

Date

Last Name, First Name

Teaching Academy **Associate Member** Application
Teaching Portfolio Cover Page

Name:	
Pronouns:	
Position:	TITLE
	Department of
Address:	OFFICE LOCATION
	Preferred phone:
	Email:
Current faculty rank:	
Current academic pathway:	

Check each of the educational scholarship domains within your Teaching Portfolio on which your application for Teaching Academy membership should be based:
You may fill out greater than the required domains below; however, please check **only** the domains you would like your application based on.

<input type="checkbox"/> Direct Teaching	<input type="checkbox"/> Mentoring and Academic Advising	<input type="checkbox"/> Curriculum/Course Development	<input type="checkbox"/> Learner Assessment and Evaluation	<input type="checkbox"/> Leadership and Service/Administration	<input type="checkbox"/> Educational Research/Scholarship
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List your required letter of support from Chair or Supervisor, and if applicable TA Sponsor (Resident/Fellow/Post-doc Only) (template available: <http://www.med.uvm.edu/teachingacademy>)

	Name / Institution / Dept.	Position / Role	Email Address	Telephone Number
1.				
2.				

Please check the appropriate attestation to indicate your agreement, then sign and date in the appropriate space:

Role	Attestation	Signature	Date
Applicant	<input type="checkbox"/> This application is complete and an accurate representation of my involvement and achievement in teaching and education and if accepted, I agree to fulfill the expectations necessary to maintain active membership status		

Statement of Intent

Instructions:

Please use the Statement of Intent to impart to the reviewer who you are by answering these questions:

1. What do you do in your professional role(s)?
2. How do teaching and other educator activities fit into your daily practice?
3. The Larner College of Medicine at the University of Vermont values diversity, equity, inclusion, and antiracism as drivers of excellence. Please provide details about any activities that contributed to inclusive excellence related to your work as an educator, including professional development courses; relevant literature read; changes made to your teaching, assessment, mentoring, etc.
4. Reflect on feedback you've received from learners. Please describe 2-3 examples of how you have made changes to your teaching or related educator work based on this feedback.
5. What do you wish to gain as a member of the Teaching Academy? Please note specific areas where you seek professional development, mentoring, network building, experience, etc.
6. What do you intend to give back as a member of the Teaching Academy? Please note any particular areas of interest or experience that you might share, along with any service interests, e.g., committee work, mentoring, facilitating workshops, peer observation of teaching.

Please type or copy/paste your responses here.

Teaching Record

This table follows the format from the LCOM standard CV; you can copy and paste most columns.

Year	Course Title &/or Teaching Setting	Course R/E	Hours	Number of Learners	Learner Level	Teaching Method(s)

Year: Please indicate the academic year in which each teaching activity occurred (e.g., 2009-2010; if taught multiple times list as such, e.g., 2012, 2013, 2014 rather than documenting as separate entries). Include only the most recent five years. Add rows to the table, as needed.

Course R/E: R = Required; E = Elective

Hours: Number of hours per academic year involved in direct teaching with learners (does not include preparation time)

Number of Learners: enrolled/participating in the course/educational program

Learner Level: Write in each cell the code(s) that apply for the course (You may modify key to reflect appropriate learner groups): MS1, MS2, MS3, MS4 = Medical student and year of training; R = Medical Specialty Resident; F = Fellow; Ug = Undergraduate; G = Ph.D./Graduate, PGY1, PGY2, PGY3; FD = Faculty Development; C = Continuing Education; CmuO = community outreach (e.g., High school students, community medical school, etc.)

