

Baylor
College of
Medicine®


FACULTY
DEVELOPMENT

AN INTRODUCTION TO THE
NORTON ROSE FULBRIGHT AWARDS

OBJECTIVES

	Describe the NRF Award process
	List the 5 categories of NRF Awards
	Understand the requirements for portfolios and where to access further information
	Highlight changes to the process starting in July 2021



 = Changes to NRF Process 2021

WHAT IS AN EDUCATIONAL PORTFOLIO?

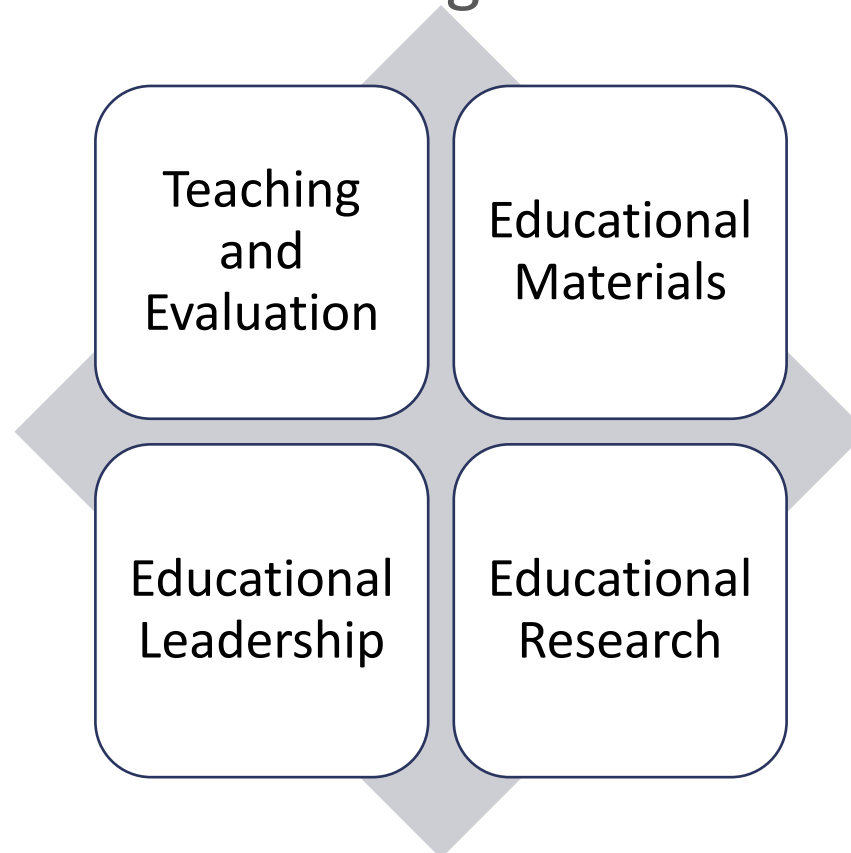
- A container of evidence
- A factual description of a faculty's teaching strengths and accomplishments
- Allows for faculty to display teaching contributions for examination by others
- Contributes to tenure and promotion decisions
- Use of an educational portfolio in the promotions process sends a strong signal that the institution highly values contributions to the education mission of the college

THE NORTON ROSE FULBRIGHT (NRF) AWARDS

- Began in 2001
- Highly valued by BCM FAP committee
- Self-nominating, peer-reviewed award
 - No limit to the number of awards granted per cycle
 - No limit to the numbers of awards that an individual can receive
- Recognized by Dr. Klotman at BCM Awards Day

EDUCATIONAL SCHOLARSHIP AT BCM

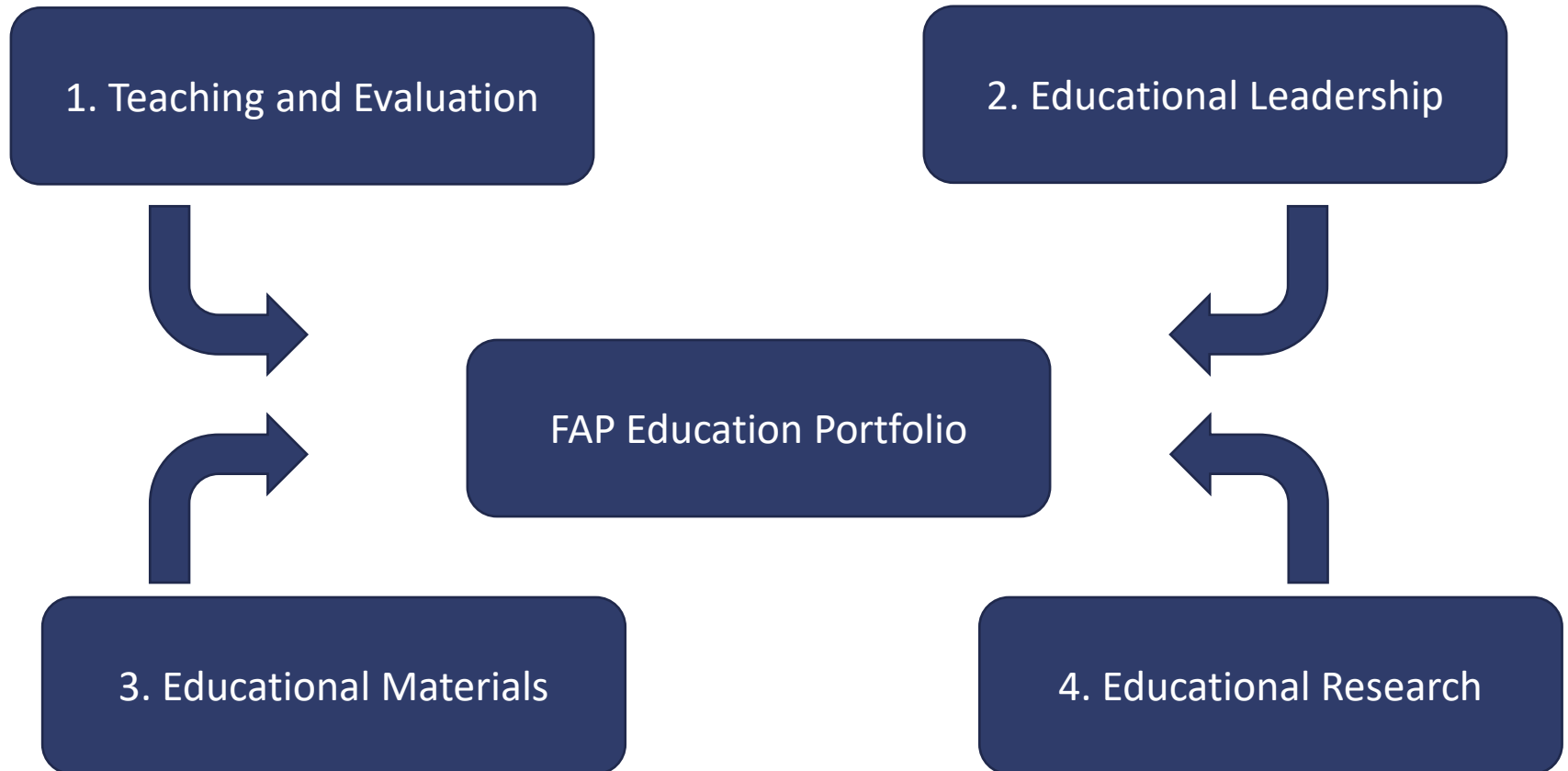
- Assessed through an Educational Portfolio submitted in one of 4 categories:



WHAT IS AN NRF “MINI” PORTFOLIO & WHY IS IT CALLED “MINI?”

- 4 of these awards are subsets of information included in a complete BCM FAP Educational Portfolio that most faculty will complete when applying for promotion
- Think of the 4 NRF Award categories as pieces of the larger pie that is the FAP Educational Portfolio

5 CATEGORIES OF MINI PORTFOLIOS



ELIGIBILITY

Teaching & Evaluation/Educational Leadership

- 5 (completed) years as BCM faculty



Educational Materials/Educational Research

- It is possible to qualify for an award of excellence in these categories with less than 5 years on faculty
- There must be sufficient time to demonstrate dissemination/impact of your work

- **BCM Faculty Member (instructor, assistant professor, associate professor or professor)**
- **Please note that instructors do not include an instructor role as a trainee (i.e., as a fellow and/or chief resident).**
- **Time starts post trainee status**

For all categories, you may include work done > 5 years prior

FORMAT OF EDUCATIONAL MINI PORTFOLIO


- Differs somewhat based on the award category
- Teaching & Evaluation and Educational Leadership follow similar formats
- Development of Educational Materials and Educational Research follow similar formats

GENERAL FORMAT FOR PORTFOLIO


- Transmittal form ★
- Personal Statement: 3-page limit with minimum 11 font ★
- Structured Summary: 6-page limit with minimum 11 font ★
 - Listing of Activities with
 - Descriptions of Quantity
 - Summary of evidence of Quality
 - Discussion of Breadth
- Structured Abstracts (Educational Materials & Educational Research portfolios only)
- Table of Appendices and Appendices: 20-page limit with minimum 11 font
 - Supporting Documents with evidence of quality
- Solicited letters of support: Maximum 4 letters ★
- CV (in BCM format)

WHAT'S THE PROCESS AFTER I SUBMIT MY PORTFOLIO?

Portfolio reviewed to make sure it meets eligibility and page limits



3 members of the review committee assigned to review your portfolio (Primary, Secondary and Tertiary Reviewer)



Reviewers grade your portfolio based on a rubric (available on website)



The reviewers will present your portfolio to the larger panel (usually about 30 people)



Review panel scores the portfolio. Cutoff to receive the award= score of 80 with 75% concordance

SCORING

Goals- 5 points

Educator Development 5 points

Self-reflection and improvement-5 points

Portfolio preparation- 5 points

Quality- 40 points (methods 20 points; Results 20 points)

Quantity- 30 points

Breadth- 10 points

NORTON ROSE FULBRIGHT FACULTY EXCELLENCE AWARDS CHANGES

Effective 2021-2022 academic year

CHANGES TO NRF PROCESS

Why?

