Promotions 101: The Basics

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Outline

- **Overview**
  - Purpose, Steps, Timeline, Acronyms
- **Tracks**
  - Where do I fit best and how do I advance?
  - Sidebar on Tenure
- **Tiers of Accomplishment**
  - Meritorious vs Excellent
- **Domains**
  - Teaching, Clinical Activity, Research or Other Scholarly Activity, Service
- **Dossier Components**
  - CV, Cover Letter, Supplemental Materials, Referee Letters
  - Sidebar on AI use in dossier preparation
- **Common Myths**

Session Goals

- Determine which promotion track is most appropriate for you
- Become familiar with the timeline for preparation and submission of materials
- List the components of a promotion dossier, noting those you are responsible for versus those that will come from your department
- Debunk at least 2 promotions myths for your colleagues
- Identify the best place(s) to go for additional information regarding the promotion process

Purpose of Promotion

Recognition of Faculty Contributions

Promotion acknowledges faculty achievements in teaching, clinical work, scholarship, and service, highlighting their professional growth.

Equitable and Transparent Evaluation

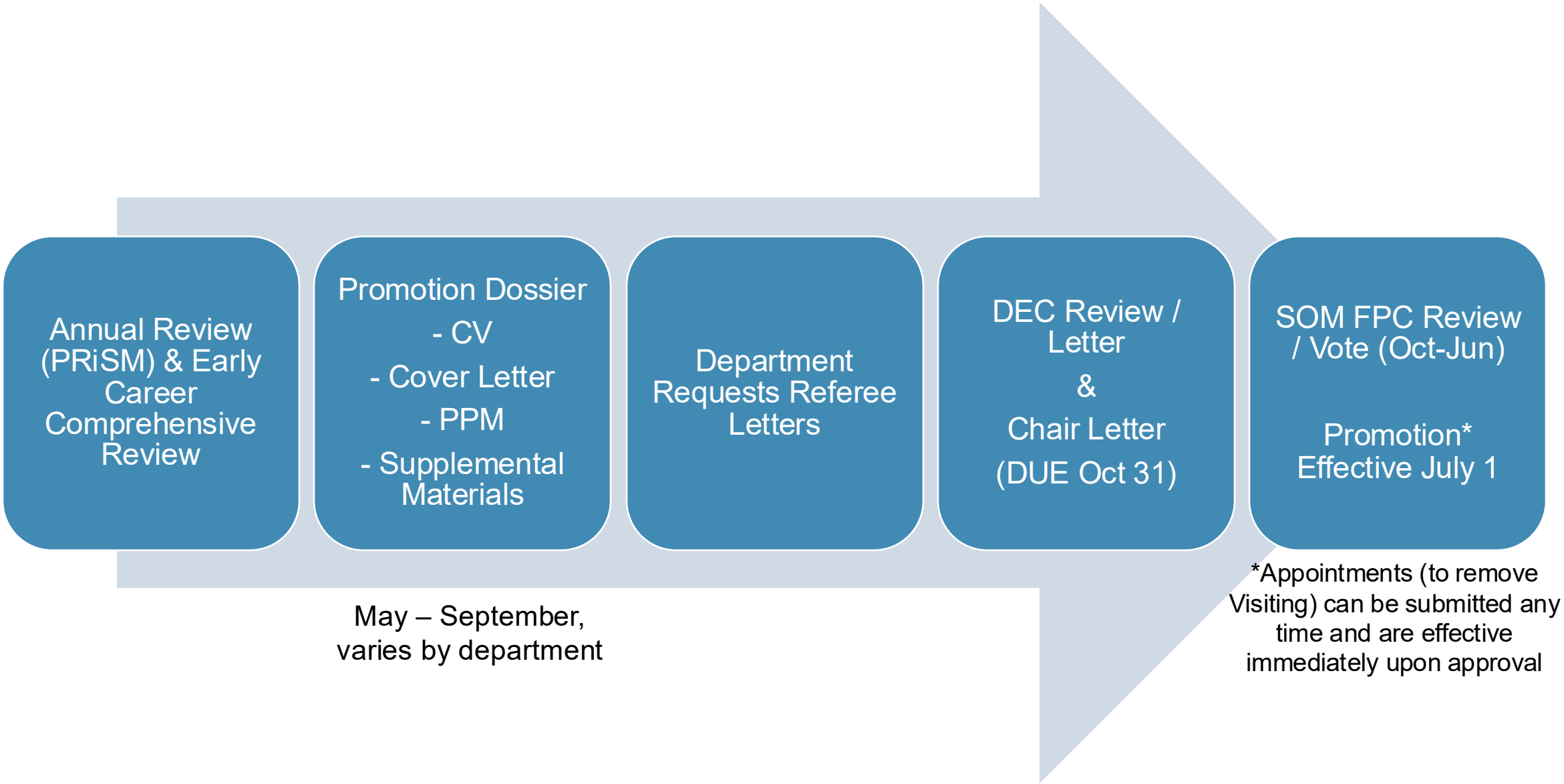
The process ensures fair and consistent measurement of faculty accomplishments across diverse academic tracks using a transparent framework.

Supporting Academic Excellence

Promotion fosters a culture of continuous improvement, motivating faculty to align with institutional goals and maintain high standards.

Acronyms

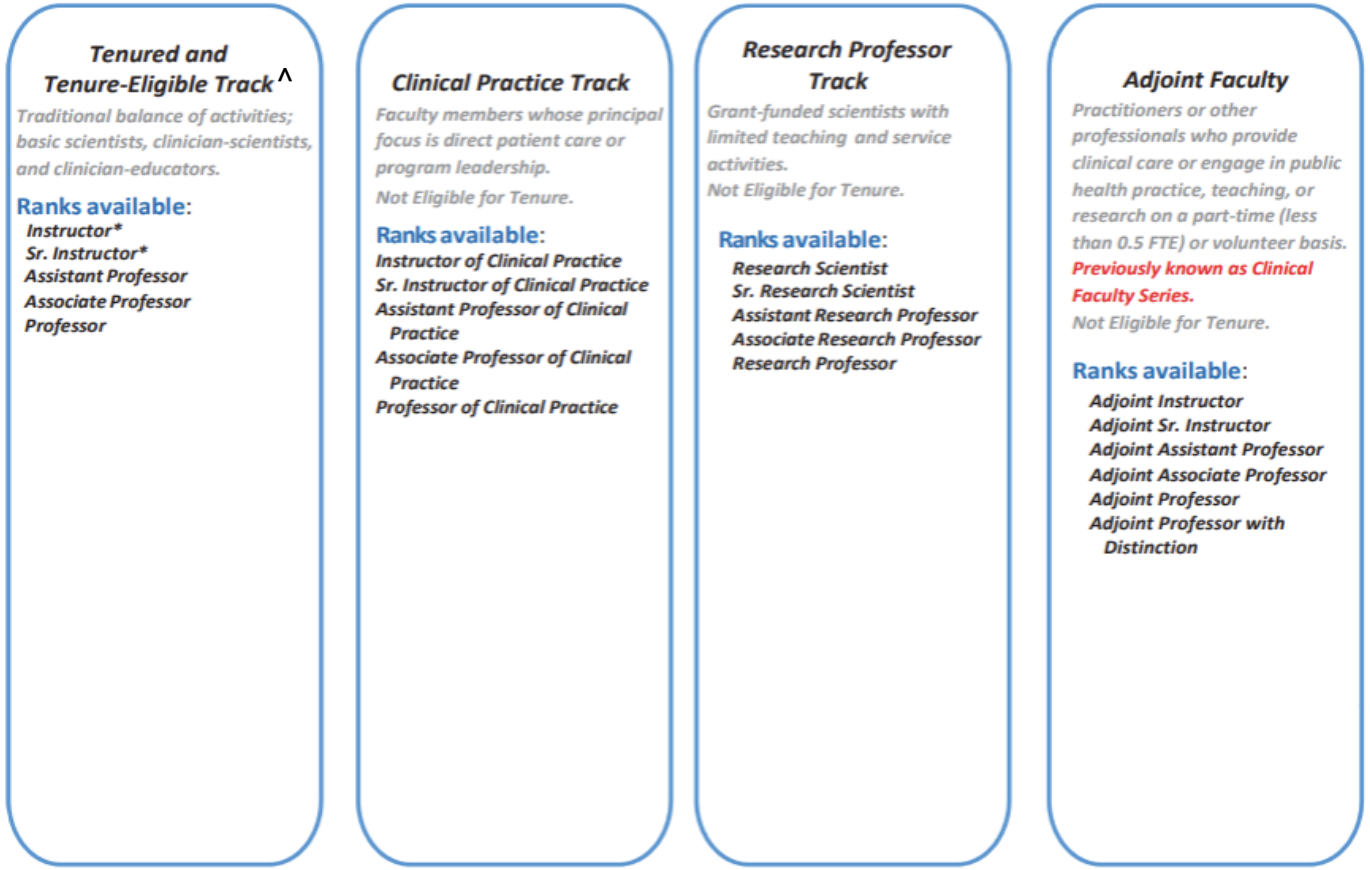
- TTE: Tenured & Tenure-Eligible Track
- CP: Clinical Practice Track
- RP: Research Professor Track
- PPM: Personalized Promotions Matrix
- ROSA: Research or Other Scholarly Activity
- DEC: Departmental Evaluation Committee
- FPC: Faculty Promotions Committee (School of Medicine level review)
- VCAC: Vice Chancellor Advisory Committee (only for Tenure)


