## Educator’s Portfolio Template

The Educator’s Portfolio is appropriate for candidates recommended for appointment or promotion on the **Pathway Recognizing Academic Achievement and Scholarship, area of excellence Educational Leadership**. You should complete the areas that are applicable to your work. It is not expected that everyone will have information for all areas. You may insert the final report into your WCMC CV form, Section G-1, Teaching, or if you have a lengthy report, attach it to the CV and refer to the attachment in Section G-1 Teaching.

For the areas you do complete, you should expound on the value and impact of the work you have accomplished.

Consider all levels of learners, including: Undergraduate Medical Education (medical students), Graduate Medical Education (residents/fellows), Faculty Development, Continuing Medical Education, Allied Health Students (PA/NP/Nursing, etc.), and others.

**EDUCATOR’S PORTFOLIO**

Name:

Department:

**SECTION I: PERSONAL STATEMENT**

A personal statement is crucial for appointment or promotion on the Pathway Recognizing Academic Achievement and Scholarship (Educational Leadership). Articulate your contributions to Weill Cornell Medical College and the academic community within your field of expertise. Include a history or trajectory of your career if applicable. (The statement should be less than 3 pages.)

**SECTION II-A: TEACHING ACTIVITIES**

Review your CV. Document in this section the role you played in each of the activities. Include the level of learners, number of attendees, and frequency of sessions.

Example:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Activity** | **Role** | **Level of Learner** | **Number of learners** | **Frequency/contact hours** | **Years of Participation** |
| 1.  | MPS | Small group facilitator | 1st year medical students | 10-12 | 6 weekly sessions, 2 times a year | 2008-present |

**SECTION II-B: TEACHING EVALUATIONS**

Include any evaluation data about your performance: e.g. numerical scores and comments from medical students or residents.

**SECTION III: DEVELOPMENT OF CURRICULUM AND/OR INSTRUCTIONAL MATERIALS**

Provide a description of any materials you’ve created; include where applicable the needs assessment that helped you identify the knowledge gap. If you have information about the outcomes of this material, include it at the conclusion of this section. Examples include the success of learners, feedback from learners, use of the material by other educators, etc.

**SECTION IV: DEVELOPMENT OF ASSESSMENT TOOLS OF LEARNER PERFORMANCE**

Consider what tools you have created to assess the learning of your audiences. This might include checklists, evaluation forms, OSCEs, simulation cases, etc. Consider describing the impact the tools have on the learners or courses: e.g. *improvement of student feedback on lectures after institution of a lecture evaluation form*

**SECTION V: ADVISING and MENTORING**

Consider Research, Projects and Student organizations in addition to individual advising. Describe what the projects or organizations entail, and your involvement in the projects. Include advisee and mentees outside the institution, and evidence of success. Examples: *Faculty Mentor for WCMC medical student research on health literacy and shared-decision making. The project was presented as a poster at a national meeting.*

**SECTION VI: EDUCATIONAL LEADERSHIP ROLES**

Include title, detailed role and accomplishments. Include all on-going committee participation and short-term work group, both internal and external to WCMC.

**SECTION VII: EDUCATIONAL SCHOLARSHIP**

Workshops, oral/podium presentations or Grand Rounds, peer-reviewed journal articles, web-based submissions (MedEd Portal, etc.) (Invited vs peer reviewed, Level of learners, Number of learners, Evaluations)

**SECTION VIII: PROFESSIONAL EDUCATIONAL DEVELOPMENT**

List any courses or workshops you’ve attended to help you improve your skills within your educator role. Consider what faculty development effort you’ve made to grow professionally. Peer observations of teaching should be included here. Examples: Certificate courses, special CME activities

**SECTION IX: EDUCATIONAL HONORS AND AWARDS**