**2022 AME Application Educator’s Portfolio and DEI Statement Templates**

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**Instructions**

Select and delete the templates you will not be using.

Observe format (1” margins, Arial 10 pt font) and page limits:

* EP Executive Summary is a maximum of one page
* EP Roles are a maximum of three pages
* DEI Statement is one page (~350 words)

Name and save your Educator’s Portfolio/DEI Statement:

* Discard this cover page
* Save your EP using the convention: **Last Name\_First Name\_EP-DEI 2022**

For assistance with templates, email [Kathleen.Land@ucsf.edu](mailto:Kathleen.Land@ucsf.edu).

| **Executive Summary of Most Significant Contributions to Teaching and Education** |
| --- |
| **Name and Department:** Click or tap here to enter text. |
| **Overall faculty roles**: In one sentence, list your faculty roles (teaching, research, patient care, administration) and approximate time allocation to each. |
| Click or tap here to enter text. |
| **Changes in role(s) over time**: In one sentence, describe major changes in roles over the past 2-3 years. |
| Click or tap here to enter text. |
| **Important contributions to education**: Identify the educator role in parentheses and describe the contribution in a phrase. Detail what was done, how well it was done, and its impact in 2-3 sentences.   * Contributions in Teaching and one additional role are required. The first should be Teaching. * The activities listed here should be described further in a detailed role description. * You may include one contribution in a role other than the two roles in which you are applying. |
| **First important contribution to education** |
| (Teaching) Click or tap here to enter text. |
| **Second important contribution to education** |
| Click or tap here to enter text. |
| **Third important contribution to education** |
| Click or tap here to enter text. |
| **Fourth important contribution to education** |
| Click or tap here to enter text. |
| **Fifth important contribution to education** |
| Click or tap here to enter text. |

| **ROLE: Teaching (classroom or clinical)** |
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| **Name and Department:** Click or tap here to enter text. |
| 1. **Name your teaching activity(ies):** Identify the impactful activity(ies) you wish to focus on. |
| Click or tap here to enter text. |
| 1. **Your role(s):** Describe your role(s) and specifically what you contribute or contributed. |
| Click or tap here to enter text. |
| 1. **Learners and amount of contact:** Describe types, levels, and numbers of learners; amount of contact you have with them. |
| Learners and amount of contact |
| 1. **Builds on best practice/evidence:** Describe your preparation as a teacher for the courses/sessions you teach, including the use of best practice and evidence where available, your professional development, and congruence with national, curriculum, and/or program goals. |
| Click or tap here to enter text. |
| 1. **Goals and learning objectives:** Describe one or two examples of how you have evolved the goals and learning objectives of your teaching sessions to improve the education of your learners. Clearly describe the drivers of these changes. |
| Click or tap here to enter text. |
| 1. **Methods:** Describe the methods used for instruction, effective teaching strategies, and rationale for teaching choices. Provide one or two examples of how you evolved the instructional methods you use to improve the education of your learners. |
| Click or tap here to enter text. |
| 1. **Teaching outcomes:** Where available, describe your teaching outcomes, including successes and struggles, in relation to the four types of teaching outcomes described below. Describe at least two types of outcomes. |
| ***Peer feedback*** *(either formal or informal feedback from peers in teaching of large group, small group, or in clinical learning environments via the use of informal discussion or tools such as the Teaching Observation Program, etc*.): Click or tap here to enter text. |
| ***Learner outcomes*** *(e.g., your own or others’ observations of learner interactions, learner questions and discussion, learner performance):* Click or tap here to enter text. |
| ***Teaching accolades*** *(e.g., awards, nominations, other recognition):* Click or tap here to enter text. |
| ***Learner feedback*** *(e.g., learner evaluations):* Click or tap here to enter text. |
| 1. **Reflective critique:** Explain how the teaching outcomes described above have led to an evolution of your teaching or your role as a teacher. |
| Click or tap here to enter text. |
| 1. **Dissemination:** Describe how your efforts have been recognized by others both internally (educational programs at UCSF) and/or externally (outside UCSF) through peer review, dissemination, use by others, or teaching awards nationally. |
| Click or tap here to enter text. |