Teaching Methods: Write in each cell the code(s) for the teaching methods utilized for each course. Please use the following key: **

CBL = Case-Based Instruction/Learning; CEA = Clinical Experience-Ambulatory or Inpatient; CM = Concept Mapping; DSG = Discussion, small group; IL = Independent Learning; IR = Integrative Review; JC = Journal Club; LAB = Laboratory; LEC = Lecture; OL = Online Teaching; PRE = Preceptorship; PBL = Problem-Based Learning; REF = Reflection; SDL = Self-directed Learning; SIM = Simulation; TBL = Team-Based Learning; W = Workshop

** If you use any teaching methods not listed, please contact Teaching.Academy@med.uvm.edu

Educational Scholarship Domains

Complete only those for consideration in your application

Direct Teaching

	<p style="text-align: center;">Narrative/Description</p> <p>In this column, write a narrative to describe your teaching according to the category to the left.</p> <ul style="list-style-type: none"> Pick your most effective examples (this is a portfolio NOT a dossier) For guidance regarding the definition and examples of Quantity, Quality, Engagement, see: <i>Table 1; Simpson et al "Advancing Educators" Med Ed 2007: 41, p. 1006.</i> 	<p style="text-align: center;">Evidence</p> <p>Bullet items in this column are suggestions, not an exclusive list. <i>Italicized text</i> should be replaced with your information (using a regular font, not italics); Bullet format can remain.</p> <ul style="list-style-type: none"> Reference relevant evidence in your CV; do not duplicate entries here. Put larger items in appendix and reference them in this column. Please delete all provided italicized text.
<p style="text-align: center;">Quantity (Roles and Activities)</p>		<ul style="list-style-type: none"> <i>Complete the Teaching Record (required), which covers ONLY the last 5 years.</i> <i>List other evidence and/or reference your CV.</i> <i>Any specific activities in which you have contributed to the inclusive excellence of our community or formal/informal professional development related to inclusive excellence.</i>
<p style="text-align: center;">Quality (Effectiveness and Excellence)</p>		<ul style="list-style-type: none"> <i>Summary tables of learner ratings of your teaching (include comparative results, as available).</i> <i>Narrative feedback from students with several representative quotes; If lengthy, put in appendix and reference this site.</i> <i>Other documentation (e.g., results of peer observation, repeated invitations as guest teacher/presenter; specific learner outcomes, awards for teaching).</i>
<p style="text-align: center;">Engagement (Collaboration; Scholarly Approach, Scholarship, Contributions/ Impact)</p>		<p><i>List and describe activities in which you have contributed to teaching practices on local, regional, national, and/or international levels (such as leading workshops, presentations at professional meetings, involvement/contributions on teaching, education, and curriculum committees and work groups). Specify activities that have:</i></p> <ul style="list-style-type: none"> <i>helped others improve their teaching;</i> <i>been funded internally or through grants;</i> <i>specific outcomes, such as adoption of a methodology by others or dissemination of an educational product;</i> <i>resulted in extramural or extradepartmental presentations and/or publications.</i>

Mentoring and Academic Advising

	<p style="text-align: center;">Narrative/Description</p> <p>In this column, write a narrative to describe your teaching according to the category to the left.</p> <ul style="list-style-type: none"> • Pick your most effective examples (this is a portfolio NOT a dossier) • For guidance regarding the definition and examples of Quantity, Quality, Engagement, see: <i>Table 1; Simpson et al "Advancing Educators" Med Ed 2007: 41, p. 1006.</i> 	<p style="text-align: center;">Evidence</p> <p>Bullet items in this column are suggestions, not an exclusive list. <i>Italicized text</i> should be replaced with your information (using a regular font, not italics); Bullet format can remain.</p> <ul style="list-style-type: none"> • Reference relevant evidence in your CV; do not duplicate entries here. • Put larger items in appendix and reference them in this column. • Please delete all provided italicized text.
<p style="text-align: center;">Quantity (Roles and Activities)</p>		<ul style="list-style-type: none"> • <i>Complete the Advising and Mentoring Record (required if you are submitting this category for your portfolio evaluation)</i> • <i>Any specific activities in which you have contributed to the inclusive excellence of our community (including committees, mentoring, recruitment, etc.) or formal/informal professional development related to inclusive excellence.</i>
<p style="text-align: center;">Quality (Effectiveness and Excellence)</p>		<ul style="list-style-type: none"> • <i>Reference significant evidence of quality that may be presented in the Record (e.g., achievements and/or outcomes across advisees/mentees).</i> • <i>Other documentation (frequency of peer referrals to you, awards for excellence in mentoring, letters of appreciation, quote from a thank you card, email message, or letter from the protégé etc.).</i> • <i>Evidence of quality can also be provided through a letter of support that you solicit for inclusion in your Teaching Portfolio.</i>
<p style="text-align: center;">Engagement (Collaboration; Scholarly Approach, Scholarship, Contributions/ Impact)</p>		<p><i>List and describe activities in which you have contributed to mentoring/advising practices on local, regional, national and/or international levels (such as leading workshops, presentations at professional meetings, involvement/contributions on teaching, education and curriculum committees and work groups). Specify activities that have:</i></p> <ul style="list-style-type: none"> • <i>helped others in their mentoring/advising roles;</i> • <i>led to specific outcomes, such as adoption of best mentoring practices by others;</i> • <i>resulted in presentations and/or publications regarding best or innovative practices.</i>

