EDUCATOR’S PORTFOLIO WORKBOOK
Part 1*

Includes information on application to the Academy

Table of Contents

Overview (including dates) ................................................................. 2
Preparing and Submitting the Application ........................................ 2-3
Key Information to Remember ............................................................ 3
Educator Portfolio Instructions .......................................................... 4

Criteria and Indicators for Excellence:

Teaching .......................................................................................... 5
Mentoring and Advising .................................................................. 6
Curriculum Development, Instructional Design and Technology ........ 7
Educational Leadership ................................................................... 8
Learner Assessment ......................................................................... 9

* Part 2: Educator’s Portfolio templates
Part 3: Examples of completed templates
APPLICATION INSTRUCTIONS – 2018
THE HAILE T. DEBAS ACADEMY OF MEDICAL EDUCATORS

<table>
<thead>
<tr>
<th>Important Dates</th>
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</thead>
<tbody>
<tr>
<td>Tues, March 20</td>
<td>Call for applications</td>
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<tr>
<td>Wed, April 20</td>
<td>Deadline to request a coach</td>
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<tr>
<td>Mon, April 30, 5pm</td>
<td>Deadline to submit draft applications for administrative review</td>
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<tr>
<td>Fri, May 4</td>
<td>AME response to administrative review with application link</td>
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<tr>
<td>Wed, May 23, 5pm</td>
<td>Deadline to submit final application</td>
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<tr>
<td>Wed, May 23, 5pm</td>
<td>Deadline for referees to email letters of support to AME</td>
</tr>
<tr>
<td>Mid-late August</td>
<td>Notification of candidates</td>
</tr>
<tr>
<td>Wed, September 26</td>
<td>Celebration of New Members</td>
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Application Coaching: To support candidates through this process and maximize successful applications, we offer a coaching program that pairs a candidate with a trained AME coach. Our experience indicates that coached candidates submit stronger applications; we expect that candidates will request coaches.

Eligibility: We welcome applications from excellent educators in UME, GME, HPE and faculty development focused on education for teachers and educators and we equally weight well-documented accomplishments in any of these areas. However, extensive clinically focused CME is rarely helpful for the AME application. Strongest candidates demonstrate scope beyond their own department, and, aspirationally, beyond UCSF, in addition to direct impact on UCSF learners.

When to Apply: Mandatory minimum of 3 years on faculty prior to applying, preferably at UCSF. While we certainly embrace youth in Academy membership, applicants must be able to demonstrate a track record of excellence, especially in the Teaching and Educational Leadership roles. Two years or more in any role described in the Educator’s Portfolio is strongly encouraged.

Educational Roles: There are five roles in which a candidate may apply:

1. Teaching
2. Mentoring and Advising
3. Curriculum Development, Instructional Design and Technology
4. Educational Leadership
5. Learner Assessment

- All candidates must apply in Teaching and at least one but no more than two additional Roles.
- Candidates who have held a significant leadership role (e.g., course, clerkship or residency director) for two or more years must apply in Educational Leadership. Candidates with less than two years in an Educational Leadership role may apply in that role.
- Currently, candidates who are Bridges coaches are advised against basing a Mentoring and Advising Role solely on their work as Bridges coaches, because it is premature to be able to demonstrate significant impact.

Evulative data to demonstrate impact on UCSF learners is critical; impact on external learners is desirable, but aspirational. Individual and normative data MUST be provided in Teaching; the strongest applications include individual and benchmark evaluative data in other roles as well. If activities have not been formally evaluated, they are less strong, and this should be addressed in the detailed role description.

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

1. Download workbook and draft your application using the template worksheets provided; review with coach.
2. Email your application in progress to the AME for administrative review by or before April 30 at 5pm.
3. Following a satisfactory administrative review, submit the final application by May 23 at 5pm (link will be provided by the AME).

The following components comprise a complete application:

**Checklist:** specifies the candidate’s educational foci and roles in which s/he is applying.

**Personal statement:** two pages maximum; should thoughtfully describe the candidate’s educational philosophy, trajectory, future direction, and intended contributions to the AME and the UCSF education community.

**Re-applicant statement:** Individuals who have previously applied to the Academy are asked to address the feedback received from the Membership Committee in a brief (two paragraph) statement.