Annual Review (PRiSM) & Early Career Comprehensive Review
Promotion Dossier
- CV
- Cover Letter
- PPM
- Supplemental Materials
Department Requests Referee Letters
DEC Review / Letter
&
Chair Letter
(DUE Oct 31)
SOM FPC Review / Vote (Oct-Jun)
Promotion*
Effective July 1
May – September, varies by department
*Appointments (to remove Visiting) can be submitted any time and are effective immediately upon approval

Faculty Tracks

The Promotion Tracks

- Recognize diverse activities, responsibilities and areas of accomplishment
- Each track has unique blend of responsibilities, scholarly engagement levels, and promotion metrics
- Faculty select tracks matching their professional goals, promoting fairness and recognition of contributions
- Equal in importance, without an implied hierarchy



*Contributions at this rank will not be considered in applications for tenure.

^Misnomer in that, although not eligible for tenure, faculty employed by affiliate hospitals are welcome to promote within this track

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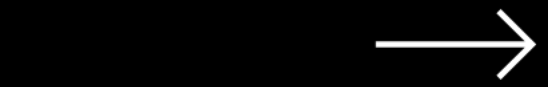
Tenured and Tenure-Eligible Track



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Core Features of the TTE Track

Integrated Faculty Roles

The TTE Track supports faculty integrating varying proportions of teaching, scholarship, and clinical activity (where applicable).

Promotion Expectations

Promotion requires substantive contributions across all applicable domains.

Tenure and Promotion Distinction

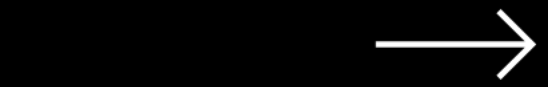
Tenure eligibility requires teaching and scholarly excellence with international peer acknowledgment; it is distinct from promotion.

Requirements: TTE

Domains: Teaching, Clinical Activity, Research or Other Scholarly Activity (ROSA), Leadership & Service

- Associate Professor
  - Excellent in (at least) one of “big three”
  - Meritorious in all others (as applicable)
- Professor
  - Excellent in Research or Other Scholarly Activity
  - Excellent in (at least) one additional domain
  - Meritorious in all others (as applicable)
  - National reputation

Clinical Practice Track



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Roles and Expectations: CP Track

Primary Role Overview

CP Track faculty focus on direct patient care or clinical program leadership combined with teaching and service responsibilities, without tenure eligibility.

Emphasis on Clinical Excellence

The track emphasizes excellence in clinical practice, leadership in care environments, and meaningful teaching contributions.

Promotion Criteria

Advancement emphasizes professionalism, impact, and reputation, reflecting clinical workload realities without requiring scholarship.

Myth: It is a non-academic track

- A serious track for faculty who focus on, and excel in, clinical care
- Performance is measured; there are high standards for advancement
- Recognizes impactful projects that address quality of care, innovation, community engagement, population health, health policy, health equity

- Academic track for dedicated & accomplished clinicians and leaders - without a scholarship requirement

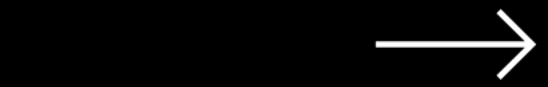
Requirements: CP

Domains: Teaching, Clinical Activity, Leadership & Service

- Associate Professor of Clinical Practice*
  - Excellent in Clinical Activity
  - Meritorious in Teaching and Service
  - Local/Regional reputation for clinical excellence
- Professor of Clinical Practice*
  - Excellent in Clinical Activity
  - Meritorious in Teaching and Service
  - National reputation for clinical excellence
  - At least one of: Excellent teaching, Project leadership
  - Record of growth/development since last promotion

*The title modifier “of Clinical Practice” is used on CV’s, in official appointment, promotion, and HR communications, but the shorter working title (e.g., Associate Professor) can be used in communications such as e-mail signatures, patient correspondence, or scholarly works.

Research Professor Track



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Research-Focused Advancement

Research-Intensive Faculty Role

Faculty focus primarily on research, often in grant-funded positions with limited teaching responsibilities.

Promotion Criteria

Promotion requires demonstration of excellent scholarly activity, including impactful research and publication records.

Support for Scientific Mission

The RP Track advances biomedical knowledge by recognizing intensive research contributions and innovation.

Requirements: RP

Domains: Research or Other Scholarly Activity (ROSA), Leadership & Service

Associate Research Professor

- Excellent in ROSA (scholarship of discovery)
- Meritorious in Service

Research Professor

- Excellent in ROSA (scholarship of discovery)
- Meritorious in Service
- National reputation
- “Skill as an investigator, originality & creativity, outstanding contributions to research programs”

Time-Clock & “Early” Promotion

- Only applies to Assistant Professors in TTE track

- Review for promotion to Associate Professor should occur by the start of the 7th year, but may happen whenever the faculty member meets the criteria
- Promotion is based primarily on accomplishments while an Assistant Professor

- *All faculty members, no matter when they are considered for promotion or tenure, are held to the same standards. Additional criteria or higher standards cannot be applied*

