University of Arizona College of Medicine  
Educator’s Portfolio

Prepared for ________________________ (name) in consideration for promotion to  
_______________________(rank) on the__________________________track.

This Education Portfolio should reflect:
1. Quantity of effort 
2. Impact and Quality of effort 
3. Evidence of scholarly approach (self-improvement and use of best practices) 
4. Evidence of scholarship (held to the standards set forth in appendix 1)

Refer to instructions set forth in appendix 2 for assistance in creating this portfolio.

I. Philosophy:
Write a brief statement of your personal educational philosophy, including why you are an  
educator/clinician/research, and how your personal philosophy relates to the contents of your  
portfolio:

Then prepare your goals and objectives for academia. 
Personal Goals/Objectives:
1. 
2. 
3. 

II. Curriculum Development/ Instructional Design

1. Title of Curriculum/Program: 
   ___Developer  ___Contributor

Target Trainees:
Dates:
Time for Development:
Brief Description of Curriculum:

Goals:

Objectives:
Methods:
A. Curriculum/Program implementation (e.g. didactics, small group):

B. Evaluation:
   1. Feedback from Student Learners (e.g. quantitative scores, qualitative comments)
   2. Feedback from Resident Learners (e.g. quantitative scores, qualitative comments)
   3. Feedback from focus groups, internal/external reviews, etc.

C. Curriculum/Program Outcome Measures (e.g. impact on patient care, testing, etc.)

2. Title of Curriculum/Program:
   __Developer  __Contributor

Target Trainees:
Dates:
Time for Development:
Brief Description of Curriculum:

Goals:

Objectives:

Methods:
A. Curriculum/Program implementation (e.g. didactics, small group):

B. Evaluation:
   1. Feedback from Student Learners (e.g. quantitative scores, qualitative comments)
   2. Feedback from Resident Learners (e.g. quantitative scores, qualitative comments)
   3. Feedback from focus groups, internal/external reviews, etc.

C. Curriculum/Program Outcome Measures (e.g. impact on patient care, testing, etc.)
### III. Advising and Mentoring

<table>
<thead>
<tr>
<th>Advisor</th>
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### IV. Teaching/Training Activity

1. Teaching Activity:
   - Date(s)
   - Time Commitment:
   - Content:
   - Audience:
   - Methods (didactics, case-based, modeling, role-play, small group, etc.):

   __CME Activity__ __CEU Activity__

   Evaluation: (include student/resident/peer evaluations; attach as appendices, but include excerpts from comments):

2. Teaching Activity:
   - Date(s)
   - Time Commitment:
   - Content:
   - Audience:
   - Methods (didactics, case-based, modeling, role-play, small group, etc.):

   __CME Activity__ __CEU Activity__

   Evaluation: (include student/resident/peer evaluations; attach as appendices, but include excerpts from comments):

3. Teaching Activity:
   - Date(s)
   - Time Commitment:
   - Content:
   - Audience:
   - Methods (didactics, case-based, modeling, role-play, small group, etc.):

   __CME Activity__ __CEU Activity__

   Evaluation: (include student/resident/peer evaluations; attach as appendices, but include excerpts from comments):
V. Service
Administration
Committee(s):
Regional:
National:
Chair Positions:
Elected Positions:

Extramural
Community Outreach/Advocacy:
Organization  Role  Time Commitment

Leadership:
Service Projects:
Media Presentations:
Non Paid Patient Care or Education:

VI. Scholarship
Platform Presentations
Workshops
Poster Presentations
Peer Reviewed Publications
Non-peer Reviewed Publications
Grants

VII. Scholarly Activities
1. CME or Course Activity:
Date(s):
Description:
Location:
Credits:
How did this enhance your educational abilities and activities?

2. CME or Course Activity:
Date(s):
How did this enhance your educational abilities and activities?

3. CME or Course Activity:
   Date(s):
   Description:
   Location:
   Credits:
   How did this enhance your educational abilities and activities?

