



2021/2022

Promotion Dossier for Clinical Faculty

Colleges of Medicine – Phoenix and Tucson

SECTION 1: SUMMARY DATA SHEET	2
SECTION 2: SUMMARY OF CANDIDATE’S WORKLOAD ASSIGNMENT	3
SECTION 3: CURRICULUM VITAE & COLLABORATORS/SUPERVISORS LIST	4
SECTION 4: CANDIDATE STATEMENT	5
SECTION 5: TEACHING PORTFOLIO	6
SECTION 6: CLINICAL SERVICE PORTFOLIO	7
SECTION 7: LETTERS FROM EXTERNAL EVALUATORS AND COLLABORATORS	8
SECTION 8: LETTERS FROM DEPARTMENTAL COMMITTEE AND CHAIR	9
SECTION 9: FINAL RECOMMENDATION	10

Appendices

- Appendix A: College Guidelines/Examples
- Appendix B: Curriculum Vitae Format & Common Questions
- Appendix C: Worksheet for the Selection of Outside Evaluators
- Appendix D: External Clinical Referee Template (Word version in BOX)

SECTION 2: SUMMARY OF CANDIDATE'S WORKLOAD ASSIGNMENT

NAME: _____

DEPARTMENT: _____ FTE: _____

Duties for the period 2017-2018 through 2021-2022 have been distributed as follows:

Academic Year	Row	2017 - 18	2018 - 19	2019 - 20	2020 - 21	2021 - 22
Clinical Service % ¹	A					
Teaching in clinical setting %						
Service in hospital/clinical setting %						
Research related to the clinical setting %						
Funded Research % ²	B					
Teaching and 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 Department 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

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.

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.

Appendix A

College Guideline Examples

Promotion & Tenure Guidelines for Career Track (NTE) Faculty at UA Colleges of Medicine, Phoenix & Tucson			
Track Type	Clinical Series	Clinical Scholar	Educator Scholar (Clinical)
Primary Mission	Clinician, Patient Care Focus	Clinician, +/- Admin, scholarship is important	Clinician, +/- Admin, scholarship with Education focus/leadership
Promotion Review Timeframe	Typical 6+ yrs in rank (Min 3+)	Typical 6+ yrs in rank (Min 3+)	Typical 6+ yrs in rank (Min 3+)
Promotion Criteria/Primary Objectives	Optimized Clinical Volume, Teaching Participation, Clinical Care Quality; Effectiveness of Healthcare; Department Metrics. Department must attest to excellent clinical care with documentation of how that determination was accomplished.	Clinical niche, Innovation in Care Delivery; Publications, Reputation, Enduring Materials; Patents, Clinical Trials; Department Metrics	Clinical niche, Innovation in Medical Education and Training; Teaching Excellence; Curriculum, Publications, Reputation, Enduring Materials; Dept. Metrics
Secondary Objectives	Publications, national reputation, Member/Leadership in Professional Organizations	Grants, National leadership	Grants, National leadership, AAMC/ACGME leadership
Effort %	Typically 90-100% Clinical with Teaching duties in clinics/wards	Scholarly output should reflect available time for scholarship (typically 5%)	Scholarly output should reflect available time for scholarship (typically 5%)
Research Funding Philosophy	Not expected.	Not required	Not required
Assistant Professor			
Total Papers First + Senior	NA, abstracts encouraged	NA - demonstrated interest in scholarship	NA - demonstrated interest in scholarship
Reputation	Emerging Local	Emerging Local	Emerging Local
Teaching/Mentoring	Yes	Yes	Yes
Grant Funding	NA	NA	NA
Associate Professor			
Total Papers First + Senior	Preferred, Not required	Typically 1-2 per yr. with half as first/sr.	Typically 1-2 per yr. with half as first/sr.
Reputation	Strong Local/Regional	Strong Regional/National	Strong Regional/National
Teaching/Mentoring	Demonstrates support for the teaching and scholarly missions of the Department	Local to National teaching/mentoring excellence	Local to National teaching/mentoring excellence
Grant Funding	NA	Helpful if present but not expected	Helpful if present, but not expected
Full Professor			
Total Papers First + Senior <i>-For time in rank</i>	Preferred, other scholarship required	Typically 1-2 per yr. with half as first/sr.	Typically 1-2 per yr. with half as first/sr.
Reputation	Regional to National	National/International	National/International
Teaching/Mentoring	Awards local, Sustained Participation/Excellence	Local to National/Excellence	National/Excellence, Enduring materials for PD
Grant Funding	NA	Helpful if present, but not expected	Helpful if present, but not expected

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 or last five-years in current rank) 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 or last five-years in current rank)

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 or last five-years in current rank) 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 or last five-years in current rank) 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 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.

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 does 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.