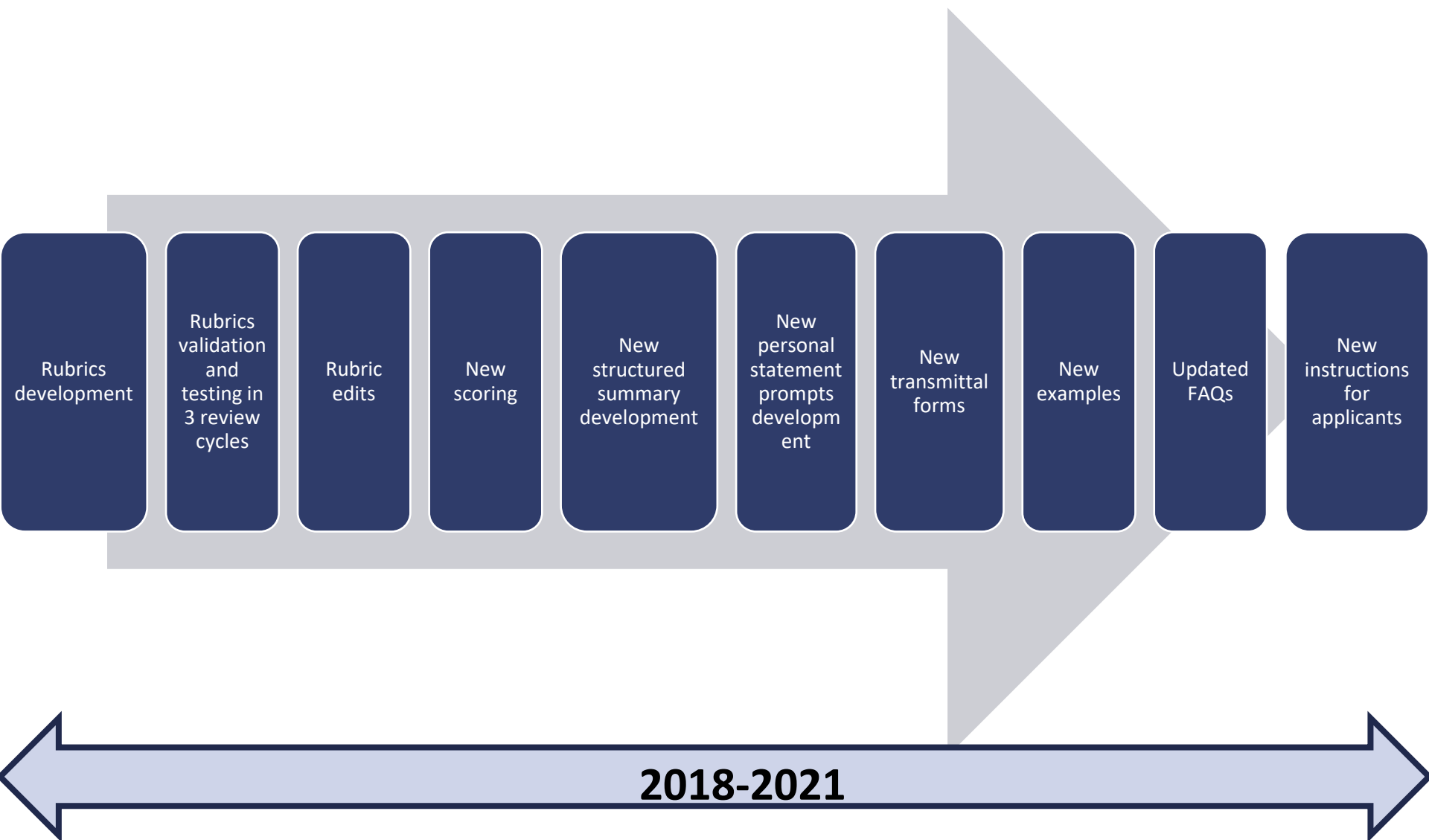
- To make things easier for faculty applicants based on faculty feedback
- To allow applicants to better convey relevant information to reviewers
- To improve inter-rater reliability in scoring of portfolios based on feedback from reviewers

CHANGES TO NRF PROCESS

What?

- Changes to structured summary templates to allow faculty to describe the activities in detail. Increase in page limit to 6 pages
- Changes to personal statement with addition of guiding reflection questions
- Page limit for appendices changed to 20 pages, not including solicited letters or BCM CV
- Maximum of 4 solicited letters
- Change to rubric based scoring rather than standard setting examples-based scoring
- Change in eligibility to apply for award in the categories of teaching and evaluation (TE) and educational leadership (EL)

TIMELINE OF CHANGES



TASKFORCE AND STEERING COMMITTEE MEMBERS



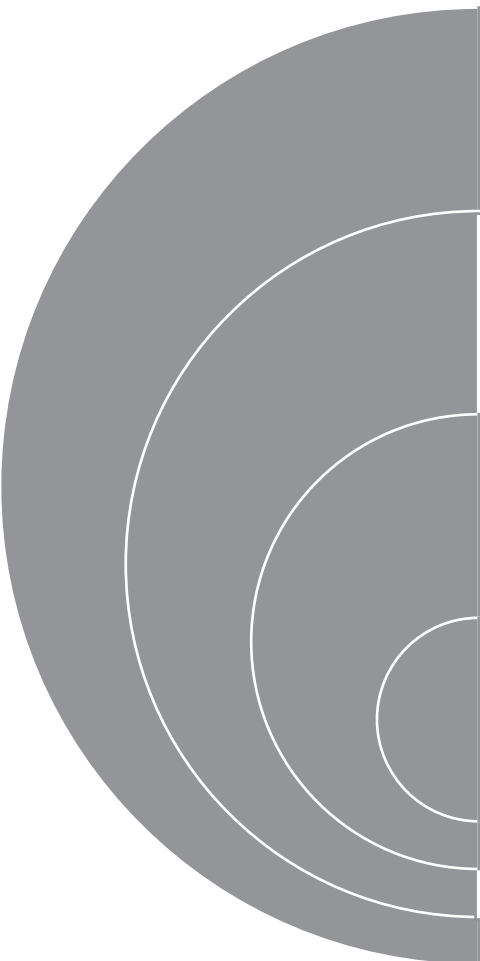
- Ali Asghar-Ali, MD
- Marni Axelrad, PhD
- Elizabeth Elliott, MS, PA-C
- Ben Frankfort, MD, PhD
- Joan Friedland, MD
- Beth Garland, PhD
- Anne Gill, Dr.PH, MS, RN.
- Susan Raine, MD,JD, LLM, M.Ed.
- Geeta Singhal, MD, M.Ed.
- Moushumi Sur, MD.
- Teri Turner, MD, MPH, M.Ed.
- Kanta Velamuri, MD, M.Ed.
- James Walker, DNP, CRNA
- Nancy Weigel, PhD

