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: Faculty in a basic science department who teaches almost entirely in the graduate school, principally through mentoring PhD students and post-doctoral fellows in the research laboratory.

Personal Statement	
Personal Goals	Provide students, trainees and fellows hands-on experiences with constructive feedback, giving them opportunity to learn all aspects of the research process and develop an expertise in their chosen discipline and specialty
Influence of OPP	The integrative concept integral to OPP is central to my approach to research and training. I try to instill in my students the desire to make connections and see the interdependence of multiple systems.
Personal Preparation / Personal Reflection / Process for Improvement	. Mostly experiential, based on trial and error followed by self reflection and discussions with students and colleagues . Refined teaching strategies over-time driven by student comments and examples of others . Sought advice from more-experienced colleagues about how to handle specific problems related to mentoring . Read a variety of books and monographs addressing topics in research and research training, particularly from the from the National Academy of Sciences Press, such as Advisor, Teacher, Role, Model, Friend
Sharing lessons learned with peers	. Informal discussion with colleagues in the department and the college about mentoring techniques . Informal conversations about mentoring with colleagues at professional meetings

Descriptions of Quantity		**Evidence of Quality**
Classroom-based Teaching		
Y2-Y6	Four hours in our medical neuroscience course each year	Student, Peer and Program director evaluations are consistently above average (see summary in Appendix A).

Y3-Y6	3 one-hr lectures/year in core molecular biology course for our graduate program (average class size =20)	Student, Peer and Program director evaluations are consistently above average (see summary in Appendix A).

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Y1-Y6	Primary instructor in 2 'special topics' graduate seminar courses per year: Neurochemistry of Behavior and Neurobiology of Addiction 5-15 students per course) *prep time = ~10 hrs/lecture/year to maintain currency of content	• Positive statements from students and colleagues (see unsolicited statements in Appendix B) • Positive statements from peer-evaluations and Program director assessments (Appendix B) • Education consultant assessment report (Appendix C).
Y 5-Y6	Invited to provide a 2 hr presentation in or 'Translational Research' unit for some of our year 3 medical students (7-15 students/year)	• Invitation to return each year • 1-2 students per year request a to do a research elective with me
Lab-based Teaching		
Y1-Y6	3-4 graduate students/year (requires approximately 10-15 hrs/week for most of the year dedicated to informal teaching and lab meetings)	• Four PhD graduates and 3 MS graduates have come from my laboratory. • These 7 students have produced 10 published manuscripts while at IDCOM and over 15 poster presentations at national meetings. (see Appendix D) • All 7 graduates have secured desirable positions: 2 are Assistant Professors, 2 are in post-doctoral positions, 1 is a Research Associate in a pharmaceutical company and the other 2 are presently in medical school. (see Appendix D) IDCOM and have obtained desirable positions: one is an assistant professor and 3 are post-docs. (See Appendix D for specific information about publications and positions.)
Y3-Y6	1-2 post docs/year (total of 6) (2-4 hours of one on one teaching/week for most weeks of the year)	Of the three who have left IDCOM 1 is assistant professor with 3 publications as an independent investigator; 1 is an associate professor with 5 publications as an independent investigator and is PI on an NIH grant; 1 is in industry (see Appendix D for details about institutions and publications)

Evaluation/advising-related activities		
Y3-Y6	Serves on departmental qualifying exam committee (~20 hours/year): - Reviewing -12 abstracts/year - Reviewing -4 qualifying exam research proposals/year - Reviewing - 4 oral exams	Solicited letter from chair of qualifying exam committee describing quality/value of my contribution (see Appendix A)
Y3-Y6	6 thesis committees/'year for students not from my lab (total of 10 students); requires approximately ~4 hours/student/year in meetings and one-on-one advising.	Continued requests from students to serve on their committee (see CV for list) Unsolicited note from recent graduate expressing appreciation for constructive feedback I provided (see Appendix B)

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Discussion of Breadth

My professional activities run the gamut of students from undergraduate medical students, graduate students through post-doctoral trainees. I try to provide each student with personal attention and direction. Even after they leave my laboratory, we still retain contact and I have the opportunity to provide some guidance. Graduate level education and training involves a high degree of independent study and effort on the part of the student and important role-model opportunities for the professor.

