



University of Colorado **Anschutz Medical Campus**

Faculty Promotions: Mid-Course Reviews

Department of Neurology



A wide-angle photograph of a university campus at dusk or dawn. The sky is a mix of soft pinks, oranges, and blues. In the foreground, there's a large, curved brick wall with the University of Colorado logo and name. Behind it, a road curves through a green lawn with many trees. In the background, several large, multi-story university buildings are visible, some with distinctive architectural features like a central tower. A parking lot with several cars is on the right side.

Faculty Promotions: Mid-Course Review Agenda

- Purpose
- Timeline
- Faculty Series
- Dossier Requirements
- Tips & Resources

Mid-Course Review

- Assistant Professors must be promoted to Associate Professor by their 7th year of appointment.
- All Assistant Professors must undergo a comprehensive Mid-Course Review during the 3rd or 4th year of their Assistant Professor appointment.
- Required by the School of Medicine and must be completed before an Assistant Professor can submit for promotion to Associate Professor.



Mid-Course Review: Purpose

- Prompt conversations with senior faculty/mentors about career accomplishments along with your Assistant Professor tenure and professional goals.
- Opportunity to ask questions and receive support/resources from the department in pursuit of promotion pathway.
- Discuss which promotion series is the right fit for your career goals.
- Receive actionable and specific recommendations to help progress towards promotion.



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Mid-Course Review: Timeline – Faculty Appointment

Faculty Year:	Promotion Focus:
Years 1 - 2	<ul style="list-style-type: none">• Focus on career planning.• Updating CV.• Attend the SOM Faculty Career Development Workshop• Review the Rules of the School of Medicine and Faculty Handbook• Meet with Faculty Mentor.
Years 3 - 4	<ul style="list-style-type: none">• Focus on mid-course review and initial dossier creation.• Submit mid-course review dossier.
Years 5 - 6	<ul style="list-style-type: none">• Focus on career planning with feedback from mid-course review.• Keeping dossier updated – document presentations, invitations, self improvement items.• Networking for letters of reference – internal and external individuals.• Submit dossier for promotion to Associate Professor.

Mid-Course Review: Timeline – Year of Mid-Course Review

Review Year Deadlines:	Items:
January	Receive notification that you must submit your dossier for mid-course review. This will include a list of all required documents and deadlines.
January – June	Complete dossier.
July 1 st	Submit via email the dossier to department – can submit earlier!
July - August	Department Review Committee meets to review dossier and will submit a summary letter to Dr. Tyler. Copies are sent to the section chief and faculty member.

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Mid-Course Review: Faculty Series

University of Colorado School of Medicine

Faculty Series Available for Full-Time (>50% FTE) Faculty*

Regular Faculty Series

*Traditional balance of activities; basic scientists, clinician-scientists, and clinician-educators.
(N=~4,250)*

Ranks available:

Instructor
Sr. Instructor
Assistant Professor
Associate Professor
Professor

Requirements for promotion to Associate Professor:

Meritorious in all:

Teaching
Scholarly Activity
Service or Clinical Activity

Excellence in one:

Teaching
Research
Clinical Activity

Requirements for promotion to Professor:

Meritorious in:

Teaching
Service/Clinical Activity

Excellence in two:

Teaching
Research
Clinical Activity

Excellence in:

Scholarly Activity

National or International Reputation

Tenure Eligible

Appointment Types Available:

Tenured, Limited, Indeterminate, At-Will

Research Professor Series

*Grant-funded scientists with limited teaching and service activities.
(N=~150)*

Ranks available:

Research Instructor
Sr. Research Instructor
Assistant Research Professor
Associate Research Professor
Research Professor

Requirements for promotion to Associate Research Professor:

Excellence in:

Research

Requirements for promotion to Research Professor:

Excellence in:

Research

National or International Reputation

Not Tenure Eligible

Appointment Type Available:

At-Will

Clinical Practice Series

*Faculty members whose principal focus is direct patient care.
(N=~100)*

Ranks available:

Associate Professor of Clinical [Dept Name]
Professor of Clinical [Dept Name]

Requirements for promotion to Associate Professor of Clinical Practice:

Excellence in:

Clinical Care

At Least Meritorious in:

Teaching

Local or Regional Reputation for Clinical Excellence

Requirements for promotion to Professor of Clinical Practice:

Excellence in:

Clinical Care

At Least Meritorious in:

Teaching

Excellence in at least one:

Teaching

Leadership of structured projects that have assessed and improved the quality, value and efficiency of clinical care

National or International Reputation for Clinical Excellence

Not Tenure Eligible

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Faculty Promotions: Mid-Course Review Agenda

- Purpose
- Timeline
- Faculty Series
- **Dossier Requirements**
- Tips & Resources

Mid-Course Review: Dossier

The list of the promotion dossier sections:

(100 pages not including Abstract or CV)

- Curriculum Vitae Abstract
- Curriculum Vitae
- Teacher's Portfolio
 - Teaching Narrative
 - Teaching Matrix
 - Teaching Supporting Documentation
- Clinician's Portfolio
 - Clinician Narrative
 - Clinician Matrix
 - Clinician Supporting Documentation
- Research/Scholarship Portfolio
 - Research/Scholarship Narrative
 - Research/Scholarship Matrix
- Service Portfolio
 - Service Narrative
 - Service Matrix



Mid-Course Review: Requirements

- **Meritorious** - Praiseworthy; deserving of merit
- **Excellent** - Outstanding; of exceptional merit
- Faculty Promotion Committee determine “meritorious” vs. “excellent” based on:
 - Information in the candidate’s dossier
 - Specific, concrete examples to distinguish “meritorious” vs “excellent” achievements
 - Specific reference to the **promotion matrix**



Mid-Course Review:

Promotion Criteria Matrix

APPENDIX 1

PROMOTION CRITERIA MATRIX

Updated October 1, 2021

NOTE: The Promotion Criteria Matrix is intended to present examples of various levels of accomplishment in the areas of teaching, scholarship, research, clinical activity and service. It is not an exhaustive list, but is intended to assist faculty, department chairs and promotion committees in matching candidates' accomplishments to the promotion criteria. Importantly, faculty members are not expected to have accomplishments in all, or even in most, areas. Rather, the matrix highlights a broad range of activities that will be recognized as "meritorious" or "excellent," reflecting the varied activities and accomplishments of our diverse faculty. 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. Additionally, "excellence" generally signifies a higher level of accomplishment and leadership by the faculty member; "excellence" also implies that the work is recognized by peers or others as important and impactful. In particular, committee work and service activities should include documentation from committee chairs or others that the faculty member has made substantive contributions to the work over a sustained period of time. The promotion process, and this matrix, are meant to describe and reward continued professional growth and achievement.

CLINICAL ACTIVITY	
<u>Meritorious</u>	<u>Excellent</u>
Active and effective participation in clinical activities of the academic unit.	Regularly assumes greater than average share of clinical duties, as measured by patient care or procedure logs, RVUs, clinical billing statistics, requests for consultations, willingness to cover overflow services, complexity of patients managed or other measures of clinical effort, as appropriate for the specialty.
Board certification or recertification.	
Participation on committees or task forces that support the patient care programs of the department, hospital, school or university.	Regularly assumes greater than average share of administrative or service responsibilities in support of the patient care programs of the department, hospital, school or university.
Demonstration of clinical skills that are highly	

Mid-Course Review:

Promotion Criteria Matrix

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CLINICAL ACTIVITY

Meritorious

Excellent

Active and effective participation in clinical activities of the academic unit.

Board certification or recertification.

Participation on committees or task forces that support the patient care programs of the department, hospital, school or university.

Demonstration of clinical skills that are highly

Regularly assumes greater than average share of clinical duties, as measured by patient care or procedure logs, RVUs, clinical billing statistics, requests for consultations, willingness to cover overflow services, complexity of patients managed or other measures of clinical effort, as appropriate for the specialty.

Regularly assumes greater than average share of administrative or service responsibilities in support of the patient care programs of the department, hospital, school or university.

Mid-Course Review: Meritorious vs Excellent - Teaching

- **Meritorious**
 - Active participation in teaching activities of the department, including (2 or more): presenting series of lectures, coordinating a course, advising students, attending on inpatient or outpatient service, mentoring students/fellows, seminar or laboratory group leader)...
 - Meritorious teaching evaluations
 - Development, revision of teaching materials for students, CME courses...
 - Invitations to present courses, lectures outside of department, give grand rounds
- **Excellent**
 - **Greater than average** share of teaching duties (e.g., course or fellowship director) ...
 - Consistently receives **outstanding** teaching evaluations or teaching awards ...
 - **Develops innovative** teaching methods, such as educational software, videotapes..
 - Provides educational **leadership** by writing syllabi, or assuming administrative roles
 - Consistent **participation in national** educational activities (RRC's, board examiner)
 - Invitations to be Visiting Professor

Mid-Course Review: Meritorious vs Excellent – Clinical

- **Meritorious**
 - Active & effective participation in clinical activities of the academic unit
 - Board certification or recertification
 - Support from internal peers at practice site
 - Invitations to speak on clinical topics on campus
 - Participation on committees or task forces that support the patient care programs of the department, hospital, school or university
- **Excellent**
 - Development of **new** therapies or health care delivery systems that have improved health care
 - **Recognition of clinical excellence at regional or national level** (through requests to write reviews, speaking invitations, awards, letters of reference)
 - **Clinical leadership** (practice director, head of inter-disciplinary team that creates and evaluates a pathway)
 - **National leadership** activities (e.g., chairing national meetings or committees, editorial role, officer of national organization)

