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.

### SERVICE

**Possible Forms:**
- Exemplary care of such a nature to serve as a role model for trainees
- Contributions to the field characteristic of an academic clinician
- Development of new programs or enhancement of existing programs
- Special contributions to the mission of the Department or School

### TEACHING

**Possible Forms:**
- Direct Teaching
- Curriculum Development
- Advising/Mentoring
- Educational Administration/Leadership
- Educational Research

#### Exemplary Clinical Care

- 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

#### Development of new programs or improvement of existing programs

- 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

#### Contributions to the field characteristic of an academic clinician

- 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

#### Special contributions to the mission of the Department or School

- 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

### 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.
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).

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*From the Vanderbilt University School of Medicine Standards

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Clinician-Educator’s Portfolio

The clinician-educator’s portfolio is a binder of information that provides objective evidence that the faculty member has met the standards for promotion on the clinician-educator track. Whereas the curriculum vita provides a listing of accomplishments, the portfolio provides a more detailed description of the important activities that faculty undertake in the course of their careers. The portfolio serves two purposes: 1) to emphasize the value of service and teaching in the promotion process; and, 2) to facilitate planning and assessment of the faculty member’s career development.

The clinician-educator’s portfolio is typically kept in a binder, which includes the key information. Each time a noteworthy event occurs (the faculty member delivers a lecture, receives a letter of thanks from an advisee, receives reports of patient appreciation, etc.), a copy of the document should be placed in the appropriate section of the binder. The binder should be reviewed regularly (at least once per 6 months) and at the time of reviews (annual reviews, consideration for promotion). An individual faculty member is unlikely to have accomplishments in every area listed below. The portfolio should be tailored to the individual faculty member’s experiences and contributions.

### SERVICE CONTRIBUTIONS

- Description of philosophy of service, including how the faculty member takes a scholarly approach to their service activities
- Summaries of ongoing clinical activities, including records of regular referrals from regional/national/international providers
- Description of new programs or improvement of existing programs (describe program and your role, as well as accomplishments arising from your contributions)
- Description of development of methods for improved quality and efficiency of clinical care
- Description of role in development of clinical guidelines or care paths
- List of involvement in clinical trials or grants
- Description of clinical administrative responsibilities
- List of original contributions to medical literature
- List of case reports and reviews
- Description of development of patented material or techniques
- List of faculty member’s participation in department, school of medicine, university, hospital committees/activities
- List of faculty member’s participation in local, regional, national committees
- Description of role in organization of meetings
- List of instances of invited participation in rounds, conferences at other institutions
- Description of service in community organizations that enhance health
- Description of activities that influence the standards of care (specialty boards, residency review committees)
- Listing of media activities with links to articles or websites
- List of journals for which the faculty member was a reviewer or editor

### TEACHING CONTRIBUTIONS

- Description of teaching philosophy, including how a scholarly approach is taken by the faculty member
- Listing of activities to improve teaching skills
- Listing of didactic teaching sessions (describe your efforts and any evaluations)
- Listing of new courses or lectures (include syllabi or copy of slides)
- Listing of new handouts or other guides for trainees (include description and copies of the handouts)
- Description of role in curriculum development (include description and a sample of the work (i.e. the curriculum itself))
- Description in role in development of new methods of education
- List of graduate students, fellows, medical students, residents for whom mentorship was provided (include your role, activities resulting from mentoring, accomplishments of trainee, and current position and institutions of trainees)
- Description of role in development or participation in CME courses
- Listing of educational administration/leadership activities
- Copies of feedback for teaching (evaluations, letters from recipients)
- List of teaching Awards
- List of invited presentations at other institutions
- Description of course or program directorships (include your role and accomplishments)
- Description of educational research projects
- Listing of lay literature and media activities
- Listing of organizational memberships

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