CU ORTHOPEDICS PROMOTIONS COMMITTEE

Faculty Review 2023

Fraser J. Leversedge, MD

Chair, CU Orthopedics Promotions Committee
Goals ...

To review:
- Promotions Process
- Dossier
- Committee Structure / Purpose
- Timeline
- Resources
• Academic & Professional Development
Philosophy: “Outcomes”
PERSPECTIVES
OVERVIEW: Committee Process

REVIEW
- Pre-submission: Candidate → seeks advice (Chief / leadership)
- Pre-submission: Review cv / dossier outline with Leversedge
- Dossier Review: Promotions Committee
- Committee Meeting
  - Introduction of candidate
  - Individual committee reviews
  - Open discussion
  - Anonymous vote
  - Discussion
  - Vote Recorded
- Committee Chair: Review Decisions with Academic VC / Chair
- Committee Chair Letter / Dept Chair Letter → CUSOM
Office of Faculty Affairs
School of Medicine

The Office of Faculty Affairs
Provides services and support to faculty members, departments and programs, in order to advance the teaching, research, patient care and service missions of the School of Medicine.

For Faculty
Here you’ll find resources and guidelines for the faculty in the School of Medicine.

For Administrators
Here you’ll find resources and guidelines for preparing and processing all faculty actions.

Handbooks and Guides
Here you’ll find handbooks and guides for faculty actions.
For Faculty

Here you'll find resources and guidelines for the faculty in the School of Medicine.

**FACULTY APPOINTMENTS**
- Faculty Appointments
- Faculty Series and Ranks
- Clinical (Volunteer) Faculty

**PROMOTIONS AND TENURE**
- Promotion Process
- Promotion Criteria
- Dossier Preparation
- Interfolio Dossier Submission
- Tenure Awards
- Faculty Promotions Committee

**PERFORMANCE REVIEWS**
- Performance Reviews
- PRISM
Promotion Process

The procedures for appointment and promotion to the Associate Professor and Professor level in the three faculty series, as well as the award of tenure, are fully outlined in the School of Medicine Rules.

The deadline for submission of dossiers for appointments and promotions to Associate Professor and Professor, as well as the award of tenure, which are to be effective July 1st, are due in the Office of Faculty Affairs by December 31st. Note that deadlines for submission of dossiers to your Departmental Advisory Committee will be earlier than this deadline. For detailed information on preparation of dossiers, please see the Dossier Preparation page.
## Promotion Criteria

There are three different series available for full-time (>50% FTE) faculty (including faculty employed at affiliated hospitals when their FTE between both institutions >50%). Click on the titles below to see the promotion criteria specific to that series.

<table>
<thead>
<tr>
<th>Document</th>
<th>Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promotion Criteria for Regular Faculty Series</td>
<td>Promotion criteria for faculty with a traditional balance of activities; basic scientists, clinician-scientists, and clinician-educators</td>
</tr>
<tr>
<td>Promotion Criteria for Research Professor Faculty Series</td>
<td>Promotion criteria for grant-funded scientists with limited teaching and service activities.</td>
</tr>
<tr>
<td>Promotion Criteria for Clinical Practice Faculty Series</td>
<td>Promotion criteria for clinician-educators with limited or no scholarship activities.</td>
</tr>
<tr>
<td>Promotion Criteria Matrix</td>
<td>Presents examples of various levels of accomplishment in the areas of teaching, research, clinical activity, scholarship and service. It is not exclusionary, but is intended to assist faculty, department chairs and promotion committees in matching candidates’ accomplishments to the promotion criteria.</td>
</tr>
</tbody>
</table>

Log in to Interfolio
Promotion Criteria for Regular Faculty Series

1. Regular Faculty Series
   A. Criteria for Faculty in the Regular Faculty Series
      iv. Associate Professor

Prior to undergoing departmental review for promotion from Assistant Professor to Associate Professor, all faculty members, in consultation with their chair, must choose whether to seek promotion to Associate Professor in the regular or clinical practice series. Normally, they will make this election after undergoing a comprehensive mid-course review, based on their interests and accomplishments in
Promotions Series