Mid-Course Review: Dossier

The list of the promotion dossier sections:

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 - Service Narrative
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Mid-Course Review: CV Abstract

- Summary of accomplishments over last 5 years
- Very brief – only 2 pages; “Greatest Hits”
- Must use [CV Abstract Template](#)
- Edit margins and spaces; delete empty or unused lines and cells

(Please type) CURRICULUM VITAE - ABSTRACT Revised 9/2021				
NAME:		Current Rank		
EDUCATION (Residency, fellowship or graduate school training):				
School/Program		Degree		Date
<ul style="list-style-type: none"> • FUNDED GRANTS (RESEARCH, TRAINING OR OTHER) IN PAST 5 YEARS or SINCE LAST PROMOTION, whichever is longer. Note: Grant information reported here should be consistent with grants listed for this time period on your C.V. • • 				
Reporting Since ___ (Year)	As Principal Investigator/Program Director (on primary or sub-award)		As Co-Investigator/Key Personnel (not consultant)	
	Number of grants	Total Direct Costs	Number of grants	Total Direct Costs
Federal (NIH, NSF, VA, etc.)				
Foundation/Professional Assoc. (RWJ, AHA, etc.)				
Industry				

Mid-Course Review: Curriculum Vitae

- Recommend using [CU CV Format](#)
 - Provides ideal layout
 - Explains order of various sections
 - Tips for what to include and what to put in other sections of dossier
- No page limit
- [Instructions for linking to an article](#) – create links to publications for your CV (administrative assistants can help with this and keeping it updated is very helpful!)

Mid-Course Review: Teacher's Portfolio

- [Teacher's Portfolio](#) (link to suggested format) – capture and explain what you do as a teacher.
- Teaching Narrative:
 - Teacher's statement
 - Classroom instructional activities
 - Clinical teaching activities
 - Other didactic teaching activities
 - Teaching leadership and administration
 - Curriculum innovation and teaching scholarship
 - Mentorship
 - Outside education activities, including outreach
 - Self-study and improvement
 - Teaching awards or nominations
- Teaching Matrix
- Teaching Supporting Documentation – evaluations from learners or presentations; letters from students or mentees
- What **not** to include:
 - copies of awards
 - PowerPoint slides
 - Curriculum documents



Mid-Course Review: Clinical Portfolio

- [Clinical Portfolio](#) (link to suggested format) – make your work understandable to a diverse group of people; describe your clinical effort and activities.
- Clinical Narrative:
 - Reflective Statement
 - Scope of Clinical Activities
 - Self-improvement
 - Role as a clinician-educator
 - Administrative Leadership and Service
 - Development of Innovative Techniques or Patient Care Practices
 - Scholarship
- Clinical Activity Matrix
- Clinical Activity Supporting Documentation – statements from colleagues or clinical directors, documentation of clinical activities from institution, results of health outcome studies or practice audits; evaluations or letters from patients
- What **not** to include:
 - Meeting agendas
 - Large number of letters (include only those that are outstanding)



Mid-Course Review: Research or Scholarly Activity

- All faculty in the Regular and Research Professor Series are required to participate in scholarship, as broadly defined in the [School of Medicine Rules](#).
- Research/Scholarship Narrative:
Section of your dossier where you can highlight your scholarship, which may include the scholarship of discovery (i.e., research), teaching, integration or application. Prepare narrative summaries and annotated bibliographies to explain the scope, importance and impact of your research/scholarship. Describe your unique contributions to the success of multi-disciplinary or multi-investigator research teams.
- Research/Scholarship Matrix
- Research/Scholarship Supporting Documentation:
Much of your supporting documentation will be included in your narrative - list of grants and publications; h-index; i10-index (Google Scholar); letters from other PI collaborators.

What not to include:

Grant submission documents

Letters of acceptance/renewal



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- **Tips & Resources**



TIPS!

- **Brag!**
- **Work with your administrative assistant.**
- **Update a little at a time and update continuously.**
- **Ask questions and review available resources.**





RESOURCES

Links

- [Office of Faculty Affairs Promotion Process](#)
- [Department of Neurology Faculty Affairs Website](#)
- [Dossier Building Guide](#)

Department Individuals

Faculty Mentor

Victoria Pelak, MD - Vice Chair Faculty Affairs and Promotions, Department of Neurology – [Book a meeting](#)

Alina Rich – Business Service Program Director
alina.rich@cuanschutz.edu | 303.724.7928

Josh Schwab – Human Resources Manager
josh.m.schwab@cuanschutz.edu | 303.724.3871



University of Colorado
Anschutz Medical Campus





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THANK YOU