**Criteria for Promotion to Associate Professor with Greatest Assigned Effort in Service – and Tenure**

**[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 Associate Professor of **[Department]**, effective **[Date]**, with tenure effective **[Date]**. The eligible faculty vote was **[ ].**

**[Faculty Member]**’s work assignment over the past 5 years has averaged: **[%]**% Research, **[%]**% Clinical Service, **[%]**% Community Service, and **[%]**% Teaching. Promotion to Associate Professor with tenure is based on excellence in clinical service 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 Service**

*Excellence in service is best documented by a substantial assignment in clinical service, service to research, and/or a non-clinical/community and a major responsibility (i.e., leadership role) in a clinical service, service to research, and/or non-clinical/community program.*

**Scholarship**

*Innovations in service (development of new protocols, new clinical, non-clinical/community or service to research programs or the expansion of existing programs); documentation of peer acceptance of scholarship through peer-review publications in any area of service; extramurally funded clinical initiatives, non-clinical/community initiatives, or service to research efforts; presentation of innovations/findings, on-average annually, in national forums.*

**[Document how excellence and scholarship are each demonstrated.]**

**Proficiency in Teaching**

*Proficiency in teaching is best demonstrated by a documented teaching assignment and satisfactory supervisory, peer, and learner reviews. Evidence of proficiency includes direct teaching and the creation of instructional materials to be used in one’s own teaching. Examples of direct teaching include lectures, workshops, small group facilitation, ward attending, precepting, demonstration of procedural skills, facilitation of online courses, and formative feedback. Evidence of proficiency may also include structured mentoring, 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 learner performance) and participation in interdisciplinary teaching efforts.*

 **[Document how proficiency 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.*

**[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 service, proficiency in teaching and research, and scholarship in **[scholarship area]**. I am pleased to endorse the recommendation of the **[department]** and give my strong support for the promotion of **[Faculty Member]** to Associate Professor of **[department]** with tenure.

Sincerely,

**[Chair]**

Professor and Chairman

Department of **[Department]**

 9/2017