Mentoring and Academic Advising Record

Dates	Advisee/Mentee	Level	Purpose/Goals	Advisee or Mentee Outcomes	Frequency	Process/Activities

*Add rows as needed

Dates: Please indicate the academic year in which each mentoring or advising activity occurred (e.g., 2009-2010; if multiple years list as such, e.g., 2012, 2013, 2014 rather than documenting as separate entries). Include only the most recent five years.

Advisee/Mentee: In some situations, it may not be appropriate or in the best interest of the advisee/mentee to insert his/her name. In such cases, provide a brief description (e.g., 1st year medical student, PGY-2, Year 2 nurse anesthesia student, junior faculty)

Level: Write in the appropriate response using the following code: Ug = Undergraduate student; G = Graduate/PhD; R = Resident.; F = Fellow or Post-Doc; FAC = Faculty/Professional Colleague

Purpose/Goals: List the primary purpose(s) or goals of the relationship (e.g., doctoral dissertation advisor, professional development mentor, resident or fellow advisor, student advisor)

Advisee/Mentee Outcomes: List the results/impact of the relationship (e.g., goal attainment, problem resolved, award, presentation/paper acceptance, publication), mentee's scholarly accomplishments.

Frequency: Describe typical frequency of contact (e.g., monthly face-to-face meetings, 1-2 hours each; periodic telephone and email communication)

Process/Activities: Describe activities used in the relationship and provide details, specific examples (e.g., introduced protégé to role models, provided advice and critique for project development and materials, edited paper)

Curriculum/Course Development

	<p style="text-align: center;">Narrative/Description</p> <p>In this column, write a narrative to describe your teaching according to the category to the left.</p> <ul style="list-style-type: none"> • Pick your most effective examples (this is a portfolio NOT a dossier) • For guidance regarding the definition and examples of Quantity, Quality, Engagement, see: <i>Table 1; Simpson et al "Advancing Educators" Med Ed 2007: 41, p1006.</i> 	<p style="text-align: center;">Evidence</p> <p>Bullet items in this column are suggestions, not an exclusive list. <i>Italicized text</i> should be replaced with your information (using a regular font, not italics); Bullet format can remain.</p> <ul style="list-style-type: none"> • Reference relevant evidence in your CV; do not duplicate entries here. • Put larger items in appendix and reference them in this column. • Please delete all provided italicized text.
<p style="text-align: center;">Quantity (Roles and Activities)</p>		<ul style="list-style-type: none"> • <i>List or reference activities, contributions, products, outcomes here; if they are already included in your CV, then reference specific page.</i> • <i>Complete the table shown on the next page to provide a more detailed description of <u>1 or 2 of your best examples</u> (one per template) and reference them here. Provide an introductory description to aid the reviewer's interpretation of the significance of your work.</i> • <i>Reference specific activities in which you have contributed to the inclusive excellence of our community (including committees, mentoring, recruitment, etc.) or formal/informal professional development related to inclusive excellence.</i>
<p style="text-align: center;">Quality (Effectiveness and Excellence)</p>		<ul style="list-style-type: none"> • <i>Now choose your best example(s) and complete the template that follows to demonstrate both Quality and Engagement.</i>
<p style="text-align: center;">Engagement (Collaboration; Scholarly Approach, Scholarship, Contributions/ Impact)</p>		<p><i>List and describe activities in which you have contributed to curriculum/course development on local, regional, national and/or international levels (such as leading workshops, presentations at professional meetings, involvement/contributions on teaching, education and curriculum committees and work groups). Specify activities that have:</i></p> <ul style="list-style-type: none"> • <i>been peer-reviewed by experts;</i> • <i>been funded internally or through grants;</i> • <i>led to specific outcomes, such as adoption or adaptation by other institutions or groups;</i> • <i>resulted in presentations and/or publications regarding best or innovative curriculum/course designs.</i>

