

Promotions & Tenure



Orthopedics
UNIVERSITY OF COLORADO


Christopher MJ Cain MD
Professor


CU School of Medicine

University of Colorado School of Medicine

Performance Reviews - University of Colorado School of Medicine

Teaching And Mentoring

 University of Colorado **Anschutz Medical Campus**

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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.

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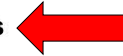


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- Tenure Awards
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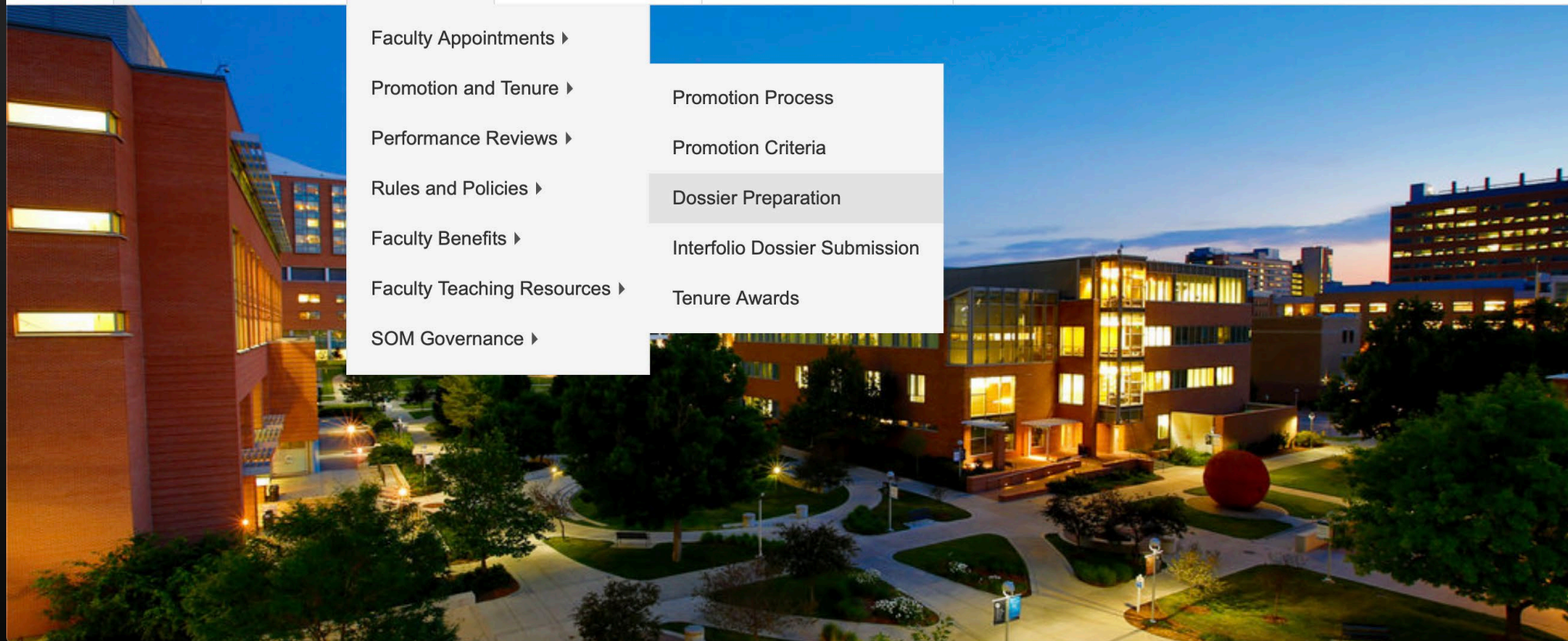
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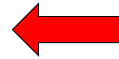
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Promotion Process

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.

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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.

Document	Usage
Promotion Criteria for Regular Faculty Series	Promotion criteria for faculty with a traditional balance of activities; basic scientists, clinician-scientists, and clinician-educators
Promotion Criteria for Research Professor Faculty Series	Promotion criteria for grant-funded scientists with limited teaching and service activities.
Promotion Criteria for Clinical Practice Faculty Series	Promotion criteria for clinician-educators with limited or no scholarship activities.
Promotion Criteria Matrix	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.

