

CLINICIAN TRACK IMPACT REPORT (CTIR)



Introduction to the Clinician Track Impact Report (CTIR)

Promotion on the Clinician Track recognizes excellence in accomplishments within the candidate's declared professional Pathway.

The CTIR constitutes a new mechanism to demonstrate – in both qualitative and quantitative ways – the candidate's progression of contributions and growing professional impact as they move from Assistant to Associate and then to full Professor. Materials in the CTIR should not directly duplicate information that is listed in the candidate's CV. Rather, **the CTIR is intended to highlight and expand upon activities that are not adequately captured in a standard CV and to clarify the impact of individual candidate's roles and contributions in specific activities.**

The CTIR replaces the previous Clinician Educator Portfolio (CEP). The information from the CEP will move to the CV or to the CTIR.

A note for senior faculty: As you begin to craft your CTIR, focus on your most meaningful or impactful initiatives. Consider which activities are relevant to your current role(s) and career pathway. Highlight work that you have built upon over time – these activities will help you to tell your story and emphasize your primary area(s) of impact.

At the time of Clinician Track Pathway selection, the candidate will begin to develop their CTIR. Candidates will begin to populate the CTIR with the initial descriptions of specific initiatives they plan to undertake. Over time, the candidate will collect and document in the CTIR the evidence for how those initiatives were implemented and the outcomes that provide evidence of impact and key contributions to the Program, Clinical Service, Division, Department, School, and/or the field.

Structure of the CTIR

The CTIR structure is based on the principles of Glassick (*Academic Medicine*. 2000;75:877-80) for demonstrating excellence in the academic enterprise – including clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique.

The typical CTIR includes a series of initiatives (project, program, or area of effort) for which the candidate describes:

- (1) Baseline situation, Rationale, and Goals for the work – the situation before the project or initiative began and the reasons this work is expected to be impactful.
- (2) Methods employed – the approach to the work, as well as required preparation and specific skills or expertise contributed by the candidate.
- (3) Results - Results may include data on patient care quality; improvements in efficiency; learner, faculty or staff outcomes; etc. In some cases, the initiative may lead to accomplishments of the candidate's Program, Division, and/or Department rather than

simply for the candidate as an individual. When describing the impact of the results, the candidate may explain (with supporting evidence) the (1) number of beneficiaries or potential beneficiaries of the work and the scope of the impact (most often this will be local, but in some instances may be regional, national or international); (2) the magnitude of the impact on patients, the WUSM community, the clinical or research field, etc.; (3) the time horizon of the impact or potential impact (e.g., short, medium, or long-term).

(4) Reflective critique – This section describes how the work was evaluated and/or disseminated, briefly summarizes the impact, and forecasts potential future directions.

Materials and evidence of activities documented in the CTIR will vary across professional Pathways and specific initiatives. In the table below are some examples of materials and documentation which may be included in the CTIR, along with the above narrative descriptions of the work. These are not requirements, nor are they exhaustive lists. Candidates have flexibility to develop the CTIR in a manner that best highlights their professional impact. Importantly, *no faculty member is expected to have contributions in every category.* Most CTIR materials will be clearly related to your selected professional Pathway, although meaningful contributions outside of your Pathway may be included.

Table: Descriptions of Activities, Materials, and evidence of Impact for the CTIR*	
Clinician Track Pathway	Activities & Impact Demonstrated By*:
1) Educator	<ul style="list-style-type: none"> • Description of course curricula, syllabi, evaluation/assessment tools • Descriptions of learner outcomes • Teaching and/or mentorship evaluations • Training program evaluations and/or accreditation reviews
2) Quality Improvement / Patient Safety	<ul style="list-style-type: none"> • Quality improvement & patient safety initiative development and assessments (e.g. graphical representation of patient outcomes, such as control charts), including scope and degree of impact • Description of clinical practice guidelines developed by the candidate, along with documented implementation and impact • Development & implementation of innovative methods of care with defined measures & metrics and documented impact • Evaluation of, and responses to, patient safety reports • Quality Improvement & Patient Safety certification curricula, syllabi, as well as learner outcomes and teaching evaluations • Descriptions of Regional or National QI & PS leadership (e.g. for specialty societies, or collaborations across disciplines, National Quality Forum, etc.)
3) Expert Clinician	<ul style="list-style-type: none"> • Descriptions of creation and/or leadership of innovative approaches to patient care and/or new clinical programs • Evidence of exemplary provision of clinical services and delivery of expert, compassionate patient care • Documentation of local/regional/national patient referrals • Documentation of patient safety and/or quality metrics and/or patient satisfaction scores • Letters of appreciation from patients and/or referring clinicians