Track Switching

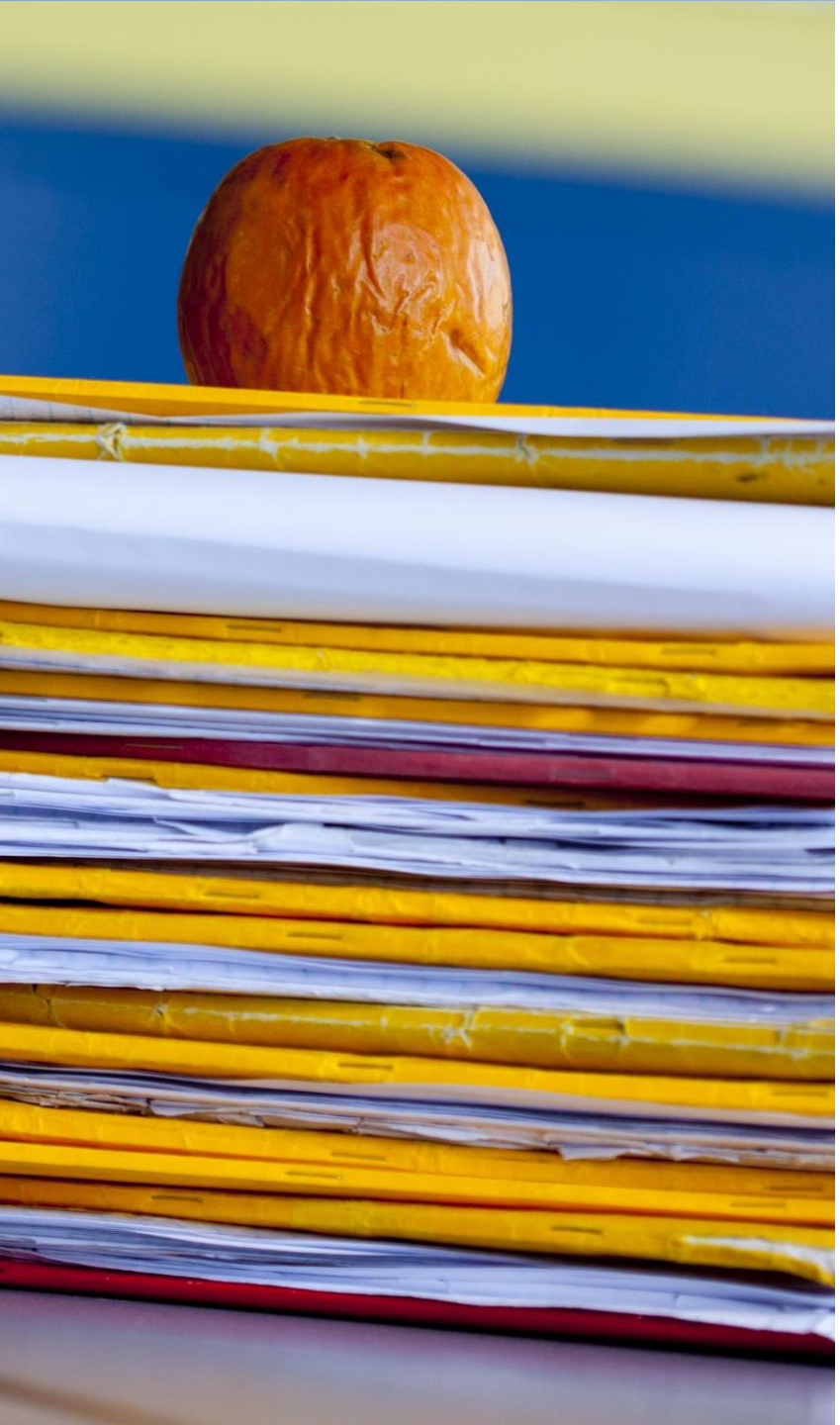
- Time-clock retained in TTE Track
  - Faculty apply for promotion by start of 7th year at Assistant Professor rank
    - 3-year extension possible
    - Option to switch into another track at any point PRIOR to start of 7th year as Assistant Professor
- No clock in CP or RP Tracks
  - Asst Prof of CP wishing to promote to Assoc Prof in TTE track must submit dossier prior to start of 7th year as Asst Prof of CP; otherwise obligated to promote in CP track
  - Asst Prof of CP may promote to Assoc Prof of CP whenever they are ready

Faculty Tracks: Side-by-Side Comparison

Feature	TTE Track	Clinical Practice Track	Research Professor Track
Primary Focus	Teaching, clinical activity, scholarship	Clinical activity, teaching	Research (scholarship of discovery)
Scholarship Required	Yes	Encouraged	Yes
Tenure Eligible	Yes*	No	No

*If employed by the School of Medicine

Tenure



Tenure Review and Expectations

Distinct From Promotion

Tenure is a separate review from promotion but can be pursued concurrently in the TTE Track, for those employed by the SOM.

Additional Requirements

Must be rated Excellent in ROSA and Teaching, Include CV Abstract in dossier, Letter writers provide specific tenure justification, Must demonstrate international reputation.

Multi-level Review Process

Tenure review involves multiple layers including Faculty Promotions Committee, Vice Chancellor Advisory Committee, and Board of Regents.

Scholarship Excellence and Long-term Academic Commitment

Tenure recognizes faculty as permanent, impactful contributors to the school's scholarly mission and academic community. Their presence enhances the reputation of the SOM and they are among the best in their field of scholarly endeavor.

Domains, Criteria, and Tiers of Achievement

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Promotion Criteria

- Approved by faculty; part of SOM Rules – recognize accomplishments that are Meritorious or Excellent in each domain
- Guide review committees, reduce subjectivity, and ensure that promotion reviews are consistent and fair
  - Reduce reviewer bias about what “ought to count”
- Recognize and reinforce the values of the SOM
  - Impactful teaching and mentoring
  - Team science (co-investigators and middle authorship)
  - Digital scholarship
  - Population health and community engagement
  - Service, leadership, and advocacy

