**Date:**

**Name:**

**Rank:**

**Years in Rank:**

**Division/Division Chief:**

**Mentor:**

**Clinical Service:**

Clinic Sessions (per week):

 Inpatient Sessions (weeks):

 Other:

**The Clinician Educator Track** in the School of Medicine is appropriate for faculty members whose teaching and professional service contributions are essential to the academic mission of the school and whose appointments are renewable for specified periods of time.

**Teaching**

*Teaching takes numerous forms. It occurs in lecture rooms, small discussion groups and seminars; in the supervision of medical and graduate students and postdoctoral trainees, including residents and other professionals on the campus and in the community; in the laboratory research setting; and in the clinical care setting, within the hospital and ambulatory care clinics, in exam rooms, at the bedside, and during clinical rounds. To meet the standard for promotion to the senior ranks, candidates must demonstrate a high level of effectiveness* ***in at least one******(A-E)*** *of the numerous forms that teaching takes in our School of Medicine.*

***Please circle all lettered areas (A-E) that you are active in, and add specific comments related to these areas below. For example, If you circle A, explain in the Comments section what you have specifically done or what documentation you can provide. The Educational Portfolio is a useful documentation tool:*** <https://www.vumc.org/faculty/about-educator-portfolio>

**A. Direct Teaching** in both classroom and non-classroom settings where excellence can be demonstrated by:

1. Evidence of a scholarly approach to teaching evidenced by consistent use of accepted principles and standards and/or by publication and dissemination of materials describing the methods used
	1. Provide course names and/or lectures for educator portfolio
2. Excellent ratings on course evaluations or other evaluations from peers or trainees
3. Letters from participants that describe teaching excellence
4. Teaching awards/invited presentations at other institutions/workshops related to medical or biomedical education methods and practice

**B. Curricular or Program Development** where innovation and excellence can be demonstrated by:

1. Development of new or substantially revised courses, clerkships or other teaching instruments
2. Development of new manuals, textbooks, audiovisual aids or other educational media
3. Evidence that curriculum or program development was undertaken in a scholarly manner
4. Measurement and objective description of the impact of new curriculum or program

**C. Advising and mentoring**

1. Substantial influence on several advisees/mentees documented by letters requested from trainees by the Department
	1. Document how many fellows, residents, and students that you are advising and mentoring
2. Current positions and accomplishments of advisees/mentees
3. Scholarly approach modeled for advisees/mentees
4. Development and implementation of innovative mentoring approaches
5. Committee service in the field related to mentoring and advising
6. Advising mentees on the importance of diversity

**D. Educational administration or leadership**

1. Course/program director
2. Specific contributions measured and described objectively
3. Scholarly approach taken to leadership
4. New initiatives developed
5. Measurable impact on program (accreditation, placement)
6. Invited presentations at other institutions/workshops to describe programs
7. Invitations to implement educational programs
8. Ensuring diverse candidates for applicant pools

 **E. Educational research**

1. Scholarly approach evidenced by publications related to teaching and learning or grants obtained related to educational research
2. Participation in high quality research evaluating new courses/ programs
3. Product that is peer-reviewed and publicly available
4. Invited presentations at other institutions/workshops related to medical or biomedical education research
5. Service on national committees

**FACULTY COMMENTS:**

**MENTOR COMMENTS:**

**Research and Other Academic Contributions**

*While not formally listed as criteria for promotion on the clinician educator track, other contributions should be mentioned here, including but not limited to:*

1. Scholarly publications (peer-reviewed publications, book chapters, case reports)
2. Participation in research studies as an investigator/co-investigator
3. Special contributions in other areas which further the mission of the Department, School, or University
4. Involvement in national committees
5. Development of programs or introduction of new methods
6. Serving on a committee at the medical center, university, region, or national level focused on diversity and inclusion

**FACULTY COMMENTS:**

**MENTOR COMMENTS:**

**Service**

*Achievement in service sufficient for promotion on this track must be of such a nature as to make significant, special contributions to the missions of the school. Time in rank is not sufficient justification for promotion or appointment to senior ranks on this track. Such achievement might take the following forms:*

**A. Provision of exemplary clinical care** of such nature as to serve as an excellent role model for students and residents. Documentation might include:

1. Letters of evaluation from other recognized leaders in the field that cite the candidate's achievements and provide an explanation for the candidate's reputation.
2. Invited participation in clinical conferences, rounds, or seminars outside the institution.
3. Publication of case reports.
4. Evidence of influence on the practice of medicine not only within the institution but also at regional or national levels as reflected in the individual's clinical referral and consultative activities.

**B. Performance of patient care related activities in a manner that extends beyond routine management** and is characteristic of the academic clinician. Documentation might include:

1. Publication of manuscripts, chapters, and/or books that integrate, synthesize and summarize the clinical literature for other clinicians. When these publications are co-authored by several individuals, the specific contribution of the faculty member being considered for promotion should be described in the promotion dossier by either the chair, senior author(s), or external correspondents. In addition, the candidate can describe their role as middle authors in publications via the "Critical References Form" that must be included in the promotion dossier.
2. Introduction of innovative advances to clinical medicine that reflect the candidate's status as being on the "cutting edge" of clinical management.
3. Participation in establishing and maintaining regional and national standards of care and management as evidenced by membership on a specialty board, residency review committee, regional or national commissions, examination committees.
4. Successful participation in federal and industry-sponsored clinical trials.
5. Objectively measured achievements in quality and process improvement projects or programs that enhance efficiency, patient safety, and processes of care.

**C. Development of new programs or significant enhancements of established programs.** Such programs may include not only clinical programs, but also programs of importance to other missions of the institution.

**D. Special contributions to the Medical School, VA Hospital and University** in such areas as internal governance, policy development, and University outreach beyond those customarily expected of faculty. Documentation might include:

1. Recognition by faculty peers, as reflected by selection for significant service on important policy-making committees of the Medical Center and University. Contributions to various departmental and other University committees that are customarily expected of the faculty do not fulfill this requirement.
2. Extramural consultation of a scientific and/or professional nature with governmental agencies, industry and other academic institutions, which enhances the goals and functions of the University and Medical School.
3. Service related to one's academic activities in community organizations that enhance the health and welfare of citizens in our region. Examples include establishing or teaching community-based educational programs. Participation and leadership in health-related community-based organizations and advisory boards and participating in campus-community partnerships that serve community needs while providing learning experiences for our students, residents and postdoctoral trainees.

**FACULTY COMMENTS:**

**MENTOR COMMENTS:**

**Summary: Faculty Member assessment of own progress.**

1. What is the strongest aspect of your portfolio?
2. What current challenges and areas of improvement do you want to focus on in the coming year?
3. What specific objectives will you accomplish in the next year to strengthen your portfolio?
4. What are your long term (5-10 years) goals and objectives?

**Committee Comments:**

Progress made on promotion in last year:

Resources needed for faculty to succeed:

General comments:

Committee Members Present:

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Faculty Signature Committee Chair Signature

Mentor **Name and Signature**