

TLM Editorial Internship Program

Program Goals

As an important part of *Teaching and Learning in Medicine's* mission (<https://www.tandfonline.com/journals/htlm20/about-this-journal#aims-and-scope>), the *TLM* Editorial Internship Program will provide mentored editorial experience to facilitate the entry of emerging scholars from social and demographic groups not over-represented (NOR) in health professions education scholarship into formal service roles at health professional education journals of their choice. Editorial board members from NOR groups, working in their particular areas of passion and expertise, are essential to achieving a diversity of perspectives, insight, and practice in health professions education. In addition, editorial service promotes career advancement through the development of professional peer networks, extensive exposure to the scholarship quality review process, and direct involvement in shaping the future of the field. In sum, the goal of *TLM's* Editorial Internship Program is to develop and empower a cadre of health professions education scholars from NOR groups to advance their own career and to have a direct role in creating a more inclusive, international environment of teaching and learning in medicine.

Benefits of Program Participation

- Experience carrying out the role of an editorial board member;
- Enhanced understanding of the academic peer-review and publication process;
- Development of social networks within the health professions education scholarship community;
- Gratis online subscription to *TLM*;
- Priority consideration for a formal service role on *TLM's* editorial board;
- Opportunity to shape the editorial and review process through direct dialogue with editors and other stakeholders, and
- Opportunities for scholarship on equity in academic publishing.

Program Activities

Program activities are designed to engage interns in critical dialogue regarding the fundamentals of scholarly publishing, to offer interns hands-on experiences with conducting and shaping the editorial process, to foster interns' self-determination as health professions education scholars, and to collaboratively develop an inclusive community of health professions education scholarship leaders. As part of these activities, interns will participate in meetings and forums where they will be empowered to give feedback to reimagine the inclusivity of the publishing process. Examples of activities include:

- Anytime/Anywhere review of didactic materials on the fundamentals of scholarly publishing, including the topics of:
 - *TLM's* Editorial Process - timeline and process
 - *TLM's* Decision Making Process - how we arrive at different decisions
 - The Reviewers' Role
 - How to Read a Manuscript
 - *TLM* article types (Groundwork, Validation, etc.)
 - The Desk Reject Explained
 - What Are Major Revisions? How we handle revisions
- Anytime/Anywhere access to a repository of example manuscript submissions with decision letters
- 6 mentored manuscript reviews
 - For manuscripts that are revised, the intern will also conduct a mentored review of the revision
- Quarterly virtual meetings with a mentor
 - Upon acceptance to the program, the intern will be paired with a mentor from the *TLM* Editorial Board based on similar areas of passion / expertise

- Meetings can be a part of conducting mentored reviews, but will also prompt reflection on intern's and mentor's experiences in the program
- Attendance at *TLM* board meetings held periodically throughout the year to discuss emergent topics in depth (attendance at a minimum of 2 meetings annually is required)
- Attendance at periodic intern group meetings with the Editor in Chief to answer questions, reflect on program experiences, and build camaraderie among interns
- Inclusion on the *TLM* listserv, which includes quarterly and as-needed updates on journal status and initiatives and discussions among editorial board members on emergent topics important to the journal's function
- Optional leadership of scholarly presentations about participating in the *TLM* Editorial Internship program

Program Access and Completion

- The program is considered completed when all required activities above have been conducted. The internship is envisioned as a 2-year term, but this term may be extended or shortened to best suit the intern's personal and professional needs.
- *TLM* is committed to ensuring that disabled and neurodivergent people can thrive in this program. To this end, we endeavor to create a flexible and fully accessible program by design, and will do our best to work with interns to ensure that all access needs are met. We welcome any conversations with prospective and current interns about this.
- Flexibility may also be needed for a variety of circumstances (e.g., parental leave, elder/family care, illness). Here too, we welcome conversations with interns about adapting the completion time frame to ensure the greatest benefit from program participation.
- We will conduct periodic check-ins throughout the program to gauge intern progress and satisfaction.
- If the intern does not complete program activities within the 2-year term limit and has not requested flexible consideration (or participated in co-designing flexible options), they will be notified that their term is up without completion.

Application / Eligibility

- Applications are due **Friday, February 21, 2025, 5:00pm Central Time (2300 GMT)**.
- Program is open to emerging scholars from social or demographic groups Not Over Represented (NOR) in health professions education scholarship.
- Applicants must:
 - Have a clinical degree (e.g., MD/MBBS/DO) or a terminal advanced research degree of Master's or higher. Graduate degree (MA or PhD) candidates in Health Professional Education are welcome to apply.
 - Be involved in their health profession institution's educational mission (e.g., teacher, clerkship or residency program director, educational administrator).
 - Be involved in or demonstrate a concrete interest in Health Professions Education scholarship.
- Application requires:
 - Filling out an application form
 - Submitting a personal statement that includes reasons for applying to the internship program, goals for the program, plans for how new knowledge and skills from the program will be used
 - Submitting a curriculum vitae (CV) or short scholarly biographical statement summarizing involvement in health professions education scholarship, including (as applicable)

previous publications, conference presentations, posters, scholarly self-development activities, and educational innovations.¹

- Submitting a letter of endorsement that speaks to the candidate's scholarly potential and anticipated career benefits that participating in the program will bring (e.g., leadership roles, promotion, etc.)
- Finalists may be invited to participate in a short, online interview

Application Evaluation

- Program capacity will be capped at 5 interns.
- Applications submitted by the deadline will be reviewed for completeness, and complete applications will be collated for committee review. Incomplete applications will be returned without review.
- The Evaluation committee will comprise *TLM's* Editor in Chief, 2 additional members of the *TLM* editorial board, and a minimum of 2 external members selected for their representativeness of or unique insight on applicant NOR status.
- The Evaluation Committee will meet **in mid-March, 2025** to discuss the applications and select candidates.
- Candidates will be selected who appear most likely to complete the program activities, to benefit from participation, to apply new knowledge and skills to career advancement and scholarly service, and to contribute to *TLM's* ongoing mission to make publishing accessible to all scholars.

¹We recognize that NOR applicants face structural barriers that impact their ability to reach traditional metrics of achievement in higher education. For this reason, we encourage you to apply if you have forged a different professional path than the norm.