Educational Leadership Portfolio Template

(Rev. 11.20.11)

**Structured Summary:** Write your structured summary (limited to four pages) so that it portrays completely the quantity, quality, and breadth of your contribution. You should also include an appendix with supporting documentation (limited to 25 pages).

**Name:**Last, First, Middle Initial

**Title:**Professor, Assistant Dean, etc.

**Department:**Anatomy, Family Medicine, etc.

**Section I: Match to Standard-Setting Example(s)**

In SECTION 1.1, below, identify the standard-setting examples (which are found on the introductory page of material of this category) that most closely mirror your work in educational leadership and are included in your mini-portfolio. In SECTION 1.2, ***briefly*** identify major similarities and differences in the type educational leadership between your mini-portfolio and the example(s).

|  |
| --- |
| **SECTION 1.1** |
| [ ]  [Example 1](http://www.aacom.org/InfoFor/educators/naome/appprocess/Documents/EdLeadership-Ex1.pdf): Faculty member or possessing a terminal degree in a basic science department who participates in both medical school and graduate school courses and committees[ ]  [Example 2](http://www.aacom.org/InfoFor/educators/naome/appprocess/Documents/EdLeadership-Ex2.pdf): Physician in a clinical department involved in courses and committees at the undergraduate, graduate and CME levels[ ]  [Example 3](http://www.aacom.org/InfoFor/educators/naome/appprocess/Documents/EdLeadership-Ex3.pdf): Physician in a clinical department with leadership responsibilities in graduate medical education, undergraduate medical education and national professional societies |
| **SECTION 1.2** |
| e.g., Like the standard setting example, I…; Unlike the example, however, I do more of…; and less of… |

**Section II: Personal Statement**

Include in bulleted form, a limited number of key points from your personal statement which will help reviewers make judgments about the criteria of scholarship which are less likely to be adequately represented by the list of positions and activities below.

|  |  |
| --- | --- |
| *Goals and/or Philosophy* | * summary of a key point from personal statement
* point 2, etc.
 |
| *Preparation/Ongoing Reflection* | * summary of a key point from personal statement
* point 2, etc.
 |
| *Sharing Leadership Strategies and/or Experiences with Peers* | * summary of a key point from personal statement
* point 2, etc.
 |

**Section III: Descriptions of Quantity and Evidence of Quality**

|  |  |
| --- | --- |
| **Descriptions Relative to Quantity** | **Descriptions Relative to Quality** |
| **Position Title (start date - end date)** List positions by formal title and indicate the length of time you held the position. (To help reviewers understand the full extent of the duties associated with each position, you should include a phrase or two of descriptive information about each activity in the title line. Details about leadership activities within the position should be provided in the following rows.) |
| **yy-yy** | 1. Leadership-related Activity (Select a limited number of activities within the position, in which you took a leadership role and for which some type of evidence of outcomes/quality is available.) |
| • step (List key steps taken to carryout the selected activity with a description of time commitment, helping reviewers to better understand the degree of leadership involved and amount of effort — e.g., number of meetings, number of participants, number of beneficiaries.)• etc. | * outcome/evidence of quality (identify meaningful results of the activity which serve as evidence of its quality.)
* outcome/evidence of quality
* etc.
 |
| **yy-yy** | 2. Leadership-related Activity |
| * step
* etc.
 | * outcome/evidence of quality
* etc.
 |
| **yy-yy** | 3. Leadership-related Activity |
| * step
* etc.
 | * outcome/evidence of quality
* etc.
 |
| *(\*yy-yy = start year of activity – end-year of activity; repeat the above rows for each position you choose to list.)* |

**Section IV: Discussion of Breadth – Personal Statement**

Include text of personal statement immediately after the structured summary. Limit the personal statement to two pages. Your narrative should emphasize the criteria of scholarship not addressed in the structured summary. Typically these criteria should be goals and/or philosophy, preparation, effective presentation (or sharing leadership experience), and ongoing reflection—see criteria under “Review Process” web.

|  |
| --- |
| Insert Personal Statement here |

**Section V: Appendices/Documentation**

* Organize supporting documents into clearly labeled appendices, using the standard-setting examples as a model. This section should not exceed 25 pages.
* Information included here is to document/support information clearly stated in the structure summary.
* Do not include more than six solicited letters from learners, peers, or administrators.
* If included, summarize numeric learner evaluations into tables and list only samples of illustrative written comments. Do not include copies of individual rating forms.
* Be sure to make clear reference to the documentation on your summary page by number or name (e.g., “See table of learner evaluations in Appendix A”; “See test score summary in Appendix B”).
* The documentation you provide will enable the peer review panel to “audit” the quality information you include on your structured summary.