Debbie Fernandez

Nancy Moreno, PhD

Biykem Bozkurt, MD, PhD

ELIGIBILITY



Teaching and Evaluation	<ul style="list-style-type: none">• 5 years at BCM
Educational Leadership	<ul style="list-style-type: none">• 5 years at BCM• Involved in educational leadership for 5 years• At least 3 years in main leadership position (e.g. program director)
Educational Research	<ul style="list-style-type: none">• No time limitation though usually involves a few years for conducting and disseminating the research
Educational Material	<ul style="list-style-type: none">• No time limitation though usually involves a few years for production and dissemination of material

- **BCM Faculty Member (instructor, assistant professor, associate professor or professor)**
- **Please note that instructors do not include an instructor role as a trainee (i.e., as a fellow and/or chief resident).**
- **Time starts post trainee status**

CHANGES TO APPLICATION MATERIAL

New transmittal form

New personal statement prompts

- to allow applicants to better convey relevant information to reviewers

New structured summary templates

- to allow applicants to better convey relevant information to reviewers
- to align the format of NRF structured summaries with the FAP educational portfolio template

Appendices and letters changes

Resubmissions cover letter

- For resubmissions of previously unsuccessful applicants
- requirement of a cover letter addressing the feedback and describing changes to the new portfolio

SCORING CHANGES

PRIOR SCORING COMPARED TO EXAMPLES

Goals – 5 points

Personal Preparation and Self reflection-10 points

Quantity 40 points

Quality 35 points

Breadth 10 points

NEW SCORING BASED ON RUBRIC

Goals- 5 points

Educator Development 5 points

Self-reflection and improvement-5 points

Portfolio preparation- 5 points

Quality- 40 points (methods 20 points; Results 20 points)

Quantity- 30 points

Breadth- 10 points

SCORING OF PORTFOLIO-RUBRIC BASED

NORTON ROSE FULBRIGHT EDUCATIONAL EXCELLENCE AWARDS
TEACHING AND EVALUATION RUBRIC

Section	Below the standard for excellence 0-3	Meets the standard for excellence 4	Exceptionally above the standard for excellence 5
Goals (5 points)	<ul style="list-style-type: none"> Goals are generic Goals are not relevant to the domains of teaching/education (e.g., personal clinical goals) Unachievable or not realistic Unclear or not well-defined 	<ul style="list-style-type: none"> Learner-focused (e.g., reflect attention to learner needs) Relevant to teaching/education Achievable and realistic Clear Measurable in some cases 	<ul style="list-style-type: none"> Highly learner-focused (reflect strong understanding of attention to addressing needs of learners) Achievable and realistic Clear and specific (focused, well-defined, action-oriented) Mostly measurable Innovative
Educational Personal Preparation/Educator Development (5 points)	<ul style="list-style-type: none"> Time spent in preparation activities is not quantifiable Activities included are focused on maintaining clinical skills (e.g., reading journal articles) No description of how development activities are related to goals as an educator Activities are not related to improving skills in teaching or education Activities are planned for the future, but have not yet been initiated 	<ul style="list-style-type: none"> Time spent in preparation activities well defined and quantified Preparation activities are related to teaching and education Significant amount of time is spent in preparation activities Well-defined quantifiable experiences are included Personal preparation activities linked to individual teaching roles and goals 	<ul style="list-style-type: none"> Time spent in personal development as an educator is quantifiable and logical Participated in activities consistently over significant periods of time Activities include formal educational training (e.g. MTFP, M.Ed. program or certification at a regional or national level e.g. MERC, Harvard-Macy) Relevance of educator development activities clearly linked to goals and individual teaching activities
Self-reflection and improvement (5 points)	<ul style="list-style-type: none"> No meaningful reflection on feedback received from learners, team members or individuals supervised. Feedback is from a limited number of sources 	<ul style="list-style-type: none"> Reflection on feedback received with some mention of process improvement Includes feedback from multiple sources, but may not have explicitly solicited the feedback 	<ul style="list-style-type: none"> Evidence is provided regarding explicit use of feedback to make changes in teaching. Solicits feedback from multiple sources

Scoring rubric available on website.

SPECIFIC CATEGORIES



TEACHING AND
EVALUATION



EDUCATIONAL
LEADERSHIP



EDUCATIONAL
MATERIALS



EDUCATIONAL
RESEARCH

Teaching and Evaluation

TEACHING AND EVALUATION ACTIVITIES EXAMPLES

- Didactic teaching: preparing and giving lectures
- Teaching in basic sciences laboratory
- Inpatient teaching rounds
- Procedural teaching
- Teaching in ambulatory clinic
- Operating room-based teaching
- Labor and delivery room teaching
- Small group facilitation
- Workshops
- Mentoring research activities
- Assisting in learner evaluations (OSCE)

TRANSMITTAL FORM



- Personal details
 - Date of joining Baylor as faculty
 - Department Chair/Center Director
- Previous NRF/F&J awards
- Checklist of components required
- Attestations

Norton Rose Fulbright Faculty Excellence Awards

Transmittal Form

Name of applicant with degree(s):			
Baylor I.D. number:			
Title:			
Date of joining BCM as faculty (MM/YY)			
Email address:			
Department/Section:			
Name of department chair, medical director or center director:			
Email address of department chair:			
Email address of department chair, medical director or center director's assistant:			
I have previously received a Norton Rose Fulbright (NRF)/Fulbright & Jaworski Award.	Yes	No	
If yes, please indicate the year of award.	Year(s)		
Teaching & Evaluation			
Educational Leadership			
Educational Materials			
Educational Research			
For those who have received a previous NRF/F&J award or who are applying for more than one award at this time: I attest that none of the activities listed in this mini-portfolio have been previously listed as activities in any other mini-portfolio for which I previously received or for which during this cycle I might receive an NRF award.	Signature:		
I have included in my mini-portfolio:	Yes	No	N/A
• This transmittal Form			
• A structured summary (6 page limit)			
• Structured abstracts (for Educational Materials and Educational Research Portfolios Only-no page limit)			
• A personal statement (3 page limit)			
• A table of appendices and supporting material (20 page limit, including table of appendices)			
• Supporting letters (no more than 4 letters)			
• CV in BCM Format (no page limit)			
• Response to previous feedback (Only for resubmissions after a previous unsuccessful submission-2 page limit)			
I attest that I have no HIPAA or FERPA violations in my portfolio.	Signature:		
I attest that the information listed on this transmittal form and included in the min-portfolio is true and factual and lists activities performed by me.	Signature:		
I attest that my conduct has been in compliance with Baylor College of Medicine's Core Values, the Code of Conduct, and Policies.	Signature:		

