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

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Clinical Promotion Dossier, effective December 1, 2018
# SECTION 1: SUMMARY DATA SHEET

**DATE:** ________________
**NAME:** _______________________________  **EMPLOYEE (UA) ID:** ____________
**CURRENT TITLE:** ________________________________
**HOME DEPARTMENT:** ________________________________
**SECONDARY DEPARTMENT:** *(if applicable)* ________________________________
**UA 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  □ EDUCATOR SCHOLAR *(Clinical)*

**REVIEW TYPE:**
□ PROMOTION TO ASSOCIATE PROFESSOR  □ PROMOTION TO FULL PROFESSOR

**FACULTY TITLE/APPOINTMENT AT THE UA**

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>DATES</th>
<th>RANK/TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
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</tbody>
</table>

**PRIOR ACADEMIC FACULTY TITLE/APPOINTMENT ELSEWHERE**

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>DATES</th>
<th>RANK/TITLE</th>
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<tbody>
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</tbody>
</table>

*Prepared by Candidate, Department to verify*
SECTION 2: SUMMARY OF CANDIDATE’S WORKLOAD ASSIGNMENT

NAME: __________________________________________________

DEPARTMENT: ___________________________________________ FTE: ______________________

Duties for the period 2013-2014 through 2017-2018 have been distributed as follows:

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Row</th>
<th>2013 - 14</th>
<th>2014 - 15</th>
<th>2015 - 16</th>
<th>2016 - 17</th>
<th>2017 - 18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Service %¹</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching in clinical setting %</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service in hospital/clinical setting %</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research related to the clinical setting %</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Funded Research %²</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching and mentoring in research setting %</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Important scholarship %</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Didactic Teaching %³</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Committee &amp; Community Service %⁴</td>
<td>D</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative Service %⁵</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A + B + C + D + E = Total Workload Assignment</td>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

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.

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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.

Prepared by Candidate
SECTION 4: CANDIDATE STATEMENT

Candidate Statement of Accomplishments and Objectives (1-3 pages)
*Scholar Tracks: Include information addressing your plan for ongoing 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 6-201J.

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, limit to 3 examples of excellence & abbreviate, as needed, to conform to a 20-page limit)
- 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, etc. that ideally include learner evaluation

Teaching Evaluations
- Learners: Obtain evaluations and summary reports from your DIO, curriculum director, clerkship director, or academic affairs unit (UA 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**
  - Examples: 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)
  - Examples: Reports related to patient outcome, quality and safety (personal data or program data from practice plan, hospital, national, or data)
    - Demonstrates cultural competence and works to reduce health disparities among patients
  - Assessment of clinical leadership, citizenship, stewardship; 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)

- **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 Guidelines/Examples

**Clinical Promotion Dossier Appendices, effective December 1, 2018**

<table>
<thead>
<tr>
<th>Track Type</th>
<th>Clinical Series</th>
<th>Clinical Scholar</th>
<th>Educator Scholar (Clinical)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Primary Mission</strong></td>
<td>Clinician, Patient Care Focus</td>
<td>Clinician, +/- Admin, scholarship is important</td>
<td>Clinician, +/- Admin, scholarship with Education focus/leadership</td>
</tr>
<tr>
<td><strong>Promotion Review Timeframe</strong></td>
<td>Typical 6+ yrs in rank (Min 3+)</td>
<td>Typical 6+ yrs in rank (Min 3+)</td>
<td>Typical 6+ yrs in rank (Min 3+)</td>
</tr>
<tr>
<td><strong>Promotion Criteria/Primary Objectives</strong></td>
<td>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.</td>
<td>Clinical niche, Innovation in Care Delivery; Publications, Reputation, Enduring Materials; Patents, Clinical Trials; Department Metrics</td>
<td>Clinical niche, Innovation in Medical Education and Training; Teaching Excellence; Curriculum, Publications, Reputation, Enduring Materials; Dept Metrics</td>
</tr>
<tr>
<td><strong>Secondary Objectives</strong></td>
<td>Publications, national reputation, Member/Leadership in Professional Organizations</td>
<td>Grants, National leadership</td>
<td>Grants, National leadership, AAMC/ACGME leadership</td>
</tr>
<tr>
<td><strong>Effort %</strong></td>
<td>Typically 90-100% Clinical with Teaching duties in clinics/wards</td>
<td>Scholarly output should reflect available time for scholarship (typically 5%)</td>
<td>Scholarly output should reflect available time for scholarship (typically 5%)</td>
</tr>
<tr>
<td><strong>Research Funding Philosophy</strong></td>
<td>Not expected.</td>
<td>Not required</td>
<td>Not required</td>
</tr>
</tbody>
</table>

