**Criteria for Promotion to Professor with Greatest Assigned Effort in Teaching – Tenured**

**[Date]**

Toni M. Ganzel, M.D., M.B.A.

Dean, School of Medicine

University of Louisville

Dear Dr. Ganzel,

As Chair of **[Department]**, I am pleased to recommend the promotion of **[Faculty Member]** to tenured Professor of **[Department]**, effective **[Date]**. The eligible faculty vote was **[ ]**.

 **[Faculty Member]**’s work assignment over the past 5 years has averaged: **[%]**% Research, **[%]**% Service, and **[%]**% Teaching. Promotion to professor with tenure is based on excellence in teaching and proficiency in the additional areas of the work assignment, as well as scholarship in one area. Dr. **[Faculty Member]** meets the criteria as follows:

**Excellence in Teaching**

*Excellence in teaching is best demonstrated by a documented substantial teaching assignment with a major responsibility for (i.e., leadership role) a teaching program. Peer and supervisory reviews must support the rating of excellence. Reviews by the recipients (students or residents) must be obtained and should support the rating of excellence. Examples of evidence of excellence include: teaching awards, engaging in structured mentoring or advising activities, developing new instructional or curricular materials, evidence of learning (e.g., analysis of learner portfolios or critical incidents or results of pre- and post-teaching assessments of learning performance) and participation in interdisciplinary teaching efforts. Descriptions of the quantity and quality of these educator activities should demonstrate excellence.*

*For promotion to professor, extra-university leadership in teaching, curriculum development, advising/mentoring, educational leadership/administration, or learner assessment is required. This can be demonstrated by participation in extramural educational initiatives (examples: election or appointment to regional or national committees involved with teaching, curriculum development, advising/mentoring, educational leadership/administration, or learner assessment; invitations as a visiting professor for teaching activity; convening/chairing a national or regional conference focused on education; invitations to evaluate an educational activity at another institution; participation in subspecialty board review or test development committee; invitation to be an accreditation (AGME or LCME) site visitor.*

**Scholarship**

*In order to demonstrate scholarship of teaching, innovations in teaching (development of new methodologies or application of existing methodologies in a new way), curriculum, student advising/mentoring, leadership/administration, or student assessment, are expected annually, as is the dissemination and peer acceptance of them. The majority of peer acceptance must be through traditional peer-review publications in the area of teaching and adult learning. The individual must present instructional innovations/findings, on average annually, at national forums.*

*For promotion to professor, there must be national/international recognition in a focused area of teaching expertise that is demonstrated by such evidence as leadership roles in national forums, consultations at other universities, serving as a reviewer or editor, or invitations to speak. Extramural letters should support national/international recognition.*

**[Document how excellence and scholarship is demonstrated, showing how *each* of the criteria are met]**

**Proficiency in Service**

***All service activities including clinical service, non-clinical/community service and service to research can be combined to demonstrate proficiency in service***

*Documented service assignment (clinical, non-clinical/community and/or service to research) and satisfactory peer and supervisory reviews of the service. Reviews by the recipients of the service must be obtained and document proficiency. Significant non-departmental administrative assignments that serve a broader function in the School of Medicine or university (e.g., department chair, assistant, associate, or vice deans, etc.) should be included in the department promotion, tenure or periodic career review. Non-departmental administrative activities should be reviewed independently of the department review by the candidate’s appropriate supervisor(s) and sent to the department for inclusion in its review. Examples or recipients of the service include but not limited to referring physicians, patients, community organizations, local, regional or national organizations, mentees, research colleagues.*

**[Document how proficiency in one or more areas of service is demonstrated]**

**Proficiency in Research**

*Proficiency in research is best evidenced by regular dissemination of original research findings (on average, at least annual dissemination with a 20% work assignment) the majority of which should be through traditional peer-reviewed nationally-recognized publications. For those with a work assignment in research of less than 20% at least one peer-reviewed publication (or other evidence of dissemination of knowledge) during the period of review is required.* ***(0% work assignment indicates that research productivity is not required)***

**[Document how proficiency is demonstrated]**

**Extramural Evaluations**

**[Document the relationship of extramural evaluators to the University and the candidate. The relationships must be clearly stated along with certification of the professional expertise and objectivity of the evaluators]**

In summary, **[Faculty Member]** has demonstrated excellence in teaching, proficiency in service and research, and scholarship in one area. I am pleased to endorse the recommendation of the **[department]** and give my strong support for the promotion of **[Faculty Member]** to tenured Professor of **[department]**.

Sincerely,

**[Chair]**

Professor and Chairman

Department of **[Department]**