**Date:**

**Name:**

**Rank:**

**Years in Rank:**

**Division/Division Chief:**

**Mentor:**

**Clinical Service:**

Clinic Sessions (per week):

Inpatient Sessions (weeks):

Other:

**The Physician Scientist Track** in the School of Medicine is appropriate for faculty members with major efforts in basic, clinical, or translational research, and who are also engaged in teaching.

**Research and Scholarship or Creative Expression**

*The conduct of research of high quality or other evidence of scholarship or creative expression is a necessary requirement for advancement. Research and/or scholarship includes the discovery, development, and dissemination of new knowledge and understanding regardless of whether this takes place in a laboratory, clinical, or teaching setting. Scholarly activity may also consist of innovative conceptualizations or novel solutions to health care problems that receive national recognition.*

***Please circle all lettered areas (A-F) 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.***

A. The conduct of meritorious, independent and original research and/or scholarship in a sustained fashion that makes a significant contribution to new knowledge. This activity may be assessed in a number of ways.

* Identification and evaluation by leaders in the field of the specific contribution of the individual, the importance of the contributions, and an assessment of the investigator's stature within the scientific community.
* Sustained publication of independent research and/or scholarly writings in the leading peer-reviewed journals of the individual's area of endeavor. Quality rather than quantity of publications is important. Vanderbilt recognizes the critical importance of collaboration ("team science") in research and scholarly activity and that the contributions of middle authors in multi-authored publications are often seminal and of the highest quality. When the research and/or scholarship is pursued in a collaborative fashion and results in multi-authored publications, the specific contributions of the candidate must be clear and significant. The candidate 's role can be described via the **Critical Reference Form** ([PDF](https://www.vumc.org/faculty/sites/vumc.org.faculty/files/public_files/criticalReferences.pdf) or [MSWord](https://www.vumc.org/faculty/sites/vumc.org.faculty/files/public_files/criticalReferences.doc)) that must be included in the promotion dossier. In addition, the chair, the manuscript's senior author, and external correspondents can assess the quality and impact of a middle author's contribution.
  + Document how many publications you have had in the last year.
* Peer recognition demonstrated by invited participation in major scientific meetings; invited authorship of books, monographs, book chapters and critical reviews; the receipt of honors for scientific achievements; and election or selection to membership and/or leadership positions in professional organizations.

B. The recognition by peers of the quality of research or grants as indicated by the receipt of funding from such organizations as the National Institutes of Health, Veterans Administration, national scientific organizations, and other peer-reviewed funding agencies.

* Document your experience with working with grants and how you have obtained funding

C. Mentorship and training of graduate students and postdoctoral fellows in your lab or research program.

D. Membership on scientific and professional advisory committees at the national and international levels, e.g., NIH study sections, National Research Council, national professional societies, and national commissions and task forces.

E. Editorial activities and regular reviewing for a learned or scientific journal.

F.  The performance of patient care related activities in a manner that extends beyond routine management and is characteristic of the scholarly, creative clinician. Evidence of such a scholarly approach to clinical practice would include:

* Publication of major papers, chapters and books that integrate, synthesize, and summarize the clinical literature for other clinicians.
* Publication of case reports and other clinical articles.
* Introduction of innovative advances to clinical medicine, documented by appropriate publications and reflecting the individual's status as being on the "cutting edge" of issues in clinical management.
* Evaluation by peers from within the institution, the local community, regionally, and nationally that provides evidence of the individual's influence on clinical practice.
* Invited participation in clinical conferences, rounds, seminars, and similar activities outside the institution in regional, national, or international settings.

**FACULTY COMMENTS:**

**MENTOR COMMENTS:**

**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-G)*** *of the numerous forms that teaching takes in our School of Medicine.*

***Please circle all lettered areas (A-G) 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. A record of courses taught over the past several years with information about the individual's contact time, specific contributions in multi-instructor courses, the number and type of students enrolled, and the level of subject matter covered. Included in this category is participation in lectures, laboratories, seminars, conferences, tutorials and other similar activities.

B. Documentation of the extent of non-classroom teaching over the preceding years, such as supervising and advising medical and graduate students, residents, and postdoctoral fellows; presentations at various clinical rounds; and bedside teaching. This could include advising mentees on the importance of diversity.

C. Description of special contributions made toward achieving the teaching goals of the department and the school.

D. The individual's role in the development and planning of current and new courses, or new and effective approaches to teaching as exemplified by manuals, textbooks, audiovisual aids, curriculum development, and other special accomplishments.

E. Evaluations of the individual's effectiveness as a teacher, as assessed formally and informally by students, graduates, house staff and peers. Such evaluations might address:

* Command of and enthusiasm for the subject, including the continuous inclusion of new knowledge;
* Effectiveness in organizing and clarity in presenting material;
* Ability to guide and evaluate student learning, to arouse student curiosity, to stimulate student creativity; and,
* Sensitivity to the needs of students. Testimonials should be representative and balanced and should reflect a consistent pattern over a period of time. Care must also be taken to distinguish teaching effectiveness from popularity.

F. Ensuring diverse applicant pool for students, post-docs, trainees and lab personnel.

G. Invited participation in extramural teaching activities at the regional, national, and international levels, as exemplified by major involvement in selected workshops and symposia and by the presentation of honorary lectures and visiting professorships.

H. The receipt of individual awards and honors specifically recognizing teaching skills.

**FACULTY COMMENTS:**

**MENTOR COMMENTS:**

**Service**

*Faculty members have obligations in such areas as internal governance, university outreach, patient care and other professional services to the department, School, University and community, and contributions to professional and learned societies. Vanderbilt expects its tenure track faculty to assume a fair share of such service and to perform it satisfactorily.*

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

B. 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.

C. 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.

D. Involvement in national committees   
E. Serving on a committee at the medical center, university, region, or national level focused on diversity and inclusion.

**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?

Faculty Signature Mentor Name and Signature

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Committee Chair:

**Committee Comments:**

Progress made on promotion in last year:

Resources needed for faculty to succeed:

General comments:

Committee Members Present: