

Introduction for all Professional Portfolios

A wide range of activities can provide important and productive contributions to the success of an organization, whether in academia or private practice. However, the traditional criteria used to evaluate an individual's productivity, such as grant funding, peer-reviewed publications, and clinical productivity does not include many critical activities. It is, therefore, essential for individuals to support their own professional advancement by documenting their efforts and accolades that contribute to an organization's mission and success.

The professional portfolio is a CV supplement that is a detailed compilation of clinical, educational, research, and community service activities. It showcases the quality and extent of clinical expertise, educational scholarship, research activities, and other non-traditional arenas not typically covered in a CV, making this body of work peer reviewable. The portfolio is thus a critical tool that can highlight the value and importance of your work to your institution and in the broader field of medicine. The Portfolio is intended to help record your efforts as a clinician, scientist, and/or educator and to facilitate career advancement. The ASN Career Advancement Committee recommends using the professional portfolio to "market" yourself and your accomplishments in order to attain status and visibility among your peers.

Educators Portfolio Introduction

Here we present the Educator's Enhanced CV. Many academic institutions have a preferred format CV to be used for appointment, promotions, and tenure. However, many of these institutionally driven CV templates do not capture the breadth of teaching effort and value brought to the institution by physician educators. The ASN Career Advancement Committee found this Educator's Enhanced CV below (created at Stanford) to be highly valuable at capturing the countless number of activities and benefits that educators bring to their organization. This Educator's Enhanced CV includes sections for didactic teaching, clinical teaching, mentorship, curriculum development, committee membership, administrative tasks, and educational scholarship.

The Stanford Enhanced Curriculum Vitae

Part 1: The Enhanced CV (Educator's Portfolio)

Overview: This portion of the CV is the educator's portfolio, which includes documentation of educational activities in quantity, quality, scope and impact. Include educational activities over the past 5 years of the academic service. For faculty with less than 5 years of service, educational activities from the start of their appointment should be included. The suggested format is below. The format can be modified to use tables or outlines, but the order and content should remain.

Section 2 provides space to document the quantity and quality of your didactic teaching over the past 5 years; section 3 provides space to document the quantity and quality of your clinical teaching over the past 5 years. Sections 4-8 allow you to describe other teaching, mentoring, curriculum development, educational leadership and scholarship activities. Omit any educational sections if you are not involved in those activities.

Definitions:

- *Quantity:* descriptive information regarding the types and frequencies of education activities and roles
- *Quality:* evidence of effectiveness and excellence in the activity, using comparative measures when available. Feel free to add quotes from trainees and fellow colleagues about your work. For trainees, please indicate the course they took with you and their trainee year.
- *Scope:* descriptive information regarding the number of people served by the activity
- *Impact:* descriptive information regarding outcomes from the activity over time
- *Educational activities* include teaching, mentoring/advising, curriculum development, learner assessment, educational leadership, and educational scholarship

1. Narrative: Educational Contributions (max 150 words)

Directions: In this section, write a description of the quantity, scope, and impact of your most important work as an educator. Some examples of contributions to describe include mentoring or advising graduate students or postdoctoral scholars in your lab, clinical teaching of medical students and/or physician trainees in clinics and hospital wards, or teaching in/development of a formal course or workshop. Be sure to indicate the learner group and learning environment (lab, clinic, etc.) in your description.

2. Didactic Teaching (past 5 years; start with most recent). In this section, document the quantity and quality of your didactic teaching. To demonstrate quality, include any or all of the following: information from evaluations (use Likert scale and report number of learners); evidence of learning from self-reports; standardized tests; awards with criteria.

Course Name	Learner	Role	Years	Avg annual instructional hours	Quality

3. Clinical Teaching (past 5 years; start with most recent). In this section, you will document the quantity and quality of your clinical teaching. To demonstrate quality, include any or all of the following: information from evaluations (use Likert scale and report number of learners); evidence of learning from self-reports; standardized tests; awards with criteria.

Course Name	Learner	Role	Years	Avg annual instructional hours	Quality

4. Additional Teaching (past 5 years; start with most recent). In this section, you will document the quantity and quality of your teaching in addition to didactic and clinical teaching. To demonstrate quality, include any or all of the following: information from evaluations (use Likert scale and report number of learners); evidence of learning from self-reports; standardized tests; awards with criteria.

Course/Program/Setting	Learner	Role	Years	Avg annual instructional hours	Quality

5. Advising/Mentorship (past 5 years; start with most recent). In this section, document the quantity and quality of your advising and/or mentorship. To document quality, describe trainee outcomes (e.g. awards, publications, presentations) and effectiveness ratings.

