



Promotion Handbook – Department of Medicine

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Overview

Why should I work towards promotion?

Promotion is a process by which faculty members at academic institutions are judged against predetermined criteria for advancement in rank (from Assistant to Associate Professor, and from Associate to Full Professor). The reasons why a faculty member may choose to pursue promotion are diverse and individualized. Reasons might include:

- Meeting the promotion criteria by naturally doing what they enjoy doing and being recognized for this accomplishment.
- Gaining access to opportunities (committees, leadership roles, etc.) that require advanced rank.
- Serving as a role model for others in academia.
- Achieving a higher salary.
- Meeting the expectations of the division or department.

What is a faculty track, and how does my track affect promotion?

Medical School faculty members are appointed onto one of three tracks – Clinician, Academic, or Tenure – according to their expected activities, their academic interests, and the needs of their division and department. Each track has different criteria for promotion, designed to recognize and reward faculty excellence across the many mission areas of the Medical School and University.

- Within the **Clinician track**, faculty can be promoted for clinical excellence with a demonstrated regional/national reputation, in combination with academic participation (teaching is required, research is optional) and administrative service roles.
- Within the **Academic track**, faculty select one *academic area of excellence* – either research, education, or clinical scholarship – to serve as the primary basis for their promotion. Each area of excellence has unique criteria, but all require peer-reviewed scholarship leading to regional/national recognition, in addition to education and service activities.
- Within the **Tenure track**, faculty can be promoted for national/international distinction in teaching (which must include scholarly work in education) or in research (which is more common). Effective teaching and professional/institutional service are also required.

Here are links to the [Clinician](#), [Academic](#), and [Tenure Track](#) statements for the Department of Medicine (DOM). Track statements describe the criteria for faculty appointment, promotion, and annual performance review. The Tenure track statement is sometimes called “the 7.12 Statement,” which refers to a specific section of the University Board of Regents’ faculty tenure policy.

How to find out what track you are on

The track you were hired onto will be listed on your original offer letter. If you are unsure of your track, you can reach out to your division administrator or the DOM Office of Faculty Affairs and Development ([OFAD](#)).

How long does it take to get promoted?

There is no “promotion clock” for the Academic track and Clinician track. Faculty can seek promotion in these tracks whenever they can demonstrate meeting the appropriate criteria. Average time in rank for DOM faculty on the Academic track is 8 to 9 years, but the range is much wider.

There is a “promotion clock” of 9+1 years for tenure-track faculty in the clinical departments in the Medical School. A tenure-track Assistant Professor must be evaluated for tenure by their “Decision Year” (in Spring of 8th year from start date). There is no clock for advancement from tenured Associate to tenured Full Professor.

Preparing for Promotion

Preparing for promotion starts when you are hired. There are tasks that need to be completed along the way to ready yourself for promotion. Many people find it helpful to have both an email folder/label and a hard/virtual drive called “Academic Portfolio” for storing their academic products, teaching evaluations, and other documents they will use later on to create their promotion dossier.

Am I Ready for Promotion?

You have been doing work you enjoy; teaching students, residents, and fellows; providing service to the profession and the institution; disseminating your scholarship, educational products, and clinical improvements to a wider audience; and have built a regional, national, or even international reputation, and now you think you are getting close to promotion. How do you know when you are ready? Your track statement lays out the criteria for each rank. Additionally, OFAD has put together some tools to make the information in these statements easier to understand. To gauge if you are ready, compare your accomplishments and CV against the criteria. Then, discuss your progress with your division leaders who can help you decide if this is the year to move forward.



Timeline

Years 1-2: Exploring Academic Interests and Activities

Early in your career as a faculty member, it is important to read through the statement for your track. You need to understand the criteria by which you are being judged for readiness for promotion. Meet regularly with your DOM mentor (chosen or assigned) and other colleagues who can help you solidify your academic and clinical interests. Start thinking about how you will meet the baseline criteria for promotion in your track such as grants, publications, clinical excellence, teaching and mentoring, and service. Attend conferences or professional societies to network and find future collaborators, potential external reviewers of your promotion dossier, and sources of clinical referrals. Participate in committees within your professional societies and the university. For faculty members with a focus on education, find introductory teaching opportunities that can build to bigger opportunities and eventually to the

creation and dissemination of curricula. Work to identify deficits in your knowledge, such as grant writing, manuscript preparation, creating a syllabus, etc., and find resources to fill these gaps.

Years 3-5: Building an Academic Portfolio

At this point in your career, you should have a solid foundation for navigating your path to promotion. Increasingly, your activities and accomplishments are becoming more focused, demonstrating that you have specific expertise (in a defined area of research, education, and/or clinical care) and are contributing to your discipline in meaningful ways through appropriate scholarship and service. Pay particular attention to the specific requirements for your track (and your chosen area of excellence, if in the Academic track) to ensure you are attending to all relevant areas. Discuss your CV with your mentors and division director to identify any gaps in your progress.