Curriculum/Course Development Record

Year Developed	Name of Curriculum/Course/ Program	Hours/ Length of course	Types of Learners	Type and setting of Teaching	Outcomes

*Add rows as needed

Please choose one (or two at most) of these to describe more fully your best work in Curriculum / Course Development in the template on the next page.

Type of Learners: Write in the appropriate response using the following code: Ug = Undergraduate student; G = Graduate/PhD; R = Resident.; F = Fellow or Post-Doc; FAC = Faculty/Professional Colleague
Type and setting of Teaching: Choose all applicable: CBL = Case-Based Instruction/Learning; CEA = Clinical Experience-Ambulatory or Inpatient; CM = Concept Mapping; DSG = Discussion, small group; IL = Independent Learning; IR = Integrative Review; JC = Journal Club; LAB = Laboratory; LEC = Lecture; OL = Online Teaching; PRE = Preceptorship; PBL = Problem-Based Learning; REF = Reflection; SDL = Self-directed Learning; SIM = Simulation; TBL = Team-Based Learning; W = Workshop
Outcomes: e.g., Course delivered once; course delivered more than once by myself; course delivered by others; course disseminated outside this institutio

Complete this template for one (or two at most) of your best examples of Curriculum/Course Development.

Title or description of activity:			
Category(ies):	_____ Curriculum Development	_____ Instructional Design	
Primary focus (check one):	_____ Original/New	_____ Major Revision	
Your role and contribution(s):			
Collaborators and consultants:			
Describe the context in which this work occurred (e.g., specific need, problem, opportunity, or target of change or innovation)			
Demonstrate how you met scholarship attributes and provided value to the institution using the six Glassick, et al.* attributes listed below:			
1. Clear goals			
2. Adequate preparation			
3. Appropriate methods			
4. Significant results (outcomes)			
5. Effective presentation (dissemination)			
6. Reflective critique (next steps for continued improvement)			
Dissemination	<i>Highlight the text in this cell and replace with your own information. List or reference entries in your curriculum vita (e.g., page 4, #3). List or describe evidence (documentation) and include relevant entries in the Appendix as necessary. Dissemination includes peer-reviewed and invited presentations and publications, evidence of adoption or adaptation of your products by individuals at other institutions, and other activities that made your public and available for review.</i>		
Revenue (including grants)			

*Glassick, C. E., Huber, M. T., Maeroff, G. I., Boyer, E. L., & Carnegie Foundation for the Advancement of Teaching. (1997). Scholarship assessed: Evaluation of the professoriate. San Francisco: Jossey-Bass.