PERSONAL STATEMENT-3 PAGES



MAXIMUM

- Briefly describe your academic and clinical responsibilities at BCM and/or one of its affiliated locations. Please include if applicable how the quantity of your- teaching compares to others in your field.-(Max 250 words)
- Why do you teach? What is your philosophy about teaching? (Max 250 words)
- Describe the goals of your teaching *i.e., what do you expect your learners to achieve from your teaching* How do you ensure that your teaching is learner centered? (Max 250 words)
- How have you prepared to become an educator? What activities have you participated in to improve your educator skills? *Please be specific in describing the educator development activities including number of hours spent.* (Max 250 words)
- Describe your process for reflecting on your teaching and obtaining feedback about your teaching and mentoring activities. How do you use this reflection and feedback to improve your teaching? *Please provide specific examples.* (Max 250 words) If applicable, describe how you share your teaching skills with others or mentor/coach others in teaching?
- Other. (*Optional: Please use this area to convey any additional information to the reviewers about your portfolio*)



STRUCTURED SUMMARY

- Details of teaching activities
- 6 pages maximum with minimum 11-point font
- Should be able to stand alone in describing quantity, quality and breadth
- Headings provided: Non-didactic teaching; Mentoring/Advising; Didactic teaching; Small/Large group facilitation; Online teaching as part of online course.
- Move around headings to highlight your largest teaching activities first.
- Delete any headings that don't apply. Add any sub-headings as required to make your portfolio clearer (e.g. Didactic teaching-local, regional, national)

STRUCTURED SUMMARY



List of teaching and evaluation activities				
Write your structured summary so that it concisely portrays the quality, quantity, and breadth of your contribution in the given category.				
Non-didactic Teaching				
Year(s) Involved	Description of Teaching Activities	Number and Type of Learner	Teaching Hours/Year and Total Hours	Evidence of Quality
Mentoring/Advising				
Year(s) Involved	Description of Mentoring Activities	Number and Level of Mentee	Mentoring Hours/Year and Total Hours	Evidence of Quality
Didactic Teaching (Lecture Based)				
Years Involved	Course Name or Description of Activity	Number and Type of Learner (s)	Preparation and Contact Hours/Year and Total Hours	Evidence of Quality
Small/Large Group Facilitation				
Year(s) Involved	Course Name or Description of Activity	Number and Type of Learner (s)	Preparation and Contact	Evidence of Quality

Instructions on completing portfolio available on website. Please review prior to filling out structured summary

STRUCTURED SUMMARY

FACULTY
DEVELOPMENT

Examples of how to fill out different activities provided on website. Please review prior to filling out structured summary

Non-didactic Teaching				
Year(s) Involved	Description of Teaching Activities	Number and Type of Learner	Contact Hours/Year and Total Hours	Evidence of Quality
6 years (7/2015 to 6/2021)	<p>Operating Room (OR) teaching</p> <p>Average OR day 8 hours; one OR day per week</p> <p>I am with a learner for the entire OR time and teach for approximately half of the time</p>	1 cardiovascular (CV) anesthesia fellow PGY V; 1-2 PGY I-IV anesthesia residents; 1-Student Registered Nurse Anesthetist (SRNA); 0-1 medical students	1 day a week x 4 hours a day x 40 weeks/year = 160 hours per year x 6 years = total 960 hours	<ul style="list-style-type: none">Excellent evaluations from CV anesthesia fellows: Average 6.5/7 (1-7 scale; n= 20 over 6 years) (see appendix A)Evaluations from Anesthesia residents with score 4.7 (1-5 scale) n=86 over 6 years (see Appendix B)

SUPPORTING MATERIALS/APPENDICES

- No more than 20 pages total (including table of appendices)
- Begins with a Table of Appendices

Table of Appendices

The following table lists the elements that would have been included in this portfolio had it been from an actual faculty submission for the award.	
Appendix A	<p>Letters from:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Unsolicited email comments from education program director <input checked="" type="checkbox"/> Letter from host after guest professorship for a day <input checked="" type="checkbox"/> Letter from training grant PI <input checked="" type="checkbox"/> Letter from chair of qualifying exam committee <input checked="" type="checkbox"/> Unsolicited note from recent graduate
Appendix B	<input checked="" type="checkbox"/> Table with summary of classroom-based teaching learner ratings
Appendix C	Report from peer coach after in-class observation
Appendix D	List of <u>mentees</u> and their current positions, institutions, and publication record (CV contains list of names but not the additional information)

SUPPORTING MATERIALS

Examples of supporting material

- Evaluations and other **objective** evidence of excellence
 - Summarize annual evaluations into a table.
 - Remember to include how many evaluations the scores are based on. The number of evaluations should be close to number of learners you mentioned in structured summary. If discrepancy, explain
- Other teaching awards and recognition
- Unsolicited communication from learners (at any level).
Redact trainee names if current trainee
- Evidence/table of personal preparation activities
- Evidence of peer observation/coaching
- Table of mentee achievements and positions

