

## Promotion on the Clinician Educator Track

### Department of Pediatrics/Vanderbilt University School of Medicine

Promotion to the rank of Associate Professor can be attained when a faculty member is exemplary in one area (service or teaching) & competent in the other as described below. \* Work should be pursued in a scholarly way (systematic design, implementation, & assessment of activities drawn from literature & best practices) and should result in scholarship (drawing on resources in the field & contributing resources to it (products that are peer reviewed & publicly available beyond Vanderbilt)). Promotion to the rank of Professor includes the same criteria, but the indicators shall be substantially more developed. For Professor, the candidate's sustained contributions must be such that they have achieved recognition at the national or international level.

<b>SERVICE</b> <u>Possible Forms:</u>	<b>TEACHING</b> <u>Possible Forms:</u>
<ul style="list-style-type: none"> <li>Exemplary care of such a nature to serve as a role model for trainees</li> <li>Contributions to the field characteristic of an academic clinician</li> <li>Development of new programs or enhancement of existing programs</li> <li>Special contributions to the mission of the Department or School</li> </ul>	<ul style="list-style-type: none"> <li>Direct Teaching</li> <li>Curriculum Development</li> <li>Advising/Mentoring</li> <li>Educational Administration/Leadership</li> <li>Educational Research</li> </ul>
<b>Exemplary Clinical Care</b> Scholarly approach taken to care (see above) Regional or national reputation (regional/national committees, editorial review, meeting organizer) Clinical referral patterns indicate regional or national reputation Invited participation in external rounds, conferences Serves as a role model for trainees Publication of case reports	<b>Direct teaching</b> Scholarly approach taken to teaching (see above) Excellent ratings on course evaluations or evaluations from trainees Letters from participants describe excellence (lectures or clinical) Teaching awards Invited presentations at other institutions
<b>Development of new programs or improvement of existing programs</b> Development of program or introduction of new methods (i.e. QI) Dissemination of program beyond institution to affect the field Clearly defined role in development or improvement of programs Scholarly approach taken to program development or improvement Program has an impact that can be measured and described Other institutions or groups study or adopt program	<b>Curriculum or Program Development</b> Develop new or substantially revise courses or clerkships Develop new manuals, textbooks, audiovisual aids Development undertaken in a scholarly way Impact is measured and described
<b>Contributions to the field characteristic of an academic clinician</b> Scholarly approach taken to care (see above) Publications that integrate or summarize literature Introduction of innovative medical advances Influence on standards of care (specialty bds, residency rev. comm.) Service on national committees in the field Participation in clinical trials Achievement in quality & process improvement projects/programs Organization of conferences around important topics	<b>Advising and mentoring</b> Substantial influence on a number of trainees documented by letters requested from trainees by the Department Records of advisees and current positions recorded Letters of support from past trainees describe impact Scholarly approach modeled for trainees Development & implementation of innovative mentoring approaches National service on committees in the field
<b>Special contributions to the mission of the Department or School</b> Scholarly approach taken to planning activities (see above) Regional or national service on committees or organizations Significant service on institutional committees (i.e. chair or special role) Extramural consultation with government, industry, academics Service in community organizations that enhance health: Health-related community-based organizations (e.g. boards) Campus-community partnerships that serve community & meet teaching needs	<b>Educational Administration/Leadership</b> Course/program director, curriculum development Specific contributions measured Scholarly approach taken to leadership (see above) New initiatives developed Measurable impact on program (accreditation, placement) Invited presentations to describe program Invitations to implement educational programs
	<b>Educational Research</b> Scholarly approach taken Participation in high quality research evaluating new programs Product that is peer-reviewed and publicly available Invited presentations at other institutions/workshops Service on national committees

\*From the Vanderbilt University School of Medicine Standards

#### How to demonstrate exemplary performance:

1. Faculty member's CV provides listing of professional activities and accomplishments.
2. Clinician-Educator's portfolio provides detailed information on service and teaching activities.
3. University required Documentation of Teaching and Critical References forms document teaching and scholarship.
4. External letters attest to the regional or national (associate professor) or national/international (professor) reputation of the faculty member, including the likelihood that they would be promoted to this rank at the letter writer's institution (5 letters).
5. Letters solicited from trainees describe the impact of the faculty member on trainees' career development (3-5 letters).