

Structured Summary

Your name, Title, Department, Section:

Jane Doe, MD/PhD, Associate professor in the Department of XYZ, Section of ABC.

Your clinical and academic responsibilities at BCM, in brief:

e.g. 1: My time is spent 60% clinical and 40% administrative for GME leadership and UME leadership. I additionally have leadership roles in national societies.

e.g. 2: SHP Example – I am an educator-clinician who spends 80% of my time in a leadership role in the Orthotics and Prosthetics program at BCM. In addition, I have a leadership role on the Curriculum Committee in the School of Health Professions as well as with the board of our national organization.

e.g. 3: APRN Example – I am clinician-educator who spends 60% of my time in an educational leadership role in service to frontline healthcare providers at Texas Children’s hospital. I lead the orientation curriculum for new hires, am over the resident lecture series in the Transitional ICU, as well as the RRT workshops for all hospital staff.

List of leadership activities

Here are a few ways you can describe your leadership activities. The activities listed here are a variety of different leadership roles and learner groups. They are not meant to be all of one applicant, but an example of how different activities can be presented.

Graduate School Leadership

Director of G-RISE T-32 Training grant

	Description of Leadership Position	Number of learners impacted by activity	Amount of time spent on duties of position	Evidence of Quality
2015-2021	The T-32 training grant is a competitive grant designed to develop a pool of scientists to successfully transition into careers in the biomedical research workforce. I have been the PI on this grant since 2015.	2 graduate students and 3 fellows/year (total 12 graduate students and 18 fellows during my time as director	4hrs/week X 48 weeks x 6 years = 1152 hours + (40+20) hrs/year x 6 years =360 hrs + 100 hrs renewal= 1612 hrs total	Successful training grant with renewal 2015 and 2020 and excellent trainee success
	1. Oversight of trainee program and progress (4hrs/week)		<p>Graduate student success</p> <ul style="list-style-type: none"> Two trainees obtained individual fellowships All published abstracts and four have one or more publications. Two of the three who graduated are in post-doctoral training and one is working at 	
	<ul style="list-style-type: none"> Attend trainee group activities including journal club Annual individual meetings to discuss objectives and progress Attend post-doctoral fellow semi-annual research committee meetings 			

		<p>a biotech firm as a research scientist</p> <ul style="list-style-type: none"> • See appendix B for individual accomplishments <p>Post-doctoral student success:</p> <ul style="list-style-type: none"> • Three trainees obtained individual competitive fellowships • All have published abstracts • Six have presented at national meetings • Six have one or more publications (those in the first year of training have not yet published). Six have completed their time on the training grant (average support 2-3 years). Four have obtained outside positions in academics or industry and two are continuing with additional post-doctoral research. • see appendix C for individual accomplishments.
	<p>2. Headed program to select trainees (40 hrs./year)</p>	
	<ul style="list-style-type: none"> • Responsible for internal and external advertising and recruitment including oversight and organization of visits and interviews of external candidates • Chair selection committee—ensure selection of top candidates, diverse trainee population, distribution among mentors 	<ul style="list-style-type: none"> • Applications greatly exceeded number of slots • Recruited outstanding graduate students from BCM training programs, strong undergraduate records, success in first year courses, passed qualifying exams, 2 of 6 supported during the last 5 years were URM.
<p>2015-2021</p>	<p>3. Development and organization of annual retreat (20 hrs./year)</p>	
	<ul style="list-style-type: none"> • Responsible for annual 1 day retreat • invite guest speakers • Design program and conduct retreat • Design evaluation 	<ul style="list-style-type: none"> • Evaluations of annual retreat excellent (8.5 on 1-9 scale) - see appendix B • Unsolicited emails from peer faculty (see appendix C)
<p>2015, 2020</p>	<p>4. Revision of program and competitive renewal (50 hrs. each time)</p>	
	<ul style="list-style-type: none"> • In preparation for competitive renewal, developed additional individualized program specific activities • Wrote and successfully renewed training grant 	<ul style="list-style-type: none"> • Competitive renewal received a high score, positive comments on new program elements and was funded.