Example of Table of mentee achievements and positions

M,Y-M,Y training	Trainee name and level	Effort and activities	Evidence of productivity	Current position
6/15-7/20	John Smith (Ph.D. student)	Ave. 2 hrs./wk. X 48 weeks/yr. x 5 years = 480 hours Advice on research design and interpretation, writing of abstracts, papers, and career mentoring.	Two abstracts (see CV # 5,8), two papers (see CV # 6,11) paper in preparation and a travel award.	Post-doctoral fellow, Johns Hopkins University
7/18-- current	Jane Doe (Ph.D. student)	Ave. 2 hrs./wk. X 48 weeks/yr. x 3 years = 288 hours Advice on research design and interpretation, writing of abstracts, papers, and career mentoring.	Two abstracts (see CV # 9,11) and paper in preparation (see CV# 3 in prep)	Current trainee
1/19-- current	Jim Johnson (post-doctoral fellow)	Ave. 2 hrs./wk. X 48 weeks/yr. x 2.5 years = 240 hours Advice on research design and interpretation, writing of abstracts, papers, and career mentoring.	One abstract (CV# 10), paper in preparation (see CV# 4 in prep)	Current trainee
1/20—1/21	Susan Smith (clinical fellow)	Ave. 2 hrs./wk. X 48 weeks/yr. x 1 years = 96 hours Advice on research design and interpretation, writing of abstracts, papers, and career mentoring.	Two abstracts (CV# 6,9), one paper (see CV # 15)	Assistant Prof. Baylor College of Medicine

FERPA

- Ensure there are no FERPA (or HIPAA) violations in your portfolio
 - FERPA = Family Educational Rights & Privacy Act
- All names (or other identifiers) of current learners must be redacted if the information is sensitive or could violate the student's privacy
 - Okay: Card from a student thanking you for "the best lecture they have ever heard"
 - Not okay: Email from resident thanking you for your help with their remediation and coming off probation

Please use good common sense. If you aren't sure if you should include student identifiers, then you probably shouldn't.

SOLICITED LETTERS



- Maximum 4 solicited letters
- These are *not* meant to be letters of recommendation
- The committee encourages evaluation letters that help faculty learn what they are doing effectively or less effectively
- It is strongly encouraged to solicit letters that are addressed to you and that will help you improve

Solicited letters may not come from current BCM learners at any level!

2. Educational Leadership

EDUCATIONAL LEADERSHIP ACTIVITIES

Not clinical leadership activities (e.g. director of ICU) but leadership of educational programs/offerings

Major activities examples

- Program director of residency or fellowship program
- Director of training grant
- Graduate school committee chair
- Chair of national education committee or subcommittee
- Dean, Associate Deans of schools
- Course director of major longitudinal course
- Vice-Chair of education
- Director of simulation training
- Chair of Ph.D qualifying exam committee
- Chair of curriculum committee

Minor activities examples

- Journal club director
- Member, trainee selection committee
- Member, promotions committee

PERSONAL STATEMENT-3 PAGES



MAXIMUM

- **Describe your educational leadership activities in brief** (*including new initiatives, if any*) (Max 250 words)
- **What is your philosophy about educational leadership?** (Max 250 words)
- **Describe the goals of your educational leadership.** *i.e., what do you expect your learners to achieve from your leadership.* (Max 250 words)
- **How have you prepared to become an educational leader? What activities have you participated in to improve your leadership skills?** *Please be specific in describing the educator leadership development activities including number of hours spent.* (Max 250 words)
- **Describe your process for reflecting and obtaining feedback about your educational leadership activities. How do you use this reflection and feedback to improve?** *Please provide specific examples. If applicable, describe how you have shared your skills in leadership with others/mentored others in educational leadership?* (Max 250 words)
- **Other.** *(Optional: Please use this area to convey any additional information to the reviewers about your portfolio)*



Your name, Title, Department, Section:

Describe your educational leadership activities, in brief:



List of leadership activities

Write your structured summary so that it concisely portrays the quality, quantity, and breadth of your contribution in the given category.

Category

Leadership Position 1 (List position by formal title)

Year(s) Involved	Description of Leadership Position <i>(Please concisely describe the duties associated with this leadership role/position and key activities)</i>	Number of learners impacted by activity	Amount of time spent on duties of position	Evidence of Quality

Position related special activity 1:

- Duties related to activity
- Duties related to activity
- Duties related to activity

Position related special activity 2:

- Duties related to activity
- Duties related to activity

Leadership Position 2 (List position by formal title)

Year(s) Involved	Description of Leadership Position	Number of learners	Amount of time spent	Evidence of Quality

Instructions on completing portfolio available on website. Please review prior to filling out structured summary

STRUCTURED SUMMARY

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)			Graduate student success
	<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 			<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

2. Headed program to select trainees (40 hrs./year)

<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.
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3. Development and organization of annual retreat (20 hrs./year)

2015-2021	<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)
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4. Revision of program and competitive renewal (50 hrs. each time)

2015, 2020	<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.
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APPENDICES

- 20 pages maximum (not including solicited letters)
- Important to show quality of leadership
- Table of appendices(table of contents)
- Evidence of program and learner outcomes, excellence e.g., ACGME accreditation, Renewal of training grant; match results, surveys results, etc.
- Unsolicited emails, letters, cards (redact names if current trainees). Watch for **FERPA**, HIPAA
- List/table of education leadership development activities

