***(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) Tenured with demonstration of excellence in Teaching. My average work assignment (date range) is \_\_% teaching, \_\_% service, and \_\_% research.

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

# Excellence in Teaching (\_\_%)

*Documented substantial teaching assignment, including teaching associated with community-engaged teaching is best demonstrated by a major responsibility for (i.e., leadership role) a teaching program. Description of the faculty member’s role for a teaching program must include concise descriptions of the frequency and duration of the responsibility, outcomes, and evaluations of the outcomes. Examples include, but not limited to: teaching awards, engaging in structured mentoring or advising activities, developing new instructional or curricular materials, evidence of learning and critical thinking skills, participation in interdisciplinary teaching efforts, and being an author on a book chapter may all be considered. Descriptions of the quantity and quality of these educator activities should demonstrate excellence.*



**FOR PROMOTION TO PROFESSOR:**

*Extra-university recognition in teaching, curriculum development, advising/mentoring, educational leadership/administration, or learner assessment must be demonstrated. Examples include 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 critically appraise or evaluate an educational activity at another institution; participation in subspecialty board review or test development committee; invitation to be an accreditation [ACGME or LCME] site visitor). Extra-university recognition should be evidenced in extramural letters.*



# 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.*



# Proficiency in Research

*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)*



# Scholarship

*Scholarship in Teaching requires innovations in teaching (development of new methodologies or application of existing methodologies in a new way), curriculum, student advising/mentoring, leadership/administration, or student assessment, are expected annually, as is the dissemination and peer acceptance of them. Documentation of peer acceptance of scholarship through peer-review publications in the area of scholarship of teaching and adult learning is required. Intramural or extramural funding for teaching initiatives or extramural funding for research effort, and presentation of instructional innovations/findings, on average annually, at national forums are required. Emerging regional/national recognition in a focused area of teaching expertise that is evidenced in extramural letters*