**Educator’s Portfolio:** see Workbook Parts 2 and 3 for templates and examples. A maximum of 7 pages, the EP contains:

1. A 1-page Executive Summary that briefly describes up to 5 significant contributions to education, organized by role, with Teaching as the first contribution.
   a. There may be more than one highlighted contribution in a given role (e.g. Teaching and 2 examples of Educational Leadership).
   b. The Detailed Role Descriptions must elaborate on 1-3 contributions highlighted in the Executive Summary.

2. Up to 3 Detailed Role Descriptions (maximum 2 pages each).
   a. Teaching is required, plus 1-2 other contributions highlighted in the Executive Summary.
   b. As noted above, candidates who have held a significant leadership role (e.g. course, clerkship or residency director) for two or more years must apply in Educational Leadership. Candidates with less than two years in an Educational Leadership role may apply in that role.

A common mistake is to apply in too many categories, including roles in which candidates cannot demonstrate excellence.

**Letters of support:** Letters of support are required for the final application to be considered complete. Letters must be requested by the applicant and transmitted directly to the AME in the body of an email from the author. Letters may be addressed to the Academy Membership Committee and emailed to Kathleen.Land@ucsf.edu. Letters should address the candidate’s successes and ability to meet criteria for membership, across the Educational Roles in which the candidate is applying.

**Letters are required as follows:**

- Department chair letter - may be written by a division chief, but must be transmitted to the AME by the department chair with endorsement of the content.
- Up to two additional letters.

The strongest letters directly address the applicant’s impact on learners described in the Educational Roles in which they are applying (see detailed role descriptions above). Applicants should choose letter writers to ensure that impact of each of their roles can be clearly addressed in at least one letter. Student letter writers are not recommended except to demonstrate impact in the Mentoring role.

**Please Note:**

- Letters must be contained within the body of an email; attachments cannot be accepted.
- Candidates should consider sending their EP or CV to their referees.
- The AME will notify candidates of any missing letters within 24 hours of the May 23 application deadline. Letters must be transmitted to AME within 24 hours of notification.
Key Information to Remember

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. It is always time-consuming to gather; candidates should start early.

1. Candidates must work through their departmental residency or course administrator, or their course or program director, to obtain benchmark data wherever possible.

2. If activities have not been formally evaluated, they are less strong, and this should be addressed in the detailed role description. If all of one’s 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.

Administrative Review: All draft EPs must be submitted to AME using the Word templates provided for administrative review by or before April 30. Drafts will be checked for adherence to page limits and appropriate use of templates; this is not a content review.

Final Review: Applications are reviewed by the Membership Committee with input from the AME director, as well as external reviewers from other institutions. Do not use jargon or abbreviations that external reviewers may not understand.

Incomplete applications will not advance to final review, and deadlines cannot be extended.

For help, contact: 1). Your coach; 2). Kathleen Land, AME Membership Lead, kathleen.land@ucsf.edu
EDUCATOR’S PORTFOLIO

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 template provided. There are two sections to the executive summary:

1. Overall faculty roles
2. Most significant contributions to teaching and education

Directions:

1. Description of **overall faculty roles**.

   a. 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.

   b. 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%.

2. 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.)

   a. 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.

   b. 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 2016. Since 2013 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 2016, I received the Commitment to Teaching Award from the second-year medical students.”

   **Detailed Role Descriptions**

   Using the templates provided, 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.
Role 1: 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), **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.*