- **Regular Series:**
  - Traditional balance of activities; basic scientists, clinical scientists and clinical educators

- **Clinical Practice Series**
  - Clinical educators with limited or no involvement in basic research or other scholarly activities
  - Must demonstrate at least meritorious status as an educator

- **Research Professor Series**
  - Grant-funded scientist with limited teaching and service activities
  - Must demonstrate excellence in basic science research
  - Not eligible for tenure
iv. Associate Professor

Prior to undergoing departmental review for promotion from Assistant Professor to Associate Professor, all faculty members, in consultation with their chair, must choose whether to seek promotion to Associate Professor in the regular or clinical practice series. Normally, they will make this election after undergoing a comprehensive mid-course review, based on their interests and accomplishments in clinical work, service, teaching and scholarship. The Clinical Practice Series is described below (Article II.G.2.

Associate Professors in the regular faculty series should have the terminal degree appropriate to their field, or its equivalent. Associate Professors must demonstrate excellence in teaching, research, or clinical activity; and at least meritorious performance in teaching, scholarly activity, and service/clinical activity.

The review for promotion to Associate Professor shall be in accordance with the following guidelines:

- Meritorious performance in all:
  - Teaching
  - Scholarly activity
  - Service/clinical activity

- Excellence in one:
  - Teaching
  - Research
  - Clinical activity
v. Professor

Professors in the regular faculty series should have the terminal degree appropriate to their field or its equivalent. They must demonstrate continued achievement in their areas of expertise; that is, they must have a record, since receiving tenure or promotion to associate professor, that indicates substantial, significant and continued growth, development and accomplishment in teaching, scholarship and other applicable areas.

Professors in the regular faculty series must demonstrate at least meritorious performance in teaching and service/clinical activity; excellence in two of the following (teaching, research or clinical activity); excellence in scholarly activity; and a national reputation. Evidence of a national reputation may include: nationally recognized research, scholarship, clinical activities or teaching; service on national study sections; visiting professorships or invitations to speak at other universities or at national meetings; authorship of nationally recognized clinical practice guidelines or review articles in respected textbooks; and leadership of national committees or task forces.

**Meritorious in:**
- Teaching
- Service/clinical activity

**Excellence in two:**
- Teaching
- Research
- Clinical activity

**Excellence in:**
- Scholarly activity
The Office of Faculty Affairs

Provides services and support to faculty members, departments and programs, in order to advance the teaching, research, patient care and service missions of the School of Medicine.

For Faculty
Here you'll find resources and guidelines for the faculty in the School of Medicine.

For Administrators
Here you'll find resources and guidelines for preparing and processing all faculty actions.

Handbooks and Guides
Here you'll find handbooks and guides for faculty actions.
Promotion Process

The procedures for appointment and promotion to the Associate Professor and Professor level in the three faculty series, as well as the award of tenure, are fully outlined in the [School of Medicine Rules](#). The deadline for submission of dossiers for appointments and promotions to Associate Professor and Professor, as well as the award of tenure, which are to be effective July 1st, are due in the Office of Faculty Affairs by December 31st. Note that deadlines for submission of dossiers to your Departmental Advisory Committee will be earlier than this deadline. For detailed information on preparation of dossiers, please see the [Dossier Preparation](#) page.
Dossier Preparation

All dossiers are submitted electronically, using Interfolio Review, Promotion and Tenure®, an electronic submission and routing platform. Department administrators are responsible for providing faculty with information on submission of their dossier through this system. The "Interfolio" tab also provides information regarding the Interfolio Review, Promotion and Tenure® system.

Dossier Compilation Resources

The Dossier Preparation Guide (PDF) provides important information and examples for preparing promotion and tenure dossiers. We highly recommend that you review this document before you begin to compile your dossier.

Additional documents which can be useful in compiling your dossier include:

<table>
<thead>
<tr>
<th>Document</th>
<th>Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promotion Criteria Matrix</td>
<td>Presents examples of various levels of accomplishment in the areas of teaching, research, clinical activity, scholarship and service. It is not exclusionary, but is intended to assist faculty, department chairs and promotion committees in matching candidates' accomplishments to the promotion criteria.</td>
</tr>
</tbody>
</table>
PROMOTION CRITERIA MATRIX
Updated October 1, 2021

NOTE: The Promotion Criteria Matrix is intended to present examples of various levels of accomplishment in the areas of teaching, scholarship, research, clinical activity and service. It is not an exhaustive list, but is intended to assist faculty, department chairs and promotion committees in matching candidates’ accomplishments to the promotion criteria. Importantly, faculty members are not expected to have accomplishments in all, or even in most, areas. Rather, the matrix highlights a broad range of activities that will be recognized as “meritorious” or “excellent,” reflecting the varied activities and accomplishments of our diverse faculty. Moreover, areas frequently overlap in practice, although they are presented as distinct entities here. It should also be noted that the matrix specifies just two categories, meritorious and excellent. Professors will need to achieve excellence by a number of criteria. Associate professors will have met fewer of these criteria or in not as great depth. Additionally, “excellence” generally signifies a higher level of accomplishment and leadership by the faculty member; “excellence” also implies that the work is recognized by peers or others as important and impactful. In particular, committee work and service activities should include documentation from committee chairs or others that the faculty member has made substantive contributions to the work over a sustained period of time. The promotion process, and this matrix, are meant to describe and reward continued professional growth and achievement.

<table>
<thead>
<tr>
<th>TEACHING</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Meritorious</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active participation in teaching activities of the department, school, campus or university, including two or more of the following: presenting a series of lectures covering one or more topics; acting as a primary instructor in a course; advising or mentoring students, residents or faculty; attending on an inpatient or outpatient service; organizing or facilitating a</td>
<td>Regularly assumes greater than average share of teaching duties – in classroom, laboratory, clinical or community settings.</td>
</tr>
<tr>
<td></td>
<td>Regularly assumes greater than average share of administrative or service responsibilities related to teaching. Examples might include</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Building your Matrix

- Follow the guidelines!
- The matrix is a quick reference for reviewers
- An outline of the nature and scope of your contribution to the SOM, Department, profession and the community
Building Your Dossier

Welcome to PRiSM
Please contact SOM.GFA@cuanschutz.edu with any questions.

Annual Review
Below is your current review status, as well as any items awaiting your review.

2021 Review Status Waiting on Final Reviewer

- Primary Reviewer: Christopher Klack MD
- Final Reviewer: Evaline Burger MD

Continue to Annual Review

Portfolios in PRiSM
Here, you can prepare draft narratives for your teaching, clinical, scholarship and service portfolios. This section will be available year-round for editing and can be copy and pasted into other documents. The Dossier Preparation section includes links to relevant documents, including the Dossier Building Guide.

Teaching Evaluations
You can now access and upload your Teaching Evaluations year-round. Undergraduate Medical Education (UME) will be automatically uploading evaluations as soon as they are available. Graduate Medical Education (GME) program coordinators may be uploading evaluations as well.

Christopher Cain, MD
Orthopedics
Professor
Edit Profile

My Profile
Update your PRiSM, CU Doctors, UCHealth, and Children’s Profiles.
Building Your Dossier

MATRX BUILDER - TEACHING

Use this section to prepare your Teaching Matrix for future promotion, tenure or post-tenure reviews. Please provide examples in either Meritorious or Excellence.

**Meritorious**

- Active participation in teaching activities of the department, school, campus or university, including two or more of the following: presenting a series of lectures covering one or more topics; coordinating a course; acting as a primary instructor in a course; advising or mentoring students, residents or faculty; attending on an inpatient or outpatient service; organizing or facilitating a seminar series, journal clubs or laboratory exercises; participating as a teacher in continuing education activities.

- Meritorious teaching evaluations from students and peers.

- Development or redevelopment of teaching materials for students, continuing education courses or other faculty training.

**Excellence**

- Regularly assumes greater than average share of teaching duties - in classroom, laboratory, clinical or community settings.

- As coordinator of the spine component of the resident teaching program, I am responsible for the preparation and coordination of this program and the delivery of a significant proportion of this program.

- Consistently receives outstanding teaching evaluations or teaching awards.

- Recognition as an outstanding and influential role model for students, fellows, residents or other trainees.
Matrix Builder - Teaching

Please provide a description of how you have met this example.

Excellence Description
Consistently receives outstanding teaching evaluations or teaching awards.

Description
See teaching evaluations
Building Your Dossier

Matrix Builder - Teaching

Use this section to prepare your Teaching Matrix for future promotion, tenure or post-tenure reviews. Please provide examples in either Meritorious or Excellence.

**Meritorious**

- Active participation in teaching activities of the department, school, campus or university, including two or more of the following: presenting a series of lectures covering one or more topics; coordinating a course; acting as a primary instructor in a course; advising or mentoring students, residents or faculty; attending on an inpatient or outpatient service; organizing or facilitating a seminar series, journal clubs or laboratory exercises; participating as a teacher in continuing education activities.

- Meritorious teaching evaluations from students and peers.

- Development or redevelopment of teaching materials for students, continuing education courses or other faculty training.

- Invitations to present Grand Roudns or seminars here and at other institutions; invitations to present courses outside of primary department.

- Self-improvement activities (for example, participation in workshops or courses that are designed to improve teaching or mentoring.

**Excellence**

- Regularly assumes greater than average share of teaching duties – in classroom, laboratory, clinical or community settings.

- As coordinator of the spine component of the resident teaching program I am responsible for the preparation and coordination of this program and the delivery of a significant proportion of this program.

- Consistently receives outstanding teaching evaluations or teaching awards.

- See teaching evaluations.

- Recognition as an outstanding and influential role model for students, fellows, residents or other trainees.
Building Your Dossier

MATRIX BUILDER - TEACHING

Use this section to prepare your Teaching Matrix for future promotion, tenure or post-tenure reviews. Please provide examples in either Meritorious or Excellence.

**Meritorious**

- Active participation in teaching activities of the department, school, campus or university, including two or more of the following: presenting a series of lectures covering one or more topics; coordinating a course; acting as a primary instructor in a course; advising or mentoring students, residents or faculty; attending on an inpatient or outpatient service; organizing or facilitating a seminar series, journal clubs or laboratory exercises; participating as a teacher in continuing education activities.
- Meritorious teaching evaluations from students and peers.
- Development or redevelopment of teaching materials for students, continuing education courses or other faculty training.
- Invitations to present Grand Rounds or seminars here and at other institutions; invitations to present courses outside of primary department.
- Self-improvement activities (for example, participation in workshops or courses that are designed to improve teaching or mentoring.

**Excellence**

- Regularly assumes greater than average share of teaching duties—in classroom, laboratory, clinical or community settings.
- As coordinator of the spine component of the resident teaching program I am responsible for the preparation and coordination of this program and the delivery of a significant proportion of this program.
- Consistently receives outstanding teaching evaluations or teaching awards.
- Recognition as an outstanding and influential role model for students, fellows, residents or other trainees.

Download

Downloads are available in Word (.doc) files for inclusion in your final dossier.
<table>
<thead>
<tr>
<th>EXCELLENCE</th>
<th>FACULTY MEMBER’S ACCOMPLISHMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regularly assumes greater than average share of teaching duties – in classroom, laboratory, clinical or community settings.</td>
<td>• Regularly host learners in outpatient clinical practice, as described in Teaching narrative.</td>
</tr>
<tr>
<td></td>
<td>• Regularly present continuing education events (&gt;20 presentations to health care professionals since 2013, and 14 presentations to community organizations since 2014)</td>
</tr>
<tr>
<td></td>
<td>• Invited speaker on the topic of concussion at 15 different events or courses</td>
</tr>
<tr>
<td></td>
<td>• Invited presenter at national and regional meetings on various sports medicine topics</td>
</tr>
<tr>
<td>Consistently receives outstanding teaching evaluations or teaching awards.</td>
<td>• Consistently receive outstanding or excellent performance evaluations, as demonstrated in the accumulative evaluations in my teaching portfolio.</td>
</tr>
<tr>
<td>Recognition as an outstanding and influential role model for students, fellows, residents or other trainees.</td>
<td>• Recognition as strong and supportive faculty and role model in academic medicine for aspiring students and students.</td>
</tr>
<tr>
<td>Record of successful mentorship of students, residents, fellows or other faculty, as measured by letters of support from mentees; publications; presentations; grants; and/or other evidence of mentorship and success; evidence that I have pursued outside funding.</td>
<td>• Highly regarded as a valuable clinical research and career mentor for pediatric residents, osteopathic fellows and junior faculty</td>
</tr>
<tr>
<td>Development of innovative teaching methods, such as educational websites, simulations, videotapes, packaged courses or workshops.</td>
<td>• See comments in past evaluations and supporting letters for description of my teaching characteristics</td>
</tr>
<tr>
<td></td>
<td>• Mentored pediatric residents interested in pursuing a sports medicine fellowship since 2016, including 2 residents who successfully matched at their top choice of sports medicine fellowships</td>
</tr>
<tr>
<td></td>
<td>• Since 2017, I have served as a faculty mentor for the Career Focused Education Block (CFE) for pediatric residents</td>
</tr>
<tr>
<td></td>
<td>• In 2019, I assumed formal academic mentorship of two junior faculty sports medicine physicians</td>
</tr>
<tr>
<td></td>
<td>• Designed a sports medicine curriculum for pediatric residents</td>
</tr>
<tr>
<td></td>
<td>• Invited guest on the Charting Pediatrics podcast on 3 separate occasions</td>
</tr>
</tbody>
</table>
Don’t duplicate the content of your CV or Narrative Statements
Don’t just refer readers to your CV

Don’t reproduce publication lists
Building Your Dossier

Welcome to PRiSM
Please contact SOM.DFA@cumed.edu with any questions.

Annual Review
Below is your current review status, as well as any items awaiting your review.

2021 Review Status: Waiting on Final Reviewer

Portfolios in PRiSM
Here, you can prepare draft narratives for your teaching, clinical, scholarship, and service portfolios. This section will be available year-round for editing and can be copy and pasted into other documents. The Dossier Preparation section includes links to relevant documents, including the Dossier Building Guide.

Teaching Evaluations
You can now access and upload your Teaching Evaluations year-round. Undergraduate Medical Education (UME) will be automatically uploading evaluations as soon as they are available. Graduate Medical Education (GME) program coordinators may be uploading evaluations as well.

My Profile
Update your PRiSM, CU Doctors, UCH, and Children's Profiles.

Christopher Cain, MD
Orthopedics Professor
Edit Profile
Building your Narrative Statements

- This is where you get to tell the reviewers of your dossier what drives or motivates you to be faculty of the SOM
- Many in your section know you, who you are and what you do, but members of the Departmental and University Promotions Committees may not
- This is where the reviewers of your dossier get to know you and determine if you fulfill the criteria for promotion
DOSSIER PREPARATION - TEACHING & MENTORING

Use this section to prepare your Teaching Narrative for future promotion, tenure or post-tenure reviews. Briefly describe your current and recent teaching and mentoring activities, using the suggested format, below. You will be able to revise your Teaching Narrative throughout the year and during future annual reviews. As outlined in the Dossier Building Guide, the recommended length for your Teaching Narrative is 3-6 pages.

TEACHING NARRATIVE: SUGGESTED FORMAT

Students (Medical, Graduate, CHA/PA, Genetic Associate, PT, nursing, pharmacy or other students)
Involvement in undergraduate medical student etc. teaching has reduced due to allocation of students to other providers. I have interacted with students, but more so at the VA hospital than on the UCH campus.

Residents
Residents continue to be allocated to my clinics infrequently due to other department requirements. My PA continues to assist me in my outpatient activities, which frees up the residents to select where they can learn the most. Generally this has been in the OR, however all residents rotating through the spine service spend some time with me in clinic to discuss indications and patient management.
I believe clinical decision making is the most important single skill in being a good clinician, and teaching in the clinic setting is directed towards helping the residents make decisions regarding the need for, and type of investigation, intervention or surgery that is indicated.
In the operating room the development of their surgical skills and understanding of the surgical anatomy and appropriate tissue handling is the focus.
I continue to coordinate the Spine Journal Club and the Resident Curriculum testing in spine.

View PRISM Reviews
2019 Annual Review
2018 Annual Review
2017 Annual Review
2016 Annual Review
2015 Annual Review
2014 Annual Review
Use this section to prepare your Teaching Narrative for future promotion, tenure or post-tenure reviews. Briefly describe your current and recent teaching and mentoring activities, using the suggested format, below. You will be able to revise your Teaching Narrative throughout the year and during future annual reviews. As outlined in the Dossier Building Guide, the recommended length for your Teaching Narrative is 3-6 pages.

TEACHING NARRATIVE: SUGGESTED FORMAT

Although faculty members are not expected to have activities in every area of teaching, the following outline will help you organize your teaching narrative for your promotion or tenure dossier. Your teaching narrative may include descriptive summaries, charts, bulleted lists or tables. Keep in mind that the purpose of these narratives is to summarize and explain the scope, importance and impact of your teaching activities. Examples of teacher's statements, narratives, charts of teaching activities and other documentation tools are provided in the Dossier Building Guide.

Teacher's statement, which articulates your personal teaching goals and philosophy. The statement may address questions such as: What and how do you teach? What is unique or most important about your teaching? How do you assess students' learning or measure whether your teaching is effective? What, specifically, do you want to improve about your teaching?

Classroom instructional activities: List course name & number, dates, number of students and your role in course (lectures given, laboratory or small-group leader, etc.).

Clinical teaching activities (e.g., bedside rounds, ward attending, ambulatory care preceptor): specify site, nature of teaching activity, dates, numbers of trainees.

Other didactic teaching activities (e.g., grand rounds, seminars, journal clubs, morning report). You do not need to prepare narratives for every lecture or clinical teaching activity. However, you should prepare narratives for your main teaching activities — that is, for lectures or other teaching activities that are repeated, that account for a significant portion of your time, that you initiated or led, that were innovative, that were particularly effective, or that were noteworthy in some other way.

Teaching leadership and administration: List courses, clerkships, training programs or CME programs you developed or have directed; also, list national service, such as board examiner, participation on residency review or curriculum committees, leadership of faculty development activities, etc.

Curriculum innovation and teaching scholarship: Describe your work in developing or revising high-quality syllabi, laboratory exercises, novel lectures, problem-based learning cases, simulations, online courses, evaluation tools or other instructional materials. Also, describe research activities, education grants or other written scholarship that focus on understanding the best methods, or outcomes, of teaching. Include references to any publications, web sites, presentations or other "products of teaching scholarship" that are available for review.

Mentorship: List students, residents, fellows or graduate trainees you have mentored; specify your role as research preceptor, thesis director or thesis committee member, and list their achievements, including publications, grants, national presentations, awards or attainment of academic or other positions. Outside of research, describe your other work in guiding or mentoring students, house officers or junior faculty.

Outside education activities, including outreach: Describe your participation in CME or outreach education, including visiting professor invitations.

Self-study and improvement: List meetings, workshops or fellowships you have attended aimed at improving your skills and effectiveness as a teacher.

Teaching awards or nominations.
Scholarly Activity – Promotion to Full Professor

- Scholarship of Discovery
  - Traditional hypothesis driven research that results in the generation of new knowledge
  - Basic science and clinical research leading to peer reviewed publications

- Scholarship of Application
  - Activities that bridge between theory and practice
  - Development of new treatment modalities, clinical care pathways or that address community health care needs
  - Includes implant development, patents or establishing new techniques
Scholarly Activity – Promotion to Full Professor

- Scholarship of Integration
  - Interpretation, analysis and bringing together the results of original research to create “connections across disciplines”
  - Writing review articles, book chapters, collaboration to improve patient outcomes and safety

- Scholarship of Teaching
  - Development of new teaching methods, assessments of learning outcomes and preparation of instructional materials or processes
  - Curricula design and implementation
Scholarly Activity – Promotion to Full Professor

- Do not duplicate activities in sections of dossier
  - i.e Teaching portfolio and Scholarship of Teaching
SCHOLARSHIP & RESEARCH PORTFOLIO
Table of Contents

A. Description of Scholarship & Research Activities
   I. Narrative Statement
   II. Scholarship of Application
   III. Scholarship of Discovery
   IV. Scholarship of Integration
   V. Scholarship of Teaching

B. Additional Documents – (Uploaded into “Investigators Portfolio”)
   I. Patents - 9 of 15 attached
   II. White paper: “A Fair Medicare”
   III. AMA Election Priorities 2006
   IV. Letter from The Honorable Mr. John Hill, Minister for Health South Australian Government

Copy of publication relating to Doctoral thesis: Cain CMJ, Langston PG, Weston PF, Fraser RD; Assessment of spinal cord blood flow and function in sheep after antero-lateral cervical interbody fusion in the presence of cord damage: *Spine* 1994;19(5):511-519

Thesis will be made available for review on request.

V. SCHOLARSHIP OF TEACHING
Please see the teaching portfolio for the details of my scholarly activates as they relate to teaching.
National Reputation

- Nationally recognized research, scholarship, clinical activities or teaching
- Service on national study sections, visiting professorships or invitations to speak at national and international meetings
- Authorship of nationally recognized clinical practice guidelines or review articles in respected textbooks
- Leadership of national committees or task forces
References

- Need a minimum of 6 references, at least 3 must be external
- Recommended you provide at least 8 references, 4 internal and 4 external
- We require their name, title, postal address, and email
- We will write to them and outline our requirements and timeline
- Reach out to your references and ensure they are willing to provide a detailed reference and let them know they will be contacted directly by us
- Letters of reference are returned to us directly and will not be made available to you for review
DOSSIER PREPARATION - Summary

• Administrative staff may assist you in developing the content of your dossier, BUT it is your responsibility to create, edit, and upload content into Interfolio
• The Promotions Committee will not review poorly constructed or incomplete dossiers
• Letters of reference should be carefully considered (academic rank, familiarity, etc)
PROMOTIONS COMMITTEE

• Composition
• Role
**AY24 Promotions Timeline**

*To Associate Professor/Professor*

**November 30, 2022**
- **Identify faculty for promotion**
  - Academic Affairs Mgr emails Ortho faculty (SOM, CHCO, VA and DHIIA)
  - Response with intent to promote due by January 31st.

**January 31, 2023**
- **Email steps/process to identified faculty**
  - Academic Affairs sends email with pertinent information regarding promotion steps and guidelines.
  - Information for references due to Academic Affairs by February 28th.

**February 28, 2023**
- **Interfolio Actions**
  - Academic Affairs Mgr creates case in Interfolio for each faculty member and sends case to faculty member.
  - Academic Affairs sends requests for reference letters via email.

**May 31, 2023**
- **Final Faculty Submission**
  - Academic Affairs reviews that completed dossier and reference letters are in each Interfolio case.
  - Department Promotions Committee starts review of all cases.
  - Promotion Committee and Chair letter(s) are requested.

**October 31, 2023**
- **Final Submission to SOM**
  - Upon receipt of Committee and Chair letters, Academic Affairs Mgr sends approved dossiers/cases to School of Medicine for final review and approval of promotion.
  *SOM approval of all promotions typically received no later than June*
What happens after submission?

- I review what has been uploaded to Interfolio
- Communicate with you regarding content, structure and need for any edits
- When acceptable format & content your dossier is made available to the Department of Orthopedics Promotions Committee for review
- Departmental committee meets and makes a recommendation regarding forwarding your dossier to the University Committee
- Dossier must be accompanied by a letter from the Chair of the Departmental Promotions Committee and the chair of the Orthopedic Department
SOM Faculty Mid-Term Reviews

All Assistant Professors in the School of Medicine must undergo a Comprehensive Mid-Term Review in the 3rd or 4th year of their Assistant Professor appointment. This evaluation is a detailed and comprehensive review where an established departmental committee evaluates the faculty member’s performance in teaching, research/scholarship, and service.