| **ROLE: Curriculum Development and Instructional Design** |
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| **Name and Department:** Click or tap here to enter text. |
| 1. **Name your curriculum development and instructional design activities:** |
| Click or tap here to enter text. |
| 1. **Your role(s):** Describe your role(s) and specifically what you contribute. |
| Click or tap here to enter text. |
| 1. **Learners and amount of contact:** Describe types, levels, and numbers of learners (should be focused on UCSF learners). |
| Click or tap here to enter text. |
| 1. **Builds on best practice/evidence/framework:** Describe your professional preparation in curriculum development. Show how your curriculum or instructional design project(s) builds on best practice and evidence, including a conceptual framework, needs assessment, and congruence with local program or national goals. |
| Click or tap here to enter text. |
| 1. **Goals and high-level learning objectives:** List a few goals and high-level learning objectives of your curriculum or program. If you have evolved the goals and learning objectives of your curriculum over time, describe the drivers of these changes. |
| Click or tap here to enter text. |
| 1. **Methods:** Describe the curriculum, instructional resources and/or technology used, innovations employed, how these align with objectives, and rationale for choices. If you have evolved the instructional methods of your curriculum over time, please provide a clear rationale of the driver of these changes. |
| Click or tap here to enter text |
| 1. **Outcomes:** Provide evidence of learning outcomes, such as: learner feedback, results of assessments, application of knowledge in patient care settings or in other settings at UCSF, patient care outcomes, impact on educational programs, learner ratings of teaching/course, program and institutional feedback and recognition or honors within the institution for this work. |
| Click or tap here to enter text. |
| 1. **Reflective critique:** Explain how the process and outcomes described above have led to the evolution or improvement of your curriculum or instructional design. Describe your assessment of the outcomes, what went well, and plans for improvement. |
| Click or tap here to enter text. |
| 1. **Dissemination:** Describe how your efforts have been recognized by others internally or externally through peer review, dissemination, use by others, or teaching awards nationally. |
| Click or tap here to enter text. |

| **ROLE: Educational Leadership** |
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| **Name and Department:** Click or tap here to enter text. |
| 1. **Name your educational leadership role(s):** |
| Click or tap here to enter text. |
| 1. **Your role(s):** Describe your role(s) and what you contribute. |
| Click or tap here to enter text. |
| 1. **Groups served and amount of contact:** Describe types, levels, and numbers of individuals in target audiences (should be focused on UCSF faculty, students, residents); amount of contact you have with them. |
| Stakeholders and amount of contact |
| 1. **Builds on best practice/evidence:** Describe your preparation, including the use of best practice, evidence where available, and your professional development in educational leadership. |
| Click or tap here to enter text. |
| 1. **Vision and goals:** Describe your vision and goals, including congruence with national, institutional, curricular, and/or program goals, and how they have evolved to meet the needs of the learners. Provide at least two illustrative examples. |
| Click or tap here to enter text. |
| 1. **Methods:** Describe the methods and strategies used to achieve your goals, and how these align with institutional priorities and resources. Provide one or two examples of how you evolved your leadership methods to improve the experience and outcomes of students, faculty, and/or trainees and the programs that you lead. |
| Click or tap here to enter text. |
| 1. **Leadership outcomes and impact:** Describe evidence of target audience feedback, satisfaction, learning or other outcomes, impact on educational programs, and recognition/honors for leadership at UCSF. |
| Click or tap here to enter text. |
| 1. **Reflective critique**: Explain how your preparation, methods and outcomes described above have led to an evolution of your role as an educational leader. Discuss what went well and how you plan to continue to improve as a leader. |
| Click or tap here to enter text. |
| 1. **Dissemination:** Describe how your activities have been recognized by others internally or externally through peer review, dissemination, use by others, or leadership awards nationally. |
| Click or tap here to enter text. |