Years 5-9: Getting Close to Promotion

The promotion process – which involves the creation of a dossier and multiple stages of external/internal review of those materials – takes at least 18 months. So be thinking ahead to when you feel you may be ready to seek promotion. The year before promotion, you should be able to convincingly demonstrate that you have met each of the promotion criteria or will do so before August of the year of promotion when your final dossier needs to be turned into the Medical School. This is the time to ask others to review your CV and other required dossier materials (such as teaching and mentoring tables) against the criteria and to ask for a final pre-promotion review. Additionally, work with your mentors and senior colleagues to create a list of potential faculty at other institutions who work in your scholarly/clinical niche and could serve as external reviewers of your dossier.

Academic Track

This track has three areas of focus, which can make it a bit confusing to choose the area of focus that best fits with your accomplishments. Please see the Requirements infographic for an overview of the track and the three areas of focus. The Grid provides a side-by-side comparison for the three areas of focus. The Checklists can help you as you compare your accomplishments against the criteria.

[Requirements](#)

Overview [Grid](#) and Checklists ([Research](#), [Education](#) and [Clinical Scholarship](#))



Clinician Track

Please see the [Checklist](#) to compare your accomplishments against the criteria for this track.

Tenure Track

This is the only track with a strict timeline for promotion, so faculty on the tenure track will have regular meetings with a mentorship committee. This committee will guide faculty members along the way to ensure they are meeting each of the criteria necessary for promotion.

Year of initiating promotion

October-December	Candidate discusses readiness for promotion with Division Director.
January - March	Division Director writes nomination letter for candidate. Candidate prepares preliminary dossier materials.
April	DOM P&T Committee reviews materials, votes on candidacy.
Early May	Candidate receives committee's recommendation.
Early May	Division Director sends requests for external/internal reviewer letters.
Early May - Mid July	Candidate prepares additional materials for final dossier submission.
August	DOM faculty review dossier, vote on candidacy.
Early September	OFAD inserts Dept Head Recommendations with record of vote into dossier Candidate reviews final dossier, signs Statement of Assurance.
September 15	OFAD submits final dossier to Medical School .
Oct-Jan	Medical School P&T Committee reviews dossier, votes on candidacy.
May	Board of Regents votes on recommendation for promotion.
July	Promotion becomes effective.

ACADEMIC TRACK OR TENURE TRACK:

- **Preliminary dossier materials** = Nomination letter, CV, Narrative Statement, External and Internal Reviewer List, Teaching Table, and Mentoring Training Table
- **Additional dossier materials (*to be combined with prelim materials for final submission*)** = Dept Report Accomplishment List, Teaching Experience and Effectiveness Section, External and Internal Reviewer Letters, and Selected Reprints

CLINICIAN TRACK:

- **Preliminary dossier materials** = Nomination letter, CV, Narrative Statement, Service Section, Mentoring Training Table and List of Education activities, External Reviewer List, Mini 360 List
- **Additional dossier materials (*to be combined with prelim materials for final submission*)** = Dept Report Accomplishment List, External Reviewer Letters, and Education Section

Keeping Up to Date

To make it easier to prepare your dossier when you are ready for promotion, there is information you should be collecting, tracking, and updating on a regular basis.

Things to update continually

1. **Biography** - A biography is a brief paragraph describing your education, current faculty appointment, prominent professional roles, academic interests, and notable honors or accomplishments. This is commonly needed for conference presentations or other invited talks.
2. **Biosketch** - A biosketch is a formal statement of your qualifications and experiences relative to a research project. This document is often needed when applying for grant funding. The most common biosketch format is that used by the [National Institutes of Health](#).
3. **Curriculum Vitae (CV)**, created in [Works](#) (the University's web-based reporting tool, preferred) or the Medical School's CV Template in Microsoft Word - A CV is a detailed document highlighting your professional and academic history. CVs typically outline your education, work experience, leadership roles, professional memberships, honors and awards, grants,

publications, presentations, teaching/advising/mentoring roles, and service activities. You can ask division staff to help update your CV in Works whenever you have a new activity or accomplishment to add. Some faculty will make updates monthly or quarterly.

