**Criteria for Promotion to Professor with Greatest Assigned Effort in Research – Term**

**[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 Professor of **[Department]**, Term Track, 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 (Term) is based on excellence in research and proficiency in the additional areas of the work assignment, as well as annual scholarly activity. Dr. **[Faculty Member]** meets the criteria as follows:

**Excellence in Research**

*Excellence in research requires a major responsibility for an independent research program. This includes current extramural funding, with federal funding as PI preferred. Alternatively, nationally peer-reviewed funding via multi-year significant grants as PI may be acceptable. Publication (on average, annually) of original research findings in nationally-recognized peer-reviewed journals as major author is required.*

*For**promotion to professor, the candidate is required to have current and sustained extramural funding.*

*The candidate must have national/international recognition in a focused area of research expertise that is demonstrated in extramural letters and evidenced by activities such as leadership roles in national forums, service as an editor or reviewer, or invitations to speak.*

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

**Scholarly Activity**

*Scholarly activity must be demonstrated regularly (i.e., on average annually) for a satisfactory periodic career review for tenured faculty and for the promotion of term faculty to the rank of associate professor or professor. Scholarly activity is defined as those activities in which faculty take a scholarly approach to education, service, or research activities. These occur when faculty systematically design, implement, access, or redesign educational, service, or research*activities *(See PAT Criteria Summary document page 12 for examples)*

**[Document how scholarly activity 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 research, with proficiency in teaching and service as well as annual scholarly activity. I am pleased to endorse the recommendation of the **[department]** and give my strong support for the promotion of **[Faculty Member]** to Professor of **[department]**.

Sincerely,

**[Chair]**

Professor and Chairman

Department of **[Department]**