Primary Reviewers:
Dr. Jason Dragoo – Professor and Vice Chair of Academic Affairs
Dr. Fraser Leversedge – Professor and Chair of the Promotions Committee

Yearly Timeline:

- **February 1st**: Academic Affairs Coordinator identifies Assistant Professors due for Mid-Term Reviews and notifies them of next steps
- **April 1st**: Faculty member completes preparation of:
  - Properly formatted CV
  - Completed Career Development form
- **May 1st**: Academic Affairs Coordinator emails faculty member to set up review meeting with Mid-Term Review committee
- **June 30th**: Mid-Term Review committee completes:
  - final review checklist
  - review summary letter
# Mid-Term Reviews – Assistant Professors

## Assistant Professors - Due/Overdue for Mid-Term Reviews

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Rank Start Date</th>
<th>Location</th>
<th>Mid-Term Review Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>David</td>
<td>Ou-Yang</td>
<td>09/15/2016</td>
<td>SOM</td>
<td>9/15/2020</td>
</tr>
<tr>
<td>Jennifer</td>
<td>Kummer</td>
<td>10/01/2016</td>
<td>SOM</td>
<td>10/1/2020</td>
</tr>
<tr>
<td>Braden</td>
<td>Mayer</td>
<td>10/01/2016</td>
<td>SOM</td>
<td>10/1/2020</td>
</tr>
<tr>
<td>Joshua</td>
<td>Metzl</td>
<td>10/01/2016</td>
<td>SOM</td>
<td>10/1/2020</td>
</tr>
<tr>
<td>Anthony</td>
<td>Beardmore</td>
<td>10/10/2016</td>
<td>DHHA</td>
<td>10/10/2020</td>
</tr>
<tr>
<td>Courtney</td>
<td>Selberg</td>
<td>08/01/2017</td>
<td>SOM</td>
<td>8/1/2021</td>
</tr>
<tr>
<td>Aaron</td>
<td>Boyles</td>
<td>10/01/2017</td>
<td>SOM</td>
<td>10/1/2021</td>
</tr>
<tr>
<td>Sayan</td>
<td>De</td>
<td>03/01/2018</td>
<td>SOM</td>
<td>3/1/2022</td>
</tr>
<tr>
<td>Gregory</td>
<td>Walker</td>
<td>07/01/2018</td>
<td>SOM</td>
<td>7/1/2022</td>
</tr>
<tr>
<td>Nolan</td>
<td>Wessell</td>
<td>08/01/2018</td>
<td>SOM</td>
<td>8/1/2022</td>
</tr>
<tr>
<td>Amy</td>
<td>Fenoglio</td>
<td>10/29/2018</td>
<td>SOM</td>
<td>10/29/2022</td>
</tr>
<tr>
<td>Courtney</td>
<td>Grimsrud</td>
<td>07/01/2019</td>
<td>SOM</td>
<td>7/1/2023</td>
</tr>
<tr>
<td>Ryan</td>
<td>Koonce</td>
<td>07/01/2019</td>
<td>SOM</td>
<td>7/1/2023</td>
</tr>
<tr>
<td>Sridhnya</td>
<td>Iyer</td>
<td>08/01/2019</td>
<td>SOM</td>
<td>8/1/2023</td>
</tr>
<tr>
<td>Aubrey</td>
<td>Armento</td>
<td>09/01/2019</td>
<td>CHC</td>
<td>9/1/2023</td>
</tr>
<tr>
<td>Ian</td>
<td>Dickey</td>
<td>09/01/2019</td>
<td>VAMC</td>
<td>9/1/2023</td>
</tr>
<tr>
<td>Nicholas</td>
<td>Alfonso</td>
<td>09/09/2019</td>
<td>SOM</td>
<td>9/9/2023</td>
</tr>
</tbody>
</table>
RESOURCES

• University Website
• Colleague – Internal / External
• Section / Division Chief
• Promotions Committee Chair
• Vice-Chair, Academic Affairs
• Department Chair