| **ROLE: Learner Assessment** |
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| **Name and Department:** Click or tap here to enter text. |
| 1. **Name your learner assessment activity(ies):** |
| Click or tap here to enter text. |
| 1. **Your role(s):** Describe your role(s) in the design, implementation, and/or evaluation of learner assessment tools and strategies. |
| Click or tap here to enter text. |
| 1. **Learners and amount of contact:** Describe types, levels, and numbers of learners who are assessed (should be focused on UCSF learners). |
| Click or tap here to enter text. |
| 1. **Builds on best practice/evidence:** Describe your preparation including your professional development and the use of best practice and evidence in learner assessment. Include your selection and application of a theoretical or conceptual framework, and the assessment’s congruence with national, curriculum, and/or program goals. |
| Click or tap here to enter text. |
| 1. **Goals for assessment:** Describe the goals of your assessment and how it is suited for your purpose (‘fit for purpose’). If the goals have evolved, please provide the rationale and evidence for the changes. If the goals are extensive, provide just a few illustrative examples. |
| Click or tap here to enter text. |
| 1. **Methods:** Describe the assessment formats and methods, how they align with competencies or objectives, and the rationale for your choices. Provide one or two examples of how you evolved the assessment methods to improve the efficacy of the assessment. |
| Click or tap here to enter text. |
| 1. **Results and impact:** Describe evidence of learner outcomes, learner satisfaction, application of assessment process to other settings at UCSF, impact on educational programs, and/or recognition/honors/presentations/publications~~.~~ |
| Click or tap here to enter text. |
| 1. **Reflective critique**: Describe your reflections, what went well, and plans for improvement. Explain how the assessmentoutcomes described above have led to an evolution of your approach. |
| Click or tap here to enter text. |
| 1. **Dissemination**: Describe how your efforts have been recognized internally or externally through peer review, dissemination, use by others, or awards. |
| Click or tap here to enter text. |

| **ROLE: Mentoring and Advising** |
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| **Name and Department:** Click or tap here to enter text. |
| 1. **Name your mentoring and/or advising roles or activities** |
| Click or tap here to enter text. |
| 1. **Your roles:** Describe your roles and specifically what you contribute. |
| Click or tap here to enter text. |
| 1. **Mentees and amount of contact:** Describe types of mentees (should be focused on UCSF trainees or faculty), levels and numbers of mentees, amount of contact you have with them. |
| Click or tap here to enter text. |
| 1. **Builds on best practice/evidence:** Describe your preparation as a mentor including the use of best practice and evidence where available, your professional development in mentorship, and/or congruence with national, curriculum, and/or program goals. Discuss your approach to mentoring across differences. |
| Click or tap here to enter text. |
| 1. **Goals and objectives:** Describe the goals and objectives of your mentoring and how they have evolved over time to improve the experience of your mentees. Provide a clear rationale for your changes. If you have created a mentoring program, describe the program goals and objectives. |
| Click or tap here to enter text. |
| 1. **Methods:** Describe the methods/tools used for mentoring, effective mentoring strategies, and rationale for choices. Provide one or two examples of how you evolved the methods to improve the mentoring experience. |
| Click or tap here to enter text. |
| 1. **Mentoring outcomes and impact:** Where available, please describe your (1) mentoring outcomes, (2) peer feedback (may be through letters requested), (3) mentoring accolades (awards, nominations, other recognition). |
| Click or tap here to enter text. |
| 1. **Reflective critique:** Explain how the mentoring outcomes described above have led to an evolution of your role or your approach to mentoring. Describe your plans for improvement and development. |
| Click or tap here to enter text. |
| 1. **Dissemination**: Describe how your efforts have been recognized internally or externally through peer review, dissemination, use by others, or mentoring awards nationally. |
| Click or tap here to enter text. |

| **Diversity, Equity, and Inclusion Statement** |
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| **Name and Department:** Click or tap here to enter text. |
| 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) |
| Click or tap here to enter text. |
| 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) |
| Click or tap here to enter text. |