Learner Assessment

	<p align="center">Narrative/Description</p> <p>In this column, write a narrative to describe your teaching according to the category to the left.</p> <ul style="list-style-type: none"> • Pick your most effective examples (this is a portfolio NOT a dossier) • For guidance regarding the definition and examples of Quantity, Quality, Engagement, see: <i>Table 1; Simpson et al "Advancing Educators" Med Ed 2007: 41, p1006.</i> 	<p align="center">Evidence</p> <p>Bullet items in this column are suggestions, not an exclusive list. <i>Italicized text</i> should be replaced with your information (using a regular font, not italics); Bullet format can remain.</p> <ul style="list-style-type: none"> • Reference relevant evidence in your CV; do not duplicate entries here. • Put larger items in appendix and reference them in this column. • Please delete all provided italicized text.
<p align="center">Quantity (Roles and Activities)</p>		<ul style="list-style-type: none"> • <i>List or reference activities, contributions, products, outcomes here; if they are already included in your CV, then reference specific page.</i> • <i>Complete the template shown on the next page to provide a more detailed description of <u>1 or 2 of your best examples</u> (one per template) and reference them here. Provide an introductory description to aid the reviewer's interpretation of the significance of your work.</i> • <i>Reference specific activities in which you have contributed to the inclusive excellence of our community (including committees, mentoring, recruitment, etc.) or formal/informal professional development related to inclusive excellence.</i>
<p align="center">Quality (Effectiveness and Excellence)</p>		<ul style="list-style-type: none"> • <i>Now choose your best example(s) and complete the template that follows to demonstrate both Quality and Engagement.</i>
<p align="center">Engagement (Collaboration; Scholarly Approach, Scholarship, Contributions/ Impact)</p>		<p><i>List and describe activities in which you have contributed to the field of learner assessment on local, regional, national and/or international levels (such as leading workshops, presentations at professional meetings, involvement/contributions on teaching, education and curriculum committees and work groups). Specify activities that have:</i></p> <ul style="list-style-type: none"> • <i>been peer-reviewed by experts;</i> • <i>been funded internally or through grants;</i> • <i>led to specific outcomes, such as adoption or adaptation by other institutions or groups;</i> • <i>resulted in presentations and/or publications regarding best or innovative learner assessment practices.</i>

Complete this template for one (or two at most) of your best examples of Learner Assessment.

Title or description of activity:			
Primary focus (check one):	<input type="checkbox"/> Original/New	<input type="checkbox"/> Major Revision	
Your role and contribution(s):			
Collaborators and consultants:			
Describe the context in which this work occurred (e.g., specific need, problem, opportunity, or target of change or innovation)			
Demonstrate how you met scholarship attributes and provided value to the institution using the six Glassick, et al.* attributes listed below:			
1. Clear goals			
2. Adequate preparation			
3. Appropriate methods			
4. Significant results (outcomes)			
5. Effective presentation (dissemination)			
6. Reflective critique (next steps for continued improvement)			
Dissemination	<i>Highlight the text in this cell and replace with your own information. List or reference entries in your curriculum vita (e.g., page 4, #3). List or describe evidence (documentation) and include relevant entries in the Appendix as necessary. Dissemination includes peer-reviewed and invited presentations and publications, evidence of adoption or adaptation of your products by individuals at other institutions, and other activities that made your public and available for review.</i>		
Revenue (including grants)			

*Glassick, C. E., Huber, M. T., Maeroff, G. I., Boyer, E. L., & Carnegie Foundation for the Advancement of Teaching. (1997). Scholarship assessed: Evaluation of the professoriate. San Francisco: Jossey-Bass.

Educational Leadership and Service/Administration

This domain may include formal/titled educational administration and leadership positions (e.g., course/clerkship directors, residency program director, department chairs, curriculum coordinators, etc.) as well as volunteer, elected or appointed positions that reflect educational planning, governance, monitoring or evaluation responsibilities.