Member, Cancer and Cell Biology graduate program educational committee				
	Description of Leadership Position	Number of learners impacted by activity	Amount of time spent on duties of position	Evidence of Quality
2018-2021	The educational committee of the Graduate Program of Cancer and Cell Biology is responsible for the overall oversight of the educational activities of the Graduate program.	12 graduate students per year	30 hours/year x 3 years = 90 hours total	Highly successful program with very successful graduates.
	1. Selection of graduate students (20 hrs./year)			<ul style="list-style-type: none"> • Successful selection of graduate students with fully filled program • Interviewee satisfaction with interview process
	<ul style="list-style-type: none"> • Review applications • Conduct interviews • Help select trainees for program 			
	2. Student academic progress monitoring (1 hour meeting monthly for 10 months/year)			<ul style="list-style-type: none"> • Successful monitoring of graduate student progress • Successful remediation of struggling learners
<ul style="list-style-type: none"> • Help oversee program and problems of students 				
UME Leadership				
Member, BCM School Of Medicine Curriculum Committee 2018-2021				
Year(s) Involved	Description of Leadership Position	Number of learners impacted by activity	Amount of time spent on duties of position	Evidence of Quality
2018-2021	The Curriculum Committee of the SOM oversees the educational activities of the UME medical students. I am one of the 6 at-large members of the curriculum committee.	800 medical students (MS1-4) every year	Bi-monthly 2 hour meeting +1 hr. prep for each meeting = 216 hrs. + additional 30 hrs. each of subcommittee work x 2 subcommittees = total 276 hrs.	

2018-2019	Served on a subcommittee that developed and implemented the Integrative Clinical Experience Course-30 hours work (10 subcommittee meetings of 2 hours each + 10 hours of curriculum development and writing)			
	<ul style="list-style-type: none"> • Represented interests of specialty on subcommittee. • Helped write learning objectives for elective • Negotiated department involvement in teaching 	<ul style="list-style-type: none"> • Enrollment exceeded expectations first year (over 80 students signed up with additional students on waiting list.) • Learner evaluations indicate that learning objectives are met. (See Appendix D) 		
	Served on subcommittee to review where interprofessional experiences (IPE) are present in the entire curriculum-30 hours work (10 subcommittee meetings of 2 hours each + 10 hours of curriculum and material review)			
	<ul style="list-style-type: none"> • Reviewed curriculum mapping of pre-clinical and clinical curriculum • Discussed with course directors regarding their IPE experience • Reviewed literature on IPE in medical school curriculum • Prepared summary report for curriculum committee 	<ul style="list-style-type: none"> • Successful acceptance of report by curriculum committee • New curricular changes to increase IPE in courses • Meeting of LCME requirement due to increase in IPE 		
Course Director, BCM SOM Pre-clinical Course- Nervous System				
Year(s) Involved	Description of Leadership Position	Number of learners impacted by activity	Amount of time spent on duties of position	Evidence of Quality
2016-2021	The 16 weeks Nervous system course runs in MS-1 term 4 and term 5. I am the sole course director for the course and am responsible for setting curriculum, assessment of students and recruitment and oversight of faculty teaching the course.	150 1st year medical students every year	20 hours annual course updates and documentation for UME dean + 10 hrs./week during course time + 20 hrs. post course for exam = 200hrs/yr. x 4 yrs. = 800 hrs. + 100 hours for activities described below	<ul style="list-style-type: none"> • High scores on end of course evaluations (8.5 on scale 1-9) (see appendix C) • Excellent comments from students on end of course evaluations (see appendix D) • Unsolicited email from Dean (see appendix E) • Solicited letter of support from UME Associate Dean (see appendix F)
Revised curriculum (approx. 50 hours)				

Norton Rose Fulbright Structured Summary

Educational Leadership

<p>2016-2017</p>	<ul style="list-style-type: none"> Reviewed CBSE exam blueprint, Step 1 exam blueprint Solicited expert opinion on content required Reviewed outcomes on CBSE neurology content from previous students Introduced new lectures and removed redundant lectures 	<ul style="list-style-type: none"> Learner satisfaction with content improved Improved performance on CBSE neurology content (see appendix D)
<p>Introduced case-based learning small group discussions (approx. 50 hours)</p>		
<p>2018-2019</p>	<ul style="list-style-type: none"> Reviewed case-based learning literature Developed cases Solicited facilitators for the small group discussions. Trained facilitators in cases and skills of facilitation 	<ul style="list-style-type: none"> Excellent learner satisfaction on interactivity of sessions (see appendix D) Unsolicited emails from students and faculty on case based sessions