Definitions

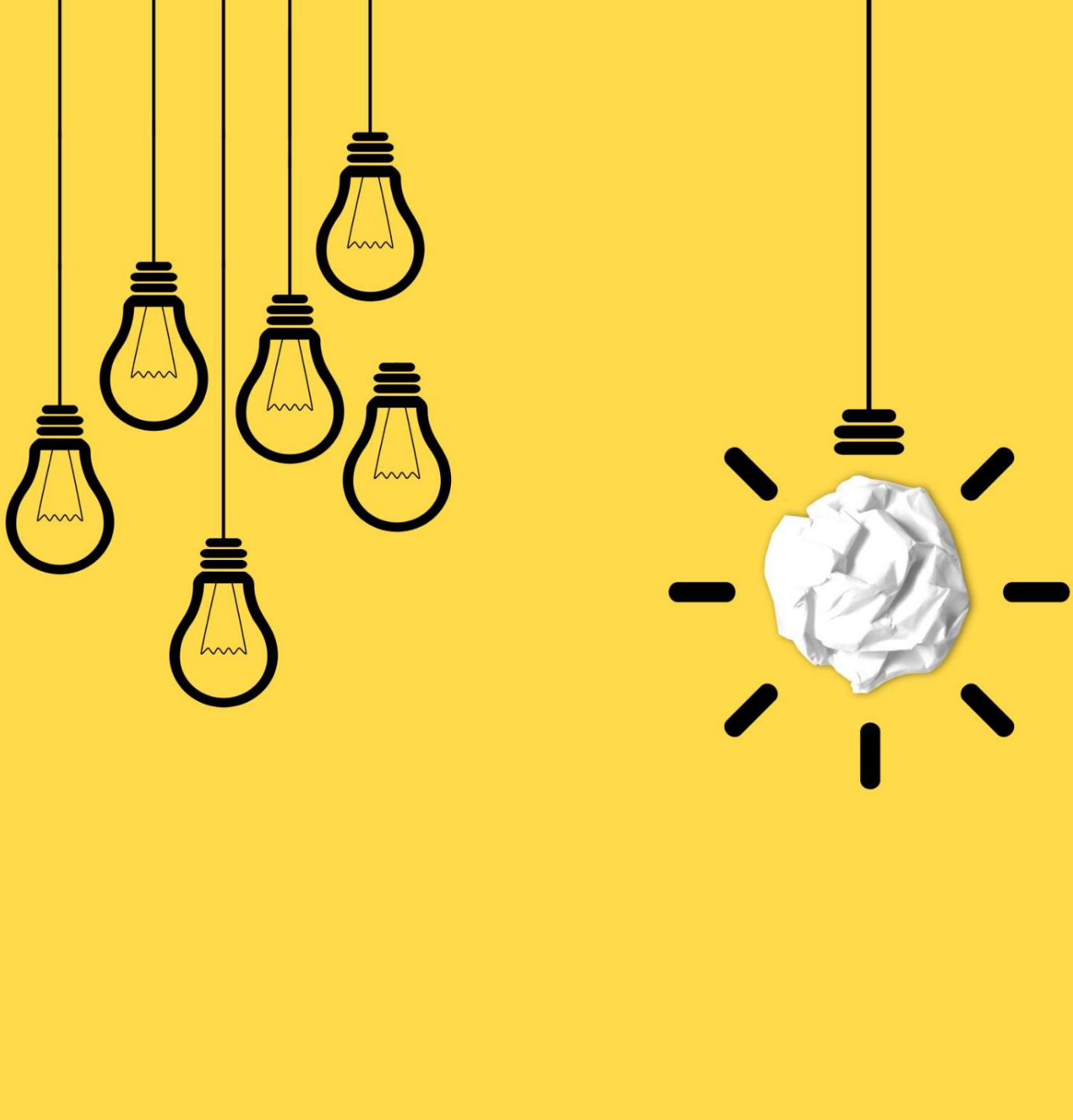
MERITORIOUS Performance

Meritorious work is praiseworthy, reliable, and demonstrates sustained contributions in teaching, research, clinical activity, or service.

EXCELLENT Performance

Excellence signifies exceptional achievement with innovation, leadership, measurable impact, and recognition beyond the institution.

Decided by applicant, with guidance – driven by promotion criteria



Promotion Criteria – Teaching

Excellent

- **Greater than average** share of teaching responsibilities
- Course or curriculum committee leadership
- **Outstanding teaching evaluations**, teaching awards
- **Leadership or significant contribution** to service-learning activities, career development programs, assessment of outcomes
- **Consistent record** of advancing inclusive excellence, improving population health, and engaging with communities
- Evidence of teaching scholarship

Meritorious

- Participation in teaching or mentoring activities
- **Participation** on teaching-focused committees or those focusing on challenges in education
- **Meritorious teaching evaluations**
- Development or redevelopment of teaching materials
- **Participation** in workshops or training programs that support respectful and inclusive workplace environments
- Participation as a mentor on a training grant

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Promotion Criteria – Clinical Activity

Excellent

- **Greater than average** share of clinical duties or administrative responsibilities
- Skills representing a unique niche within a specialty
- **Recognition for excellence** in clinical activity; demonstration of effective leadership
- **Leadership** of programs that address challenges surrounding inclusiveness
- Creative, active participation in the evaluation of the effectiveness of care
- Health care-related scholarship (pathway development, treatment guidelines, reviews)

Meritorious

- Active and effective **participation** in clinical activities
- Invitations to speak on clinical topics on the **campus or regionally**
- Participation in activities that improve clinical skills or promote heath care quality, patient safety, or address variations in care and outcomes
- Participation in activities that address challenges surrounding inclusiveness
- Participation in community collaborations that strengthen clinical partnerships

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Promotion Criteria – Research or Other Scholarly Activity

Excellent

- Consistent level of peer-reviewed or other research funding awarded in a competitive manner over a sustained period
- Demonstrated evidence of originality as an investigator
- Success as a team scientist
- Ongoing record of publications
- Visiting professor activities at other institutions; invited research presentations at national or international meetings
- Development of new techniques, therapies, guidelines, or patient care pathways that improve the health of patients or populations
- Leadership of or substantive contributions to the development of certifying, credentialing, or qualifying examinations

Meritorious

- Authorship of papers in peer-reviewed journals or other disseminated publications
- Co-investigator status on grants, including grants related to basic science, clinical or translational research, health profession education, and healthcare innovation
- Principal and sustained role in the management of a research program with external funding
- Research presentations at institutional, local, or regional meetings
- Documented interventions and outcomes from participation in activities that promote health care quality, cost-efficiency, access, or patient safety

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Promotion Criteria – Leadership and Service

Excellent

- Nomination for or receipt of, awards for exemplary service

Meritorious

- Service on, or leadership of, committees or task forces aligned with the mission of the medical school
- Service to local, state, national, or international organizations
- Service as an article reviewer, editor, or editorial board member or as a member of a scientific study section
- Significant involvement in health care advocacy, community service or outreach, community-based participatory research programs, or other activities that shape public policy on health care or that address health disparities

- Service is recognized for its contribution to promotion in the context of teaching, clinical activity, and scholarship when there is demonstrated leadership and impact
- *However:* There is no pathway to promotion based solely on service and major leadership roles in this domain should be well-documented within another applicable area

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Defining Scholarship

- **Discovery**
  - Traditional, hypothesis-driven research
  - Team science counts
- **Application**
  - Builds bridges between theory & practice
  - Clinical Guidelines, Treatment Pathways, QI Projects, Public Policy
- **Teaching**
  - ≠ direct education; must leave the classroom
  - New Courses or Teaching Methods, Outcome Assessment, Instructional Materials
- **Integration**
  - Interpret, analyze, synthesize
  - Review articles, Case Reports, Book Chapters, Artistic Product

Defining Scholarship

- **Discovery**
  - Traditional, hypothesis-driven research
  - Team science
- **Application**
  - Builds bridges
  - Clinical Guide
    Policy
- **Teaching**
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  - New Courses or Teaching Methods, Outcome Assessment, Instructional Materials
- **Integration**
  - Interpret, analyze, synthesize
  - Review articles, Case Reports, Book Chapters, Artistic Product

The **products** of scholarship must be in a format that can be evaluated

Dossier Components

Purpose of the Dossier

Document Faculty Achievements and Impact

Dossier must be well-organized and supported by evaluations, metrics, and leadership documentation.

Faculty Activities Overview

Materials portray faculty's most significant roles in teaching, clinical work, scholarship, leadership, and service with clear evidence.

Narrative Coherence

Faculty should ensure the dossier tells a coherent story showing achievements meet or exceed promotion criteria.

Promotion Dossier Components: Faculty Responsibility

CURRICULUM VITAE

COVER LETTER

PERSONALIZED PROMOTION MATRIX

SUPPLEMENTAL MATERIALS

Resources

https://medschool.cuanschutz.edu/faculty-affairs/for-faculty/promotion-and-tenure/dossier-preparation

Question submission button
& FAQ are live

Curriculum Vitae

Complete Career Profile

- Standard SOM template available
- Fundamental basis to prove you've fulfilled promotion criteria
- Keep it updated!

Cover Letter –

Document	Usage
Cover Letter for Promotion: Tenured and Tenure-Eligible Track	Provides suggested format and instructions for the cover letter for appointments or promotions in the Tenured and Tenure-Eligible Track
Cover Letter for Promotion: CP Track	Provides suggested format and instructions for the cover letter for appointments or promotions in the Clinical Practice Track
Cover Letter for Promotion: Research Professor Track	Provides suggested format and instructions for the cover letter for appointments or promotions in the Research Professor Track
Guide to Writing Your Cover Letter: Scholarly Activity	The “Research or Other Scholarly Activity" section of your cover letter is where you describe your scholarly work - that is, publications and other “products” that reflect the scholarship of discovery, teaching, integration, or application, as defined in the School of Medicine Rules.
Guide to Writing Your Cover Letter: Teaching Accomplishments	The "Teaching" section of your cover letter is where you describe your teaching and mentoring contributions and accomplishments.
Guide to Writing Your Cover Letter: Clinical Activity	The "Clinical Activity" section of your cover letter is where you describe your contributions and accomplishments as a clinician and clinical program leader.
Guide to Writing Your Cover Letter: Investigators and Research-Intensive Faculty	Faculty who are primarily focused on Research can use this reference to assist in generating their cover letter.