Promotion Criteria for Regular Faculty Series¹

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

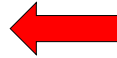
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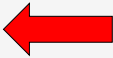
Dossier Preparation

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:

Document	Usage
Promotion Criteria Matrix 	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.

PROMOTION CRITERIA MATRIX

Updated July, 2016

NOTE: The following is intended to present 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. 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. The promotion process, and this matrix, are meant to describe and reward continued professional growth and achievement.

TEACHING

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.

Excellent

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

Consistently receives outstanding teaching evaluations or teaching awards.

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

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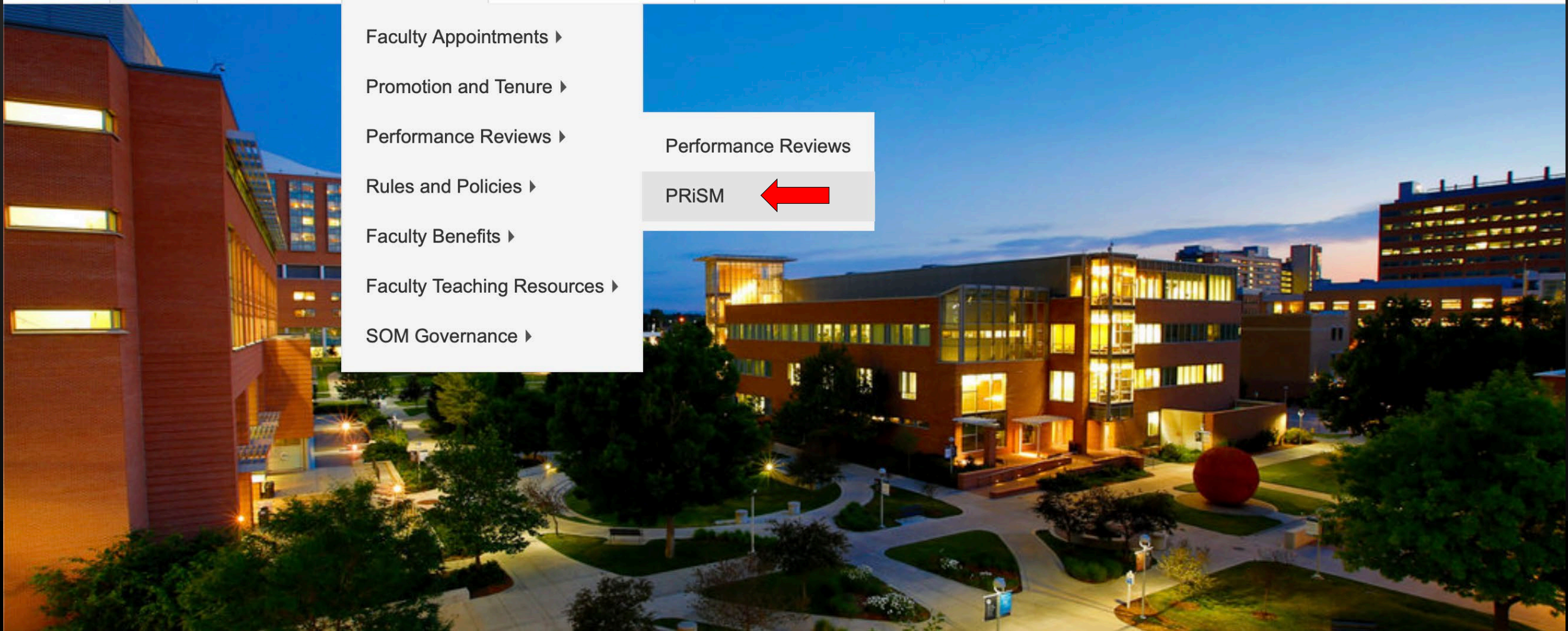
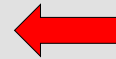
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Annual Review

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

2019 Review Status **Waiting on Primary Reviewer**

 **Primary Reviewer**
Evalina Burger MD




Final Reviewer
Evalina Burger MD

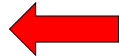
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Portfolios in PRiSM

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.

