**Criteria for Promotion to Professor with Greatest Assigned Effort in Service – 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, **[%]**% Clinical Service, **[%]**% Community Service, and **[%]**% Teaching. Promotion to professor (Term) is based on excellence in service 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 Service**

*Excellence in service is best demonstrated 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.*

*For promotion to professor,* *extra-university leadership in service must be demonstrated. Examples include participation in extra-university clinical initiatives. Examples 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 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. (****0% work assignment indicates that research productivity is not required****)*

**[Document how proficiency is demonstrated]**

**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 annual 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 service, with proficiency in teaching and research, 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]**