Educational Materials

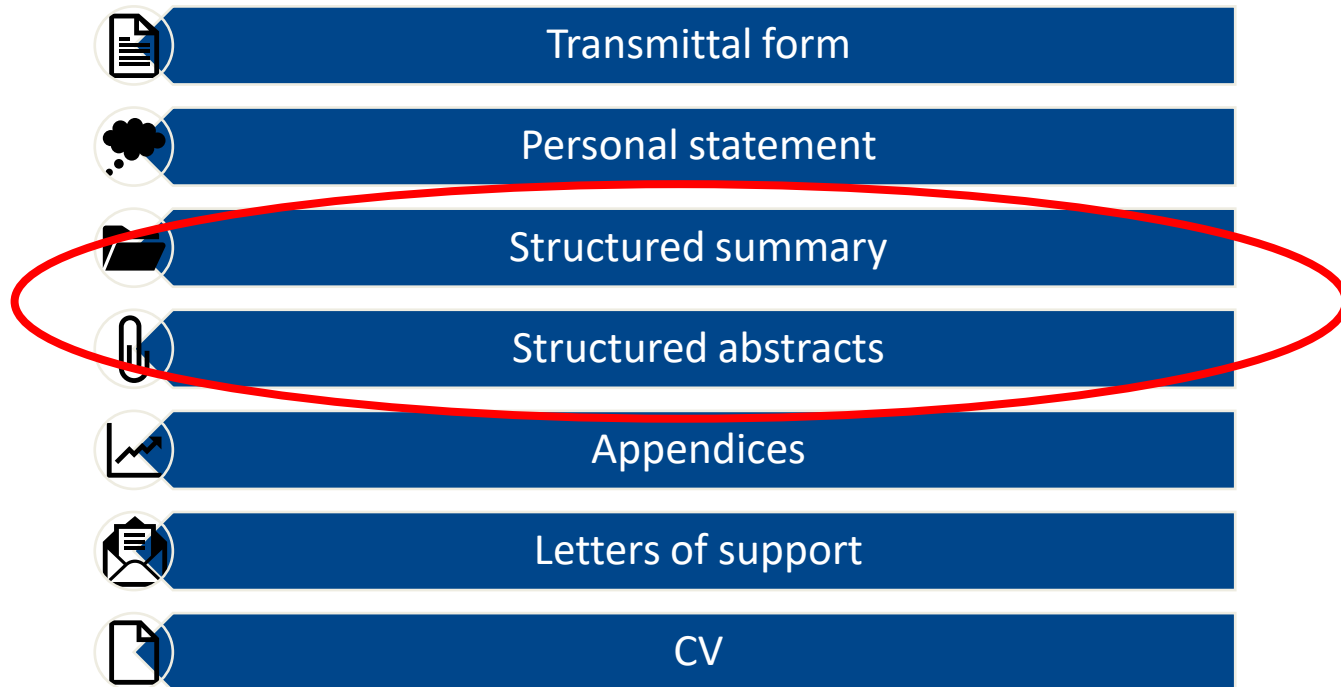
Educational Research

EDUCATIONAL MATERIALS EXAMPLES

- Textbook or textbook chapters (hard copy or online)
 - If multiple chapters in same book, can use one structured abstract to describe all chapters
- Educational online chapters e.g., UpToDate
- Review articles
- Systematic reviews e.g., Cochrane reviews
- Educational videos
- Case reports **accompanied with** review of literature
- Workshop material
- National Guidelines
- Peer reviewed educational Podcasts, Blogs, YouTube videos
- Items used in learner evaluations (e.g., OSCE cases, test questions for national organizations)
- Simulations created with computers or physical models

Dissemination of material is important

COMPONENTS OF MINI-PORTFOLIO FOR EDUCATIONAL MATERIALS AND EDUCATIONAL RESEARCH



STRUCTURED SUMMARY EDUCATIONAL MATERIAL



Your name, title, department, section:

List of Educational Materials

Briefly list the educational materials that you are including as part of your portfolio. You will provide more details about the materials you have developed in the Structured Abstract section.

Book Chapters

Publication or completion date(s)	Details of educational material (including Citation or publication information if applicable)	Number of learners/ users	Total Amount of time spent on material	Summary of evidence of quality and dissemination

Review Articles

Publication or completion date(s)	Details of educational material (including Citation or publication information if applicable)	Number of learners/ users	Total Amount of time spent on material	Summary of evidence of quality and dissemination

Online Review Material (e.g. UpToDate; Cochrane Reviews)

Publication or completion date(s)	Details of educational material (including web-links)	Number of learners/ users	Total Amount of time spent	Summary of evidence of quality and dissemination

STRUCTURED SUMMARY EDUCATIONAL RESEARCH



Your name, title, department, section:

List of Research Activities

Briefly list the educational research activities that you are including as part of your portfolio. You will provide more details about these in the Structured Abstract section.

Research Questions	Summary of evidence of impact, role in study and dissemination
1. Research Question no. 1:	<p>Impact:</p> <p>Role on Study:</p> <p>Dissemination:</p>
2. Research Question no. 2:	<p>Impact:</p> <p>Role on Study:</p> <p>Dissemination:</p>

STRUCTURED ABSTRACTS

- Unique to categories of educational materials and educational research
- Provides details of each of the educational material or educational research activity
- Separate structured abstract for each educational material listed in structured summary
- Separate structured abstract for each educational research activity listed in structured summary

STRUCTURED ABSTRACT EDUCATIONAL MATERIAL

Structured Abstracts:

STRUCTURED ABSTRACT TEMPLATE

Title:	
Reference Citation if formally published, or Publication Detail (i.e., date, location) if self-published or URL:	
Format:	
Content:	
Learner Population/Audience:	
Size/Scope:	
Process/Method used in development of material:	
Role and estimate of hours spent in development of material:	
Peer Review Process of Material:	
Usage Statistics/Impact of Material:	
Feedback/Ratings from Learners/Peers/Users (if available):	