### Assistant Professor

<table>
<thead>
<tr>
<th>Total Papers</th>
<th>First + Senior</th>
<th>Reputation</th>
<th>Teaching/Mentoring</th>
<th>Grant Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>First + Senior</td>
<td>NA, abstracts encouraged</td>
<td>Emerging Local</td>
<td>Yes</td>
<td>NA</td>
</tr>
</tbody>
</table>

### Associate Professor

<table>
<thead>
<tr>
<th>Total Papers</th>
<th>First + Senior</th>
<th>Reputation</th>
<th>Teaching/Mentoring</th>
<th>Grant Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>First + Senior</td>
<td>Preferred, Not required</td>
<td>Strong Local/Regional</td>
<td>Demonstrates support for the teaching and scholarly missions of the Department</td>
<td>NA</td>
</tr>
</tbody>
</table>

### Full Professor

<table>
<thead>
<tr>
<th>Total Papers</th>
<th>First + Senior</th>
<th>Reputation</th>
<th>Teaching/Mentoring</th>
<th>Grant Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>First + Senior</td>
<td>Preferred, other scholarship required</td>
<td>Regional to National</td>
<td>Awards local, Sustained Participation/Excellence</td>
<td>NA</td>
</tr>
</tbody>
</table>

**Clinical Promotion Dossier Appendices, effective December 1, 2018**
Appendix B  Curriculum Vitae Format & Common Questions

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)  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. Provide English translations of titles for foreign publications. Include all publication information, including page numbers and the sequence of co-authors’ names.  Bold candidates 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

Work in Progress  (May include publications and other creative activities)
Media  (May include performances, exhibits, shows, recordings, CD’s, web-based material, patient education material)

Conferences/Scholarly Presentations  (Limited to time in current rank)
  Create sections for invited and submitted presentations. Provide presentation title, group/meeting and location for each
- Colloquia, Seminars, Symposia, Conferences [Peer reviewed abstracts can be added at the end]
  - The first section should be invited talks
  - Each section can be divided into regional, national or international

Awarded Grants and Contracts  (If grant title is not descriptive, a 1 or 2 line description can be added)
  List dates & percent effort on grant; role [PI, Co-PIs]; all co-PIs; source and amount; include a pending section
- 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

Clinical Promotion Dossier Appendices, effective December 1, 2018
Collaborators include all individuals who have within 60 months preceding the submission of this dossier co-authored on projects, books, articles, reports, abstracts, papers or grant proposals.

- Alphabetical (last name, first name) list of collaborators on grants and publications from last five years
- The candidate’s Graduate, Postdoctoral, Thesis Advisors or Sponsors

Signed Statement by Candidate

The 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 tenure and promotion 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](https://orcid.org)) in this section.
## Appendix C  Worksheet for the Selection of Outside Evaluators

<table>
<thead>
<tr>
<th>Outside Evaluator Information (Alphabetized)</th>
<th>Suggested by</th>
<th>Independent</th>
<th>Evaluator Contacted</th>
<th>Response</th>
<th>Letter Received by Department?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Dept. Head</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Title:</td>
<td>Candidate</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Institution:</td>
<td>Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name:</td>
<td>Dept. Head</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Title:</td>
<td>Candidate</td>
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<td>No</td>
<td>No</td>
<td>No</td>
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<tr>
<td>Institution:</td>
<td>Committee</td>
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<td>Name:</td>
<td>Dept. Head</td>
<td>Yes</td>
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<td>Name:</td>
<td>Dept. Head</td>
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<tr>
<td>Institution:</td>
<td>Committee</td>
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