

Promotion in the Clinician Educator Track

Office of Faculty Affairs

Department of Anesthesiology

Matt Weinger

Callie Hanks

CRITERIA FOR PROMOTION

Promotion to Associate Professor

- Significant achievement in **teaching** and **service** are the primary criteria
- Must perform in an exemplary fashion in one of these and be deemed competent in the other
- *Contributions must be pursued in a scholarly manner* as evidenced by publication of journal articles, reviews, book chapters or other media
- National reputation is defining criteria

Promotion to Professor

- The same as those for Associate Professor but the indicators must be substantially more developed ...
 - Strong national and/or international reputation
 - Leadership in the field

Excellence in Teaching

- Expect **all** faculty to be efficient & effective teachers in their supervision of trainees
- For promotion, faculty must demonstrate a high level of teaching effectiveness in at least one of the five ‘forms’ that SOM teaching takes
- For faculty in which teaching is the primary basis for promotion, excellence may be demonstrated in several ‘forms’

Excellence in Teaching

- **Direct Teaching**
 - Evidence demonstrated by ... invited presentations, awards, publications describing scholarly approach to teaching methods
- **Curricular or Program Development**
 - Development of courses, educational media, manuals, textbooks *undertaken in a scholarly manner*
- **Mentoring and Advising**
 - Academic accomplishments of mentees, committee service in the field related to mentoring and advising

Excellence in Teaching

- **Educational Administration or Leadership**
 - Course/program director, invited presentations to describe program, new initiatives developed
- **Educational Research**
 - Publications related to teaching & learning, grants obtained related to educational research, and service on national education related committees

Excellence in Service

- Achievement in service sufficient for promotion on this track must ... make significant, special contributions to the school's missions.
- Such achievement may be in one or more of following:
 - **Provision of exemplary clinical care**
 - **Academic approach to improved patient care**
 - **Development of new programs or enhancement of existing (clinical, educational, or research) programs**
 - **Special contributions to the SOM and University *beyond those customarily expected***

“Benchmarks”

- **Twenty publications since appointment**
 - Patents, book chapters, and editorials included
 - Fewer is more substantial in impact
- **National Reputation**
 - Invited Presentations (Refresher course lectures, Visiting Professorships, External Grand Rounds lectures)
 - Committee involvement (& especially leadership)
 - Editorial Board or other board membership
 - Symposium Organizer
 - Grant reviews

Examples of Recent Promotions to Associate Professor (CE)

	Yrs in Rank	Teaching	Scholarship	Local/Regional Service	National Service
A	3	Extensive teaching & mentoring	Numerous honors. 14 journal articles (10 pre-VU), 7 chapters	Strong Dept, VU, & regional service as well as leadership	Extensive national service & leadership
B	6	Active clinical teacher, some mentoring	11 journal articles, 3 book chapters	Strong clinical innovation and hospital service	Extensive national service & leadership
C	4	Extensive Dept & VUSM Teaching, some mentoring	14 journal articles, 6 chapters, 1 letter, 1 monograph	Strong teaching oriented service in Dept & ICU oriented service in Inst	Frequent invited lecturer - national & international
D	10	Extensive lecturing & mentoring	14 journal articles, 1 letter, 9 ACE Issues, 9 patents	Strong regional service – tech & TEE	Some national cmte service
E	8	Extensive lecturing, some mentoring	9 journal articles, 4 reviews, 3 chapters, 1 letter	Strong teaching oriented service in Dept & VUSM	Substantial national cmte & board service

THE PROMOTION PACKET

Supporting Documentation

- Chair's letter (extolls your virtues)
- Supporting referee letters (5+)
- Trainee/mentee letters (2-3)
- Curriculum Vitae in Vandy format
- Critical References Form
- Document of Teaching (Portfolio)

Chair's Letter

- You write the first draft (given template & sample)
- Your Division Chief reviews and edits
- Send to Callie Hanks who adds supporting materials (comments from referees and mentees)
- Dr. Weinger reviews and edits the letter
- Dr. Sandberg reviews and finalizes the letter

This process typically takes ~1 month

Supporting Letters

- To obtain the required 5 external referee letters, we typically request 6-7 (not everyone responds)
- Very important! – validates your national reputation
- These letters should be from:
 - Nationally recognized leaders in relevant area of scholarship
 - Individuals at institutions of stature similar to Vanderbilt
 - Individuals who know you and your work but who have not been a collaborator, mentor, or close friend or relative

Supporting Letters

- You, with input from your Division Chief and mentor(s), should provide us with 6-7 names
- **Do not contact them.**
- We contact each referee with:
 - Request letter from Dr. Weinger
 - Institutional guidelines for appointment on CE Track
 - Your CV
 - 3 most significant articles

This process typically takes 1-2 months

Examples of good referees

- A Visiting Professor you met at Vanderbilt with whom you have since interacted at academic meetings
- A recognized leader in your field you served with on a national committee
- A former Vandy colleague who is now senior faculty at another institution
- Someone with similar scholarly interests with whom you corresponded but have never collaborated

Teaching (Mentee) Letters

- To obtain the 2 letters required, we typically ask 3 individuals to write letters for you
- These letters serve to reinforce your impact as an educator and mentor
- Should be from current or former trainees (or mentees) who can effectively comment on your impact on their training/education/career
- *Do not contact them yourself!*

Critical References Form

- A standard form describing your 5 most significant contributions to the literature
- Callie will send you the template & examples
- Complete and return the form to Callie
- Dr. Weinger will review and edit – he often contacts you to help to refine it

Critical References Form

Literature Citation #1.