Personal Statement

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.)

Though I was focused on building my research career and thought little about education issues I did realize that as a scientist I had a responsibility to contribute to the development of the new generation of scientist. My initial forays in teaching consisted of giving a few lectures and assigning published studies to critique and discuss. Looking back, I made lots of mistakes. Nevertheless, my interest in education was born.

From this simple start, I recognized that teaching is about learning and about taking each student where they are and challenging them to grow. While I continued to lecture, and even make conscious efforts to improve (e.g., read Whitman's book, "There is no Gene for Good Teaching," and experimented with several different teaching strategies) my greatest satisfaction as a teacher has come from working with directly students in my lab.

At first, I found it was easy to lose sight of my role as mentor-teacher in the press of planning and completing studies. Like most researchers, I had a tendency to see my students as lab assistants and to focus on what they could do for me. I had to constantly remind myself to consider their needs to learn and to acquire independence and the capacity to successfully pursue their own interests. Now it comes naturally; it's ingrained in how I do business (e.g., how I conduct lab meetings to creating teaching opportunities while still moving the work forward).

As I look back over the past few years, I feel satisfied that I have struck the right balance. Through a process of trial and error and reflection and informal sharing of mentoring ideas with colleagues in and out of IDCOM, I have developed an approach to mentoring that works well. I have a productive lab, I attract motivated and capable students and post docs, and I have helped my learners launch their careers.

A key, I believe, has been to let my learners, regardless of their level, have hands-on involvement in all aspects of research, even when it would have been easier to do many of the things myself. This includes how to pick a problem (recognize questions that need to be answered), select appropriate techniques to approach the problem (break a problem down into smaller questions and use appropriate controls), setup and run effective experiments, put the data together and to present them to people (communicate what you're doing especially across disciplines), and write a publishable paper.

Even though I am working in an Osteopathic school, I did not perceive my faculty role is being any different than if I were at an allopathic school. Over the years, however, I have come to view my students in a fashion being somewhat similar to a clinician's patients. Whereas my Osteopathic physician colleagues approach the care of their patients from a holistic perspective and look at the entire milieu of their lives, I am finding that I look at my students in much the same fashion. While I am charged with guiding the intellectual development of my students in the context of science, I also am influencing their behaviors relative to their professional development. I must be cognizant of their entire life experience and that those elements influence who they are and in turn their development as scientists.

I remember, for example, helping an individual, already in her third post doc, finally gain the abilities she lacked to turn her research into quality publications. I did so by consciously creating opportunities for her to write and to receive constructive feedback. She is now an assistant professor at another institution and was recently awarded her first NIH R01 grant.

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I believe that for a researcher, this is what teaching is all about. Having reached this insight, I find that I'm more open with colleagues about my teaching/mentoring strategies. Recently, a new faculty member confided in me that he was having a problem with his first student; the student wasn't meeting the expectations of my colleague. I suggested he write down his expectations for the next 3 or 6 months of lab research for the student and review them with the student. I offered to mediate and meet with them. Later, my colleague said this had been helpful and that he didn't need further mediation. This is an example of how I compare notes in hall-way chats or in coffee-shop discussions at professional meetings, partly to see if I can learn from others, but also so that they can learn from me.

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 contents of the appendices is provided 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 on your summary page.

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	Letters from: Unsolicited email comments from education program director Letter from host after guest professorship for a day Letter from training grant PI Letter from chair of qualifying exam committee Unsolicited note from recent graduate
Appendix B	Table with summary of classroom-based teaching learner ratings
Appendix C	Report from peer coach after in-class observation
Appendix D	List of mentees, accomplishments (awards, fellowships) and their current positions, institutions, and publication record (CV contains list of names but not the additional information)

Curriculum Vitae

A curriculum vitae is not included in this example, but would be if it were an actual portfolio.