4. **Teaching Table** – This table (required for the dossier) lists all courses, lectures, workshops, etc. you have taught for various types of learners. For each listing, you will specify the hours, approximate number of learners, and years taught. It can be difficult to compile these details after time has passed, so you should record them immediately after each teaching event.
5. **Informal Teaching Evaluations** - As you receive informal teaching evaluations such as peer, student, and advisee letters, file them away for easy access. If including actual letters, indicate whether letters were solicited or unsolicited or are an established component of the department's process of evaluating teaching effectiveness.
6. **Single Lecture Evaluations**- Save any evaluations that you have received that aren't part of the formal education evaluation process such as grand rounds, conference workshops, visiting professorships, etc. Pay particular attention to gathering evaluations related to teaching in your area of expertise or if education is a prominent part of your academic career.
7. **List of potential external reviewers** - When you go up for promotion you will need to provide a list of 6-9 faculty members who can be solicited to provide an objective, impartial assessment of your candidacy for promotion. These external reviewers must be at a faculty rank higher than your own, be employed outside the University of Minnesota and its affiliate sites and health system, and be familiar with your specific scholarly and/or clinical discipline. These faculty members will be asked to review your dossier against the promotion criteria for your track and to comment on your accomplishments. External reviewers need to be a combination of “at arm’s length” and “non-arm’s length” in terms of their relationship to you; precise definitions for these two categories are provided below (see section on dossier preparation). The best way to find “at arm’s length” reviewers is via casual conversations in professional settings, for example: people who comment on a poster or presentation you gave, whom you meet at professional conferences, or with whom you interact as part of study sections, work groups, or other regional/national committees. Maintain a list of these contacts.

Things to update yearly

1. **Peer reviews of teaching (PRT)** - You will need to include at least three written peer reviews of your teaching (classroom, clinical, etc.) in the dossier, so it is best to collect these reviews along the way. Links to guidelines and templates for PRTs are provided below (section on dossier preparation).
2. **Mentoring Table** - This table (required for the dossier) lists all of the individuals you have mentored, the period during which you mentored them, any project associated with their mentorship, and their current position and institution. It is best to collect information about your mentees’ whereabouts regularly (annually) so you do not lose track of them. Searches of LinkedIn or Google can sometimes help with finding former mentees.

3. **Goals and Achievements** - Each year before your Annual Performance Review meeting with your Division Director (or designee), you will be asked to update your past year's goals, activities, and achievements within *Works* to generate an Annual Activity Report. These updated activities are saved in *Works* and automatically included in the CV that *Works* creates for you.
4. **Promotion Track, Area of Excellence within Academic track** - Your Annual Review meeting is the ideal time to consider whether your goals, interests, and work portfolio are congruent with the expectations for your track (and area of excellence). Within the Academic track, switching your academic area of excellence (research, education, or clinical scholarship) is not a formal process (there is no required paperwork). Nonetheless, it is important to talk about this with your division director and to alert OFAD of a switch. Some of the Academic track's promotion criteria differ by area of excellence. Additionally, different division or departmental opportunities may be available to faculty within specific areas.

A faculty member can switch (typically only once) from the Academic track to the Clinician track or vice versa. This is done if the faculty member's passions, activities, and overall career trajectory are better aligned with the performance expectations of a different track. To ensure faculty have adequate time to prepare for promotion, individuals transferring onto the Academic track may not submit a dossier for promotion until one calendar year after their track transfer request has been approved. All transfers onto the Clinician track are immediately eligible to submit a dossier for promotion.

Track transfers involve a formal process within the division and receive approval at the department and Medical School levels. A switch (or rehire) to Tenure Track is a more complex process, requiring a formal national search for a posted position and approval by the University Provost. The potential for rehiring a faculty member onto the tenure track needs to be thoroughly discussed with the division director, OFAD, the Department Head, and the Medical School Associate Dean for Faculty Affairs.

Things to file - electronically and/or physically

1. **Evaluations** - for lectures, presentations, workshops, courses, and other teaching activities
2. **Awards** - for excellence in clinical care, teaching, research, community engagement, etc.
3. **Invitations** - leadership positions, committees, journal reviews, etc.
4. **Thank yous** - informal evaluations from patients and learners such as letters and thank you notes can be included in your dossier, especially if they were unsolicited

Promotion Dossier

What is a dossier?

A dossier is a collection of documents about you that summarizes your academic accomplishments as a faculty member. The dossier includes your CV, a narrative statement that you write to elaborate on your professional contributions, documentation of your teaching/mentoring activities and your effectiveness in these roles, external reviews of your dossier materials (letters solicited from external senior faculty in your field), and recommendations from internal reviewers (division and departmental leaders, peers) on your readiness for promotion.

Dossier templates are defined by the Medical School. There is one template for the [Tenure and Academic tracks](#), and one for the [Clinician track](#). Although the two templates differ slightly in content and format, they share several common elements. An overview of dossier elements is shown below.