VIII. Educational Honors

1. Award (Date):
   Selection Criteria:
   Selection Process:

2. Award (Date):
   Selection Criteria:
   Selection Process:

3. Award (Date):
   Selection Criteria:
   Selection Process:

4. Award (Date):
   Selection Criteria:
   Selection Process:

IX. Outcomes, Self Assessment, Long Term Goals, Personal Reflection
Write a brief statement summarizing and reflecting on your educational accomplishments, describing new goals and objectives, and identifying areas for personal growth.
Appendix 1: Summary of Standards for Scholarship
[Glassick; Academic Medicine 2000:75(9); pg 879]

1. Clear Goals
Does the scholar state the basic purpose of his or her work clearly? Does the scholar define objectives that are realistic and achievable? Does the scholar identify important questions in the field?

2. Adequate Preparation
Does the scholar show an understanding of existing scholarship in the field? Does the scholar bring the necessary skills to his or her work? Does the scholar bring together the resources necessary to move the project forward?

3. Appropriate Methods
Does the scholar use methods appropriate to the goals? Does the scholar apply effectively the methods selected? Does the scholar modify procedures in response to changing circumstances?

4. Significant Results
Does the scholar achieve the goals? Does the scholar’s work add consequentially to the field? Does the scholar’s work open additional areas for further exploration?

5. Effective Presentation
Does the scholar use a suitable style and effective organization to present his or her work? Does the scholar use appropriate forums for communicating the work to its intended audiences? Does the scholar present his or her message with clarity and integrity?

6. Reflective Critique
Does the scholar critically evaluate his or her own work? Does the scholar bring an appropriate breadth of evidence to his or her critique? Does the scholar use evaluation to improve the quality of future work?

*These six standards can be applied to all four forms of scholarship proposed by Boyer: the scholarship of discovery, of integration, of application, and of teaching. The standards were derived from the analysis of information collected in 1994 by Carnegie scholars from granting agencies, scholarly press directors, and scholarly journal editors*
Appendix 2. Instructions for completing Educational Portfolio

I. Philosophy:
Possible Information for this section:
• Personal Goals and Objectives
• Personal philosophy as an academic (educator, clinician, researcher)
• Importance of being an academic
• Uniqueness and impact of career
• How your ideals align to the institution or department
• 250-500 words, keep it short but concise

II. Curriculum Development/ Instructional Design
Possible Information for this section:
• Background or needs assessment
• Learning Objectives
• Educational Strategies or methods
• Preparation of materials
• Documentation of learner outcomes
• Self reflection of strengths and weaknesses

To remain current, teaching institutions must develop innovative curricula and update existing curricula. The work involved is time consuming, detailed, and of value to the institution. Formal evaluation of the curriculum for internal purposes and/or publication adds value. Use this instrument to document your contributions to curriculum development.

III. Advising and Mentoring
Possible Information for this section:
• Formal advisees and current status
• Informal advisees (those you help who are not formally under your wing)
• Examples of advisee work (publications, grants, research projects)
• Placement or positions of advisees after graduation

During the course of your career, you will undoubtedly have the responsibility of being advisor and mentor to many students, residents, fellows, and junior faculty. Although a rewarding part of your job, this is a time-consuming commitment. For each advisee, list the name of advisee, level of advisee’s training (e.g. MSIII, PGYII), Year(s) of interaction, Time commitment/year, Your role, and Outcome for advisee (e.g. matched in XX residency, graduated XX Residency).

IV. Teaching/Training Activity
Possible Information for this section:
• Background or needs assessment
• Learning Objectives
• Educational Strategies or methods
• Preparation of materials
• Documentation of learner outcomes
• Self reflection of strengths and weaknesses

Medical educators teach in many venues, to a variety of audiences, using a variety of techniques. Frequently, educators perform these tasks and consider them “add-ons” to our real work, rather than valuable contributions to our institutions and communities. Use this section to document/track your teaching/training activities. Don’t forget to keep track of: lectures, PBL, CME talks, precepting in clinical areas, community forums, etc.

