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

**[Document how excellence and extramural leadership in teaching 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 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]**

**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 teaching, with proficiency in service 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]**