



Promotion Dossier for Clinical Faculty Colleges of Medicine – Phoenix and Tucson

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Appendices in Separate Document

- Appendix A: College Guidelines
- Appendix B: Curriculum Vitae Format & Common Questions
- Appendix C: Teaching Evaluation Forms

SECTION 1: SUMMARY DATA SHEET

DATE: _____

NAME: _____ EMPLOYEE (UAZ) ID: _____

CURRENT TITLE: _____

HOME DEPARTMENT: _____

SECONDARY DEPARTMENT: *(if applicable)* _____

UAZ ROLE: (e.g., preceptor, clerkship director, mentor, lecturer, supervising MD)

COLLEGE OF MEDICINE: PHOENIX TUCSON (Check primary college)

EMAIL ADDRESS: _____ PHONE: _____

TERMINAL DEGREE: _____

MONTH/YEAR OF TERMINAL DEGREE: ____/____

TRACK: CLINICAL SERIES
CLINICAL SCHOLAR

REVIEW TYPE:

PROMOTION TO ASSOCIATE PROFESSOR

PROMOTION TO FULL PROFESSOR

FACULTY TITLE/APPOINTMENT AT UARIZONA

INSTITUTION DATES RANK/TITLE

INSTITUTION	DATES	RANK/TITLE

PRIOR ACADEMIC FACULTY TITLE/APPOINTMENT ELSEWHERE

INSTITUTION DATES RANK/TITLE

INSTITUTION	DATES	RANK/TITLE

Prepared by Candidate, Department to verify

SECTION 2: SUMMARY OF CANDIDATE'S WORKLOAD ASSIGNMENT

NAME: _____

DEPARTMENT: _____ FTE: _____

Duties for the period 2019-2020 through 2023-2024 have been distributed as follows:

Academic Year	Row	2019 - 20	2020 - 21	2021 - 22	2022 - 23	2023 - 24
Clinical Service % ¹	A					
Teaching in clinical setting %						
Service in hospital/clinical setting %						
Research related to the clinical setting %						
Funded Research % ²	B					
Teaching/mentoring in research setting %						
Important scholarship %						
Didactic Teaching % ³	C					
Committee & Community Service % ⁴	D					
Administrative Service % ⁵	E					
A + B + C + D + E = Total Workload Assignment		100%	100%	100%	100%	100%

Use this space to clarify percentages listed, particularly if important scholarship allocation is listed and to address departmental expectations.

Clinical Service (e.g., 90% Clinical means 6 months of inpatient consult service and 2 half days of clinic a week, teaching in clinical setting happens)

Funded Research (e.g., 5% Research means a funding agency, company or department is funding 5% salary for research efforts)

Didactic Teaching (e.g., 2% teaching reflects preparation time and lecture for annual grand rounds, 4 hour long resident lectures and on service didactics)

Committee Service:

Administrative Service:

Candidate's Signature

Date

Department Chair's Signature

Date

¹ Teaching in clinical setting reflects the amount of time you have a trainee with you, e.g., 50% of the time you are in clinic you have trainees with you. Service in clinical setting reflects percent toward commitments, e.g., hospital committee, etc. Research related to the clinical setting reflects the percent of the time you help recruit for studies in your field or specialty or similar "non-funded" activities.

² Funded research is defined as formal support to protect time. Small allocations are permitted for important department supported scholarship, e.g., educational research and/or industry studies not providing % effort. Teaching and mentoring in research setting reflects the time you spend formally teaching research techniques or methods. Place non-funded research under important scholarship.

³ 1% allocation for every 20 hours of engagement. Add allocation if funded to teach.

⁴ 1% allocation for every 20 hours of engagement. Do not include hospital committee service here.

⁵ Only list funded administrative service in this section, e.g., program directorship, sleep lab director, institute director, core faculty, division chief, and other.

Prepared after meeting with Chair, Signed by Candidate and Chair

SECTION 3: CURRICULUM VITAE & COLLABORATORS/SUPERVISORS LIST

Please note, in Sections 5 & 6 you will expand upon your CV in the Teaching & Clinical Service Portfolio. The CV is more conducive to listing accomplishments and experiences. The portfolio allows for narrative and addition of supporting documents.

Name & Contact Information

Chronology of Education

Chronology of Employment

Honors and Awards

Service/Outreach

Publications/Creative Activity

Work in Progress

Media

Conferences/Scholarly Presentations

Awarded Grants and Contracts

List of Collaborators and their Organizational Affiliations

For advice on Curriculum Vitae format, see Appendix B. We encourage you to list all forms of activities that promote our mission to enhance diversity, inclusion and equity (e.g., committee service and outreach, health disparities/equity research, related professional development) in the appropriate CV section(s).

Prepared by Candidate

Headings for the U of A CURRICULUM VITAE for Promotion Dossier

Name & Contact Information (no specific format; all other areas should be chronological – oldest to newest with dates aligned to the left margin for all sections)

Chronology of Education **Month/Year, no gaps** (Include any leaves, military, etc.)

- All colleges and universities attended
 - Institutions, degrees and dates awarded
- Title of doctoral dissertation/master's thesis and name of director/advisor
- Major field(s)
- Board Certifications & Licenses

Chronology of Employment (Include active and Shared Appointments at UA) **Month/Year, no gaps**

Honors and Awards (**Do not** include grants, **do** include Visiting Professorships, Teaching Awards, Patents, etc.)

- Honorary membership in a society (e.g. Fellow, American College of Cardiology)

Service/Outreach (Limited to time in current rank at the College of Medicine - Tucson, up to ten years) List year "2015" or years "2015-2017" or "2018 –" for current

Create a separate section for each of the following categories:

- Local/state outreach **Memberships on local/state committees, organizations**
- National/international outreach **Memberships on nat'l/internat'l committees, organizations**
- Departmental committee(s) **Example: Dept. of Medicine Executive Committee, etc.**
- College committee(s) **Example: College of Medicine Curriculum Committee, etc.**
- University committee(s) **Example: Ombuds Committee, etc.**
- Other committees (internal or external) **Boards (Editorial Boards), discussion groups, etc.**

Publications/Creative Activity (**Break out by Published or Accepted in Chronological Order** [oldest to newest])

*Place a * to the left of any publication title substantially based on work done as a graduate student.*

Place a ° by the name of co-authors who are undergraduate and graduate student advisees or postdoctoral mentees.

*Provide English translations of titles for foreign publications. Include all publication information, including page numbers and the sequence of co-authors' names. **Bold** candidate's name, include PMID and spell out acronyms.*

- Scholarly books and monographs (distinguish scholarly works vs. textbooks)
- Chapters in scholarly books and monographs
- Refereed journal articles, published or accepted in final form
- Other peer-reviewed publication; electronic publications

Other Scholarship (May include abstracts, bibliographies, computer programs, conference proceedings, curricula, patents, professional pamphlets, research projects, other)

Work in Progress (May include publications and other creative activities)

Media (May include performances, expert interviews, exhibits, shows, recordings)

Conferences/Scholarly Presentations (Limited to time in current rank at the College of Medicine - Tucson, up to ten years)

Create sections for invited and submitted presentations. Provide presentation title, group/meeting and location for each.

- Colloquia, Seminars, Symposia, Conferences
 - The first section should be invited talks
 - Each section can be divided into regional, national or international

Awarded Grants and Contracts (Limited to time in current rank at the College of Medicine - Tucson, up to ten years) If grant title is not descriptive, a 1 or 2 line description can be added

List grant title, percent effort on grant; role [PI, Co-PIs]; all co-PIs; source of funding or agency; full funding amount; indirect and direct funding amounts.

- Categorize by: Federal, State, Industry, Private Foundation
- Use NIH formatting - NIH Example can be found here:

https://grants.nih.gov/grants/funding/phs398/competing_othersupport.pdf

Submitted Grants/Contracts (Limited to time in current rank at the College of Medicine - Tucson, up to ten years) If grant title is not descriptive, a 1 or 2 line description can be added

List grant title, percent effort on grant; role [PI, Co-PIs]; all co-PIs; source of funding or agency; full funding amount; indirect and direct funding amounts. Please indicate if 'pending' or 'un awarded'. Awarded grants are listed in the area above.

- Categorize by: Federal, State, Industry, Private Foundation
- Use NIH formatting - NIH Example can be found here:

https://grants.nih.gov/grants/funding/phs398/competing_othersupport.pdf

List of Collaborators and their Organizational Affiliations

Collaborators include all individuals whom you have worked **closely and directly** within the last five-years or 60 months preceding the submission of this dossier. Individuals who have co-authored on books, articles, publications, reports, abstracts, papers or awarded grant proposals and projects.