### V. Service

#### Administration

Possible Information for this section:
- Appointment to committees
- Reports to committees
- Taskforce assignments
- Reports for accreditation review
- Program evaluations and your role
- Specify: departmental, institutional, organizational, regional, national, etc.

Medical educators are often called upon to perform administrative duties. Many of these relate to educational activities: examples are service as course directors, clerkship directors, curriculum coordinators, and education committee members. Medical educators are also often called upon to provide medical leadership for practice management and program development. This is a critical function for institutions since thriving clinical practices that are efficient and current are the cornerstone for teaching clinical care. Use this section to document your administrative responsibilities and provide evidence of your competence in this area. For each entry, list the name of activity, date(s) of activity, time commitment, and impact of your contribution.

#### Extramural

Possible Information for this section:
- Community Outreach/Advocacy
- Media Presentations
- Health Fairs
- Patient education presentations or materials developed outside of paid clinical setting
- Telemedicine
- Charity events and your role (volunteer or coordinator)
- Service Projects

### VI. Scholarship

Possible Information for this section:
- Examples of documentation- publications, peer reviewer, annotated bibliographies, invited lectures, visiting professor
- Educational research- grants, poster presentation, oral presentation
- Educational materials disseminated- textbooks, videotapes, web activities, workshops, demos, etc.
• Split into sub sections or specify whether local, regional, national, and possibly international

It’s important to track all activities that contribute to scholarship such as presentations, publications, funding and committee activities. Whenever possible include evaluation/feedback that has resulted from these activities. Many national organizations will give you a summary of the evaluations completed for your presentation/workshop.

**VII. Scholarly Activities**
Possible Information for this section:
• Academic or professional development activities that you have attended to enhance or support the advancement of your role in academia
• Examples: CME, Workshops, presentations, conference sessions. NOTE: they must advance a skill or knowledge which can then be implemented to improve your activities or role

Medical knowledge and skills continue to advance. It is essential that clinician educators remain current with medical knowledge and take steps to enhance their competence as educators. This section allows you to:
a. Document your participation in CME Activities to enhance knowledge
b. Document your efforts to enhance education skills
c. Demonstrate how the above efforts enhance your own activities and abilities as an educator

**VIII. Honors**
Possible Information for this section:
• Academic Awards (student, resident, educator, clinician, researcher)
• Certifications
• Honorary societies
• Scholarships
• Specify local, regional, national, etc.

Awards, honors, and selection to participate in regional or national education programs are evidence of the esteem in which you are held by colleagues.

**IX. Outcomes, Self Assessment, Long Term Goals, Personal Reflection**
Possible Information for this section:
• Promotions
• Summary of outcomes from your clinical work
• Future Projects
• Skills or knowledge to improve
• Competencies to attain
• Professional Development activities to attend
• Changes based on evaluations/assessments
• Self reflection of changes to be made
Future goals

In the current climate, the outcomes that result from ones endeavors, whether they be inpatient care, education or research, are the measures of success. Documentation of the outcome of your efforts is instrumental in defining your success. In this section, you will summarize key outcomes, describe your future goals/objectives, describe changes that you will make based on outcomes, etc. This information will become the cornerstone of the portfolio that you present by showing viewers your reflective process and giving the baseline for your goals/objectives in the next year or portfolio period.

Kinds of outcomes that you will want to document include:

Education (Curriculum Development/Instructional Design/ Teaching/Training/Professional Development):
- Programs developed and their impact
- Evaluation components developed
- Changes that resulted from evaluation data
- Changes made as a result of professional development activities and impact

Administrative:
- Projects accomplished
- Innovations
- Changes that resulted from committee activities during your tenure as member/chair
- Impact of changes