Trainee Name	Trainee Position	Dates	Project	Trainee Current Position	Avg. annual advising/mentoring hours	Quality

6. Curriculum Development and Learner Assessment

In this section, document the quality, quantity, scope, and impact of curricula or learner assessment methods, including pedagogical tools, that you have developed for educational courses or programs. Examples might include a flipped classroom, interactive videos, or workshops associated with medical school or faculty development.

To do this, write a brief narrative (max 100 words) describing your role and contribution in the work. For curriculum development, be sure to describe the curriculum purpose and learner group. For learner assessment, be sure to describe the assessment goal, learner group assessed, number of items and frequency of use. Then, use the tables below to document the years, quality and impact of the curriculum or assessment.

Examples to consider for quality include:

- Learner evaluations of your course/workshop
- Learner's scores on national standardized examinations, course exams, observation of learner's performance
- Evaluation by peers
- For learner assessment, measures of reliability and validity

Examples to consider for impact include:

- Adoption of your curriculum or assessment tool at other schools

- Invited presentations on your work at departments, other schools, or national/international meetings
- Peer review of your curricula or assessment tool in publication or peer-review repository

Name of Program/Workshop/Assessment Tool	
Years	
Quality	
Impact	
Name of Program/Workshop/Assessment Tool	
Years	
Quality	
Impact	

7. Educational Leadership/Administration

In this section, describe the quantity and impact of your role as an educational leader at the school and courses, programs or other educational leadership activities—regional or national—that you have engaged in.

Name of Program & Your Role	
Years	
Major Contributions	
Measurement of Impact	
Name of Program & Your Role	
Years	
Major Contributions	
Measurement of Impact	

8. Educational Scholarship (max 150 words)

In this section, describe the quantity and scope of your educational scholarship. Educational scholarship can include any peer-reviewed educational product that is broadly disseminated. Examples include: national workshops, abstracts, publications, a new curriculum in a peer reviewed repository (AAMC MedEd Portal), articles or books related to leadership in medical education. If you are active in educational scholarship include:

- A description of the area of research/scholarship, its importance, how it fits into the mission of the medical school.
- Summary of most significant recent works (e.g. past 5 publications)
- Description of current studies and future directions
- Role in collaborations within the institution or with other institutions

Appendix: can include samples and/or links to educational work

Research Portfolio Introduction

The Researcher's Enhanced CV: At the majority of academic institutions, the criteria used for appointment, promotions, and tenure for research-focused members have historically and structurally focused on peer-reviewed publications and external grant funding. While these are important factors, they may not capture many additional activities which contribute significantly to the overall productivity and success of the individual researcher and the institution's overall research enterprise. The ASN Career Advancement Committee has created this Researcher's Enhanced CV to help record the efforts of researchers and to facilitate career advancement.

APPOINTMENT AND PROMOTION TO THE RESEARCH TRACK

Assistant Professor

For faculty starting at the Research Instructor and/or Lecturer level, promotion to Assistant Professor on the Research Track will be based upon success in investigative activities and assumption of greater levels of responsibility. Criteria for promotion can include:

Scholarship

1. First author peer reviewed articles publication often with primary mentor
2. Evidence that the Instructor/Lecturer has the capacity to plan and implement creative research, whether at the bench or bedside
3. Focus and promise of achieving stature in a field of inquiry
4. Presentations - oral or posters - at national symposia or conferences
5. Invited publications such as book chapters, editorials, review articles or monographs

Teaching and educational contribution

1. Excellence in teaching activities, whether formal or informal, at the bench or bedside

Funding

Although not required by all institutions, evidence of the capacity to secure funding for research, including, but not limited to, Career Development Awards, is form of peer review, and reflects the potential and/or productivity of the Instructor

Ordinarily, promotion to Assistant Professor will occur within 2-5 years of initial appointment as Instructor/Lecturer. Note: Not all institutions follow the same criteria for Assistant vs. Associate Professor. An individual should double check with his or her institution.

Associate Professor

Promotion to Associate Professor on the Research Track will be based upon becoming a regional or national expert in the field of interest, having a track record of first and senior authorships on high impact publications, and/or having extramural funding. In addition, promotion typically depends on excellence in teaching/education as well as in clinical expertise depending on the institution. Promotion to Associate Professor may be conferred with or without tenure; in some institutions, tenure may (or may not) be conferred after promotion to Associate Professor. Importantly, tenure is associated with benefits that vary at each institution. Criteria for promotion can include:

Scholarship

1. Authorship of original publications in peer reviewed journals, often as senior author, with at least some of the investigator's work products independent of the mentor and mentor's research group
2. The investigator should have an independent research program with a body of work evidenced by national and international impact

Regional Expert

1. The investigator will have been invited to speak regionally and at national meetings
2. The investigator will be involved in peer review for academic journals as Reviewer and often, as an academic Associate Editor or member of one or more editorial boards
3. The investigator will be invited to perform peer review of NIH grants and extramural grants; appointment to an NIH study section often reflects national recognition of one's own research program
4. The investigator may have national and international awards for their expertise
5. The investigator may be elected to membership and positions of leadership in professional societies (e.g., American Society of Clinical Investigation and subspecialty societies)

