THE TEACHING ACADEMY
Robert Larner, M.D. College of Medicine at The University of Vermont

OVERVIEW OF MEMBERSHIP CATEGORIES

As a quick overview, the table below summarizes key features that differentiate each membership category and the required Teaching Portfolio. Please also see our teaching portfolio **Quick Start Guide** on the next page.

Membership Category	Eligibility	Teaching Portfolio – Required Components					
		Cover Page	Statement of Intent	Letter of Support	Curriculum Vitae	Teaching Record	Education Domain Sections
Protégé	• Includes Residents, Fellows, Post-doctoral fellows, Doctoral students in good standing • Must have a current Teaching Academy member as a sponsor and they must submit a letter of support. • Must conduct and present an education project at a Teaching Academy Symposium. • Protégé education project proposals required at time of application.	✓	✓	✓ (2)	✓	✓	≥1
Member	• Faculty of the Larner COM • Engagement and evidence of excellence ≥ 1 educational scholarship domains	✓	✓	✓	✓	✓	≥1
Master Teacher	• Faculty of the Larner COM • Engagement and evidence of excellence ≥ 2 educational scholarship domains • Additional active participation within the academy (e.g. mentoring, workshops, etc.) • Regional and/or national recognition as an educator	✓	✓	✓	✓	✓	≥2
Distinguished Educator	• Faculty of the Larner COM • Engagement and evidence of excellence ≥ 3 educational scholarship domains • Additional active participation within the academy (e.g. mentoring, workshops, etc.). • Regional, national and/or international recognition as an educator	✓	✓	✓	✓	✓	≥3

Thank you for your commitment to teaching and education and your interest in the Teaching Academy. If you have any questions, there are contacts in each department that have agreed to volunteer their time be to on call to answer questions from prospective Teaching Academy members. Please contact Teaching.Academy@med.uvm.edu for your department contact.

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QUICK START GUIDE

The teaching portfolio is a synopsis of the education record and not a duplication of a CV.
Like an artist's portfolio, only provide a few examples of your best work.

<u>**Required**</u> Elements (Items 1-5):

1. Fill in the **Cover Page** where you will:
   - Check the membership category you are applying for and then choose the appropriate # of education domains (e.g. applying for *Member* choose 1 domain, *Master Teacher* 2 domains)
     - Check ONLY the education domains on which your membership will be based.
     - If you fill out more domains on your cover page than required, please make it clear in your letter of intent which of the domains you would like your membership based on.

2. Write a ½- 1 page **Statement of Intent** the purpose of which is to:
   - Impart to the reviewer who you are:
     - Overview: what you do; how does teaching/education fit in to your daily practice?
     - What do you wish to get out of the Teaching Academy?
     - What do you intend to give back to the Teaching Academy?

3. Request that your Chair or Supervisor write a **Letter of Support -** use the provided template.
   - Template available on our website: http://www.med.uvm.edu/teachingacademy/apply
   - Protégé applicants must also include a letter of support from their Teaching Academy sponsor

4. Fill in the Teaching Record Table (a required component for ALL applicants)

5. Start your portfolio with the **Educational Scholarship** Domain(s) you checked on the cover page
   - Quantity, Quality, and Engagement Criteria (Q^2 Engagement)
   - With the exception of **Educational Research**, the remaining 4 domains each have a Q^2 Engagement page as part of the application
   - In this section the
     - Left-hand column is narrative/descriptive
     - Right-hand column is generally bullet items
       - **Delete all italic sample text once you have completed this column**
       - Use bullets to refer to pages in your CV or items in your appendix
   - *For additional guidance and examples of how to describe your Evidence for Quantity, Quality and Engagement within the portfolio, we recommend you consult this article and in particular, the table on page 1006.*
   Simpson D, Fincher RM, Hafler JP, Irby DM, Richards BF, Rosenfeld GC, Viggiano TR. Advancing educators and education by defining the components and evidence associated with educational scholarship. Medical education. 2007 Oct 1;41(10):1002-9. .https://doi.org/10.1111/j.1365-2923.2007.02844.x

6. **OPTIONAL** Elements:
   - Supplemental domain-specific templates are provided in addition to the Q^2 Engagement pages
     - These are optional and may be used to present one or two <u>illustrative examples</u>
   - You may fill out greater than the required educational domain sections
     - This is an excellent means of documenting your teaching and getting additional feedback
     - HOWEVER, be clear in your **Statement of Intent** which domains constitute your application.

Helpful Hints:

❖ Checking boxes within the Teaching Portfolio forms can be accomplished by using a "double-click"

❖ Be aware of limiting steps: generally, the most time consuming and sensitive elements are respectfully the **Teaching Record Table** and the **Letter of Support** (as it is written/approved/signed by your Chair or supervisor)

❖ The Teaching Portfolio has direct application to all five of UVM's RPT "Green Sheet" sections (e.g. the **Teaching Record Table** mirrors section 2B of the Green Sheets). A copy of the current Green Sheets with step by step correlation to the Teaching Portfolio is available on our website: http://www.med.uvm.edu/teachingacademy