Appendix C

Worksheet for the Selection of Outside Evaluators

Outside Evaluator Information (Alphabetize)	Suggested by	Independent	Evaluator Contacted	Response	Letter Received by Department?
Name: Title: Institution:	Dept. Head Candidate Committee	Yes No	Yes No	Yes No Reason if no:	Yes No Date Received:
Name: Title: Institution:	Dept. Head Candidate Committee	Yes No	Yes No	Yes No Reason if no:	Yes No Date Received:
Name: Title: Institution:	Dept. Head Candidate Committee	Yes No	Yes No	Yes No Reason if no:	Yes No Date Received:
Name: Title: Institution:	Dept. Head Candidate Committee	Yes No	Yes No	Yes No Reason if no:	Yes No Date Received:
Name: Title: Institution:	Dept. Head Candidate Committee	Yes No	Yes No	Yes No Reason if no:	Yes No Date Received:
Name: Title: Institution:	Dept. Head Candidate Committee	Yes No	Yes No	Yes No Reason if no:	Yes No Date Received:
Name: Title: Institution:	Dept. Head Candidate Committee	Yes No	Yes No	Yes No Reason if no:	Yes No Date Received:
Name: Title: Institution:	Dept. Head Candidate Committee	Yes No	Yes No	Yes No Reason if no:	Yes No Date Received:

SIGNATURE OF DEPARTMENT HEAD

Independent is defined as **not the candidate's major professor, supervisor, co-author, co-PI/investigator, dissertation advisor, collaborator, or otherwise closely associated with the candidate.*

Appendix C

Worksheet for the Selection of Outside Evaluators

Outside Evaluator Information (Alphabetize)	Suggested by	Independent	Evaluator Contacted	Response	Letter Received by Department?
Name: Title: Institution:	Dept. Head Candidate Committee	Yes No	Yes No	Yes No Reason if no:	Yes No Date Received:
Name: Title: Institution:	Dept. Head Candidate Committee	Yes No	Yes No	Yes No Reason if no:	Yes No Date Received:
Name: Title: Institution:	Dept. Head Candidate Committee	Yes No	Yes No	Yes No Reason if no:	Yes No Date Received:
Name: Title: Institution:	Dept. Head Candidate Committee	Yes No	Yes No	Yes No Reason if no:	Yes No Date Received:
Name: Title: Institution:	Dept. Head Candidate Committee	Yes No	Yes No	Yes No Reason if no:	Yes No Date Received:
Name: Title: Institution:	Dept. Head Candidate Committee	Yes No	Yes No	Yes No Reason if no:	Yes No Date Received:
Name: Title: Institution:	Dept. Head Candidate Committee	Yes No	Yes No	Yes No Reason if no:	Yes No Date Received:
Name: Title: Institution:	Dept. Head Candidate Committee	Yes No	Yes No	Yes No Reason if no:	Yes No Date Received:

SIGNATURE OF DEPARTMENT HEAD

Describe the selection process for external reviewers. If initial contact was made to discover the availability of outside evaluators prior to the letter (Appendix D) being sent, include the wording of the message sent. What criteria were used to select reviewers? Include the roles of the committee and the department head in the selection process.

APPENDIX D: TEMPLATE TO SOLICIT LETTERS FROM CLINICIAN EXTERNAL REFEREE

Dear [Name of Clinical Referee]:

The Department of [name of department] is evaluating the clinical, academic and professional standing of [name of candidate], who is being considered for [promotion to (clinical) associate rank or full (clinical) professor], clinical series/scholar track at the University of Arizona College of Medicine – Tucson.

We would appreciate your assistance in assessing [his/her] record of work. You do not need to be familiar with [name of candidate] or [his/her] work. We request that you review the information attached and provide an unbiased evaluation as to whether you think [name of candidate] is qualified for the promotion according to the included guidelines.

In your evaluation, we would appreciate a detailed assessment of the strengths and weaknesses of the candidate's contributions to medical education/teaching, [his/her] clinical record of excellence in patient care, clinical leadership, citizenship, and stewardship, if applicable. Please also comment on any service and/or scholarship, including the significance and impact of [his/her] disciplinary contributions, recognition at regional, national or international levels, and promise of sustained activity.

In your letter, please note how well you know the candidate and if you have collaborated with the candidate within the last five years, and include a description of the nature and extent of your collaborations. *The University of Arizona defines collaborators as individuals who within the last five years have coauthored books, articles, abstracts, and/or, grant proposals, as well as individuals such as dissertation directors and former supervisors and coworkers who have worked so closely with a candidate that questions may arise about whether they can offer independent assessments of the candidate's achievements.*

We have attached the candidate's Clinical Dossier, which includes:

1. A summary of [his/her] Workload Assignment;
2. A Curriculum Vitae;
3. A statement in which [he/she] explains [his/her] program of work;
4. Teaching & Clinical Service Portfolios and;
5. Copies of our departmental and college promotion criteria with appendices

Finally, we ask that you specifically state if you recommend that the candidate be awarded promotion to [Associate Professor/Professor of (name of department)].

I greatly appreciate your willingness to invest your time in this process. Your recommendation will be treated with the greatest possible confidentiality permitted by the Arizona Board of Regents' policy and applicable law.

Please return your evaluation by [date]. If you are unable to do so, or have any questions about the process, please let me know as soon as possible. Thank you for your contributions to this review.

Sincerely,

[Department Head or Associate Vice Chair or Departmental P&T Committee Chair]