GME Leadership

Program Director 2017-2021; Associate Program Director (2014-2017)- Endocrinology Fellowship Program/Department of Medicine

<p>Year(s) Involved</p>	<p>Description of Leadership Position</p>	<p>Number of learners impacted by activity</p>	<p>Amount of time spent on duties of position</p>	<p>Evidence of Quality</p>
<p>2014-2021</p>	<p>I started as the Associate Program Director and then became the Program Director of the Endocrinology fellowship Program. The program is a 2 year fellowship with 4 fellows per year (total 8 fellows at a time)</p> <ul style="list-style-type: none"> Academic schedules (35 hrs./yr.) Individual Mentoring/feedback meetings (50 hrs./year) Faculty feedback meetings (30 hrs./year) Accreditation bodies paperwork and submissions (40 hrs./yr.) Research and scholarship oversight (80hrs/yr) 	<p>4 PGY1 fellows recruited per year for 2 year fellowship.</p>	<p>Approx. 10 hrs./week x 48 weeks/yr. x 3 years as APD and then 20hrs./week x 48 weeks/yr. x 4 years = 5280 hours total</p>	<ul style="list-style-type: none"> Full ACGME accreditation with commendation (see appendix A) Solicited letter from Vice-Chair of Education (see appendix B) Solicited letter from Section Chief (see appendix C)
<p>Curriculum Oversight (240 hrs./year)</p>				
	<ul style="list-style-type: none"> Review outcomes of curriculum Identify goals in curriculum and develop new educational material for them Recruit faculty for core curriculum didactics Oversee journal club, case conference 	<ul style="list-style-type: none"> 100% Board pass rate of graduating fellows (see appendix C) Graduating fellows survey with positive comments 		

				and scores (see appendix D)
2014-2021	Fellowship Recruitment (65 hours/ year)			
	<ul style="list-style-type: none"> Reviewing fellowship applications (approximately review 100 applications/year -25 hrs./year) Interview applicants about 40 interviews over 5 full interview days (-30 hours/year) Chair Selection/Rank Order List Meeting (2 hour meeting and 8 hours prep time -10 hours/year) 		<ul style="list-style-type: none"> Full match every year with highly competitive candidates Increased number of URM recruited over last 2 years Interviewee feedback excellent (see appendix G) 	
2017-2021	Chair of Clinical Competency Committee and Program Evaluation Committee (20 hours/year)			
	<ul style="list-style-type: none"> Reviewed curriculum mapping of pre-clinical and clinical curriculum Discussed with course directors regarding their IPE experience Reviewed literature on IPE in medical school curriculum Prepared summary report for curriculum committee 		<ul style="list-style-type: none"> Successful acceptance of report by curriculum committee New curricular changes to increase IPE in courses Meeting of LCME requirement due to increase in IPE 	
Associate Education Director and Member of Department Education Committee. 2017-2021				
Year(s) Involved	Description of Leadership Position	Number of learners impacted by activity	Amount of time spent on duties of position	Evidence of Quality
2017-2021	The Department Education Committee consists of 10 members representing different subspecialties. I was one of the inaugural members of this committee and serve as Associate Education Director for the Department	Over 5000 faculty and trainees are in the Department of Surgery. The activities oversee educational activities across all specialties	Average 6 hours/month x 11 months/yr. x 4 years = 264 hours + time on special projects 40 hrs. = 304 hours total	Excellent educational outcomes of main residency programs and subspecialty programs on ACGME surveys
2017-2021	Residency program and subspecialty programs oversight (6 hrs./month)			
	<ul style="list-style-type: none"> Reviewed reports from program evaluation committees of each of the training programs Identified areas of deficiency with ACGME requirements and suggested common solutions Created shared best practices platform to share with other programs 		<ul style="list-style-type: none"> 100% compliance with ACGME guidelines for 95% of programs Improving trend in remaining 5% Improved communication between subspecialties and main program 	
2020-2021	Developed faculty development program to improve skills in teaching and evaluation (additional 40 hours)			
	<ul style="list-style-type: none"> Established required curriculum for all faculty in Department 		<ul style="list-style-type: none"> Successful implementation of curriculum 	