STRUCTURED ABSTRACT #1

Title:	Viral Infections
Reference Citation if formally published, or Publication Detail (i.e., date, location) if self-published or URL:	Doe JV and Schmoe J. Viral Infection in the Neonates. In Pediatric Infectious Disease Textbook. 3rd edition. Ed. Carter, J and Reagan, R. ISBN-10:1234565699
Format:	Textbook Chapter
Content:	Specific topics covered in this chapter include: epidemiology, sources of infection, clinical manifestations and approach to a neonate with a suspected viral infection.
Learner Population/Audience:	Pediatricians, Neonatologist, Pediatric ID physicians, Pediatric trainees, and students
Size/Scope:	12-page book chapter with 4 major section, 8 figures and 1 table, 76 references
Process/Method used in development of material:	I was invited to contribute this chapter by the Editor based on my expertise as a Pediatric ID physician. I solicited mentorship from senior author to guide me in the writing process. I reviewed literature and other textbooks to decide on the outline and format of the chapter. After writing the chapter, I determined which content would benefit from visual details and prepared the figures.
Role and estimate of hours spent in development of material:	I served as the primary author for this book chapter. I reviewed the literature, determined the chapter outline, wrote the first draft and revised based on edits and feedback from Dr. Schmoe. Approximately 130 hours were spent on this chapter (20 hours reviewing literature and outlining chapter, 60 hours writing, 30 hours preparing figures and tables, 20 hours revising/editing, 5 hours reviewing proofs)
Peer Review Process of Material:	I had peers in my Section as well as a pediatric ID fellow review the drafts of the chapter to ensure accuracy and readability. Additionally, the editor of the book reviewed my chapter prior to publication.
Usage Statistics/Impact of Material:	The book sold over 5000 copies since 2018. It is ranked #108 on the Amazon listing of pediatrics books.
Feedback/Ratings from Learners/Peers/Users (if available):	Reviews from users on Amazon with good comments. Five star rating (out of 5) amongst reviews on Amazon

STRUCTURED ABSTRACT EDUCATIONAL RESEARCH

Norton Rose Fulbright Structured Summary

Structured Abstract #1:

Research Question 1:	
Investigation:	
Methods: <i>(including population studied):</i>	
My Role in Research Project:	
Estimate of hours spent:	
Results:	
Impact of Findings:	
Dissemination 1:	
Dissemination 2:	

Research Question 1: Do residency selection criteria predict performance in an OB-GYN residency?	
Investigation	This investigation was undertaken to establish that the system for ranking resident applicants in the OB-Gyn residency program is predictive of resident performance, to determine which factors in the residency selection process most adequately predict future performance in residency and identify those who may need additional coaching and mentoring. The overall aim was to help ensure selection of resident applicants most likely to succeed.
Methods	A retrospective analysis of resident applicants that matched in our residency program was conducted. Thirty-three residents that had completed greater than two years of the program were included. The application variables of these 33 residents were reviewed including number of publications, research experience, USMLE scores and attendance at a top 10 medical school in women's health. The residents' performance during residency was scored based on their performance scores on our residency competency assessment tool. Rank order was compared to residence performance scores.
My Role in Research Project:	I conceived of the idea, designed the study, obtained IRB approval, and collected and prepared the data. Dr. Young helped with the study design and statistical analysis. I prepared the final abstracts for submission.
Estimate of hours spent:	I spent approximately 20 hours on the project design and IRB submission, 40 hours to collect and prepare data and 10 hours to prepare and edit the abstract.
Results:	A significant correlation existed between rank order and resident performance, indicating that applicants ranking in the top category on the rank list had the highest resident performance scores.
Impact of Findings:	Due to this study, the residency program will continue to use current criteria to determine rank order list. Additionally, incoming residents who were lower on the rank order list will be offered additional mentorship and coaching.
Dissemination 1:	1. Abstract poster presentation APGO/GREOG Meeting. Orlando, Florida. March 2019. Maximov W, Young H. Do Residency Selection Criteria Predict Resident Performance in an OB-GYN residency?
Dissemination 2:	2. Oral presentation at TEACH-S 2019-UTMB Galveston, TX

INTERNET LINK TO NRF INFO

<https://www.bcm.edu/education/academic-faculty-affairs/faculty-resources/faculty-development/recognition/excellence-award>

NEXT STEPS



Plan ahead



Reflect upon your own career and determine what category best highlights your educational contributions



Review the FAQs and instructions—many of your questions will be answered there

NEXT STEPS


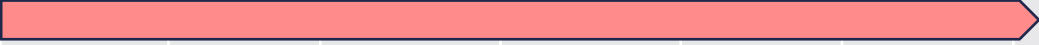
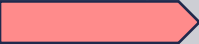









Make a timeline that is realistic for you

There are many steps in preparation of a quality portfolio

- It is evident when faculty hastily put together their portfolio
- It tends to also be clear when faculty rely on others to complete their portfolio (e.g., administrative assistant)



SUGGESTED TIMELINE

TASKS	From Hiring date	6 months prior	3months prior	2 months prior	1 month prior	15 days prior	1 week prior	D-day
Maintain Educational Portfolio								
Maintain C.V.								
Choose category, set target cycle								
Attend Fac-Ed workshop								
Solicit Letters of Support								
Prepare Structured Summary								
Gather evidence of Quality								
Prepare Personal Statement								
Organize Supporting Documentation								
Reminders for Letters of Support								
Final editing, electronic submission								
Obtain Return Receipt								

TIPS FOR SUCCESS



Quantitative evidence highly valued by review committee (i.e. evaluations)



If there is an activity you are doing which is not evaluated, take your own evaluation forms.



Be clear and detailed in your description of activities



Start working on your portfolios early. Add to portfolio regularly just like you update CV

PORTFOLIO SUBMISSION

Must be submitted electronically
by **5pm** on date of deadline as a
single PDF

Send by email to:
faced@bcm.edu



OFFICE OF FACULTY AFFAIRS AND FACULTY DEVELOPMENT

- **Location**

One Baylor Plaza, N112
Houston, TX 77030

- **Contact Numbers**

Phone: (713) 798-7285

Fax: (713) 798-8522

- **Email: faced@bcm.edu**