

Promotion on the Clinical Practice Track

Office of Faculty Affairs

Department of Anesthesiology

Matt Weinger

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The CP Track Faculty Member

- Contributions to the missions of the School of Medicine should focus on:
 - Patient care
 - Professional service *and/or*
 - Activities in support of patient care
- Be an excellent clinician
- Participate in QI and practice management

The CP Track Faculty Member

- Conducts work in an academic manner
- Teaching typically occurs in the course of clinical duties
- Research and scholarship are not a focus ... but are viewed quite positively by the SOM

CRITERIA FOR PROMOTION

Criteria for Promotion

- Not based on time in rank
- Must demonstrate excellence in both **Clinical Performance & Professional Contributions**
- Can be achieved in a variety of ways

Clinical Performance

- Peer evaluation (required for all)
 - Medical knowledge, judgement, skills
 - Professionalism and respect for colleagues
 - Compassion and respect for patients
- Outstanding clinical productivity
- Contributions to clinical services
- Reputation for excellence
 - e.g., requests for opinion on challenging cases

Professional Contributions in Five Domains

- Administration and leadership
- Patient outcomes and quality improvement
- Education of patients and service to the community
- Service to the field
- Academic contributions

Administration and Leadership

- Chair of departmental or institutional committee
- Significant contributions in an administrative or leadership role
- Directorship of clinical program

Patient Outcomes and Quality Improvement

- Development of guidelines or pathways
- Development of programs or introduction of new methods
- Achievement in quality and process improvement projects/programs

Education of Patients and Service to the Community

- Leadership in community organizations that enhance health (e.g., Shade Tree Clinic)
- Community leadership of a clinical nature
- Health related advocacy (e.g., expert testimony in local, state, or national government)

Service to the Field

- Leadership roles in local, regional, or national professional organizations
- Delivery of continuing medical education or community education (e.g., presentations, media)
- Reviewing articles for academic journals

Academic Contributions

- Excellence in teaching
- Scholarly publications (case reports, manuscripts)
- Development and/or delivery of clinical education programs
- Conduct of clinical studies
- Special contributions in other areas which further the institutional mission

Promotion to Associate Professor

- Sustained excellence in clinical performance
- Distinguished professional contributions in *at least one* domain
- Supported by evidence of presence and reputation *outside the Medical Center* on a regional and budding national level

Promotion to Professor

- Sustained excellence in clinical performance
- Distinguished professional contributions in *at least two* domains or extraordinary contributions in one
- Supported by evidence of presence and reputation outside the Medical Center on a national level

THE PROMOTION PACKET

Supporting Documentation

- Chair's letter (**extolls your virtues**)
- Supporting referee letters (**3+**)
- Curriculum Vitae in Vandy format
- Document of Teaching (**Portfolio**)

Chair's Letter

- You write the first draft (given template & sample)
- Your Division Chief reviews and edits
- Send to Program Coordinator who adds supporting materials (comments from referees)
- 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 3 referee letters, we typically request 5 (not everyone responds)
- Very important! – these validate your clinical and professional reputation
- These letters should be from:
 - Professionals holding the requested rank or higher
 - Individuals at VUMC and the region who are knowledgeable of your contributions to clinical service
 - *We typically seek 2 external letters*

Supporting Letters

- You, with input from your Division Chief and mentor(s), should provide us with 5 names
- **Do not contact them.**
- We contact each referee with:
 - Request letter from Dr. Weinger
 - Institutional guidelines for appointment on CP Track
 - Your CV

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 at another institution
- Someone with similar clinical interests with whom you corresponded or collaborated

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**

Documentation of Teaching

- Program Coordinator 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

THE PROMOTION PROCESS AND THE 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 Clinical Practice Appointments and Promotions Committee (CPAPC) reviews and approves each proposal
 - 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. Penn'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 at least 2 months

CAREER DEVELOPMENT

Individual Development Plan (IDP)

- Identifies professional development needs and career objectives
- Serves as communication tool between you and your mentor
- Helps to identify:
 - Long term career goals and tools to meet them
 - Short term needs for improving performance

Basic Steps

- Step 1: Conduct a self assessment
- Step 2: Survey opportunities with mentor
- Step 3: Write an IDP, share with mentor and revise
- Step 4: Implement the plan and revise as needed

Step 1: Self Assessment

- Evaluate your strengths and areas that need development (clinical & the 5 domains of professional contribution)
- Ask your peers, mentors, friends what they see as your strengths
- Outline your long-term objectives. Ask yourself:
 - What is important to me professionally?
 - What do I want to be doing next year, in 5 years?

Step 2: Discuss with Mentor

- Discuss what you discovered in Step 1 with your mentor or Division Chief
- Work together to identify opportunities
 - QI projects (Patient Outcomes)
 - SOM teaching (Academic Contributions)
 - Committees (Service)
- Prioritize areas for development and discuss how best to proceed

Step 3: Write your IDP

- Establish goals and milestones
 - If goal is promotion in 7 years ... what are your annual goals to achieve this?
- Identify specific skills and strengths
- Define how you will obtain these – coursework, training, collaboration
- Discuss draft with mentor, revise as needed

Step 4: Implement Your Plan

- Put your plan into action
- Revise and modify as necessary
- Review regular with your mentor

Questions?

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