

**Norton Rose Fulbright
Instructions for Portfolio Completion**

Educational Leadership

The purpose of your portfolio is to describe your educational contributions through description of the quantity and quality of your leadership. The portfolio is your only opportunity to communicate your background and experience with the peer review panel. This is important as the panel is made up of faculty across the college who may not be familiar with your particular specialty and role.

To assist in preparation, the following instructions are provided. It is recommended that in addition to reviewing these instructions, you also review the frequently asked questions and examples provided on the website to further guide you in completing your portfolio.

Please remember that these are not competitive awards. Each portfolio is viewed on its own merits. There is no limit to the number of awards that are granted each year.

Structured summary:

- The structured summary should serve as an overview or summation of your leadership activities and should stand alone. It should provide sufficient information regarding the quantity and quality of your leadership.
- The structured summary may be up to **6 pages** in length. If the structured summary exceeds 6 pages, the portfolio will be returned and will not be considered for review by the panel.

Structured Summary Introduction:

- In this section, you are asked to provide the committee with a summary of your academic responsibilities at BCM focusing on your educational leadership responsibilities. Your response allows the review panel a glimpse into your education and leadership roles and helps to put the rest of your structured summary in perspective.

Structured Summary Table:

- The next section of the structured summary is intended to provide the review panel with a summary of your leadership responsibilities. The formatting can best be seen by reviewing the online example.
- Under the heading “List of Leadership Activities,” you will first group your leadership activities into larger categories.
- In the example**, the categories include:
 - Graduate School Leadership
 - UME leadership
 - GME Leadership
 - School of Health Professions Leadership
 - Regional/National Educational Leadership

**please note that the example includes many different categories together for illustrative purposes only—these are not the categories expected for each applicant’s portfolio. Your portfolio will be unique to you, and you must determine which Headers best represent your leadership activities. You may, of course, use one or more of the categories from the example as they apply to you.

- After grouping your leadership activities into broad categories, you should then begin to be more specific about your leadership role.
- In the example, under GME leadership, the leadership roles/positions include the following:

- Program Director 2017-2021; Associate Program Director (2014-2017) for Endocrinology Fellowship Program, Dept of Medicine
- Associate Education Director and Member of Department Education Committee (2017-2021), Dept of ***
- From there, under each leadership activity, you will describe your leadership position in terms of quantity and quality under the following headings:
 - Description of your Leadership Position
 - Number of Learners Impacted
 - Amount of Time Spent on Position/Activities
 - Evidence of Quality
 - Examples of quality may include such things as full ACGME accreditation with commendations and solicited or unsolicited letters commenting on the positive outcomes of your leadership.
 - note: this list is not intended to be comprehensive
- After describing the details of your leadership position, number of learners, amount of time spent, and quality evidence, you will then specify each of your leadership activities along with the time spent on that activity (e.g., Curriculum Oversight 240 hrs./year).
- Under this activity heading, you will describe the activity and provide a description the quality of that activity. For example, if the specific activity is Curriculum Oversight, the description of the activity might be implementation of a new curriculum with the quality evidence being 100% board passage rate after implementation.

Description of Breadth

- In this section, you should describe not only the diversity of your leadership (e.g. leadership positions at BCM, regional, national) and the types of leadership activities you perform (e.g., curriculum development and implementation, course director in the graduate school, and development of educational offerings for national societies).

Supporting materials

- Supporting documentation is included with your portfolio as evidence of educational excellence in the form of appendices. The supporting materials provides further evidence of the quality of your leadership. Examples of supporting materials may include solicited letters of support from superiors and colleagues, evidence of program accomplishments such as increased national test scores, increased learner satisfaction following curriculum change, effect of programs on learner clinical performance. If learner evaluations are included, they should consist of programmatic evaluations/evaluations of you as a leader rather than evaluations of your teaching.
- You may attach no more than **20 pages** of supporting evidence with the first page being your Table of Appendices.

Solicited Letters of support

- You may include a maximum of **4 letters of support**. These letters should come from individuals who can attest to the quality of your leadership. These letters should be addressed to you specifically addressing your strengths and areas of improvement. These are not intended to be letters of recommendation. You may not include any letters of support from current trainees regardless of your current relationship.