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Examples of Broad Indicators</th>
</tr>
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<tbody>
<tr>
<td><strong>Builds on best practice/evidence</strong></td>
<td>• Use of best practices and evidence, where available, from the literature</td>
</tr>
<tr>
<td></td>
<td>• Professional development activities and personal experience</td>
</tr>
<tr>
<td></td>
<td>• Congruence with national, institutional and/or program goals and integration with other components of curriculum</td>
</tr>
<tr>
<td><strong>Goals and learning objectives</strong></td>
<td>Learning objectives for the teaching session(s) are:</td>
</tr>
<tr>
<td></td>
<td>• Stated clearly</td>
</tr>
<tr>
<td></td>
<td>• Specified to measure learners’ performance</td>
</tr>
<tr>
<td></td>
<td>• At appropriate level for targeted learners</td>
</tr>
<tr>
<td><strong>Methods</strong></td>
<td>• Teaching methods aligned with learning objectives</td>
</tr>
<tr>
<td></td>
<td>• Methods are feasible, practical, ethical</td>
</tr>
<tr>
<td></td>
<td>• Innovative teaching methods used to achieve objectives</td>
</tr>
<tr>
<td></td>
<td>• Rationale for choices</td>
</tr>
<tr>
<td><strong>Results and impact within institution</strong></td>
<td>• 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.</td>
</tr>
<tr>
<td></td>
<td>• Learning: Measures of knowledge, skills, attitudes, and/or behaviors</td>
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<td></td>
<td>• Application: Desired performance demonstrated in other settings</td>
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<td></td>
<td>• Impact: On educational programs and processes within institution</td>
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<tr>
<td></td>
<td>• Teaching awards locally</td>
</tr>
<tr>
<td><strong>Dissemination outside of institution</strong></td>
<td>Recognized as valuable by others outside the institution through:</td>
</tr>
<tr>
<td></td>
<td>• Peer review or letters of reference</td>
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<td></td>
<td>• Dissemination (presentations, workshops, publications) and/or</td>
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<td></td>
<td>• Invited presentations and visiting professorships elsewhere</td>
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<td></td>
<td>• Use of teaching models or materials by others</td>
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<td></td>
<td>• Teaching awards nationally</td>
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<tr>
<td><strong>Reflective critique</strong></td>
<td>• Uses evaluation to guide improvement</td>
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<tr>
<td></td>
<td>• Reflection used to develop a specific plan for improvement</td>
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</table>
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.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Examples of Broad Indicators</th>
</tr>
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</table>
| **Builds on best practice/evidence** | • Bases mentoring on an understanding of:  
  o Stages of mentee’s/advisee’s career trajectory  
  o Milestones required for mentee’s/advisee’s professional advancement  
  o Available and needed resources to meet vision and associated goals  
  o Use of best practices from the literature, professional development activities and personal experience |
| **Goals and Objectives**        | • Clear and contextually appropriate vision for mentee’s/advisee's career  
  • Mutually agreed-upon goals for the relationship  
  • Evolution of goals over time |
| **Methods**                    | • 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** | • 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  
  • Honors and awards for mentoring within institution |
| **Dissemination outside of institution** | Recognized as valuable by others externally through:  
  • Peer review  
  • Dissemination (Presentations, workshops, publications)  
  • Use by others  
  • Honors and awards for mentoring nationally |
| **Reflective critique**         | • Uses evaluation to guide improvement  
  • Reflection and results of evaluations used for ongoing improvement |
Role 3: 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.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Examples of Broad Indicators</th>
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</thead>
</table>
| Builds on best practice/evidence | • 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:  
• Stated clearly  
• Specified to measure learners’ performance  
• At appropriate level for targeted learners |
| Methods | • 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 | • 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:  
• Peer review  
• Dissemination (presentations/publications) and/or  
• Invited presentations elsewhere  
• Use by others  
• Awards nationally |
| Reflective critique | • Uses evaluation to guide improvement  
• Reflection used to develop a specific plan for improvement |
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.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Examples of Broad Indicators</th>
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</table>
| **Builds on best practice/evidence**         | • 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**                     | • Articulated vision  
• Goal setting aligned with vision  
• Goals congruent with institutional goals |
| **Methods**                                  | • 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**    | • 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**     | Recognized as valuable by others through roles in national educational organizations that influence education in the field:  
• Peer review  
• Dissemination (Presentations, workshops, publications)  
• Visiting professorships  
• Use by others  
• Honors and awards nationally |
| **Reflective critique**                      | • Uses evaluation to guide improvement  
• Reflection and results used for ongoing improvement of self, participants, and programs/initiatives |
Role 5: 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.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Examples of Broad Indicators</th>
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</table>
| **Builds on best practice/evidence** | • 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:  
• Are appropriate for the content and level of learning objectives/competencies  
• Define expectations for learner’s performance in blueprint |
| **Methods** | • 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** | • 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:  
• Peer review  
• Dissemination (Presentations, workshops, publications)  
• Use by others  
• Honors and awards nationally |
| **Reflective critique** | • Uses evaluation to guide improvement  
• Reflection and results used for ongoing improvement of the assessment itself and/or the program of assessment |