

## Education Portfolios

The faculty Education Portfolio (EP) shall capture the impact and trajectory of a faculty member's educational activities for consideration of promotion. High-quality engagement and demonstrated impact in education is required for faculty in the AC, CE, and Tenure tracks. Faculty have significant discretion in how their educational impact is presented. Promotion to the rank of Associate Professor requires high-quality engagement and demonstrated impact in a primary category of engagement (see below). Promotion to the rank of Professor requires continued high-quality engagement, growth as an educator, and specific examples of the impact of one's educational activities on trainees, programs, courses, etc. locally, nationally, and internationally.

A candidate's EP will focus on the education category/ies most aligned with their roles and responsibilities.

Teaching may be selected as the one and only domain of impact if there is sufficient, exemplary data. If there is limited data or if it is less than exemplary, another category of impact in addition to Teaching must be identified. Not every education domain is formally evaluated. If the selected education domains are not evaluated, faculty must describe engagement in at least 2 domains.

The education categories below are defined in the PSOM Defining and Quantifying Teaching and Educational Effort.

### Education Categories

- Teaching
- Learner Assessment
- Curriculum Development
- Mentoring and Advising
- Educational Leadership and Administration
- Educational Scholarship

### Required Components

The EP will be part of the final dossier, and will consist of 4 components provided by the candidate and the department's Education Officer:

Provided by candidate: (2 documents)

1. **Education Activities Workbook** to document credits earned over the previous 3 years.
2. **Education Impact Statement** (1 page): candidate identifies and describes the categories most aligned with their roles and responsibilities. The categories should be presented in order of overall impact. For each category there shall be a:

- description of high-quality engagement
- brief reflection on how one has incorporated feedback from teaching evaluations and other sources to evolve as an educator
- description of growth over career in each category identified
  - For promotion to Professor, specific examples demonstrating impact in categories identified (locally, nationally, and/or internationally) must be provided

### Provided by the EO (2 documents)

1. **Education Officer Report:** provides an assessment of the overall engagement and impact of a faculty member.
  - Description of high-quality engagement must include a review of the education activities workbook and an attestation that the faculty member is in compliance with the required education effort (credits) per year.
  - Demonstration of Educational Impact shall include
    - a review of any available quantitative or qualitative data. While there is no minimum score for promotion eligibility, EOs should interpret and provide useful context for data, including possible mitigating factors for low scores and critical feedback in comments. Any coaching plans and subsequent improvement should be addressed.
    - other impact metrics. Impact can be defined with metrics included as appendix A but EO's have discretion to use other metrics as well.
  - Summary statement of the candidate's engagement and impact in education is required.
2. **Internal evaluation data (i.e., TED, Blue etc.):** Data for teaching category (TED, Blue etc.) remains required. If there is little to no data available, EO Report should note that and clearly indicate other metrics used in department's consideration.

## Appendix A

### Demonstrating Educational Impact

Fundamental to promotion in the Academic Clinician, Clinician Educator, and Tenure tracks is the totality of the impact of a candidate's educational activities as measured by high quality engagement and excellence over time. Promotion to professor requires ongoing engagement and demonstrated excellence at a local, national, or international level.

#### High Quality Engagement

- Teaching in any of the defined categories of education
- Leadership roles in teaching or educational programs
- Innovation in local classroom teaching methods or novel application of existing teaching methods
- Developing educational products such as curriculum, assessment tools or programs, policy statements, technologies such as simulation etc.
- Leading or substantive participation in committees related to education
- Involvement in local mentoring programs, particularly outreach programs related to inclusion and diversity, and those that promote health equity
- Participation in CME, research, and inter-professional meetings

- Participation in the development of scholarly products related to education
- other

#### Excellence in Education

- Internal and external evaluations
  - Outcomes of successful mentorship such as scholarly products, regional and national presentations by trainees, trainee career trajectory, etc.
  - Course or program evaluations that reflect educational leadership roles
  - Awards for teaching, mentoring, contributions and/or innovation related to education
  - Invited lectures to disseminate new knowledge related to successful education programs, interventions, curricula that have been generated by the candidate
  - Funding or scholarship specifically related to education
  - National leadership roles in education/training committees and professional societies
  - other
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