Promotions & Tenure
University of Colorado School of Medicine

COVID-19 Information for School of Medicine Employees and Students
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
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Promotion Criteria

Dossier Preparation

Interfolio Dossier Submission

Tenure Awards

Log in to Interfolio

QUICK LINKS

- FAQs
- CU SOM Faculty Resource Guide
- SOM Rules

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>
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.

<table>
<thead>
<tr>
<th>Meritorious in:</th>
<th>Excellence in two:</th>
<th>Excellence in:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Teaching</td>
<td>- Teaching</td>
<td>- Scholarly activity</td>
</tr>
<tr>
<td>- Service/clinical</td>
<td>- Research</td>
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</tr>
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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:

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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

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<tr>
<th>Meritorious</th>
<th>Excellent</th>
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<td>Active participation in teaching activities of the department, school,</td>
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<td>campus or university, including two or more of the following: presenting</td>
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<tr>
<td>a series of lectures covering one or more topics; coordinating a course;</td>
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<tr>
<td>acting as a primary instructor in a course; advising or mentoring</td>
<td>Consistently receives outstanding teaching evaluations or teaching awards.</td>
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<td>students, residents or faculty; attending on an inpatient or outpatient</td>
<td></td>
</tr>
<tr>
<td>service; organizing or facilitating a seminar series, journal clubs or</td>
<td>Recognition as an outstanding and influential role model for students,</td>
</tr>
<tr>
<td>laboratory exercises; participating as a teacher in continuing education</td>
<td>fellows, residents or other trainees.</td>
</tr>
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<td>activities.</td>
<td></td>
</tr>
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Building Your Dossier

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

2019 Review Status Waiting on Primary Reviewer
Continue to Annual Review

Portfolios in PRiSM
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, CV Doctors, UCH Health, and Children's Profiles.

Christopher Cain, MD
Orthopedics
Associate Professor
Edit Profile »
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
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Continue to 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.

**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) for inclusion in your final dossier.

Download
Building Your Dossier

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
## 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.

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<td>a series of lectures covering one or more topics; coordinating a course;</td>
<td>- As coordinator of the spine component of the resident teaching program I am</td>
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<td>acting as a primary instructor in a course, advising or mentoring students,</td>
<td>responsible for the preparation and</td>
</tr>
<tr>
<td>residents or faculty; attending on an inpatient or outpatient service;</td>
<td>coordination of this program and the</td>
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<tr>
<td>organizing or facilitating a seminar series, journal clubs or laboratory</td>
<td>delivery of a significant proportion of this</td>
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<td>exercises; participating as a teacher in continuing education activities.</td>
<td>program.</td>
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<td>- Meritorious teaching evaluations from students and peers.</td>
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</tr>
<tr>
<td>- Development of or redevelopment of teaching materials for students,</td>
<td>awards.</td>
</tr>
<tr>
<td>continuing education courses or other faculty training.</td>
<td>- See teaching evaluations</td>
</tr>
<tr>
<td>- Invitations to present Grand Rounds or seminars here and at other</td>
<td>- Recognition as an outstanding and influential role model for students,</td>
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<tr>
<td>institutions; invitations to present courses outside of primary</td>
<td>fellows, residents or other trainees.</td>
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<tr>
<td>department.</td>
<td></td>
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<tr>
<td>- Self-improvement activities (for example, participation in workshops or</td>
<td></td>
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<tr>
<td>courses that are designed to improve teaching or mentoring</td>
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Building Your Dossier

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## Meritorious

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## Excellence

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<tr>
<td>Add</td>
<td>Recognition as an outstanding and influential role model for students, fellows, residents or other trainees.</td>
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</table>
Building Your Dossier
Building Your Dossier

DOWNLOAD
Select an item to download

Narratives
- Teaching & Mentoring
- Clinical Work
- Research & Scholarship
- Service, Administration, Advocacy

Matrices
- Clinical Activity
- Research
- Scholarship
- Service
- Teaching
<table>
<thead>
<tr>
<th>EXCELLENCE</th>
<th>FACULTY MEMBER’S ACCOMPLISHMENTS</th>
</tr>
</thead>
</table>
| Regularly assumes greater than average share of teaching duties - in classroom, laboratory, clinical or community settings. | • 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 |
| Consistently receives outstanding teaching evaluations or teaching awards. | • Consistently receive outstanding or excellent ratings on teaching evaluations, as demonstrated in the accompanying evaluations in my teaching portfolio. |
| Recognition as an outstanding and influential role model for students, fellows, residents or other trainees. | • 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 |
| 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 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 |
| Development of mentoring programs that focus on career development or academic promotion of students, residents, fellows or faculty. | • 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 |
| Development of innovative teaching methods, such as educational websites, simulations, videotapes, packaged courses or workshops. | • Designed a sports medicine curriculum for pediatric residents  
• Invited guest on the Charting Pediatrics podcast on 3 separate occasions |
EXCELLENCE IN TEACHING
Cheryl L. Ackert-Bicknell

EXCELLENCE

FACULTY MEMBER’S ACCOMPLISHMENTS

The Jackson Laboratory (JAX)
Below is a summary of the workshop and conferences in which I was an instructor while at JAX:
- The Jackson Laboratory NutritionSeminar on Excellence in the Basic Biology of Aging Retreat
- Independent Studies in Computational Biology, Maine School for Science and Math
- Maine Medical Association Annual Session
- Annual Workshop on the Pathology of Mouse Models for Human Disease

The University of Rochester
In 2014, I became a trainer the Center for Musculoskeletal Research T32-supported training grant entitled "Training in Orthopaedic Research.”
Below is a summary of classroom-based for credit course in which I contact with students in various forums while at that institution:
- PTH 355
- PTH 405
- ONX 455
- GSR 455

The University
Below is a summary of classroom-based contact with students in various forums at the University of Colorado:
- IDPT7446, Tissue Biology and Disease Mechanisms
- Basic Science Lectures for OITE preparation for Orthopedic Residents.