1. Promotion Statements: [7.12 Statement](#), [Academic Track](#), or [Clinician Track Statement](#)
2. Cover Sheet (Tenure-track & tenured faculty only) OFAD inserts this information
3. Candidate's Narrative Statement
4. Service (Clinician track only; a brief description of clinical activity and non-clinical service)
5. Teaching Experience and Effectiveness
 - a. Teaching Table
 - b. Mentoring Table
 - c. Didactic teaching effectiveness
 - i. Lecture Evaluation Summary
 - ii. Student Ratings of Teaching
 - iii. Peer Reviews of Teaching
 - iv. Paragraph of evaluation comments
 - d. Clinical teaching effectiveness
 - i. Clerkship evaluations
 - ii. GME summary evaluations
 - iii. Lecture evaluations
 - iv. Peer Reviews of teaching
 - e. Informal teaching evaluations
 - f. Honors or awards
6. External Review and Evaluation
7. Internal Review and Evaluation
8. Annual Appraisals - Form 12/12a, and/or Summary Evaluation (Tenure track only)
9. Departmental Recommendation (Dept. Head letter, Dept. Report, Record of Vote)
10. Statements of Assurance (Department & Candidate's)
11. Selected Reprints (Tenure track and Academic track only)

Responsibility for each element of the dossier

Dossier Element	Responsible person			
	Candidate	Division Staff	Division Director	OFAD
Ready for promotion?	X		X	X - as needed
CV	X - responsible for content	X - enter into <i>Works</i> , final format		
Candidate's Narrative Statement	X - write		X - review	
Service (Clinician track only)	X - write		X - review	
Nomination Letter	X - request		X - write	X - final format
Teaching Table	X			
Mentoring Table	X			
Didactic Lecture Evaluation Summary	X			
Student Ratings of Teaching	X			
Peer Reviews of Teaching	X			
Education Paragraph	X			
Clinical Clerkship Summary				X - Pulls Report
GME Evaluations	X - Prepares Summary			X - pulls report
Single Lecture Evaluations	X			
Informal teaching evaluations	X			
Teaching Honors/Awards	X			
External and Internal Reviewers	X - identify	X - solicit and track letters	X - help identify as needed	
Selected reprints	X			
Form 12/12a (Probationary Faculty Only)				X
Dept. Recommendation (Dept. Head letter, Dept. Report, Record of Vote)				X
Statement of Assurance	X - sign			X - send to candidate
Final Dossier Assembly		X		X

Curriculum Vitae

Your CV needs to be created in [Works using the Medical School template](#) or in a Word document using the [Medical School template](#). *Works* is preferred because of ease of formatting and updating over time. As noted above, you need to update your activities in *Works* every year as part of your annual review. These activities are saved in *Works* and automatically included in the CV that *Works* generates for you. Your Division Administrators are trained in *Works* and can help with updates. See [this guide](#) for how to create your CV using *Works*. Some additional tips for refining your CV are provided below.

Definitions

Peer reviewed – This designation applies when you have submitted a publication or a presentation that was reviewed by peers (such as journal reviewers, a conference committee) before acceptance.

Invited – This designation applies when the organizers of an event (or editors of a publication) have asked you to give a talk (or submit a manuscript) because of your expertise on the topic.

Adding an impact analytics grid

When seeking promotion, you need to manually add an impact analytics grid to the peer-reviewed publications section of your CV. These analytics can be found at z.umn.edu/Manifold. Select Dropdown. Then Select the Department and your Name. A table will appear of analytics for all publications listing you as an author within Scopus (a citation database).

Impact Analytics Grid (***for peer-reviewed journal articles only*)

<i>h</i> -Index	<i>h(fl)</i> -Index*	Total Publications	First/Last Author Publications	Total Citations	First/Last Author Citations

**h(fl)*-Index is not applicable for affiliate faculty

Adding Publications in Manifold

[Adding publications not in Manifold](#) - Not all journals are indexed within Scopus, so you may need to add publications to Manifold so the actual publication count matches that in the analytics grid. Doing this will update the total publications, but not the calculated analytics, in the grid.

Annotations

1. Publications – Annotate all publications that fall within the date range of your current rank (see example below):
 - a. Candidate name (in bold)
 - b. Journal impact factor, acquired from [Web of Science](#) (use the most current impact factor, not from year of publication)

