

## Criteria for Promotion on the Basic Science Educator Track\*

	<b>Instructor</b>	<b>Assistant Professor</b> (Expectations for Instructor, Plus)	<b>Associate Professor</b> (Expectations for Assistant Professor Plus)	<b>Professor</b> (Expectations for Associate Professor Plus)
Teaching/Facilitation	Able to deliver clear, competent teaching/facilitation sessions (lectures, small groups, etc. in classroom, non-classroom, or virtual settings) and accompanying materials at Vanderbilt as evidenced by learner or peer evaluations.	Able to deliver independent and high-quality well-designed teaching/facilitation sessions at Vanderbilt as evidenced by learner or peer evaluations.	Able to deliver independent and high-quality well-designed teaching/facilitation sessions at Vanderbilt as evidenced by awards.  Teaching/facilitation may also occur at the regional or national level.  Trainees may include faculty or other professionals.	Able to deliver outstanding teaching/facilitation sessions as evidenced by learner or peer evaluations or awards at the regional, national, or international level.  Trainees includes faculty or other professionals.
Curricular/Program Design	Contributes to the design of one's own sessions or courses in which they participate.  Designs their own session learning objectives.	Independently designs one's own sessions or courses.  Designs course-level learning objectives.	Develops new or substantially revised courses, programs, or curricula at the University, regional, or national level and provides evidence of success (e.g., goals of the courses, curricula, or programs were met).	Develops new or substantially revised courses, programs, or curricula at the national or international level and provides evidence of success (e.g., goals of the courses, curricula, or programs were met).
Advising/Mentoring	Not expected.	Mentors or advises students, residents, fellows, other trainees, or staff. May be one-on-one or in a group setting.	Mentors or advises peers at the University or regional level. May be one-on-one or in a group setting.	Mentors or advises at the regional, national, or international level. May be one-on-one or in a group setting.  Helps to develop, establish, or lead the development of mentoring programs.

Assessment/Programmatic Evaluation	Able to design questions for learner assessments that accompany teaching sessions.	<p>Able to design and grade learner assessments based on one's own sessions.</p> <p>Demonstrates the ability to improve their own teaching/facilitation at the session-level based on learner outcomes and learner or peer feedback.</p>	<p>Coordinates, implements, and grades learner assessments at the course level.</p> <p>Develops validated assessment instruments, competencies, or strategies at the University level.</p> <p>Demonstrates the ability to improve course design based on learner outcomes and learner or peer feedback in an independent manner.</p>	<p>Develops validated assessment instruments, competencies, or strategies at the national or international levels.</p> <p>Able to lead or contribute to programmatic evaluation efforts at the University, regional, national, or international level.</p> <p>Demonstrates the ability to improve program design based on learner outcomes or learner and peer feedback.</p>
Educational Leadership	Manages personal educational time and resources effectively.	<p>Participatory roles in Departmental, School of Medicine or University committees related to education.</p> <p>May serve in a leadership role in School of Medicine, University, or regional courses or programs.</p>	<p>Participatory or leadership roles in School of Medicine University, regional, or national committees related to education.</p> <p>Directs School of Medicine, University, regional, or national courses, curricula, or programs.</p> <p>Consults on educational matters at the regional or national level with other academic institutions, educational organizations, government agencies, industry, or community programs.</p>	<p>Chairs institutional, regional, national, or international committees.</p> <p>Directs regional, national, or international courses, curricula, or programs.</p> <p>Has leadership roles in local, national, or international organizations.</p> <p>Consults on educational matters at the national or international level with other academic institutions, educational organizations, government agencies, industry, or community programs.</p> <p>Able to provide evidence for the impact of their leadership.</p>

Educational Scholarship/Research	Applies scholarly principles to one's own educational sessions.	<p>Can provide a theoretical basis for one's own educational sessions.</p> <p>Attends/participates in professional educational development sessions.</p> <p>Disseminates best practices (through educational talks, posters, workshops, etc.) to colleagues within the University.</p>	<p>Disseminates best practices through presentations (invited educational talks, posters, workshops, etc.) to colleagues at other institutions at the national level or at regional or national meetings.</p> <p>Serves as an <i>ad hoc</i> reviewer for educational articles, books, abstracts, or programs.</p> <p>May publish educational articles, manuals, chapters, or books, etc.</p> <p>May participate in the implementation or design of educational research studies.</p>	<p>Disseminates best practices through presentations (invited educational talks, posters, workshops, etc.) to colleagues at other institutions at the national or international level or at national or international meetings.</p> <p>May serve on editorial or review panels.</p> <p>Publishes peer-reviewed educational articles, manuals, chapters, or books, etc.</p> <p>Participates in or leads the implementation or design of educational research studies.</p> <p>May be awarded educational grants.</p>
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\*Individuals are not expected to meet all the criteria in each category.