

Structured Summary (Your structured summary should not exceed four pages)

Note about reference to dates in this example:

- Dates are given in relative terms to show length of intervals (e.g., “Year1-Year3” indicates a three-year interval—NOT calendar year when positions began or ended per se).
- In your individual mini-portfolio absolute dates should be used (e.g., 2002-2005).

Faculty Profile: PhD in basic science department who actively participates in both medical school and graduate school courses.

Personal Statement--with evidence of quality related to goals, preparation, and ongoing development/self reflection.	
Goals	<p>Organize presentations in a manner that communicates the material in a relevant, audience-specific context and engages the audience in a way that holds their attention and keeps them focused.</p> <p>Develop learners to think like a scientist.</p> <p>Tie the osteopathic philosophy to the scientific underpinnings of medicine.</p> <p>Mentor learners to become independent, successful researchers.</p> <p>Use a variety of techniques to stimulate learners' thinking.</p>
Preparation:	<p>Prepare to present the material at the right level in an appropriate context for my specific audience.</p> <p>Package the material into "cassettes" linked by transitions and summaries.</p> <p>Prepare visuals, such as pictures, to illustrate rather than relying on words alone.</p> <p>Use the “big picture” to ensure that students see the integration of concepts.</p>
Reflection/ Improvement:	<p>Use feedback of colleagues and students to improve lectures.</p> <p>Watch videotapes of my lectures to see myself as students do.</p> <p>Have DO physicians review presentation materials to be certain that OPP concepts are correctly used.</p> <p>Collaborate with physicians to create materials that are essential to becoming a practicing physician.</p> <p>Review lectures immediately and decide upon future changes.</p>

Descriptions of Quantity	Evidence of Quality—methods and results
Lecture-based Teaching in Graduate School and Medical School	
Y1-Y5 (present)	<p>4 one-hr lectures/year in graduate school core curriculum course (average class size=60); prep time = 10 hours/lecture to update content and prepare to give lecture (~40 hrs of total prep time/year).</p> <p>Generally positive reputation among students. Learners' ratings have averaged 5.5 on 7-point scale (See Appendix A).</p>

Y1-Y5	16-20 one-hr lectures/year in pre-clerkship medical school course (average class size=160); Prep time = 2-3 hours/lecture to update content and prepare to give lecture (~60 hrs of total prep time/year).	Received “End of Basic Sciences Award” (from medical students) twice Learner evaluations (requested from subgroup of students) for past three years = 5.5 to 6.0 (n = 50-75) and include many positive written comments (See Appendix A) Three lectures observed by an educator consultant; received written feedback (See Appendix B) Letter summarizing quality of teaching from course director (See Appendix B)
Y1-Y5	Integrated OPP in each lecture grouping as overview and summary. Worked with DO physician to understand the ways that the osteopathic philosophy meshes with understanding of the basic science underpinning medicine.	Recognized by the institutional Curriculum Committee as a model for integration of clinical and basic science concepts. Positive reviews from students (See Appendix B)
Group Facilitator in Graduate School and Medical School		
Y1-Y5	IPS facilitator (one group/year ; 2 hrs/day x 20 days/year) (class size=6-8 students); ~ 20 hrs total prep time/year	Data from learner evaluations overall average = 6.5 on 7.0 scale (n = 6-8). (See appendix A) Positive written comments from director (See Appendix B)
Y1	IPS substitute facilitator (3 two-hr sessions)	
Y1-Y5	Journal club leader for weekly graduate school journal club (involves critiquing student performance (two-hr sessions x 40 session/year	
Mentor for Graduate Students and Research Fellows		
Y1-Y5	Served on two dissertation committees since Year1 (2 hrs/meeting x 2 meetings/year).	Students completed dissertations and obtain competitive post-doc positions. (See Appendix C)
Y1-Y5	Advisor to two post-doctoral fellows since Year1.(4 hours of one on one teaching/week for most weeks of the year)	Fellows published multiple manuscripts during fellowship.(See Appendix C.)
Discussion of Breadth		
Contributions involve graduate students, research fellows, and medical students using four distinct forms of teaching (lecture, PBL, journal club, and mentor) in 5 different courses.		

Personal Statement. (This example contains the entire personal statement. The personal statement is included here to illustrate how to write a personal statement. Note how the statement makes reference to the individual’s goals and preparation to teach and to his/her ongoing efforts to enhance personal teaching skills. Your personal statement should not exceed 2 pages.)

My teaching methods and goals have evolved over many years of teaching medical students at the Example College of Osteopathic Medicine. I had no formal training in teaching techniques, philosophies, etc. before beginning my teaching here. My two most important prior experiences were observing how others teach and learning how to present a clear

research seminar. Figuring out what it is that makes good teachers good was mainly an education in teaching style. There are nearly as many effective teaching styles as there are good teachers, so the problem reduced to identifying elements of style that would work for me: a process that required trial and error and the willingness to experiment...and fail. From preparing research seminars, I've learned the value of clear organization with careful attention to the knowledge and needs of the specific audience. What is an excellent presentation for one audience may be terrible for another. It was painful to discover in my first lectures to medical students that research-style lectures do not work; medical students have their own special needs, which are different from those of research scientists (or graduate students). Considerations of style and content form the basis of my own teaching goals.

- Organize presentations in an *effective* way that communicates the material in a relevant (audience-specific) context
- *Engage* the audience in a way (any way that works) that keeps their attention...and keeps it focused on the material at hand
- *Develop* learners to think like scientists
- Mentor learners to become *independent, successful* researchers.
- Use a variety of means to stimulate the audience to *think* actively about the material as it is being presented

To accomplish these goals, I focus on what I like to call the three P's of presentation.

PREPARE: (You must be well prepared!)

- Know the material one level deeper than you intend to present it
- Prepare to present the material at the right level for your specific audience
- Be careful about the quantity of material—too much and nothing is retained
- Organize the material into an appropriate context for your audience
- Package the material into 'cassettes' linked by transitions and summaries
- Use simple pictures to illustrate—don't rely too heavily on words alone

PERFORM: (Think of a lecture as a performance)

- Don't read!
- Show passion, compassion, and enthusiasm: modulate voice and move around
- Present to the whole audience—not a single individual—and make eye contact
- Learn to read the audience and make adjustments as you go
- Use pauses, stories, and questions to break the flow and to stimulate thinking

PERFECT: (You will likely give the same lecture again)

- Ask colleagues (and students) for feedback...and listen
- Watch videotapes of your lectures and see yourself as the students do
Review your own lecture immediately afterward and suggest future changes

Later, as I became more comfortable with my teaching style and was gaining positive feedback from students and colleagues, I wanted to take my teaching / student learning to a new level. I realized that it is essential to clearly demonstrate to students the link between the Osteopathic Philosophy and the basic science discipline being taught. I took the initiative to collaborate with a DO physician to find those aspects of the subject matter that directly exemplifies osteopathic principles. This has been positively received by students and colleagues and has allowed me to see my teaching as even more integral to helping create the best osteopathic physicians possible.

Appendices/Documentation

Documentation in appendices to support statements of quantity and quality in the structured summary is not provided for this example. (See description of the contents of the appendices below). However, you should include such documentation in your mini-portfolio, keeping within the limit of 25 pages (13 pages front and back).

Be sure to make clear reference to the documentation on your summary page by number or name (e.g., "See Appendix A"). If you refer to learner assessments, you should include a **summary** of the forms you received giving you those

assessments. The documentation you provide will enable the primary and secondary reviewers to “audit” the quality information you include in your structured summary.

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	<input checked="" type="checkbox"/> Data summaries from learner evaluations of courses. Presents means, standard deviation and number of ratings by course and then overall. Includes norm group comparison where available. COPIES OF THE INDIVIDUAL RATING FORMS ARE NOT INCLUDED. <input checked="" type="checkbox"/> Two pages of representative learners comments (15 of 60 total comments included).
Appendix B	Letters from: <input checked="" type="checkbox"/> Peer coach based on observation of three lectures <input checked="" type="checkbox"/> Letter from course director of preclinical course. <input checked="" type="checkbox"/> Letter from IPS course director
Appendix C	<input checked="" type="checkbox"/> List of fellows with information about fellowships, presentations, awards, papers, and current positions if the post doc has left the lab.

Curriculum Vitae

A curriculum vitae is not included in this example, but would be if it were an actual portfolio. The CV allows primary and secondary reviewers to “audit” statements in the structured summary.