- c. Number of times cited, acquired from [Manifold](#) (or [Google Scholar](#) or [Web of Science](#) if publication is not automatically pulled into Manifold). Indicate where citation count was found.
 - d. Faculty member's role in the publication. Examples of roles in multiple author publications: Guarantor of integrity of entire study, Developed study concept, Developed Study design, Defined intellectual content, Conducted literature research, Conducted experimental studies, Data acquisition, Manuscript preparation, Manuscript editing, Manuscript review
2. Positions/Committees – Reviewers of your CV may not know the significance or activities of a position or committee. Provide a brief annotation to highlight this for them.
 Ex: Medical Director, University of Minnesota Physicians
Led within a dyad leadership model the operational excellence, quality improvement, and patient satisfaction efforts for a clinic of 34 providers, including physicians, nurse practitioners, and pharmacists, and 14 residents and fellows.
 3. Awards – Reviewers of your CV may not know the significance of the awards you have earned. Provide a brief annotation describing what you did to earn it and perhaps its significance (e.g., given to one person per year).
 Ex: Academy of Excellence in Scholarship of Teaching and Learning, University of Minnesota Academic Health Sciences
Selection to the Academy serves as the University's highest recognition of excellence in health-related teaching and learning scholarship.
 4. Grants – It can be helpful to briefly annotate the purpose and/or deliverables of grants that are not primarily research (e.g., to establish a new program, develop curricula, evaluate a clinical initiative).
 Ex: Award: Foundations of Health Equity
 Sponsoring Organization: University of Minnesota, COVID-19 Medical Education Innovation Grant
As PI, I mentored two medical students in the development of a virtual clinical elective laying the groundwork for an understanding of health equity. As course director, I developed learning goals and helped to develop, deliver and curate content and organize speakers and teachers for the elective

Example of Annotated Bibliography

Publications

Impact Analytics Grid

<i>h-index</i>	<i>h(fI)-index</i>	Total Publications	First/Last Author Publications	Total Citations	First/Last Author Citations
5		19	12	141	67

Peer-Reviewed Publications

1. Chauhan A, Sanchez-Avila M, [Manivel J](#), [Dachel S](#), Larson W, **Hanson B**, Gravelly A, Mesa, H. Optimization of immunophenotypic panel to differentiate upper from lower gastrointestinal adenocarcinomas, analysis of new and traditional markers. [Appl Immunohistochem Mol Morphol](#). 2021;Jan;29(1):13-19. PMID: 33295746
 Impact Factor: 2.085
 Times cited: 0
 Role: defined intellectual content, manuscript editing and review

Candidate's Narrative Statement

Why is this important?

This is a story of your academic career, which weaves together all of the data included in your CV, tables, and evaluations. It tells reviewers who you are, what you have done, and how you have done it. It is your opportunity to summarize for others – who may have no information about you other than what they see in your dossier – how your accomplishments qualify you for promotion in your track. The primary audiences will be external reviewers of your dossier (colleagues outside the institution who are asked to provide an objective review of your career and accomplishments) and members of the Medical School's promotion and tenure committee.

Content

Before you begin to write, ask yourself this question: What are my areas of focus as a faculty member – specific niche areas in which I have developed expertise and made important contributions? Try to narrow these down to 1 or 2 areas. Next, think about what you have done that demonstrates the impact you have had in your area(s) of focus, both within and outside of the University (regionally, nationally, and internationally). Consider your work across all mission areas of academic medicine such as teaching, clinical work, leadership, research (publications, grants), service, etc. Finally, think about how you can weave together a compelling story that incorporates each of these elements.

Tips

- Start early – this is the most difficult part of your dossier!
- Colleagues not in your field will be reading this, so avoid abbreviations and jargon.
- Do not rehash what is in your CV – the narrative statement puts the “story” behind your CV.
- Highlight the connections between your research/educational/clinical scholarship activity and your other activities – clinical service and/or other service.
- It is OK to explain gaps in time or things in your CV that may raise questions in the reviewers' minds. Don't let them make up the story for you, BUT be careful to always present yourself in a positive light i.e. “...someone left and I did 34 weeks of call so I couldn't publish anything in 2016” vs. “...there was an unexpected clinical need that I stepped in to help the Department meet. This delayed some key publications, but since 2016, I published three highly impactful manuscripts...”.
- Review - ask colleagues/mentors/lay people to read and critique your statement.
- For faculty on the Tenure track – You are promoted and/or awarded tenure on SCHOLARSHIP and EDUCATION - spend the most time on those sections.
- For faculty on the Academic track - Your academic area of excellence should be explicitly stated (research, education, clinical care), but discussion of THE SCHOLARSHIP YOU HAVE CONDUCTED IN YOUR AREA should be the bulk of the narrative statement.

Format for Tenure Track and Academic Track

The Candidate's Narrative Statement for these two tracks must be no longer than 4 pages. We suggest the following outline. Include each of the following components in your statement.

- **Introductory Paragraph**

Start with an introductory paragraph (1/3 of a page). Give a broad overview of what your career goal(s) is/are. Provide an overview of your accomplishments to date and the impact they had on your field. Conclude the first paragraph with what you hope to accomplish and contribute to the excellence of the University of Minnesota Medical School in your new rank.

If you are on the Academic Track-Education Focus or Tenure Track with Educational Scholarship, the next section should be Education/Teaching. For all others the next section should be Scholarly Activity. Both sections are required, but the order varies by area of focus.