Cover Letter

- Templates & Guides available
- Samples in development

Promotion Criteria & Personalized Promotions Matrix

Activities Demonstrating Clinical Activity

Clinical activity includes direct patient care, leadership of clinical programs, health care innovations, quality improvement activities, and activities that focus on health equity and population health.

Excellent

- Regularly assumes greater than average share of clinical duties.
- Regularly assumes greater than average share of administrative responsibilities in support of the patient care programs of the department, hospital, school or university.
- Demonstration of clinical services or skills representing a unique niche within a specialty that required additional training, responsibility, and knowledge beyond those normally applied for within the specialty.
- Documented evidence of consistent outstanding patient outcomes, patient referrals from a wide region, contributions to inter-professional healthcare teams or successful collaborations across disciplines.
- Creative, active participation in the evaluation of the effectiveness of care.
- Recognition for excellence in clinical activity.
- Demonstration of effective leadership at the site of clinical practice.
- Leadership of, or significant contributions to, workshops or training programs that address challenges in diversity and equity in clinical settings.
- Substantive leadership role at the regional, national, or international level in organizations related to clinical practice.
- Recognition by trainees, professional colleagues, or patients for possessing the attributes of an excellent clinician.
- Nomination for, or receipt of, honors or awards for clinical excellence or professionalism.
- Evidence of health care-related scholarship.

Meritorious

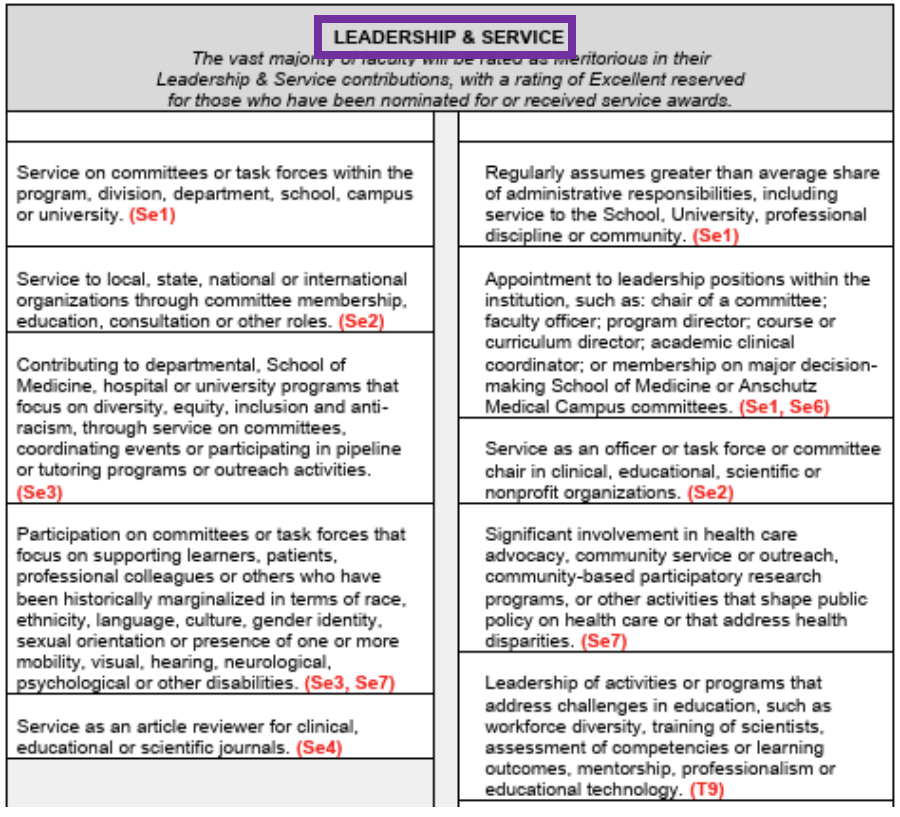
- Active and effective participation in clinical activities of the academic unit.
- Participation on committees or task forces that support the patient care programs of the department, hospital, school or university.
- Demonstration of clinical skills that are highly effective.
- Letters of support from referring health professionals or from colleagues at the site of practice.
- Invitations to speak on clinical topics on campus or in the local community.
- Participation in activities that improve one's clinical skills or promote health care quality, equity, and patient safety.
- Participation in workshops or training programs that address challenges in diversity and equity in clinical settings.
- Regular participation in community collaborations that strengthen clinical partnerships.

Item	Level	Criterion	Page or Line Numbers		
		CLINICAL ACTIVITY (C): (select one) EXCELLENT / MERITORIOUS	CV	Cover Letter	Supplemental Materials
C1	E	Regularly assumes greater than average share of clinical duties.			
C2	E	Regularly assumes greater than average share of administrative responsibilities in support of the patient care programs of the department, hospital, school, or university.			
C3	E	Demonstration of clinical services or skills representing a unique niche within a specialty that required additional training, responsibility, and knowledge beyond those normally applied for within the specialty.			
C4	E	Documented evidence of consistent outstanding patient outcomes, patient referrals from a wide region, contributions to inter-professional healthcare teams or successful collaborations across disciplines.			
C5	E	Creative, active participation in the evaluation of the effectiveness of care.			
C6	E	Recognition for excellence in clinical activity.			
C7	E	Demonstration of effective leadership at the site of clinical practice.			
C8	E	Leadership of, or significant contributions to, workshops or training programs that address challenges surrounding inclusiveness in clinical settings.			
C9	E	Substantive leadership role at the regional, national, or international level in organizations related to clinical practice.			
C10	E	Recognition by trainees, professional colleagues, or patients for possessing the attributes of an excellent clinician.			
C11	E	Nomination for, or receipt of, honors or awards for clinical excellence or professionalism.			
C12	E	Evidence of health care-related scholarship. *(Only required here if not submitting a Research or Other Scholarly Activity Matrix)*			
C13	M	Active and effective participation in clinical activities of the academic unit.			
C14	M	Participation on committees or task forces that support the patient care programs of the department, hospital, school, or university.			
C15	M	Demonstration of clinical skills that are highly effective.			
C16	M	Letters of support from referring health professionals or from colleagues at the site of practice.			
C17	M	Invitations to speak on clinical topics on campus or in the local community.			
C18	M	Participation in activities that improve one's clinical skills or promote health care quality, address variations in care and outcomes, and improve patient safety.			
C19	M	Participation in workshops or training programs that address challenges surrounding inclusiveness in clinical settings.			
C20	M	Regular participation in community collaborations that strengthen clinical partnerships.			

- Include line number(s) by relevant items
- Items without entries should be deleted
- Examples in development

Personalized Promotions Matrix & Legacy Matrix

LEADERSHIP AND SERVICE (Se)			CV	Cover Letter	Supplemental Materials
Se1	M	Service on, or leadership of committees or task forces within the program, division, department, school, campus, or university or non-profit organizations aligned with the mission of the medical school.			
Se2	M	Service to local, state, national or international organizations.			
Se3	M	Participation in initiatives that promote inclusive excellence, broaden access and opportunity, and foster a respectful and supportive environment for all members of the academic and clinical community.			
Se4	M	Service as an article reviewer, editor, or editorial board member for clinical, educational, or scientific journals.			
Se5	M	Service as a member of a scientific study section.			
Se6	M	Appointment to leadership positions within the institution.			
Se7	M	Significant involvement in health care advocacy, community service or outreach, community-based participatory research programs, or other activities that shape public policy on health care or that address health disparities.			
Se8	E	Nomination for, or receipt of, awards for exemplary service, as defined above.			