Funding

1. The investigator will have a record of extramural funding that could include funding from the NIH, VA, Department of Defense, or societal organizations as a Principal Investigator or Co-Investigator

Administration/Education

1. The investigator may have administrative responsibilities at the hospital, medical school, department, or divisional level

Ordinarily, promotion to Associate Professor will occur within 5-10 years of initial appointment as Assistant Professor. However, timelines vary within Institutions and tracks

Professor

Promotion to Professor on the Research Track will be based on developing recognition at the national and/or international level as an expert in a field of study, having a substantial body of high-impact publications in peer-reviewed scientific/medical journals, and a history of extramural funding. In addition, consideration for promotion typically includes demonstrated excellence in teaching/education and/or clinical expertise, although that is highly dependent on the expectations of the individual institution. In institutions that confer tenure, promotion to Professor will typically include tenure although that may not always be the case.

Scholarship

Demonstration of scholarship commensurate with promotion to Professor may be evidenced by some or all of the following:

1. The investigator will have a substantial body of original publications as first/senior author in well-regarded (high impact) peer-reviewed scientific/medical journals
2. The investigator will have evidence of significant scientific/medical contributions to one or more fields of study, e.g., through article citations, invitations to write review/update articles, and/or letters of recommendation

National/International Expert

Demonstration of recognition as a national/international expert in a scientific/medical field of study commensurate with promotion to Professor may be evidenced by some or all of the following:

1. Invitation to speak at major scientific/medical conferences, including as keynote speaker
2. Invitation to speak at other scientific/medical institutions
3. Serving as an editor of books on a specific scientific/medical topic
4. Organization of major scientific/medical meetings or subgroup meetings
5. Invitation to serve as an editor or associate editor on scientific/medical journals
6. Election to membership and positions of leadership in professional societies
7. Recognition through national and/or international awards for their contributions to a field of study
8. Serving on NIH or other major funding organization study sections as a member or chair
9. Serving as consultant with various government and private agencies (e.g., study sections, foundations, companies, etc.).

Funding

1. Demonstration of a long-term track record of Principal Investigator or Co-Principal Investigator on extramural funding awarded by funding organizations such as the NIH, NSF, VA, Department of Defense, or societal organizations.
2. Administration and Teaching
3. The extent of activities in these areas will be dependent on the expectations of the individual institution/department/division.

Ordinarily, promotion to Professor will occur within 3-8 years of initial appointment as Associate Professor. However, timelines vary within Institutions and tracks.

Clinical Professional Portfolio Introduction

In this document we propose a Clinical Professional Portfolio CV. While many institutions have a specific or preferred format CV to be used, these templates may not capture all relevant clinical activities that merit being disclosed and are part of the capabilities of a professional. As a clinician, in addition to quantifiable clinical effort and productivity, certifications, awards, CME activities, publications, and educational activities, other relevant matters may significantly enhance the information in your CV related to your capabilities and clinical expertise. The ASN Career Advancement Committee offers within this document relevant information to be captured to enhance important activities that may be important for your Clinical Portfolio and includes areas such as: participation in projects of clinical innovation, leadership roles, media presence, mentoring and volunteer activities, patient and junior faculty surveys, among others.

Suggested Items to Include in Your Clinical Professional Portfolio

Please note that not all items may apply depending on your institution or practice setting. Feel free to incorporate the items that are most beneficial to you as you see fit. ASN recommends confirming all promotion requirements with your individual institution and/or practice setting.

- Clinical effort: inpatient, clinic, dialysis, program development, community health
- Certification: specialty boards, certificate programs, certificate of added qualifications (CAQ) in nephrology for nephrology physician assistants (PAs), certified nephrology nurse – nurse practitioner exam (CNN-NP) for nephrology NPs, continued education activities, continuing medical education (CME) credits, maintenance of certification (MOC) credits
- Clinical productivity/RVUs/panel size/national or international referrals
- Talks
- Publications
- Other scholarly activity – educational material development, website design, social media
- Clinical innovation – new clinic development, new service line, new operational process
- Leadership roles – within a medical system, medical school, local/national/international society
- Committee memberships
- Teaching activities
- Awards
- Media presence – TV, radio, newspaper, social media, podcasts
- Mentoring activities
- Volunteer activities. These can include community engagement and/or philanthropic activities.
- Likelihood to recommend (patient surveys)
- Quality improvement projects
- Medical student/resident/fellow evaluations, allied health and 360 evaluations
- Patient experience surveys. Be mindful of the tools that your institution and/or practice setting uses for patient experience surveys and how they track the survey results.