

# **Identifying Barriers to and Perceptions of Educational Effort as a Pathway to Promotion Among Clinician Educators**

ORHUE ODARO<sup>1</sup>

<sup>1</sup> The University of Texas MD Anderson Cancer Center

## **Abstract**

### **1. Background**

Clinician Educator (CE) pathways provide an alternative avenue for academic advancement, for faculty engaged in significant educational pursuits (1). This study assessed faculty opinions of educational effort as a means of career advancement, and elicited input for measures crucial to the development of a CE pathway, at an academic research institution.

### **2. Summary of work**

Following institutional review board approval, an anonymous survey was delivered to faculty to elicit opinions on concepts pertaining to educational effort and career advancement. The author examined responses regarding barriers to, and perceptions of educational effort as a pathway to promotion, by clinician educators (CEs).

### **3. Results**

Of the 103 CEs, only 26% saw a clear path for career advancement. Most faculty agreed that a CE pathway would aid their advancement (58%). The majority rated 3 areas as very important to implementing a successful CE pathway: development of promotion criteria (62%), allocating time for medical education (62%), and developing a means to document and quantify educational effort (58%).

The barriers to CE advancement were categorized into 3 themes: lack of recognition for educational effort; heavy clinical burden; and lack of criteria to assess educational effort.

### **4. Discussion**

Faculty showed lower levels of agreement in questions related to their advancement as CEs. The results suggest key areas to consider in implementing a CE pathway, including developing a rubric to assess educational effort. Educator portfolios can decrease the promotion gap for CEs by providing an objective measure to assess the quality of educational effort (2).

### **5. Conclusions**

CEs need and value a rubric such as an educator portfolio, to document and quantify their educational effort.

## **6. Implications for further research**

Further research should address the impact of educator portfolios on the number of CE promotions at academic research institutions.

## **References (maximum three)**

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2. Gill AC, Singhal G, Schutze GE, Turner TL. Educational Coaches: Facilitating Academic Vitality and a Pathway to Promotion for Clinician-Educators. *J Pediatr*. 2021;235:3-5.e3. doi:<https://dx.doi.org/10.1016/j.jpeds.2020.11.042>