CLINICIAN-EDUCATOR TRACK AT YSPH

Faculty in the Clinician-Educator (C/E) track play a critical role in meeting the educational mission of the YSPH. Thus there may be more emphasis on contributions to education in the C/E track than in other tracks (traditional, investigator and clinician-scholar); however, a clear and distinct contribution in research, education and/or practice is also required.

To be successful in the clinician-educator track, the individual needs to:
1. be an exemplary teacher and essential contributor to the educational mission of the school
2. make a substantial contribution to (a) and/or (b) below:
   a. research and/or public health-practice
   b. education – have a substantial impact on the dissemination of knowledge and/or methods of public health education that is recognized outside of Yale
3. be recognized for excellence/leadership on a regional/emerging national level for associate professor and on a national/international level for Professor in research, public health practice, and/or public health education.

The clinician-educator track will be used judiciously and appointments to this track will be given careful consideration. When considering an individual for appointment or promotion in the C/E track, teaching evaluations and class syllabi will be carefully reviewed. For teaching excellence, enclosed information needs to demonstrate that the individual is an outstanding instructor and/or plays a pivotal role that is central to the YSPH educational mission. YSPH faculty evaluating a candidate for a C/E appointment or promotion should assess the person’s contributions to the educational mission of the school. When soliciting referee letters, teaching assessments should be provided to referees so they can use that information when they evaluate the candidate.
Some potential measures of meeting the criteria include the following:

- **Educational scholarship**: peer-reviewed educational video(s), evidence of the disseminating information and educational methods or materials beyond the School, demonstration of an impact in a clinical or public health practice area, publication of major textbooks and creation of new curriculum that is adapted elsewhere. Demonstration of high/critical value to the educational mission (teaching and training of students) of the School should be provided.

- **Research Scholarship**: number of peer-reviewed publications in top tier journals; the number of first and last authored publications.

- **Public Health Practice Scholarship**: research and creation of new methods, practices, policies that affect public health on a regional, national or international level. Public health practice could also be considered applied research. An individual in the C/E track can also be known for expertise as a research educator, for example, introducing novel ways to deliver new training programs and have those methods adopted elsewhere.

- **Regional/National/International Reputation**: serving on central committees in national or international organizations, professional organizations (by invitation) etc. Examples include: Institution of Medicine, editorial boards, federal advisory boards, etc. The number, type (invited seminars, invited conference talks, specialty training programs, etc.) and location (local, national and international) of invited talks should also be considered.

The following individuals were cited for their national/international reputation in Public Health Practice:

- Paul Farmer and his work with Partners in Health

- Fran Cook at Harvard is known for establishing a scholars program with international impact. He created an education program that is an international model.