- **Scholarly Activity (% FTE for scholarship)**

This should be about 2/3 of the document if this is your area of focus. Why do you study what you do? Provide a high-level review of your accomplishments and the impact you have made on your field. Pick 2-3 major accomplishments and elaborate on each.

- **Education/teaching (% FTE for Education)**

This should be about 2/3 of the document if this is your area of focus. Provide a sentence or two about your educational philosophy. Provide the reviewers a broad overview of what you teach, who you teach and mentor, and the effectiveness and impact of your teaching and mentorship.

- **Service (% FTE for Clinical Care, % FTE for Other Service)**

For clinicians, provide the reviewers an overview of your clinical scope of practice. Include how your clinical practice connects to your research or educational efforts, if applicable. [Short paragraph, < 1/3 page.] When writing about your other service, do not repeat what is in your CV. Write about what impact your service contributions have had on the institution, state, profession, and general population. [Short paragraph, < 1/3 page.]

- *End with a concluding paragraph. Consider re-stating your career goals, accomplishments, and what you will provide to the University and Medical School in the future in your new rank. [Short paragraph < 1/3 page]*

Academic and Tenure Track Narrative Examples

<p>To Associate Professor</p> <ul style="list-style-type: none">• Academic Track (MD) Clinical Scholarship, Education, Research• Academic Track (PhD) Research• Tenure Track (MD and PhD)	<p>To Professor</p> <ul style="list-style-type: none">• Academic Track (MD) Clinical Scholarship, Education, Research• Academic Track (PhD) Education• Tenure Track (MD)
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Format for Clinician Track

The Candidate's Narrative Statement for this track must be no longer than 3 pages. The narrative is intended to provide a compelling story of how you have contributed to ***excellence in clinical/patient care***. Most of the narrative should be a description of your clinical expertise and unique contributions to the practice of medicine not only at the University of Minnesota but also regionally (required for promotion to Associate Professor) and nationally (required for promotion to Full Professor). Potential measures of clinical excellence that you could incorporate into your narrative include reputation among your peers and trainees, patient satisfaction data, regional/national referrals, participation in impactful QI or patient safety initiatives, honors and awards for clinical excellence, demonstration of effective leadership of a clinical program, exemplary care of underserved patients, assumption of a regional/national leadership role in professional societies, participation in writing groups for practice guidelines or consensus statements, invitations to speak about or teach clinical skills, and the development of new techniques, therapies, programs, or protocols that improve patient health. Other examples can be found in the DOM Clinician Track Statement.

You must also describe your activities that fulfill the track's promotion criteria for ***academic participation*** (required teaching contributions, optional participation in research and scholarship) and for ***citizenship/administration/service***. You can weave this information into the story of your clinical experience above, or place this under separate headings. End with a concluding paragraph that states your future plans for contributing to clinical excellence at the University of Minnesota and beyond.

Clinician Track Narrative Examples

To Associate Professor	To Professor
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Division Director Nomination Letter

This is directed toward the division director: Your nomination letter will be used to draft the letter from the Chair of the Department that is placed in the faculty member's final dossier. All letters, across all divisions and affiliate sites, need to appear as if they are coming from one person, with one style. Therefore, it is important that you use the correct template (these are different for tenure and academic track vs. clinician track) and carefully follow the instructions when crafting your letter. This letter is your opportunity to create a compelling case for how the faculty member meets or exceeds the criteria for promotion, so please provide a thoughtful and enthusiastic letter. You should expect to spend 1-3 hours per letter. It is NOT appropriate to request the faculty member to draft their own nomination letter. It is encouraged to share your drafted letter with your faculty member for their review and suggested edits, to ensure all information is accurate and that key accomplishments are appropriately highlighted.

- a. Tenure/Academic track [template](#) for Division Director Nomination Letter
- b. Clinician track [template](#) for Division Director Nomination Letter.
Clinician Track Nomination Letter Guidance

Division Director Nomination Letter Examples are available upon request (dom-ofad@umn.edu)

Teaching Experience and Effectiveness

Regardless of track, your dossier will need to include a summary of your teaching experience and the effectiveness of your teaching. A [cover sheet](#) will be included for you in your dossier detailing the types of teaching experience you will be providing. [Click here for additional information.](#)

Teaching Experience

You need to provide the following tables to show your teaching experiences.

[Teaching table](#)

A table of undergraduate/graduate courses taught, including course number, title, brief description, quarter/semester, role, and number of students enrolled.

[Mentoring Training table](#)

A table of persons trained /mentored /advised, your role as advisor, the project or activity in which the relationship took place, and the status of advisee at time of training. Include the current position of these individuals, if known.

Teaching Effectiveness

Didactics

If you deliver didactic teaching, you need to include the following evidence of your teaching effectiveness.