- **Use table to list the name (first and last), institution or organization name, and collaboration type of individuals described in the bulleted points below.** Click [here](#) to download table template.
 - Collaborators on grants and co-authors on publications, articles, abstracts and manuscripts from last five years
 - Advisors (Thesis, Dissertation and/or Postdoctoral), Mentors or Sponsors (*Individuals are lifetime collaborators without a time limit. Collaborators also include individuals who have been a candidate's dissertation advisor, mentor, supervisor, co-instructor, or close coworker in a lab, department, or residency program, even if this relationship occurred more than five years prior to the review*).

Signed Statement by Candidate

The Career Track candidate's signature should appear on the last page of Section 5 with the following statement: Sections 4 and 5 are true and accurate statements of my activities and accomplishments. I understand that misrepresentation in securing promotion on the career track may lead to dismissal or suspension under ABOR Policy 6-201 J.

The Tenure Track candidate's signature should appear on the last page of Section 5 with the following statement: Sections 4 and 5 are true and accurate statements of my activities and accomplishments. I understand that misrepresentation in securing promotion on the tenure track may lead to dismissal or suspension under ABOR Policy 6-201 J.

Common CV Questions

Question: What if I don't have any information for a specific heading, e.g. *Awarded Grants and Contracts* or *Media*?

Answer: The heading can be removed or you can put N/A under the heading

Question: Where do my teaching and mentoring activities go on the CV?

Answer: Teaching and mentoring information do not go on the UA Dossier CV but in a separate section of the Dossier where the candidate can list courses, individual student content (advising, mentoring, clinical instruction, dissertations directed & in progress), teaching awards, instructional innovations and collaborations as well as provide supporting documentation such as syllabi and course materials.

Question: What format should my publication be in?

Answer: APA format is acceptable, but always list all authors and **bold** your name. You can include your ORCID (<https://orcid.org>) in this section.

SECTION 4: CANDIDATE STATEMENT

Candidate Statement of Accomplishments and Objectives (1-3 pages)

**Scholar Tracks: Include information addressing your plan for on-going scholarship.*

***Clinical Series: Include information addressing your plan for excellence in clinical care.*

Signed Statement by Candidate

The candidate's signature should appear on the last page of Section 4 with the following statement:

Sections 3 and 4 are true and accurate statements of my activities and accomplishments. I understand that misrepresentation in securing promotion and tenure may lead to dismissal or suspension under ABOR Policy 6-201 J.

Prepared and Signed by Candidate

SECTION 5: TEACHING PORTFOLIO

The teaching portfolio should not duplicate activities listed on the CV. The portfolio should consist of hard copies of supporting documentation that fits the candidate's narrative of excellence in teaching. Candidates should include, for example, learner evaluations, examples of featured teaching materials, and measures of effectiveness. The portfolio represents instructional contributions across the learner continuum (UME, GME, and/or CME). When appropriate, short narratives to emphasize importance of an activity (e.g., PowerPoint was posted online by ACP, curriculum adopted by another residency, etc.) and copies of certificates earned may be included. Below are suggested examples and format. Not all sections will be applicable to each candidate. Sections may be added, as desired, to clarify contributions.

BELOW IS A SUGGESTED LIST OF CONTRIBUTIONS.

Examples are not all inclusive and vary widely by department.

Teaching Setting (scholarship of teaching, enumerate 2-5 contributions, no more than 20 pages collectively)

- Teaching philosophy statement (limit to 1-2 pages)
 - Self-reflective narrative that shares your fundamental beliefs around teaching and learning
 - Explains how specific examples in your teaching portfolio support your narrative
- Syllabi or curriculum outline which you contributed to locally, regionally or nationally
 - Examples: Syllabus of anatomy lecture series you guest taught; material, website link/ screenshot, letter from site director or other supporting evidence of resident mentoring program that may have been adopted by another internal program or other institution
- Relevant seminars or contributions to teaching
 - Examples: Outline you created for a student, resident or fellow learning initiative (e.g., effective patient hand-offs); flyers from retreats or faculty development session; design of board review for residents or remediation initiatives
- Select UME, GME, CME lecture materials or PPT presentations, ideally with learner evaluation
 - Examples: PPT or lecture notes given for conference, journal club, CBI, Grand Rounds, diversity, inclusion and/or equity topics, etc. that ideally include learner evaluation
- Individual student/resident/fellow contact
 - Examples: outline of collaborations with trainees on research projects, list of trainees who you have advised, mentored or career counseled (include year, name, title of project, etc.)