Throughout my career, I have received numerous awards for excellence in teaching, including:
- Outstanding teaching preclinical teaching awards.

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. Below are selected comments from these evaluations:
- “Always enjoy your talks. Your passion about bones make me more interested and find your lectures very interesting.”
- “Her efforts to invest in the students was a wonderful invitation to learn.”
- “Excellent professor and expert in the topic! Content discussion exceeded my high expectations!”

Organization, class coordination courses or workshops

Invitations to be a visiting professor at other institutions.
- Loss of Gaittingu (Gnat), a member of the qysopterone-related organellate complex, is increased in adult bone mass, 2010, Mount Desert Island Biological Laboratory
- The genetics of osteoporosis: An interesting trip down a complex path, 2012, Maine Medical Center Research Institute, Portland, ME
- Bone genetics and osteoporosis, University of Connecticut Health Center, Farmington, CT, January 2013
- The genetic regulation of bone: moving beyond bone mineral density as a phenotype to understand skeletal disease, The Neuman Lecture, University of Rochester, October 2013
- Understanding the Genetic Regulation of Bone: Why We Need to Look Beyond Just Density to Understand Metabolic Bone Disease, 2015, IRU, Institute de Recherches Cliniques de Montréal. Invited Speaker. Montreal, Canada, 2016

Workshop held at the MDC 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.

Recognition as an outstanding and influential role model for students, fellows, residents or other trainees.
- Have outlined in the accomplishments of four my 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

Record of successful mentorship of students, residents, fellows or other faculty, as measured by: letters of support found in application materials, presentations, grants, awards or other evidence of mentees' academic success; evidence that mentees have pursued outstanding careers.

Successful leadership of local, regional or national committees.
- American Society for Bone and Mineral Research (ASBMR) – Pre- Meeting symposium on Bone Disease. In 2016, I was the co-organizer of the ASBMR Pre-Annual Meeting symposia entitled ASBMR Symposium – Discoveries Into Clinical Development for CME credit workshop style people including trainees, established. This meeting was supported in 2016 (644) for which I was a contributing member and the support the meeting for which I was named chair of 2014.

Support for this meeting series. Continue to serve on the ASBMR Annual Meeting Program Advisory Board.

Complex Trauma Community (CTC) Annual Meeting: I am on the organizing committee for the upcoming Complex Trauma 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 complexity of clinical trauma 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 scientific meeting with keynote speakers, a poster session, trainee oral presentations, etc.

Consistent participation in national educational activities, residencies, review committees, programs sponsored by professional organizations.
- Was an instructor in the annual Workshop on the Pathology of Mouse Models for Human Disease offered via The Jackson Laboratory Conference. This conference was required training for fellows attending. I have attended ABMFD board certified MDs and DVM pathologists from around the US.

Consistent participation in national educational activities, residencies, review committees, programs sponsored by professional organizations.
- I have been an instructor since 2016 (course inception) in the bi-annual Comparative and Experimental Approaches to Aging Biology Research Conference.

Don’t duplicate the content of your CV
Don’t just refer readers to your CV

Don’t reproduce publication lists

EXCELLENCE IN SCHOLARSHIP
(Delete items that don’t apply.)

EXCELLENCE

FACULTY MEMBER’S ACCOMPLISHMENTS

SCHOLARSHIP OF DISCOVERY

Have an ongoing record of first- or senior-author publications in peer-reviewed journals?

- See CV and last ten years with senior author publications

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).

- 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.

- See CV for publications

Scholarship of Application

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<td></td>
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<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Chairman &quot;Physician Assistant and Nurse Practitioner evaluation task force&quot; to assess value of integration of APPs into the South Australian health system.</td>
<td></td>
</tr>
<tr>
<td>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 600 bed hospital was opened in 2017.</td>
<td></td>
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7. Cain CMJ, Langston PG, Wosten PE, Fraser RD: Assessment of spinal cord blood flow and...
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<td>Development of mentoring programs that focus on career development or academic promotion of students, residents, fellows or faculty.</td>
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</tr>
<tr>
<td>Development of innovative teaching methods, such as educational websites, simulations, videotapes, packaged courses or workshops.</td>
<td>• Designed a sports medicine curriculum for pediatric residents</td>
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<tr>
<td>• Invited guest on the Charting Pediatrics podcast on 3 separate occasions</td>
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Building Your Dossier

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
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.

My Profile
Update your PRiSM, CV, Doctors, UCHealth, and Children's Profiles.

Christopher Cain, MD
Orthopedics
Associate 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 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.
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 clinic 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.
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.

**Teaching awards or nominations**

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

Please see the teaching portfolio for the details of my scholarly activates as they relate to teaching.

B. Additional Documents – (Uploaded into “Investigators Portfolio”)
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
Building Your Dossier

Annual Review

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Primary Reviewer: Evalina Burger MD
Final Reviewer: Evalina Burger MD

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Narrative Preparation
Matrix Builder

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Teaching Evaluations
### Building Your Dossier

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

#### TEACHING EVALUATIONS

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. If you do not see these evaluations please contact UME or your relevant GME Program Coordinator.

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

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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?