	<p style="text-align: center;">Narrative/Description</p> <p>In this column, write a narrative to describe your teaching according to the category to the left.</p> <ul style="list-style-type: none"> Pick your most effective examples (this is a portfolio NOT a dossier) For guidance regarding the definition and examples of Quantity, Quality, Engagement, see: <i>Table 1; Simpson et al "Advancing Educators" Med Ed 2007: 41, p. 1006.</i> 	<p style="text-align: center;">Evidence</p> <p>Bullet items in this column are suggestions, not an exclusive list. <i>Italicized text</i> should be replaced with your information (using a regular font, not italics); Bullet format can remain.</p> <ul style="list-style-type: none"> Reference relevant evidence in your CV; do not duplicate entries here. Put larger items in appendix and reference them in this column. Please delete all provided italicized text.
<p style="text-align: center;">Quantity (Roles and Activities)</p>		<ul style="list-style-type: none"> <i>Complete the Educational Administration and Service Record and reference it here.</i> <i>Highlight specific entries in the Educational Administration and Service Record that you want to emphasize.</i> <i>Reference specific activities in which you have contributed to the inclusive excellence of our community (including committees, mentoring, recruitment, etc.) or formal/informal professional development related to inclusive excellence.</i>
<p style="text-align: center;">Quality (Effectiveness and Excellence)</p>		<ul style="list-style-type: none"> <i>Reference one or two of your best examples (e.g., illustrative or significant leadership achievement); Provide an introductory description to aid the reviewer's interpretation of the significance of your work in the Narrative column; Large documents can be put in the appendix and referenced here.</i> <i>Other documentation (frequency of appointments to leadership roles, elected positions, awards, and specific outcomes or achievements that resulted directly from your leadership activities and initiatives, as well as Letters and other forms of communication that recognize excellence)</i>
<p style="text-align: center;">Engagement (Collaboration; Scholarly Approach, Scholarship, Contributions/ Impact)</p>		<p><i>List and describe activities in which you have contributed to Educational Leadership & Service Administration at local, regional, national and/or international levels (such as chairing a department, directing a program, taking a leading role in an educational organization, leading workshops, presentations at professional meetings, involvement/contributions on teaching, education and curriculum committees and work groups).</i></p> <p><i>Specify those that have:</i></p> <ul style="list-style-type: none"> <i>been reviewed by a panel of experts and/or professional agencies such as LCME, ACGME, specialty societies;</i>

		<ul style="list-style-type: none">• <i>led to recognition for best practices;</i>• <i>led to specific outcomes, such as adoption or adaptation by other institutions or groups or have led to organizational change as a result of your leadership;</i>• <i>resulted in presentations and/or publications regarding best or innovative practices in educational leadership and administration.</i>
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Educational Leadership and Administration Service Record

Years	Activity	Role	Scope	Purpose/Goals	Frequency	Leadership Contribution(s)	Impact/Outcome

*Add rows as needed

Activity: Insert specific educational leadership or service activity (e.g., Course Director, Residency Program Director, Department Educational Evaluation Committee, Curriculum Committee, Faculty Development Committee, Service Learning Work Group, Tenure and Promotion Committee)

Role: Informal, volunteer activity; Leader, informal or volunteer activity; Formal, appointed member; Formal, elected member; Formal, responsible leader (e.g., Chair, Director)

Scope: e.g., Within a department/program; Department/Program; School-wide; Health Sciences Center; Beyond HSC (e.g., professional organization, state or regional committee)

Purpose/Goal(s): List or describe specific purpose or goals of the activity

Frequency: Frequency: Describe typical frequency of contact (e.g., monthly face-to-face meetings, 1-2 hours each; periodic telephone and email communication)

Leadership Contribution(s): Describe your specific activities and contributions (e.g., attend meetings, review curriculum results, plan annual program)

Outcome(s): Describe the specific outcomes/impact to which you have directly contributed

Educational Research

Disseminated educational research:	<ul style="list-style-type: none"> • Replace this text with a brief overview of the focus and scope of achievements in educational research that has been disseminated (e.g., peer-reviewed presentations and publications) and include specific references to relevant CV pages and entries.
Educational research and evaluation completed for internal and/or quality assurance:	<ul style="list-style-type: none"> • Replace this text with an overview narrative/description of your engagement in educational research and evaluation activities. • List research and evaluation studies here that are not included in your CV and include specific references to relevant page(s) and citations that are in CV

Use the **optional** template below for each study/project that you wish to include in detail in your portfolio (e.g., internal/not published or in progress). Limit to only one or two best/significant examples, as needed, to provide a complete presentation of the scope of your achievement in this domain.

Title or description of study or research project:	
Purpose (clear goals):	
Adequate preparation:	
Context (problem, issue, opportunity):	
Audience:	
Your role:	
Collaborators:	
Research design (appropriate methods):	
Significant results:	
Effective presentation (internal dissemination):	
Related inquiry or follow-up activity (reflective critique):	
Impact or Value added to the institution:	



STOP HERE! Only Resident/Fellow/Post-doc applicants need to complete this table.

Last Name, First Name

Associate Member Project: Please complete the following table.

Title of Project	
Project Mentor Name	
Project Description	
Objectives	
Timeline	
Project Mentor Signature	