

<b>Overall faculty roles</b>
Teaching - 60% (including educational administration related to teaching); research - 10%; administration (service and committee work less directly tied to teaching roles at UCSF) - 30%
<b>Changes in role(s) over time</b>
I have taken on several new roles, described below, for the most part without significant change to the distribution of time in major categories. One exception: served on Admissions Review Committee 2014-2015, which increased non-teaching administrative load by ~5%.
<b>First important contribution to education: Teaching</b>
Lecturer, small group facilitator for biochemistry, physiology, and communication skills topics in 1st- and 2nd-year courses (focus on SOM here, only '14-'15 ratings provided). I have consistently introduced innovations into my teaching, most recently designing TBL sessions and introducing a blood glucose measurement lab during Endocrine/M&N. Lecture (N~150): ~14 hrs/year: Prologue 4.6 (avg 4.4), M&N 4.5 (avg 4.4), I3 4.6 (avg 4.4); Small group facilitation (N~13): ~36 hrs/year: basic science topics - Prologue 4.8 (avg 4.4), M&N 4.9 (avg 4.5), M3 4.8 (avg 4.4); communications skills - ranged from 4.4 (M3 avg 4.4) to 4.8 (I3 avg 4.4). Ratings from previous years are consistently excellent. I have received the SOP Long Teaching Award each of the last 3 yrs, and receive award nominations for my SOM teaching every year. I have been the Academy Chair for Excellence in Foundational Teaching since 2013.
<b>Second important contribution to education</b>
(Educational Leadership) Director or co-Director for several courses in Schools of Medicine and Pharmacy. For 14 years I have directed the 7-week-long Metabolism and Nutrition (M&N) block, the third of the SOM first year. Ratings (N~30-40): 2015 4.0, 2014 4.0, 2013 4.1 (avgs not available). Success in this role has led to new role as co-lead of design team for Bridges "REGulation" block.
<b>Third important contribution to education</b>
(Educational Leadership) Chaired Competencies/Milestones Revision (CMR) group, a sub-committee of the Bridges Assessment Steering committee, to update graduation and early phase milestones with input from scores of stakeholders and leadership. This work and mapping of milestones to Bridges EPAs was described in a manuscript that has been accepted for publication in the Journal of Gen Internal Medicine.
<b>Fourth important contribution to education</b>
(Educational Leadership) Competency Director, Medical Knowledge. Oversee reporting of EC Subject data to 1st- and 2nd-year students, and liaise with 18 faculty subject representatives that administer discipline-based remediation. I developed spaced education courses as remediation tools for students not at competency in individual disciplines, and have also developed and piloted a formative medical knowledge exam during the first year using NBME Custom Assessment Services. Presentations on these topics given at national and international conferences (2015, 2013 Association of Biochemistry Course Directors (ABCD), 2014 International Association of Medical Science Educators (IAMSE), 2014 WGEA).
<b>Fifth important contribution to education</b>
(Learner Assessment) National assessment development. 1) Member of AAMC Core EPAs for Entering Residency drafting panel ( <a href="http://tinyurl.com/CEPAERpublication">http://tinyurl.com/CEPAERpublication</a> ; presentations at 2014 IAMSE and 2013 ABCD conferences; additional manuscript in preparation), 2) NBME item writing panel for Biochemistry and Pharmacology (2nd cycle May 2015), 3) project lead, MedU Science, a collaboration between non-profit MedU and IAMSE, design of assessment and learning tools that promote integration of basic science into clerkships (presentations at 2015 annual conferences of ABCD and IAMSE), 4) collaborator with ABCD members to promote adoption of a metabolic map as a teaching/learning tool and reference on USMLE (presentations at 2015 AME Education Showcase and at 2015 ABCD conference).