 Narrative Preparation


 Matrix Builder



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.

 Teaching Evaluations

My Profile

Update your PRiSM, CU Doctors, UCHHealth, and Children's Profiles.



Christopher Cain, MD
Orthopedics
Associate Professor

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Building your Matrix

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

Building Your Dossier



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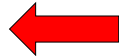
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MATRIX BUILDER - TEACHING

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

Add

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.

Add

Meritorious teaching evaluations from students and peers.

Add

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

Add

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

Add

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

Excellence

Add

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.

[Edit](#)

[Delete](#)


Add

Consistently receives outstanding teaching evaluations or teaching awards.

Add

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

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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

Save

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The screenshot shows a web browser window with the URL `som.ucdenver.edu`. The browser's address bar and tabs are visible at the top. The main content area is titled "PRISM" and features a navigation menu on the left with options like "Review", "Dossier", "Profile", "Evaluations", and "Help". The "Dossier" section is active, displaying a "DOWNLOAD" heading and a prompt to "Select an item to download". Below this, there are two columns: "Narratives" and "Matrices". The "Narratives" column lists four categories: "Teaching & Mentoring", "Clinical Work", "Research & Scholarship", and "Service, Administration, Advocacy". The "Matrices" column lists five categories: "Clinical Activity", "Research", "Scholarship", "Service", and "Teaching". A red arrow points from the "Matrices" column to a download notification in the browser's top right corner. The notification shows a document icon and the filename "Matrices_Teachi...2021_02_02.doc" with a size of 5 KB. A "Clear" button is also visible next to the notification.

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Matrices

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- Teaching

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Teaching

EXCELLENCE	FACULTY MEMBER'S ACCOMPLISHMENTS
<i>Regularly assumes greater than average share of teaching duties – in classroom, laboratory, clinical or community settings.</i>	<ul style="list-style-type: none"> Regularly host learners in outpatient clinical practice, as described in Teaching narrative. Regularly present continuing education events (>20 presentations to health care professionals since 2013, and 14 presentations to community organizations since 2014) Invited speaker on the topic of concussion at 15 different events or courses Invited presenter at national and regional meetings on various sports medicine topics
<i>Consistently receives outstanding teaching evaluations or teaching awards.</i>	<ul style="list-style-type: none"> Consistently receive outstanding or excellent ratings on teaching evaluations, as demonstrated in the accompanying evaluations in my teaching portfolio.
<i>Recognition as an outstanding and influential role model for students, fellows, residents or other trainees.</i>	<ul style="list-style-type: none"> Recognition as strong and supportive mentor and role model in academic medicine for aspiring health professions students Highly regarded as a valuable clinical, research and career mentor for pediatric residents, sports medicine fellows and junior faculty See comments in teaching evaluations and supporting letters for description of role model characteristics
<i>Record of successful mentorship of students, residents, fellows or other faculty, as measured by: letters of support from mentees; publications, presentations, grants, awards or other evidence of mentees' academic success; evidence that mentees have pursued outstanding careers.</i>	<ul style="list-style-type: none"> I am the proud mentor of a number of talented and successful health profession students, residents and fellows Please see additional details in the mentorship record and letters of support available in the accompanying teaching portfolio
<i>Development of mentoring programs that focus on career development or academic promotion of students, residents, fellows or faculty.</i>	<ul style="list-style-type: none"> 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 Since 2017, I have served as a faculty mentor for the Career Focused Education Block (CFEB) for pediatric residents In 2019, I assumed formal academic mentorship of two junior faculty sports medicine physicians
<i>Development of innovative teaching methods, such as educational websites, simulations, videotapes, packaged courses or workshops.</i>	<ul style="list-style-type: none"> Designed a sports medicine curriculum for pediatric residents Invited guest on the Charting Pediatrics podcast on 3 separate occasions