Authors: **Pandharipande, P, Shintani, A, Peterson, J, Pun, BT, Wilkinson, GR, Dittus, RS, Bernard, GR, Ely, EW.**

Title: Lorazepam is an independent risk factor for transitioning to delirium in intensive care unit patients.

Journal: Anesthesiology 2006; 104(1) PMID: 16394685

Impact factor: 5.36

Citations: 221

My Role: I generated the hypothesis, designed the analytical plan using an existing prospective cohort database, interpreted the results and took the project to completion via the publication of the above mentioned manuscript

Significance: This was the first study to demonstrate a temporal association between the administration of commonly prescribed benzodiazepines and the occurrence of delirium, a form of acute brain dysfunction. Based on this manuscript and follow up studies from our group, sedation paradigms are changing in critical care units nationwide with avoidance of benzodiazepines and a move towards alternative sedatives.

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Documentation of Teaching Form

- Delineate all of your teaching activities
- Acceptable Formats:
 - Template – standard format (most common)
 - A report on activities
 - Educator Portfolio – expanded, customized
 - Report on activities + evidence

Current Template

Vanderbilt School of Medicine Documentation of Teaching Form

May be completed and sent with nominations for appointments, promotion and tenure which are to be reviewed by the Committee on Faculty appointments and Promotions. In recognition that teaching may take place in numerous forms, only those sections which apply to the activities of the candidate should be completed. Hours noted should reflect the pattern of teaching contributions over the past five years. Highlight any new courses or new approaches utilized.

A. MEDICAL SCHOOL COURSES.

Course Title Required (R) Student	Required (R) or Elective (E) Elective (E)	Student Contact Hours
1.		Lecture _____ Conference _____ Laboratory _____
2.		Lecture _____ Conference _____ Laboratory _____
3.		Lecture _____ Conference _____ Laboratory _____

B. GRADUATE SCHOOL COURSES.

Course Title Required (R) Student	Required (R) or Elective (E) Elective (E)	Student Contact Hours
1.		Lecture _____ Conference _____ Laboratory _____
2.		Lecture _____ Conference _____ Laboratory _____
3.		Lecture _____ Conference _____ Laboratory _____

C. CONTINUING EDUCATION.

Program	Role: Organizer (O) or Lecturer (L)	Number of Hours
1.		
2.		
3.		

D. RESEARCH SUPERVISION.

Provide requested information on medical students, graduated students, postdoctoral fellows, residents, and any others who have been supervised during the past five years.

Name	Status	Dates	Did work result in publications?
1.			
2.			
3.			
4.			
5.			

E. CLINICAL TEACHING. Describe below the nature and frequency of clinical teaching carried out over the past five years.

Describe any special awards, invitations for special lectureships, significant roles, such as chair of educational meetings.

G. PRIMARY TEACHING ROLE (S). Please specify which of the above modes of teaching has been the primary teaching role of the candidate.

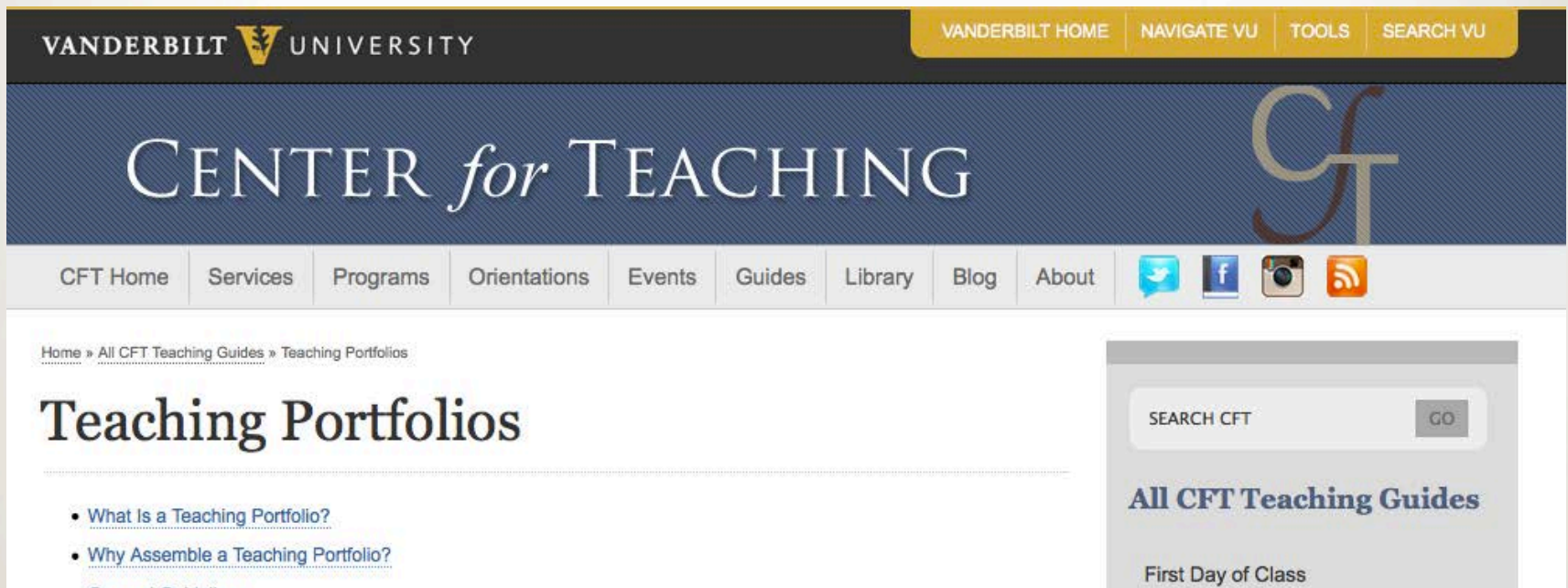
Use additional sheets as needed.

