

ACADEMY MEMBERSHIP APPLICATION GUIDE

About The Haile T. Debas Academy of Medical Educators

The 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 and the first members were inducted in 2001. [History of the Academy](#). Today there are over two hundred members who represent 29 interprofessional, clinical, and basic science departments across seven core teaching sites in the Bay Area and Fresno. [AME Directory](#).

MEMBERSHIP ELIGIBILITY, BENEFITS AND EXPECTATIONS

Eligibility to apply for membership

- Faculty member in healthcare education (or) at a health professions school for three full years, on faculty at UCSF since June 1, 2020.
- Outstanding educator of health professions students and/or residents and/or fellows, and/or a faculty developer focused on health professions educators at UCSF.
- Demonstrates excellence in Teaching and one other domain (Educational Leadership, Learner Assessment, Curriculum Development and Instructional Design, or Mentoring and Advising).
- Commits to fulfilling membership participation expectations.

Benefits of membership

- Affiliation with 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 3-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 Educator's Portfolio executive summary in addition to their annual participation and service documentation and reflection.

APPLICATION FOR MEMBERSHIP

2022 Timeline

April 15	Call for applications
May 2	Deadline to request a coach
May 23	Submit draft of Educator's Portfolio for administrative review
June 6	Application deadline
Mid-August	Applicants notified
September 21	Celebration of New Members Induction Ceremony

A completed application includes:

- Educator's Portfolio
- Diversity, Equity, and Inclusion Statement
- Letter of support from dean or department chair/division chief
- Cover sheet
- Additional letters of support (optional)
- Re-applicant statement if applicable

Application Coaches: We offer a coaching program to support applicants through the process and maximize successful applications. Applicants are paired with Academy members from outside their own department to discuss and receive feedback on all aspects of the application. To be paired with a coach applicants should email Kathleen.Land@ucsf.edu.

Resources:

- Academy Membership Application Guide
- Educator's Portfolio and DEI Statement templates
- [Educator's Portfolio exemplars](#)
- [Faculty Guide for Teaching Evaluation Data](#)

Required application touchpoint: Educator's Portfolio administrative review. Applicants submit their EPs in draft to the AME mid-way through the process so the EP can be assessed for appropriate use of templates. **This is not a content review.** EPs can be in any stage of development, and applicants are free to continue working on them. Feedback is limited to form layout and page length.

- **By May 23**, email the Educator's Portfolio (Executive Summary, Teaching and Education Role #2) to Kathleen.Land@ucsf.edu.

Application submission

- The cover sheet template and application submission link are distributed after the administrative review.
- Applicants upload their cover sheet, Educator's Portfolio, DEI Statement, and Re-Applicant Statement (if applicable) to the application platform.
- Letters of support are transmitted directly to the Academy. Applications must be complete to be reviewed.

AME APPLICATION COMPONENTS

EDUCATOR'S PORTFOLIO

The Educator's Portfolio (EP) helps faculty make visible their most important contributions in education among five roles: Teaching, Mentoring and Advising, Curriculum Development and Instructional Design, Educational Leadership, and Learner Assessment. Each education role is drafted using a template unique to that role.

An Educator's Portfolio for application to the Academy is comprised of an **Executive Summary** and **two Detailed Role Descriptions** (Teaching and one other).

- The executive summary (one page) lists up to five significant contributions to education.
- The detailed role descriptions (three pages each) elaborate on contributions highlighted in the executive summary, and may also include additional work.

Which detailed role descriptions should I complete for my AME application?

- Teaching and a second role that you have held for two years or more in which you can demonstrate excellence. See the EP Criteria section of this guide for details.

What time frame should be included for activities presented in the EP?

- Activities should have taken place within the past five years, with a focus on the last two or three years.

FAQs

- **How can I get feedback on my teaching from my peers?** You can ask colleagues, course directors and learners for informal feedback. You can also participate in more structured observation and feedback sessions through TOP and similar programs. Visit the [AME website](#) for more information on peer feedback resources.
- **How should I determine if I can apply in Mentoring and Advising?** This role is appropriate for applicants who can demonstrate impact in mentoring beyond baseline expectations of faculty. Review the EP criteria for details.
- **If I recently came to UCSF from another institution, can I include activities there as evidence of learner impact?** Yes, if those activities occurred within the past five years they can be included, but most activities described should impact UCSF learners.
- **I teach a lot of CME courses. Is that teaching eligible for an AME application?** CME activities *for educators about education* are germane to an application to the Academy. Clinically focused CME activities should **not** be included in the application
- **Do I need to have disseminated my work?** No, dissemination of work inside or outside UCSF (e.g., through publications, presentations at conferences, etc.) is aspirational in each role. However, the strongest applicants demonstrate scope beyond their own departments.
- **Can I use my EP in Advance to apply to the Academy?** You may use activities described in Advance, but not the forms themselves. To apply to the Academy, you must use the **2022 Educator's Portfolio Templates from the Academy website**.

- **Are there any examples of completed Educator's Portfolios?** Examples of completed executive summaries and roles are accessible on the [AME website](#). *Important note:* the examples were drafted prior to the recent update of the templates and criteria but they are still useful to EP development. Refer to the exemplar guide to determine which exemplars might be most helpful.

THE DIVERSITY, EQUITY, AND INCLUSION STATEMENT

Applicants draft a two-part statement addressing these questions:

- How have you committed yourself to understanding and aiding the pursuit of social justice including diversity, equity, inclusion, and anti-oppression in your role as an educator? (< 175 words)
- As you reflect on your past efforts, what are some specific opportunities for your own personal growth and for improving equity, inclusion, and anti-oppression in your learning environment(s)? (< 175 words)

Use the **DEI statement template** included with the Educator's Portfolio templates to submit your response.

How is the DEI statement evaluated by the Membership Committee?

- Applicant describes work they've done and demonstrates knowledge and understanding of the terms *equity, inclusion, and anti-oppression*.
- Applicant describes at least one concrete intervention to enhance DEI/anti-oppression in their local environment
- Applicant identifies specific areas of learning (e.g., mentoring across differences, recruitment) and classes, tools, and resources to achieve the learning
- Applicant describes specific opportunities and intervention(s) for improving DEI/anti-oppression in local learning environment

LETTERS OF SUPPORT

- **Required:** all applicants need a letter of support from their department chair/division chief, or dean. If the letter is written by the division chief, it should be endorsed and transmitted to the AME by the department chair.
- Letters of support should specifically address the impact of the applicant's work in the educational roles in which they are applying. Applicants should consider sending their referees their EP or CV, and ensure their referees are aware of and can speak to their accomplishments in their educational roles.
- Referees are encouraged to include information about the applicant's trajectory as an educator, particularly if they applied in mentoring or educational leadership how their work has broad impact.
- Up to two additional letters may be requested. Letters by trainees are not recommended except to demonstrate impact in the Mentoring and Advising role.
- **How do I acquire letters of support?** Letters are requested by the applicant, addressed to the Academy Membership Committee, and emailed by the author to the AME.

COVER SHEET

- The cover sheet includes the applicant's demographic data, letters of support author name(s), a commitment to the AME's service and professionalism guidelines, and a brief (<100 words) bio sketch.

RE-APPLICANT STATEMENT

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

Educator's Portfolio Instructions and Criteria

INSTRUCTIONS

An Educator's Portfolio for application to the Academy of Medical Educators is comprised of an **Executive Summary** and **two Detailed Role Descriptions**: Teaching, and one other. Templates for the summary and each role are provided.

Executive Summary (one page)

The purpose of the executive summary is to concisely describe your most significant contributions to teaching/education at all levels (students, residents, fellows, faculty, practitioners).

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".

Changes in role(s) over time: 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%".

Important contributions to teaching and education:

- List up to five of the most significant contributions you have made in teaching/education in the past 2-3 years. All but one must be in Teaching or the other role in which you are applying.
- The first contribution listed in the summary should be a Teaching role.
- For each contribution, identify the educator role in parentheses and list the contribution in a phrase, e.g., (Teaching) Lecturer, small group instructor and clinical preceptor, or (Educational Leadership) Clerkship Director.
- Describe what was done and the outcomes in two or three sentences.
- You may choose to include **one** contribution in a role other than Teaching or the other role in which you are applying.

Detailed Role Descriptions (3 pages each)

Academy applicants complete a role description for **Teaching** and one other role:

- Curriculum Development and Instructional Design
- Educational Leadership
- Learner Assessment
- Mentoring and Advising

Criteria for each Detailed Role Description follow.

EDUCATOR'S PORTFOLIO ROLE CRITERIA**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 (excluding high school students and clinical CME). It involves learners in activities such as lectures, workshops, case discussions, patient-centered teaching, clinical workplace 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.

Aspect of role	Criteria
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, skills, and practice.
Goals and learning objectives	Applicant provides at least one in-depth example of how their goals and learning objectives evolved and explains the process and reasoning behind the changes
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 demonstrates 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.
Reflective critique	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 that commitment isn't a one time or occasional occurrence.

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).

