***(Greyed out boxes contain instructions/definitions and should be deleted prior to submission)***

Personal Statement – (Name Goes Here)

For consideration for promotion from Associate Professor to Professor of (department name) (Term track), with demonstration of excellence in Service. My average work assignment (date range) is \_\_% service, \_\_% teaching, and \_\_% research.

Summary of major accomplishments during the period of review (2-3 paragraphs limit)

**Excellence in Service (\_\_%) (include the total percentage for all service areas)**

***All service activities including clinical service, non-clinical/community service and service to research can be combined to demonstrate excellence or proficiency in service. Complete all service areas below that apply to Excellence in Service***

Documented clinical service, service to research, and/or a non-clinical/community assignment and a major responsibility (i.e., leadership role) in a clinical service, service to research, and/or non-clinical/community program.

# Clinical Service (\_\_%)

*Measurably and significantly improved the clinical service program. Measures of improvement include obtaining funding support for the program through contracts, significantly increased clinical productivity; evidence of significantly increased clinical-service-related collaborative partnerships with the community; evidence of improved health care outcomes, evidence of significantly increased cost effectiveness of the program (for example, improved clinic efficiencies); introduction of new technologies, methods or procedures that contribute to improved health care outcomes; or evidence of a significant contribution to improved public health*

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# Non-Clinical /CommunityService (\_\_%)

*Measurably and significantly improved the non-clinical/community service program. Measures of improvement in non-clinical/community service include but are not limited to development of anti-racism programs, successful revision of course materials and instructional methods to incorporate antiracism and social justice to content to transition curriculum to a post-racial framework and methodology, presentations for SOM social justice-antiracism forums, improved quality, quantity and/or outcomes of mentoring activities, improved community health care outcomes, documented improvements due to administrative assignments related to clinical work, development or implementation of policies or programs involving local, regional, national, and/or international organizations*

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# Service to Research (\_\_%)

*Measurably and significantly improved the service to research program. Measures of improvement in service to research include but are not limited to a significant participation in obtaining funding for the program through contracts or grants, development of new research programs, or increased research productivity of the program including scientific presentations and nationally recognized (e.g., included in PubMed) peer-reviewed publications.*

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**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.*

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# Proficiency in Teaching (\_\_%)

*Documented teaching assignment including teaching associated with community-engaged teaching. Teaching includes activities that foster learning and critical thinking skills. Examples of direct teaching include lectures, workshops, small group facilitation, precepting, demonstration of procedural skills, and facilitation of on-line courses. Evidence of proficiency may include structured mentoring, advising activities, developing new instructional or curricular materials, evidence of learning, and participating in interdisciplinary teaching efforts.*

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# Proficiency in Research (\_\_%) (if applicable)

*Documented research assignment including community-engaged research is best evidenced by regular dissemination of research findings (on average, at least annual publication for those with a > 20% work assignment), the majority of which should be through traditional peer-reviewed publications. For those with a work assignment in research of < 20%, at least one peer-reviewed publication (or other evidence of dissemination of knowledge) during the period of review (****0% work assignment indicates that research productivity is not required****)*

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# Scholarly Activities (required of all term promotions; may duplicate items above)

*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)*

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