LEADERSHIP & SERVICE

The vast majority of faculty will be rated as Meritorious in their Leadership & Service contributions, with a rating of Excellent reserved for those who have been nominated for or received service awards.

Service on committees or task forces within the program, division, department, school, campus or university. (Se1)	Regularly assumes greater than average share of administrative responsibilities, including service to the School, University, professional discipline or community. (Se1)
Service to local, state, national or international organizations through committee membership, education, consultation or other roles. (Se2)	Appointment to leadership positions within the institution, such as: chair of a committee; faculty officer; program director; course or curriculum director; academic clinical coordinator; or membership on major decision-making School of Medicine or Anschutz Medical Campus committees. (Se1, Se6)
Contributing to departmental, School of Medicine, hospital or university programs that focus on diversity, equity, inclusion and anti-racism, through service on committees, coordinating events or participating in pipeline or tutoring programs or outreach activities. (Se3)	Service as an officer or task force or committee chair in clinical, educational, scientific or nonprofit organizations. (Se2)
Participation on committees or task forces that focus on supporting learners, patients, professional colleagues or others who have been historically marginalized in terms of race, ethnicity, language, culture, gender identity, sexual orientation or presence of one or more mobility, visual, hearing, neurological, psychological or other disabilities. (Se3, Se7)	Significant involvement in health care advocacy, community service or outreach, community-based participatory research programs, or other activities that shape public policy on health care or that address health disparities. (Se7)
Service as an article reviewer for clinical, educational or scientific journals. (Se4)	Leadership of activities or programs that address challenges in education, such as workforce diversity, training of scientists, assessment of competencies or learning outcomes, mentorship, professionalism or educational technology. (T9)

- Except in extraordinary circumstances, faculty will be considered Meritorious in service
- Clinical activity is a form of service, but is not in isolation sufficient to meet this requirement
- Significant <u>leadership roles should be described in the applicable section</u> (e.g., teaching, clinical activity) and the page numbers referenced here

Item	Level	Criterion	Page or Line Numbers		
		TEACHING (T): MERITORIOUS	**CV**	**Cover Letter**	**Supplemental Materials**
T4	E	Consistently receives excellent or outstanding teaching evaluations.			x
T7	E	Record of successful mentorship of students, residents, fellows, or other faculty.	330, 422, 424	131-133, 175-187	
T9	E	Consistent record of advocacy for diversity, health equity, population health, and community engagement in the education of health professionals.	330, 371, 373,393, 396, 398, 400, 402	50-56, 117-118, 172-187	
T10	E	Consistent participation in national educational activities.	235, 286, 359-361	54-56	
T13	M	Participation in the teaching or mentoring activities of the department, school, campus or university.	393-405, 422, 424	172-187	
T14	M	Regular participation on committees that focus on teaching in the health professions or addressing challenges in education.	176. 181, 212, 273	185	
T16	M	Development or redevelopment of teaching materials for students or other trainees, continuing education courses, or other faculty training.	330, 334	176-182	
T17	M	Participation in workshops or training programs focusing on implicit bias, microaggressions, confronting racism, allyship or upstander training.	198, 202, 206, 235, 244, 403	126-143	
T18	M	Participation as a mentor on a training grant.		132	
T19	M	Participation in workshops or training programs to improve one's teaching or mentoring effectiveness.	210, 216, 252, 290	26-30	
		CLINICAL ACTIVITY (C): EXCELLENT	**CV**	**Cover Letter**	**Supplemental Materials**
C1	E	Regularly assumes greater than average share of clinical duties.		10-18, 20-26	
C2	E	Regularly assumes greater than average share of administrative responsibilities in support of the patient care programs of the department, hospital, school, or university.	159, 168, 172, 185, 198, 202, 212	50-71, 126-139	
C3	E	Demonstration of clinical services or skills representing a unique niche within a specialty that required additional training, responsibility, and knowledge beyond those normally applied for within the specialty.	35, 97, 109, 210, 235, 252,	10, 23-30, 32-39, 41-48, 73-85, 143-145, 189-200	
C4	E	Documented evidence of consistent outstanding patient outcomes, patient referrals from a wide region, contributions to inter-professional healthcare teams or successful collaborations across disciplines.	176, 181, 202, 206, 212, 219, 227, 238, 254, 377,	41-71, 73-118, 126-145	
C5	E	Creative, active participation in the evaluation of the effectiveness of care.	190, 192, 194, 206, 212, 219, 227,	159, 161-170	
C6	E	Recognition for excellence in clinical activity.	128, 130, 210, 216	23-30	
C7	E	Demonstration of effective leadership at the site of clinical practice.	198, 212	126-143, 161-170	
C9	E	Substantive leadership role at the regional, national, or international level in organizations related to clinical practice.	97, 109, 212, 282	41-48, 50-56, 59-67, 73-85	
C10	E	Recognition by trainees, professional colleagues, or patients for possessing the attributes of an excellent clinician.	128, 130	26-30	
C11	E	Nomination for, or receipt of, honors or awards for clinical excellence or professionalism.	128, 130	26-30	
C12	E	Evidence of health care-related scholarship. (See Research Matrix)			
		RESEARCH OR OTHER SCHOLARLY ACTIVITY (S): EXCELLENT	**CV**	**Cover Letter**	**Supplemental Materials**
S3	E	Designs and directs a basic, clinical, translational, program evaluation, or other research program.	102, 165, 172, 176, 181, 185, 206, 212, 219, 227, 254	41-48, 50-56, 58-71, 73-85, 87-98, 100-118, 129-145	
S6	E	An ongoing record of publications in peer-reviewed journals.	430-470	131, 147-159	

Item	Level	Criterion	Page or Line Numbers		
		TEACHING (T): MERITORIOUS	CV	Cover Letter	Supplemental Materials
T4	E	Consistently receives excellent or outstanding teaching evaluations.			x
T7	E	Record of successful mentorship of students, residents, fellows, or other faculty.	330, 422, 424	131-133, 175-187	
T9	E	Consistent record of advocacy for diversity, health equity, population health, and community engagement in the education of health professionals.	330, 371, 373,393, 396, 398, 400, 402	50-56, 117-118, 172-187	
T10	E	Consistent participation in national educational activities	235, 286, 359-361	54-56	
T13	M	Participation in the teaching or mentoring activities of the department, school, campus or university.	393-405, 422, 424	172-187	
T14	M	Regular participation on committees that focus on teaching in the health professions or addressing challenges in e			
T16	M	Development or redevelopment of teaching materials for students or other trainees, continuing education courses, faculty training.			
T17	M	Participation in workshops or training programs focusing on implicit bias, microaggressions, confronting racism, al upstander training.			
T18	M	Participation as a mentor on a training grant.			
T19	M	Participation in workshops or training programs to improve one's teaching or mentoring effectiveness.			
		CLINICAL ACTIVITY (C): EXCELLENT			
C1	E	Regularly assumes greater than average share of clinical duties.			
C2	E	Regularly assumes greater than average share of administrative responsibilities in support of the patient care progr department, hospital, school, or university.			
C3	E	Demonstration of clinical services or skills representing a unique niche within a specialty that required additional tr responsibility, and knowledge beyond those normally applied for within the specialty.			
C4	E	Documented evidence of consistent outstanding patient outcomes, patient referrals from a wide region, contributio professional healthcare teams or successful collaborations across disciplines.			
C5	E	Creative, active participation in the evaluation of the effectiveness of care.			
C6	E	Recognition for excellence in clinical activity.			
C7	E	Demonstration of effective leadership at the site of clinical practice.			
C9	E	Substantive leadership role at the regional, national, or international level in organizations related to clinical practic			
C10	E	Recognition by trainees, professional colleagues, or patients for possessing the attributes of an excellent clinician			
C11	E	Nomination for, or receipt of, honors or awards for clinical excellence or professionalism.			
C12	E	Evidence of health care-related scholarship. (See Research Matrix)			
		RESEARCH OR OTHER SCHOLARLY ACTIVITY (S): EXCELLENT			
S3	E	Designs and directs a basic, clinical, translational, program evaluation, or other research program.			
S6	E	An ongoing record of publications in peer-reviewed journals.			