	<ul style="list-style-type: none"> Summarized results of 360⁰ evaluations (to include feedback from staff, faculty, and learners, as applicable)
4) Administrative Leader	<ul style="list-style-type: none"> Descriptions of innovative approaches and/or exceptional performance or outcomes of the unit(s) lead by the candidate. These may include improved research funding, philanthropy, clinical metrics, culture & climate initiatives, educational achievements, etc. Descriptions of clinical service line innovations, and resulting outcomes (e.g., patient satisfaction, clinical volume, efficiency metrics, etc.) Descriptions of activities and outcomes of external programs or initiatives which the candidate leads or with which they are involved (e.g., within professional organizations, foundations, and/or governmental organizations)
5) Research Clinician	<ul style="list-style-type: none"> Documentation of roles, expertise, and responsibilities to emphasize the candidate's participation and facilitation of clinical research, as well as description of the overall impact of the research on patients, public health, etc. Description of contributions to published scholarly products (particularly if the candidate's name is not on the individual author list). Documentation of key contributions to, or leadership of, clinical research cores (e.g. bioinformatics, imaging, neurophysiology cores, etc.) Development of clinical trial infrastructure, and documentation of how access to clinical studies may set WUSM apart from other institutions
6) Entrepreneurial Clinician	<ul style="list-style-type: none"> Documentation of the candidate's roles, expertise, and responsibilities within the entrepreneurial team that led to participation and facilitation of development & disclosure of intellectual property, copyrights and patents, use and licensing, and/or entity creation Entrepreneurship curricula, syllabi, as well as learner outcomes and teaching evaluations Descriptions of the candidate's roles in contracts or trials to test new devices, diagnostics, etc.

*These are *examples* of how to demonstrate expertise, productivity and impact but are *not* requirements; these lists are not comprehensive but are meant to be illustrative of potential demonstrations of excellence in the Clinician Track Pathways.

Instructions for composing the CTIR

1. Write in the first person – this is you telling YOUR story to an audience of interested leaders who may not know what you do nor why your work is important. Show your readers how your work has impact.
2. Start with a Table of Contents
 - a. Use hyperlinks to enable readers to easily move to sections of interest.
 - b. Organize the contents chronologically within themes (e.g. Education, Quality Improvement, Clinical...).

3. Start each new initiative on a new page; limit each section to <2 pages.
4. Each section should include the following headers:
 - (1) **Baseline situation, Rationale, and Goals for the work** – the situation before the project or initiative began and the reasons this work is expected to be impactful.
 - (2) **Methods employed** – *Explain your role on the team or within the collaborative effort.* Describe the approach to the work, as well as required preparation and specific skills or expertise you contributed.
 - (3) **Results** - Results may include data on patient care quality; improvements in efficiency; learner, faculty or staff outcomes; etc. In some cases, the initiative may lead to accomplishments your Program, Division, and/or Department rather than simply for you as an individual. When describing the impact of the results, you may explain (with supporting evidence) the (1) number of beneficiaries or potential beneficiaries of the work and the scope of the impact (most often this will be local, but in some instances may be regional, national or international); (2) the magnitude of the impact on patients, the WUSM community, the clinical or research field, etc.; (3) the time horizon of the impact or potential impact (e.g., short, medium, or long-term). If you have materials available online, you may include weblinks in your description.
 - (4) **Reflective critique** – This section describes how the work was evaluated and/or disseminated, briefly summarizes the impact, and forecasts potential future directions. If you have materials available online, you may include weblinks in your description. If this work leads to another entry in your CTIR, explain that here (e.g. “this project lay the foundation for subsequent efforts described in entry ##”).
5. You will upload a PDF of your CTIR into Interfolio for your Annual Review, Interim Appraisal, and Promotion packets.