Lecture Evaluation Summary

A table of your formal student or peer teaching evaluations over time. Faculty can access their own data for the summary by using z.umn.edu/UME_Instructor_Evals

Student/resident/faculty reviews of teaching

Include representative examples of your official Student Ratings of Teachings (SRTs) through [OMS](#) using [Explorance Blue](#).

Peer review of teaching (PRT)

Three didactic peer reviews of teaching are required. It is recommended that you use the Medical School Templates under “Additional Sample Peer Review Forms”. The Department of Medicine has a [Peer Observation website](#) with goals and guidelines for you to be successful.

Single lecture evaluations

This is for any didactic evaluations that you have received that don’t fit into the categories above.

Paragraph of evaluation comments

Up to a 250-word paragraph may be included including evaluation comments. This is a way to freeform a quick educational statement about your teaching activities.

Clinical Teaching

If you provide clinical teaching, you need to include the following evidence of your teaching effectiveness.

Clinical clerkship student evaluations

A one page summary is completed by OFAD using your clinical clerkship evaluation data.

GME- resident/fellow evaluations

OFAD will send you GME evaluation data. You are responsible for putting together a 1 page summary of the historical information.

Single lecture evaluations

This is for any clinical evaluations that you have received that don’t fit into the categories above.

Peer review of teaching (PRT)- Not required

Clinical peer reviews of teaching are not required for promotion. If you would like to include them, this is where you can.

Informal Teaching Evaluations

Informal teaching evaluations such as peer, student, and advisee letters. If including actual letters, indicate whether letters were solicited or unsolicited or are an established component of the department's process of evaluating teaching effectiveness.

Honors or awards you received demonstrating your teaching effectiveness.

Teaching Experience Examples

Teaching Table	Mentoring Training Table
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Service - Clinician Track Only

Service percent, description, metrics

- A. List percentage (%) of time spent on clinical effort including administrative and educational service directly related to clinical service. _____%
- B. Describe clinic and patient care responsibilities, and any administrative or educational service directly related to clinical service (up to 250 words).
- C. Describe how Candidate meets/exceeds departmental metrics for advancement in rank (up to 250 words).
- D. List percentage (%) of time spent in non-clinical service*. _____%

**Include % of non-clinical service effort: professional service i.e. editorships and manuscript reviewer/consultant activities; consultant positions; service to professional organizations (offices held, committee memberships, etc); university service: service at program, division, department, college, and all-university levels; other service: non-university, community service (ie: hospital committees, philanthropic organizations).*

Service Examples

To Associate Professor	To Professor
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External/Internal Review and Evaluation (Letters)

General criteria and guidelines

Why is this important?

External and internal reviewers are asked to assess your candidacy for promotion by reviewing key elements of your dossier. On the basis of this review, they write a letter detailing their opinion about your accomplishments in your field in comparison to your track's promotion criteria. Reviewers are asked to comment on the quality and significance of your work (in scholarship, clinical care, education, service) and on your reputation (regional, national, or international) within your discipline. These letters become an official part of your final dossier that is subsequently reviewed and voted on by the DOM faculty and by the Medical School Promotion and Tenure Committee.

Who solicits letters from reviewers?

The requests for letters must come directly from the division. The faculty member **is not allowed to contact** the external reviewers. Typically, division staff will send the request on behalf of the division director. OFAD provides draft solicitation letters to the division. OFAD also reviews the final version of these letters (with all required attachments) before they are sent to reviewers. This is done to ensure that letters are using the correct template, are referencing the correct track statement, and include all of the required dossier elements for review.

Who is an eligible reviewer?

General qualifications - All reviewers need to have, or have had, a position within academia. Exceptions can include those who are NIH staff or international experts in niche areas. The reviewer needs to be at least a faculty rank above the candidate's current rank.

External Arm's Length

These are reviewers from outside the University who ***do not have a current or previous professional relationship with you***. The objective of obtaining letters from external reviewers "at arms' length" is to solicit an objective, impartial assessment of your academic progress. They must have no conflicts of commitment or interest with respect to your evaluation.

[Definitions](#) of who qualifies as an "at arm's length" reviewer for promotion are set by the Medical School and University. Your relationships with external reviewers are carefully scrutinized by the Medical School Promotion and Tenure Committee. So, you should carefully read and follow the provided definitions when selecting your "at arm's length" reviewers:

An external reviewer MAY NOT be considered “at arm’s length” if any of the following are true:

- You and the reviewer were previously employed at the same institution at the same time (this restriction applies, even if you did not know each other during your overlapping employment).
- The reviewer played a major scientific professional role in your career, including:
 - Contributing to the scientific development or execution of a project with you in a substantive, measurable way (senior/key personnel, project/site/core director, collaborator, or consultant).
 - Co-authoring a manuscript, book, or other scholarly product with you.
 - Performing a major teaching role with you.
- The reviewer directed a training program in which you participated.
- The reviewer was a scientific or career mentor for you.
- The reviewer served on your thesis review committee.
- The reviewer employed you.
- The reviewer asked you to be on an editorial board.
- The reviewer shared patients with you, resulting in a close working relationship.
- You and the reviewer had a business relationship.
- You and the reviewer had a personal relationship.