384 2024 Joint Governing Council: Connected Care Collaborative
385
386 **Resident Presentations**
387 2009 Current State of US Health Care, Harvard Affiliated Emergency Medicine Residency (HAEMR) at
388 Beth Israel Deaconess Medical Center
389 2009 Ureteral Injuries, HAEMR at Beth Israel Deaconess Medical Center
390 2010 Shocking Atrial Fibrillation, HAEMR at Beth Israel Deaconess Medical Center
391 2010 Snakes, HAEMR at Beth Israel Deaconess Medical Center
2011 Marathon Injuries, HAEMR at Beth Israel Deaconess Medical Center
393 2012 Health Policy, Politics and Advocacy, HAEMR at Beth Israel Deaconess Medical Center
394 2013 Current Topics in Emergency Medicine, HAEMR at Beth Israel Deaconess Medical Center
395 2013 Research Conference: Blood Culture Utilization, HAEMR at Beth Israel Deaconess Medical Center
396 2014 Advocacy and Public Health Implementation, Emergency Medicine Residency Program at George
397 Washington University
398 2014 Introduction to Health Policy, Emergency Medicine Residency Program at George Washington
399 University
400 2014 Cases in Health Policy, George Washington University School of Medicine and Health Sciences
401 2015 Grand Rounds: ED Crowding, Long Island Jewish Medical Center
402 2019 Value Based Care, Northwell Health Emergency Medicine Residency
403 2022 Trauma Informed Care Workshop, Denver Health Emergency Medicine Residency
404 2023 Spinal Infections, Denver Health Emergency Medicine Residency
405 2024 First time seizures, Denver Health Emergency Medicine Residency
406
407 **EMS Presentations**
408 2011 Penetrating Trauma, Lecture in Emergency Medical Services, Boston Emergency Medical
409 Services
410
411 **Bedside teaching**
412 2012-2013 Supervision and bedside teaching of residents in the Emergency Department, Beth Israel
413 Deaconess Medical Center, and affiliates, 8 hours/week
414 2013-2015 Supervision and bedside teaching of residents in the Emergency Department, George
415 Washington University Hospital, 12 hours/week
416 2015-2020 Supervision and bedside teaching of residents in the Emergency Department, Long
417 Island Jewish Medical Center, 20 hours/week
418 2021-present Supervision and bedside teaching of residents in the Emergency Department, Denver
419 Health Medical Center, 20 hours/week
420
421 **School of Medicine**
422 2013-2015 Longitudinal medical student mentorship, George Washington University Hospital, 2
423 hours/week

Item	Level	Criterion	Page or Line Numbers		
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T14		Regular participation on committees that focus on teaching in the health professions or addressing challenges in education			

170 support through care management efforts.

172 Although my career emphasis has been to better understand health care systems and
173 implement changes required to improve health care delivery, I am also committed to
174 communicating my experiences and expertise to the next generation of emergency clinicians
175 both at the bedside and through didactics. In nearly all of my clinical roles, I have actively
176 engaged in bedside teaching of residents and medical students. I was co-director of the health

177 policy track at George Washington University School of Medicine and Health Sciences and I
178 developed an advanced educational program in policy and mentored students in the
179 development of policy-relevant projects. I was the course director for the Introduction to
180 Clinical Research Methodology, a program at the Hofstra University aimed at undergraduate
181 students preparing for a career in health care that provided didactics and participation in
182 clinical research. While at San Luis Valley Regional Medical Center, I oversaw the clinical
183 clerkship of PA students in the Emergency Department. As a core faculty at Denver Health, I am
184 committed to training Emergency Medicine residents through bedside teaching, didactics and
185 mentorship. I also sit on the clinical competency committee that performs bi-annual
186 comprehensive assessments of the intern class. Additionally, I have mentored four students
187 through the Longitudinal Integrated Clerkship at the University of Colorado School of Medicine.

189 In both my clinical work and through my positions as medical director in a variety of settings, I

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420
421 **School of Medicine**
422 2013-2015 Longitudinal medical student mentorship, George Washington University Hospital, 2
423 hours/week

Supplemental Materials

Purpose: Provide additional supporting information not available elsewhere

All should be referenced in PPM supporting a particular criterion

DO Submit

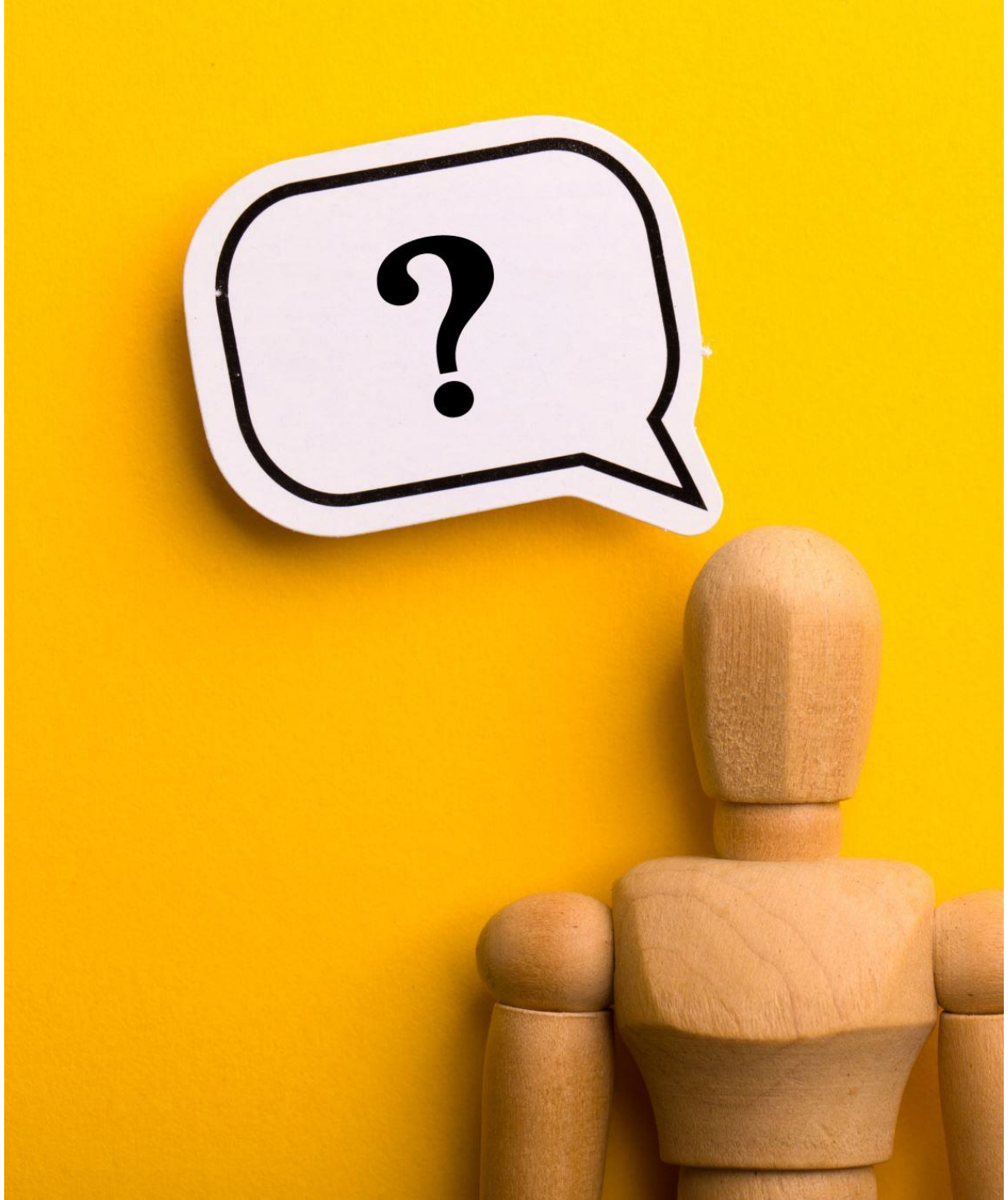
- Charts or graphs showing
  - Measures of clinical productivity
  - Outcome of projects you have led
  - Teaching roles & accomplishments
- Evaluations (trainees, courses, patient satisfaction surveys) – Summarize!
- Table of mentees
- Summaries of letters of appreciation (quotes can be in cover letter)
- Annotated bibliography