EXCELLENCE IN TEACHING		organizations, re-certification courses or workshops).		Recognition as an outstanding and influential role model for students, fellows, residents or other trainees.	
Cheryl L Ackert-Bicknell		workshop held at the MDI Biological Laboratory, in conjunction with The Jackson Laboratory. This is a two week in-residence course aimed at graduate students, Post Doctoral Fellows and early stage researchers.		Maine School of Science and Math Independent Studies Teaching Award (2010) for the excellence in teaching, mentoring and in the educational progression of Maine School of Science and Math High School students.	
EXCELLENCE	FACULTY MEMBER'S ACCOMPLISHMENTS	Invitations to be a visiting professor at other institutions.	1. <u>Loss of Cappuccino (Cno), a member of the lysosome-related organelle complex 1 results in decreased adult bone mass.</u> 2010, Mount Desert Island Biological Laboratory 2. <u>The genetics of osteoporosis: An interesting trip down a complex path.</u> 2012. Maine Medical Center Research Institute, Portland, ME 3. <u>Bone genetics and complex traits.</u> University of Connecticut Health Center, Farmington, CT, January, 2013 4. <u>The genetic regulation of bone: moving beyond bone mineral density as a phenotype to understand skeletal disease.</u> Medical College of Wisconsin, 2013 5. <u>The genetic regulation of bone: moving beyond bone mineral density as a phenotype to understand skeletal disease.</u> The Neuman Lectureship, University of Rochester, 2013 6. <u>Understanding the Genetic Regulation of Bone: Why We Need to Look Beyond Just Density to Understand Metabolic Bone Disease.</u> Institut de Recherches Cliniques de Montréal. Invited Speaker. Montreal, Canada, 2016	Record of successful mentorship of students, residents, fellows or other faculty, as measured by: letters of support from mentees; publications, presentations, grants, awards or other evidence of mentees' academic success; evidence that mentees have pursued outstanding careers.	I have outlined in detail the accomplishments of four my most recent trainees and listed their academic successes in my teaching narrative and in my CV. Letters are attached from 3 former trainees: • Dr. Robert Maynard • Dr. Benjamin Kuhns • Dr. Madison Doolittle
Regularly assumes greater than average share of teaching duties – in classroom, laboratory, clinical or community settings.	<p><u>The Jackson Laboratory (JAX)</u> Below is a summary of the workshop and conferences in which I was an instructor while at JAX:</p> <ul style="list-style-type: none"> • The Jackson Laboratory Nathan Shock Center of Excellence in the Basic Biology of Aging Retreat • Independent Studies in Computational Biology, Maine School of Science and Math • Maine Medical Association Annual Session • Annual Workshop on the Pathology of Mouse Models for Human Disease <p><u>The University of Rochester</u> In 2014, I became a trainer the Center for Musculoskeletal Research T32-supported training grant entitled "Training in Orthopaedic Research".</p> <p>Below is a summary of classroom-based for credit course in which I contact with students in various forums while at that institution:</p> <ul style="list-style-type: none"> • PTH • PTH • PTH • TOX • GEN 			Successful leadership of local, regional or national	American Society for Bone and Mineral Research (ASBMR) – Pre-Meeting symposia on Bone-omics: In 2016, I was the co-organizer the ASBMR Pre-Annual Meeting symposia entitled "ASBMR Symposium – Genetic Discoveries into Clinical Research" for CME credit workshop style for people including trainees, established staff. This meeting was supported in 2016 (20644) for which I was a contributing speaker. I support the meeting for which I was involved over three years of continuous support for this meeting series. I continue to serve on the ASBMR Annual Meeting Program Advisory Board.
Don't duplicate the content of your CV					