An external reviewer MAY be considered “at arms length” if your relationship is limited to the following:

- You met and talked with the reviewer at professional meetings.
- You served with the reviewer in positions or on committees within professional societies.
- You served with the reviewer on regional/national review boards, panels, committees, or grant review groups (study sections).
- You gave a guest lecture or seminar at the reviewer’s institution.
- You hosted the reviewer for a seminar/visiting professorships (or conversely, the reviewer hosted you).
- The reviewer was editor of a journal that you submitted to or that you reviewed for.
- The reviewer evaluated for publication a manuscript that you authored/co-authored.
- The reviewer Invited you to present a paper at a conference they organized, or to write a chapter in a book they edited.

External Non-Arm’s Length

These are reviewers from outside the University who ***do have a current or previous professional relationship with you.*** No more than two external reviewers who are non-arm’s length can be asked to provide a letter.

Internal

These are reviewers internal to the University who know you well and can put your work in the context of the academic mission of the university. Internal reviewers must have a faculty appointment at the University of Minnesota and be at or above your proposed rank. The letter from the nominator (Division Director) can serve as one of these two internal reviewers. Faculty being promoted on the Clinician Track do not need internal reviewers and instead will provide a list of individuals from whom a 360 evaluation could be solicited.

Statements about relationship to faculty

The dossier must include a list of external reviewers and a list of internal reviewers (no internal reviewers are needed for Clinician Track) from whom letters were requested..

On the list of external reviewers, the following information must be provided for each reviewer:

- whether they are “arm’s length” or “non-arm’s length”
- their contact information and academic title; their current professional standing
- a description of the relationship of the candidate chosen from the list of relationship descriptions on this [document](#)

On the list of internal reviewers, the same information is included except their arm’s length status. The final report needs to include a list of reviewers who were asked and did not provide a review including the reason why they did not. Here is an [example list](#) for external reviewers.

Number of letters needed

1. Internal reviewers: 2 letters for Tenure track and Academic track; none required for Clinician track
2. External reviewers
 - a. Arm’s Length: 4 letters for Tenure track and Academic track, 2 letters for Clinician track
 - b. Non-Arm’s Length: 2 letters for Tenure, Academic, and Clinician track

360 Evaluations - Clinician Track only

As part of the promotion process on the Clinician Track, you will be asked to provide names of 14-19 evaluators who are familiar with your clinical work and can evaluate you based on the ACGME list of clinical competencies ([referenced in the Clinician Track statement](#)). There are no restrictions on who qualifies to be an evaluator (e.g., faculty, APP’s, admins, nurses, residents/fellows, etc) as long as they can comment on your competency. The Medical School Office of Faculty Affairs (MS-OFA) will randomly select a subset of names and contact them to evaluate your clinical competency.

Selected Reprints

The reprints selected should reflect peer-reviewed manuscripts in which you had a significant contribution. This is optional and not expected for Clinician track. The format for the list of reprints is the same as your annotated publication in your CV – bold your name, include journal impact factor, and detail your role in the publication.

Appendix

[Academic Track Dossier Template](#)

[Academic Track Promotion Criteria Grid- Overview](#)

[Academic Track Promotion Criteria Checklist – Clinical Scholarship Focus](#)

[Academic Track Promotion Criteria Checklist – Education Focus](#)

[Academic Track Promotion Criteria Checklist – Research Focus](#)

[Academic Track Promotion Requirements](#)

[Academic Track Statement](#)

[Clinician Track Dossier Template](#)

[Clinician Track Promotion Criteria Checklist](#)

[Clinician Track Statement](#)

[CV – Guide to using Works](#)

[CV – Works Template](#)

[CV – Medical School Template in Word format](#)

[External Review and Evaluation Procedures](#)

[External Reviewer Format Template](#)

Nomination Letter Templates for Division Director

- [Tenure and Academic Track](#)
- [Clinician Track](#)

[Teaching Experience and Effectiveness](#)

- [Lecture Evaluation Summary](#)
- [Mentoring Training Table](#)
- [Teaching Table](#)

[Tenured and Tenure Track Promotion Criteria 7.12 Statement](#)

[Tenured and Tenure Track Dossier Template](#)

Acknowledgements

Some of the information in this manual comes from existing resources developed by the Medical School Office of Faculty Affairs.

Feedback

This is a newly established Promotion Handbook. If you have feedback on improvements, please share via this [link](#).