DON'T Submit

- Reprints of publications or clinical guidelines (links should be in C.V. or cover letter)
- Lecture notes, PowerPoints, Syllabi
  - If an educational product is being considered scholarship, provide a link
- CME certificates or copies of awards
- Letters/cards from patients or families
  - Dossier may be returned due to lack of de-identification
- Photographs

Can I use AI to help with dossier preparation?

- Yes, with caveats
  - Campus-approved platforms
  - It does some things well and others VERY poorly
- Every cover letter must include this attestation, *“If AI was used in the preparation of these materials, I vouch for the accuracy of all information presented.”*

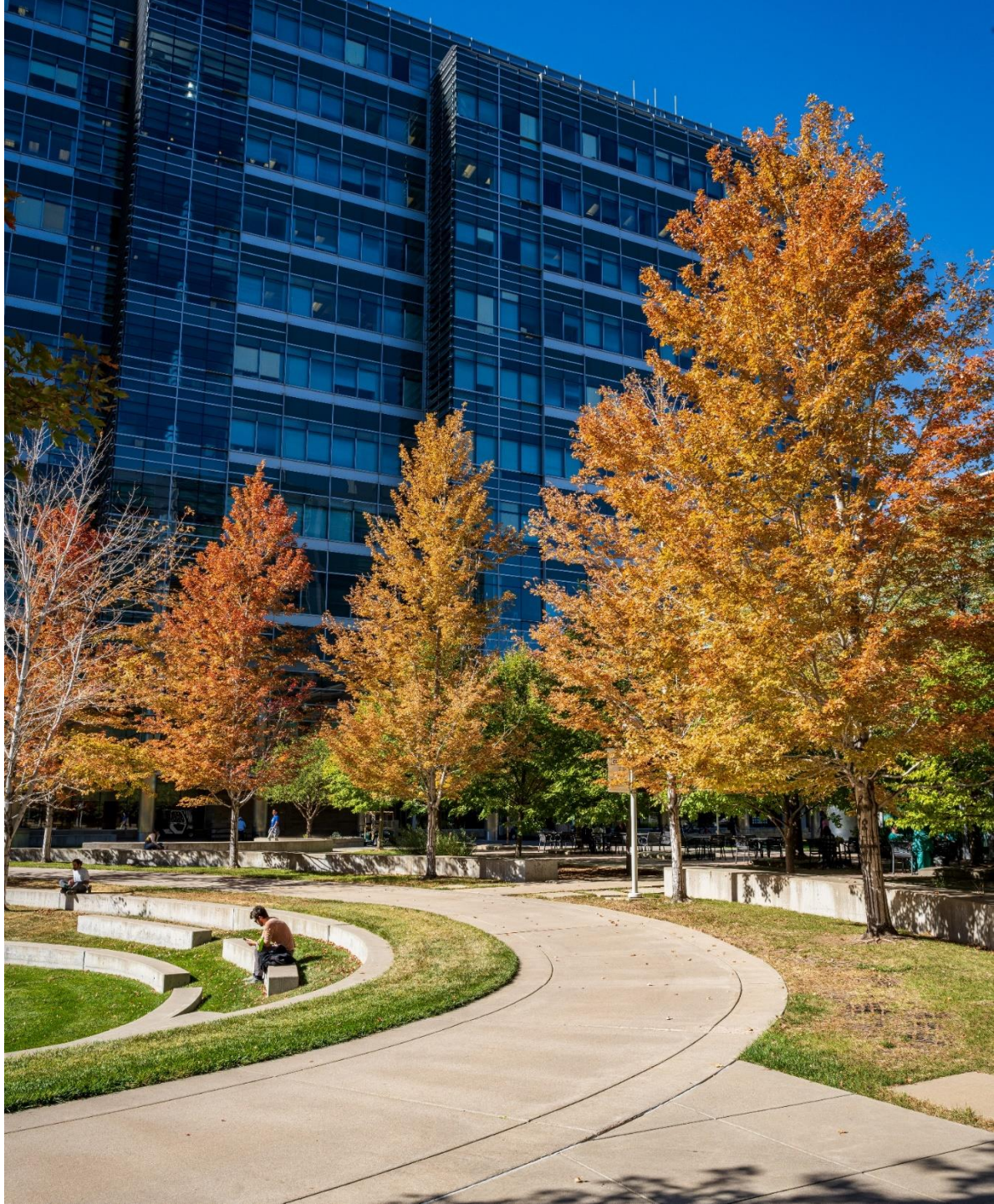


Dossier Requirements for Appointment, Promotion and Tenure Requests

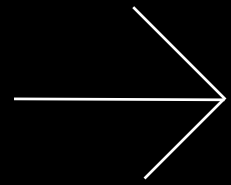
Candidate Supplied	Department-Supplied					
CV	Chair's Letter of Recommendation	Department Evaluation Committee (DEC) Letter of Recommendation	Letters of Recommendation	Cover Letter (Suggested: 3-5 pages)	Personalized Matrix	Supplemental Materials (Suggested: ≤25 pages)
			3-6 letters, at least 3 external from outside University	Highlight areas of excellence and meritorious achievement, highlight impact, importance and reach of accomplishments.	Identify applicable criterion for promotion from Promotion Matrix.	Include appropriate supplemental materials to support excellence.
						Include teaching evaluations or other evidence of teaching accomplishments.

Referee Letters

- Required: 3-6 and 3 must be **external**
  - External: No CU affiliation of any sort
  - Rank at least as high as that being applied for
  - Internal not regulated → departmental discretion
  - Selected by chair/division head, but faculty must be permitted to suggest and exclude evaluators
- Per CU System, must be “arms length”
  - No mentors, former trainees, close collaborators, friends from residency
  - Referee ≠ Recommendation
    - Evaluate accomplishments & qualification
- MUST be solicited by department
  - Leverage your mentor’s connections – be strategic



Key Takeaways



Summary Guidance

Understand Promotion Criteria

Faculty must know their promotion track and review criteria thoroughly to prepare effectively.

Document Achievements Clearly

Focus on quality, impact, and mission alignment when documenting accomplishments and preparing narratives.

Engage Mentors Early

Seek mentorship and leadership guidance early to identify strengths and support promotion preparation.

Plan with Dossier and Reviews

Understand dossier structure, referee requirements, and review timelines for strategic preparation.

Common Promotion Myths

- I need excellence in everything to be promoted
- More pages = a stronger dossier
- Only R01s and first-author papers count as scholarship
- External referees must know me well
- If I apply 'early,' the bar is higher

THANK YOU

Questions?

Please evaluate this session: