, peer feedback (described changes made based on feedback), learner outcomes (positive outcomes or changes made based on outcomes), learner feedback (teaching evaluations, direct discussion from learners).
Dissemination	Dissemination is aspirational and not required for demonstration of excellence in teaching in the AME application. Evidence of local dissemination includes: use of teaching techniques by other local teachers, presentation at local education events including abstracts presentations or invitation to present best practices to other groups. Evidence of external dissemination includes: presentation at national and international meetings (abstract presentations or invitations to present best practices), publications, national teaching awards, etc.
Reflection	Applicant describes how more than one specific teaching outcome (see list of relevant outcomes in section on Teaching Outcomes) led to changes in their teaching practice over the last several years. Consistency in commitment to improve and grow as a teacher over time is apparent and commitment isn't a one time or occasional occurrence.

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