Aspect of role	Criteria
Builds on best practice/evidence	Applicant provides understanding of evidence, best practices, and guidelines in mentoring, displays a commitment to and has participated in efforts regularly to increase their professional knowledge, skill, and practice. Applicant discusses approach to mentoring across differences.
Goals and Objectives	Applicant provides at least one goal/ objectives of their mentoring and described how it has evolved over time and why. If they developed a mentoring program, they clearly describe goals and objectives.
Methods	Applicant clearly describes at least one method or tool used for mentoring, how they have chosen these tools/methods, how these methods align with goals/objectives, and examples of how they evolved to use these methods/tools to improve their mentoring.
Mentoring outcomes and impact within the institution	Applicant demonstrates excellence in mentoring through at least two of the following methods: mentoring outcomes, peer feedback, and mentoring accolades. If they created a mentoring program, they provide clear outcomes of program success.
Reflective critique	Applicant describes how more than one specific mentoring outcome (see list of relevant outcomes) led to changes in their mentoring practice over the last several years. Consistency in their commitment to improve and grow as a mentor over time is apparent, and the commitment isn't a one time or occasional occurrence.

Curriculum Development and Instructional Design

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, **excluding clinical CME**, 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).

Aspect of role	Criteria
Builds on best practice /evidence/framework	Applicant describes conceptual framework, needs assessment, evidence, and best practices in curriculum development, and has participated in efforts to increase their professional knowledge, skill, and practice.
Goals and learning objectives	Applicant provides clear goals and learning objectives for the activities described and describes how goals and learning objectives have evolved over time in response to outcomes and feedback.
Methods	Applicant clearly describes how resources and innovations were identified and applied to achieve curriculum design objectives.
Outcomes	Applicant demonstrates excellence in curriculum development through at least two of the following methods: <ul style="list-style-type: none"> • Learner Feedback – narrative feedback, results of assessments, course ratings • Peer Feedback – program, course, or institutional feedback (can be found in letters) • Application of skills – learner application of skills/knowledge in the clinical or other settings at UCSF, patient care outcome • Dissemination (within and beyond UCSF) - use of curricula/materials by others, presentations, posters, publications, peer review, awards
Reflective critique	Applicant describes how one or more specific outcomes led to iterative changes or improvements in their curriculum over several years. Commitment to improve/evolve the curriculum over time is apparent. Alternately, for a newer project, applicant describes how they assessed all the learning and other outcomes described above and specific plans for improvement.

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).

Aspect of role	Criteria
Builds on best practice/evidence	Applicant provides understanding of evidence, best practices, and in leadership, displays a commitment to and has participated in efforts regularly to increase their professional knowledge, skills, and practice.
Vision and goals	Applicant provides their leadership vision and at least one goal and describes how these have evolved over time and why.
Methods	Applicant clearly describes at least one leadership method or strategy used, how they have chosen these methods, how these methods align with institutional priorities and resources, and examples of how they evolved these methods to improve their stakeholder outcomes.
Leadership outcomes and impact	<p>Applicant demonstrates excellence in leadership through at least two of the following methods: program outcomes, peer feedback, and accolades.</p> <ul style="list-style-type: none"> • Leadership Outcomes: Satisfaction of stakeholders, learner or faculty career success, program improvement or success as measured by accrediting bodies, institutional metrics and oversight committees, resource allocation. • Peer Feedback: Feedback from colleagues, leaders, program stakeholders, oversight committees. Evidence may be found in letters. • Leadership Accolades: Awards, nominations, etc. • Dissemination [within and beyond UCSF]: use of program innovations by other programs, presentations, publications, peer review.
Reflective critique	Applicant describes how more than one specific leadership outcomes (see list of relevant outcomes) led to changes in their leadership over the last several years. Consistency in commitment to improve and grow as a leader over time is apparent and that commitment isn't a one time or occasional occurrence.

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 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).

Aspect of role	Criteria
Builds on best practice/evidence	Applicant provides understanding of evidence, best practices, and theoretical/conceptual framework(s) on learner assessment, displays a commitment to and has participated in efforts regularly to increase their professional knowledge, skills, and practice.
Goals for assessment	Applicant provides at least one goal/ objective of learner assessment, how it is suited to your purpose ('fit for purpose') and describes how it has evolved over time and why.
Methods/Tools	Applicant clearly describes at least one method or tool used for learner assessment, how they have chosen these tools/methods, how these methods align with goals/objectives, and examples of how they evolved to use these methods/tools to improve learner assessment.
Results and impact	Applicant demonstrates excellence in learner assessment through at least two of the following methods: learner satisfaction, learning outcomes, application of assessment process to other settings at UCSF, impact on educational programs, and/or recognition/honors within the institution.
Reflective critique	Applicant describes how more than one specific learner assessment outcomes (see list of relevant outcomes) led to changes in their learner assessment over the last several years. Consistency in commitment to improve and grow skills in learner assessment over time is apparent and that commitment isn't a one time or occasional occurrence.