**Criteria for Promotion to Professor with Greatest Assigned Effort in Service – 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, **[%]**% Clinical Service, **[%]**% Community Service, and **[%]**% Teaching. Promotion to professor with tenure is based on excellence in 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 demonstrated by a substantial assignment in clinical service, service to research, and/or non-clinical/community service and a major responsibility (i.e., leadership role) in a clinical program, service to research and/or non-clinical/community service. Candidate must also demonstrate scholarship in one area.*

*In addition to meeting the criteria for promotion to associate professor, the candidate should have an established national/international recognition in a focused area of service expertise that is evidenced in extramural letters and extra-university leadership.*

*Note: Extra-university leadership in service must be demonstrated. Examples of extra-university leadership in clinical and/or non-clinical/community service include but are not limited to: election to national committees, invitations as a visiting professor for clinical activity, participation in subspecialty board review or test development committee, invitation to be an accreditation [ACGME or LCME] site visitor or leadership in extra-university clinical or non-clinical/community initiatives, leadership roles in national forums, or invitations to speak nationally or internationally. With respect to participation in clinical trials, there should be evidence of an extra-university leadership role.*

*Examples of extra-university leadership in service to research include but are not limited to: leadership or critical participation on funded multi-site projects (regional, national, international), and participation in national grant reviews, study sections or editorial boards*

**[Document how excellence and extra-university leadership in service are each demonstrated]**

**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 a national forum.*

**[Document how scholarship 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 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 Evalutions**

**[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 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]**