Norton Rose Fulbright Structured Summary

Educational Leadership

	<ul style="list-style-type: none"> Established Department Education Grand Rounds. Applied for CME for this recurring series from Baylor Office of CME Invited faculty to teach curriculum Implemented evaluation of curriculum and speakers 	<ul style="list-style-type: none"> 90% of surgical faculty participated in series (see appendix B) Self-reported improvement in teaching skills on post-session surveys (see appendix C)
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School of Health Professions Leadership

Position Title

Year(s) Involved	Description of Leadership Position	Number of learners impacted by activity	Amount of time spent on duties of position	Evidence of Quality
2014-2021	I started as the Associate Program Director and then became the Program Director of the Doctor of Nursing Practice – Nurse Anesthesia Program	24 per year	15 hours per week on program administration, curriculum development and evaluation, x 48 weeks per year x 7 years = 5040 hrs. plus time on special projects as below= total 5090 hrs.	<ul style="list-style-type: none"> Solicited letter from Dean of School of Health Professions Successful continue program accreditation (see appendix B)
2016-2019	Accreditation Site Visit (100 hrs. over 3 years)			
	<ul style="list-style-type: none"> Oversee program and institutional preparation for on-site visit for accreditation, including preparation of a self-study report, data analysis of required standards for accreditation, and composing narrative statements to accompany the application for accreditation. 			<ul style="list-style-type: none"> Successful continued program accreditation (see appendix B)
2020-2021	Curriculum Review (50 hrs.)			
	<ul style="list-style-type: none"> Oversee program faculty on evaluation and review of curriculum to include incorporation of distance learning Addition of social determinants of health and therapeutics content Adjustment of content and credit hours as needed 			<ul style="list-style-type: none"> New curriculum grid demonstrating changes to the program (see appendix C)

Regional/ National Educational Leadership

Chair, Education Committee of American College of Gastroenterology 2019-2020, Vice-Chair 2018-2019, Member 2016-2018

Year(s) Involved	Description of Leadership Position	Number of learners	Amount of time spent on	Evidence of Quality
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		impacted by activity	duties of position	
2016-2020	The American College of Gastroenterology is the national GI society. The Education Committee oversees the educational activities of the College like MOC modules, the Educational Universe (site with online modules), Board prep courses and other educational material like podcasts and webinars	Over 14,000 GI professionals in the US and worldwide are ACG members and avail of the educational activities	Monthly 1 hour committee meeting x 4 years =48 hrs. + committee work outside of meeting time about average 5 hrs./month for 4 years= 240 hrs + subcommittee and abstract review time 80 hrs Total 368 hrs.	Invited to continue on committee
2018-2020	Served on a subcommittee that developed innovative methods of learning (50 hrs)			
	<ul style="list-style-type: none"> Designed curriculum for Podcasts and Webinars Recruited faculty to deliver the content for Podcasts and Webinars Prepared outline of sessions Prepared evaluation forms for the Podcasts and Webinar I directly participated in 4 Podcasts and 5 webinars over the 4 years Negotiated department involvement in teaching 			<ul style="list-style-type: none"> Podcasts and webinars were well received with large number of live audiences and many asynchronous learners (see appendix E for usage history)
2017, 2018, 2020	ACG, Abstract Reviewer (10 hrs. each time)			
	<ul style="list-style-type: none"> Reviewed about 40 submissions/year to the education committee for acceptance for national meeting with education theme 			<ul style="list-style-type: none"> Excellent high level of submissions at national meeting Letter of support from previous Chair of subcommittee (see appendix E)

Discussion of Breadth

My leadership activities span the learner continuum of undergraduate medical education, graduate medical education, and peers. I have held educational leadership positions at the local Departmental level, institutional level, and National level. My leadership includes large program directorship, course directorship and curriculum development