

Suggestions for Personal Statement for Faculty Promotion consideration

Purpose:

The purpose of the Personal Statement is to connect your contributions and how they are instrumental for your success as a faculty member and the impact they have on the strategic vision of the school.

Length of the Document:

Overall, length will depend on the candidate's experience, time in rank and the academic rank for which s/he/they are being considered. Generally, these statements should be kept short and organized, ranging from two-pages to no more than five single-spaced pages in length. Those that are less than two pages can be misinterpreted as lacking substance or not demonstrating that the candidate comprehends the value or importance of an academic appointment at the HOSOD. Equally so, do not drag for pages repeating information previously stated and/or in the CV. A succinct-, well-organized document, rather than a more conversational one will be appreciated by the readers.

Embracing accomplishments:

Faculty can have misgivings about describing their accomplishments, as it may be seen as bragging. Stating the metrics of your accomplishments in the rank you hold, over the period of your appointment is the goal. The reader should see a match between your personal statement, your CV and your yearly reviews since the last promotion or appointment.

The writer should describe their accomplishments for demonstrating excellence in the track in which they are primarily appointed.

The writer should describe their accomplishments in service at the level of the school as well as university service. If relevant, describe your accomplishments in other academic areas. Service to the community is also appropriate. Some may provide leadership at local, state, or national professional levels. The candidate should provide an explanation of how their contributions to service and direction of courses and/or programs are important to the HOSOD and its strategic vision. If applicable, please include contributions at the state or national levels. This can include outside professional activities such as service to scientific and professional organizations, federal programs (NIH, NSF, CDC, DOD, DOE, etc.), and editorial responsibilities.

Training, experience, and continuing education:

The document can also highlight features of a candidate's professional training, experience, continuing education and/or retraining that facilitated achieving their stated goals and plans.

The information you provide should not simply repeat information available in the candidate's curriculum vitae. Provide a framework for your activities so that a third person reviewing can appreciate the value contributed.

Teaching and mentoring:

It is expected that the goal for all faculty members is to provide excellence in teaching and mentoring for students, residents, and/or fellows, and, for more senior faculty, this may also include mentoring junior faculty colleagues. The candidate should summarize their accomplishments in these areas and discuss their area of teaching/mentoring emphasis and goals. They should present specific examples of how they have advanced the trainee/mentee experience in their area of emphasis, and how they have developed as a teacher and as a mentor. If the candidate is developing or improving educational programs (e.g., activities, seminar and other activities that lift students/resident/ graduate students by offering special focus journal clubs, initiating new courses, implementing new teaching methods), these activities should be described.