	<p><u>The University of Colorado</u> Below is a summary of classroom-based contact with students in various forums at the University of Colorado:</p> <ul style="list-style-type: none"> • IDPT7646, Tissue Biology and Disease Mechanisms • Basic Science Lectures for OITE preparation for Orthopedic Residents. 	<p><u>Throughput Screening of Mice from the Knockout Mouse Project.</u> Invited lecturer. Suzhou Institute of Systems Medicine (ISM), Center of Systems Medicine, Chinese Academy of Medical Sciences. Suzhou, China</p> <p>9. <u>Why do bones break? Using mouse models to understand the genetic etiology of bone disease and bone healing.</u> Invited lecturer. Wuhan General Hospital, Wuhan, China, 2016</p> <p>10. <u>Zbtb40: An unexpected regulator of osteoblast maturation and function</u> Grand Rounds. Department of Orthopedics, University of Colorado, Aurora, CO, 2017</p> <p>11. <u>Understanding the Genetic Regulation of Bone Mineral Density</u> Mack Clayton Invited Lectureship, University of Colorado, Aurora, CO, 2018</p>			<p><u>Complex Trait Community (CTC) Annual Meeting:</u> I am on the organizing committee for the upcoming Complex Trait Community (CTC) meeting which will be held in the greater Denver area in 2022. The CTC is a group of investigators whose work focuses on the use of pre-clinical models to understand the genetic etiology of complex traits and disease. The CTC annual meeting has two parts: 1) A series of workshops on cutting edge advancements in the field and 2) A tradition science meeting with keynote speakers, a poster session, trainee oral presentations, etc.</p> <p><u>Genomics of MusculoSkeletal traits Translational Network (GEMSTONE):</u> I was to help develop and be a lead instructor for a four day workshop on Pre-clinical models of Musculoskeletal Diseases to be held in the fall of 2020. Please see my Teaching Narrative for details.</p>
Consistently receives outstanding teaching evaluations or teaching awards.	<p>While not every course described above made student feedback available to instructors every semester, I have collected some evaluations and included them as an appendix to this document.</p> <p>Below are selected comments from these evaluations:</p> <p>"I always enjoy your talks. Your passion about bones make me more interested and find your lectures very interesting."</p> <p>"Her efforts to invest in the students was a wonderful invitation to learn."</p> <p>"Excellent professor and expert in the topic! Content discussion exceed my high expectations"</p> <p>"Dr. Ackert-Bicknell likes to inspire us to think (about) questions in a genetic and bioinformatics way. The classes are so well organized and everyone participated in learning."</p>	<p>Development of innovative courses, high-quality syllabi, novel lectures, problem-based learning cases, laboratory exercises or other instructional materials.</p> <p>I completely redeveloped a for graduate level credit course (PTH-510) at the University of Rochester (previous employer). This involved developing a new syllabi, finding guest lectures, redesigning labs and developing new course content. Please see my Teaching Narrative for details.</p> <p>As is described above and in my teaching Narrative, I helping to developing a Pre-clinical models of Musculoskeletal Diseases course as part of GEMSTONE in the EU.</p>		Consistent participation in national educational activities (for example, residency review committees, programs sponsored by professional	I was an instructor in the annual <u>Workshop on the Pathology of Mouse Models for Human Disease</u> offered via The Jackson Laboratory Courses and Conference offering. This course was regularly attended board certified MD and DVM pathologists from around the US. I have been an instructor since 2016 (course inception) in the bi-annual <u>Comparative and Experimental Approaches to Aging Biology Research</u>

EXCELLENCE IN SCHOLARSHIP

(Delete items that don't apply.)

EXCELLENCE	FACULTY MEMBER'S ACCOMPLISHMENTS
SCHOLARSHIP OF DISCOVERY	
Has an ongoing record of first- or senior-author publications in peer-	<ul style="list-style-type: none"> See CV and last ten years with senior author publications

Don't just refer readers to your CV

generate and test hypotheses; and c) demonstrate originality and independence as an investigator or represent significant independent intellectual contributions to successful research programs.	
SCHOLARSHIP OF APPLICATION	
Leadership of projects that have improved the quality of care, cost-efficiency, access, or patient safety locally, nationally or internationally (Provides documentation of interventions and outcomes).	<ul style="list-style-type: none"> See CV for publications
A record of multiple publications related to clinical or health services topics, which may include clinical trials, investigative reports, case studies, policy reports or other publications that have advanced the science and practice of health care quality improvement.	<ul style="list-style-type: none"> See CV for publications

Scholarship of Application

EXCELLENCE	FACULTY MEMBER'S ACCOMPLISHMENTS
Leadership of projects that have improved the quality of care, cost-efficiency, access, or patient safety locally, nationally or internationally (Provides documentation of interventions and outcomes).	<ul style="list-style-type: none"> Developed first true "stand alone" fusion cage, avoiding the need for additional posterior stabilization, for degenerative conditions of the cervical and lumbar spine leading to shorter OR time, blood loss and LOS with equivalent fusion rates and improved functional outcomes. Involvement in numerous working groups and development teams with three spine implant companies to develop and enhance techniques to improve surgical success and patient outcomes. While president of Australian Medical Association (SA), and working as advisor to Minister for Health, South Australian Government chaired or took part in numerous committees to improve access to, and cost effectiveness of health delivery in the state. Chairman "Physician Assistant and Nurse Practitioner evaluation task force" to assess value of integration of APPs into the South Australian health system. Instrumental in developing health criteria for the South Australian community that lead to the government committing to build a new Level 1 trauma and tertiary referral medical center to service the needs to the community for the next 30 to 50 years. This 800 bed hospital was opened in 2017.
A record of multiple publications related to clinical or health services topics, which may include clinical trials, investigative	<ol style="list-style-type: none"> McLean AJ, Simpson DA, Cain CMJ, McKaul K, Freund J; Head and Neck Injuries in Passenger Cars; A review of the literature. Department of Transport and Communications Federal Office for Road Safety, Report CR59, Sept. 1987

Don't reproduce publication lists

	<ol style="list-style-type: none"> James RA; Road Crash Cervical Injuries: A Radiological Study of Fatalities. <i>Am. J. Forensic Med. & Pathol.</i> 1989; 10(3):193-195 Howie DW, Cain CMJ, Cornish BL; Pseudo-Abscess of the Psoas Bursa in Failed Double-Cup Arthroplasty of the Hip: <i>J Bone Joint Surg</i>, [B], 1991; 73B:29-32 Pohl AP Cain CMJ, Latham JM; Vibrational Resonance Analysis of Bones: Orthopaedic Proceedings Supplement I; <i>J Bone Joint Surg</i>, [B], 1991;73B:5 Cain CMJ, Fraser RD; The effect of stabilization of the cervical spine on spinal cord blood flow and function: Orthopaedic Proceedings Supplement II; <i>J Bone Joint Surg</i>, [B], 1991;73B:152 Cain CMJ, Langston PG, Weston PF, Fraser RD; Assessment of spinal cord blood flow and
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Teaching

EXCELLENCE	FACULTY MEMBER'S ACCOMPLISHMENTS
<i>Regularly assumes greater than average share of teaching duties in classroom, laboratory, clinical or community settings.</i>	<ul style="list-style-type: none"> Regularly host learners in outpatient clinical practice, as described in Teaching narrative. Regularly present continuing education events (>20 presentations to health care professionals since 2013, and 14 presentations to community organizations since 2014) Invited speaker on the topic of concussion at 15 different events or courses Invited presenter at national and regional meetings on various sports medicine topics
<i>Consistently receives outstanding teaching evaluations or teaching awards.</i>	<ul style="list-style-type: none"> Consistently receive outstanding or excellent ratings on teaching evaluations, as demonstrated in the accompanying evaluations in my teaching portfolio.
<i>Recognition as an outstanding and influential role model for students, fellows, residents or other trainees.</i>	<ul style="list-style-type: none"> Recognition as strong and supportive mentor and role model in academic medicine for aspiring health professions students Highly regarded as a valuable clinical, research and career mentor for pediatric residents, sports medicine fellows and junior faculty See comments in teaching evaluations and supporting letters for description of role model characteristics
<i>Record of successful mentorship of students, residents, fellows or other faculty, as measured by: letters of support from mentees; publications, presentations, grants, awards or other evidence of mentees' academic success; evidence that mentees have pursued outstanding careers.</i>	<ul style="list-style-type: none"> I am the proud mentor of a number of talented and successful health profession students, residents and fellows Please see additional details in the mentorship record and letters of support available in the accompanying teaching portfolio
<i>Development of mentoring programs that focus on career development or academic promotion of students, residents, fellows or faculty.</i>	<ul style="list-style-type: none"> 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 Since 2017, I have served as a faculty mentor for the Career Focused Education Block (CFEB) for pediatric residents In 2019, I assumed formal academic mentorship of two junior faculty sports medicine physicians
<i>Development of innovative teaching methods, such as educational websites, simulations, videotapes, packaged courses or workshops.</i>	<ul style="list-style-type: none"> Designed a sports medicine curriculum for pediatric residents Invited guest on the Charting Pediatrics podcast on 3 separate occasions

Be concise and utilize “dot points”

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Annual Review

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

2019 Review Status **Waiting on Primary Reviewer**

 **Primary Reviewer**
Evalina Burger MD



Final Reviewer
Evalina Burger MD

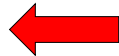
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 Narrative Preparation


 Matrix Builder



Teaching Evaluations

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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.

 Teaching Evaluations

My Profile

Update your PRiSM, CU Doctors, UCHHealth, and Children's Profiles.



Christopher Cain, MD
Orthopedics
Associate Professor

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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 our department know you, who you are and what you do, but members of the University Promotions Committee do not
- This is where the reviewers of your dossier get to know you and determine if you fulfill the criteria for promotion

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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](#)



B **I** **U** **x₂** **x²** **I_x** **Ω** **≡** **≡** **≡** **≡** **≡**

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 training in spine.

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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

- 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

- 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

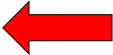
Scholarly Activity

- 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
- V. Copy of publication relating to Doctoral thesis Anatomical Study: Bony and vascular anatomy of the normal cervical spine in the sheep: *Spine* 1995;20(7):759-765

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 activities as they relate to teaching.

Scholarly Activity

- Do not duplicate activities in sections of dossier
 - i.e Teaching portfolio and Scholarship of Teaching
- Excellence in one domain is sufficient but provide details of activities in all sections

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 should not be made available to you for review

Summary

- It seems like a lot of work, but it does not need to be
- Don't pad things out
- Be concise, convey your personality, what is important to you, your goals, ambitions and achievements
- Include supporting documents, patient letters, awards etc. but combine them into a single PDF
- Include Teaching Evaluations

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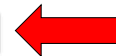
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 Teaching Evaluations



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Orthopedics
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Files that were automatically uploaded by the Office of Undergraduate Medical Education (UME) or Graduate Medical Education (GME) may not be deleted.

Evaluation Filename	Year	Date Uploaded	+ Add Teaching Evaluation
2017-2018 Cain.pdf	2018	12/18/2018	✕ Delete Download File
2016-2017 Cain Assessment.pdf	2017	01/03/2018	✕ Delete Download File
UME_223804_StuEvalAtt_2014.pdf	2014	01/28/2015	Download File
christopher.cain@ucdenver.edu_StuEvalAtt_CY2013.pdf	2013	02/12/2014	Download File
christopher cain@ucdenver edu_StuEvalAtt_2013 pdf.pdf	2012	03/28/2013	Download File

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This is SOM evaluations only, Medhub evaluations are not available via this portal

Summary

- Administrative staff will help collate your dossier, but it is your responsibility to create, edit and upload the content to Interfolio
- Dr Dragoo & I are available for consultation at any stage regarding the University expectations, the appropriate track for your practice type and career goals, and any other details of the process

What happens after submission?

- I review what has been uploaded to Interfolio
- Communicate with you regarding content, structure and need for any edits
- Acceptable format & content your dossier is made available to the Department of Orthopedics Promotions Committee
- 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

Questions?
