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

Personal Statement – (Name Goes Here)

For consideration of satisfactory Periodic Career Review in Department of (department name), with demonstration of excellence in Research. My average work assignment (date range) is \_\_% research, \_\_% teaching, and \_\_% service.

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

# Excellence in Research (\_\_%)

*Major responsibility for an independent research program (e.g. principal investigator on a grant) or a documented leadership role in a collaborative research effort. This includes current extramural funding, with federal funding as principal investigator, including principal investigator on a multi-principal investigator grant, preferred. Alternatively, nationally peer-reviewed funding via multi-year significant grants as principal investigator may be acceptable (e.g., American Heart Association, American Diabetes Association) o Note: a leadership role on federally funded entrepreneurial peer-reviewed grants or contracts for technology development linked to U of L, and of demonstrable value to the University, can be considered as contributing to excellence in research, but is not, alone, sufficient to meet these criteria. Regular publication (on average, at least annually) of original research in peer-reviewed media as a major author (first, senior, or corresponding author) Note: The successful acquisition of patents can be considered evidence of excellence in research, however dissemination in peer-reviewed media is preferred and must constitute the majority of the documentation of peer acceptance. Evidence of excellence in community-engaged research includes non-academic publications and presentations, recognition, citations and awards, and a description of involvement of partners/students in these outputs.*

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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 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.*

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# Scholarly Activity (required of all Periodic Career Reviews; 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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