Teaching Evaluations

- Learners: Obtain evaluations and summary reports from your DIO, curriculum director, clerkship director, or academic affairs unit (UArizona and other learners)
- Peer evaluations are required (**recommended annually**). Letters attesting to teaching excellence and effectiveness can be included. Peer evaluations must be done by a faculty member at the rank you are seeking or higher.

Prepared by Candidate. Documents may be obtained by Department

SECTION 6: CLINICAL SERVICE PORTFOLIO

The clinical service portfolio should not duplicate activities listed on the CV. The portfolio should consist of hard copies of supporting documentation that fits the candidate's narrative of excellence in patient care. Candidates may include, for example, productivity (or RVU) reports, measures of clinical effectiveness of clinical programs in which you are involved (e.g., NSQIP in surgery). The portfolio may include broader service to the patient in terms of educational materials or brochures, etc. When appropriate, short narratives to emphasize importance of an activity and copies of materials created are encouraged. Below is a suggested format. Not all sections will be applicable to each candidate. Sections may be added, as desired, to clarify contributions.

BELOW IS A SUGGESTED LIST OF CONTRIBUTIONS.

Examples are not all inclusive and vary widely by department.

Service to Patient

- Clinical Metrics of Service and Quality
 - Clinical productivity: examples may include reports related to the assessment of clinical productivity; summaries of your clinical productivity (e.g., RVU, Referrals) as traditionally measured by your division/clinical employer (check with your division chief or clinical division manager for documentation)
 - Patient outcome, quality and safety: examples may include reports (personal data or program data from practice plan, hospital, national, or data)
 - Engagement with quality improvement
 - Socio-cultural competence
 - Works to reduce health disparities among patients; examine social determinants of health
 - Clinical draw to institution: examples may include letters related to referrals and consultations
 - Clinical leadership: examples and assessments may include reports and letters related to impact leadership experience
 - Clinical citizenship and stewardship: examples may include letters from clinical leadership attesting to clinical excellence (if important to the candidate's narrative or if portfolio does not have other metrics readily available)
 - Clinical improvement and growth: examples may include evidence of commitment (i.e., future goals)
 - Program building/new care models: examples may include letters and documentation attesting to past and current involvement
- Patient Centered Service
 - Support group or volunteer clinic testimonials
 - Patient satisfaction reports (if not available from institution, consider including letters/emails from patient/family)
 - Letters/notes/communications from grateful patient and family
 - Patient-centered community engagement/education
- Clinical-Translational Research Efforts
 - Letters of support from research colleagues

Prepared by Candidate. Documents may be obtained by Department

SECTION 7: LETTERS FROM EXTERNAL EVALUATORS AND COLLABORATORS

All letters must be signed. If electronic, they must have a header identifying the sender and include a signature block.

Three External Letters (required): Candidates do NOT contact external letter writers. The department will contact evaluators with instructions and include copies of the workload assignment, candidate statement, and CV. Letters cannot be from collaborators, supporters or past and current supervisors. Letters should be outside your local peer group (i.e., not from the same center, department or community practice) but can be from other departments or affiliate institutions. Names can be recommended to your department chair who will contact external letter writers on your behalf. The department chair and department Promotion & Tenure Committee may also solicit letters from appropriate external reviewers.

- Letter writers must be at requested rank/equivalent experience or higher
 - *Note: Scholar Track faculty must have at least one letter from outside your academic and clinical institutions that speaks to National impact*

Letters of Support (optional): Solicited by candidate and placed in appropriate portfolio section 5 or 6.

Examples:

- Physicians with whom you have referral relationships
- Letters from research colleagues
- Nursing team and hospital leaders
- Clerkship Director
- Trainee letters
- If you hold a secondary title, consider a letter from that chair

External Letters Solicited by Department with candidate input as appropriate.

SECTION 8: LETTERS FROM DEPARTMENTAL COMMITTEE AND CHAIR

Department P&T Committee Letter

Department Chair Letter

Prepared by Department.

SECTION 9: FINAL RECOMMENDATION

College APT Committee Assessment

Dean's Decision

Prepared by College.