Alternative: Teaching Portfolio

- **Reflective teaching statement**
- **Documentation of teaching activities**
 - Students, medical students, residents, peers
- **Examples of curricular materials**
 - Syllabi, handouts, problem sets
- **Assessment of teaching effectiveness**
 - Student evaluations, comments
- **Teaching awards/recognition**
- **Educational grants/scholarship**

Educator's Portfolio

- No standard template but guidelines available at the Center for Teaching



The screenshot shows the website for the Center for Teaching at Vanderbilt University. The top navigation bar includes links for 'VANDERBILT HOME', 'NAVIGATE VU', 'TOOLS', and 'SEARCH VU'. The main header features the text 'CENTER for TEACHING' and a large 'CT' logo. Below the header is a menu with links for 'CFT Home', 'Services', 'Programs', 'Orientations', 'Events', 'Guides', 'Library', 'Blog', and 'About', along with social media icons for Twitter, Facebook, Instagram, and RSS. The main content area displays the breadcrumb 'Home » All CFT Teaching Guides » Teaching Portfolios' and the title 'Teaching Portfolios'. A list of links is provided, including 'What Is a Teaching Portfolio?' and 'Why Assemble a Teaching Portfolio?'. On the right side, there is a search box labeled 'SEARCH CFT' with a 'GO' button, and a section titled 'All CFT Teaching Guides' with a link for 'First Day of Class'.

- cft.vanderbilt.edu/teaching-portfolios/

Documentation of Teaching

- Callie will send you the template as well as samples of completed forms and portfolios
- Whichever you choose, the most useful thing you can do now is to **start documenting this information**
 - Keep a list of courses taught, enrollments, and a description of responsibilities
 - Save your student/resident evaluations
 - Save evaluations from external talks
 - Save emails from people who comment (favorably anyway) on your talk – could be a future referee!

THE PROMOTION PROCESS AND TIMELINE

Promotion Process is initiated by the Departmental A&P Committee

- Consists of all full professors on the Clinician Educator and Tenure tracks
- Meet in spring and fall
- Vote on each potential promotee
- Ultimately is advisory to the Chair

Internal Process

- Once approved by the A&P committee, you will be notified and provided details about the promotion requirements
- The timing of the submission will depend on:
 - Your motivation to complete the documents
 - Who is in the queue ahead of you
 - Response of referees

Submission & Approvals

- The completed promotion packet is submitted to the SOM Office of Faculty Affairs
- Dr. John Penn reviews
 - If he doesn't feel the action will be approved, he will contact Dr. Weinger with suggestions
- The SOM Faculty Appointments and Promotions Committee reviews and approves each proposal
 - Meet every other week
 - After approval, Dr. Penn will notify Dr. Sandberg
 - We celebrate – but it isn't final yet

Final Approvals

- A Committee of the Executive Faculty must review and approve
- A letter is prepared for Dr. Balser's signature
- Once the signed letter is sent to the Chair's office, your promotion is official

From packet submission to official approval typically takes 2 months

BUILDING A NATIONAL REPUTATION

- Dedicate several years of concentrated effort to build your national reputation necessary for promotion:
 - Collaborations & relationships
 - Ideas and innovations
 - Activities and projects
 - Durable academic products (e.g., publications)

Get Started Early

- Create and maintain your CV and Teaching Portfolio
- Stake out a well-defined and circumscribed area of academic and/or educational interest
- Identify an effective academic faculty mentor
- Create an academic plan with measurable milestones

Publish, Publish, Publish

- Collaborate, Collaborate, Collaborate → more fun and profitable
- Always be writing *something*
 - Anything from case reports to review articles/chapters
- At least 2 scientific publications a year, preferably in peer-reviewed journals

Get “Out There”!

- Seek service opportunities
 - Get involved at a regional/national level in relevant professional organizations
 - The goal is leadership and impact
- Invited Presentations
 - Start with Departmental Grand Rounds
 - Network to be invited to give lectures outside VUMC

Questions?