



Crafting a Personal statement

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Remember Your Audience

- OHSU P&T Committee is composed of School of Medicine Faculty from all departments.
- The audience will not necessarily know the unique aspects of your niche and so explain things in clear and basic terms.

Structure

- Introduction paragraph
- 3 body paragraphs – put “strongest” domain first
 - Teaching
 - Service
 - Scholarship
- Conclusion



Introduction

- One paragraph
- Components
 - Brief background about education, positions, and length of time in current rank
 - Describe level of accomplish in the the three areas and rank that you are applying for
 - Teaching (satisfactory, substantial, outstanding)
 - Service (satisfactory, substantial, outstanding)
 - Scholarship (satisfactory, substantial, outstanding)
- Example
 - Dear OHSU P&T Committee:
 - I respectfully request consideration for promotion to Associate Professor of Medicine. I believe my contributions to teaching are substantial, service is satisfactory, and scholarship are satisfactory. I have been in my current rank of Assistant Professor for 7 years.

Body of Letter

- Structure should include 3 sections based on P&T categories.
- Strongest category should go first
 - Length guideline: 1- 1 ½ pages for the strongest category
 - +/- ½ page for the other P&T categories
- Provide structure to each P&T category with section headers of scholarship, teaching, and service



Appendix B- your BFF during P&T

APPENDIX B – Reference Guidelines for Promotion & Tenure

	Satisfactory	Substantial	Outstanding
Scholarship Research Excellence	<ul style="list-style-type: none"> Individually or as a team, peer-reviewed high quality publications Original work: theoretical, applied Inventions, methodology advances Individual or collaborative local or institutional funding Mentored career development award Serve as a journal reviewer Local or state peer presentations Dissemination of curriculum through peer reviewed abstracts and curriculum repositories Participate in creation of clinical guidelines or clinical evidence reviews 	<ul style="list-style-type: none"> Continuing individual or collaborative publications in peer-reviewed journals of high quality with substantial role Develop new methods or tools that add to research capacity in one or more fields Develop and disseminate innovative learner assessment tools Achieve independent funding Obtain funding for collaborative efforts Be invited to present work at regional level Lead Departmental research program Journal reviewer or editorial board member National grant reviewer (NIH, NSF, VA, etc.) Peer-reviewed publication of educational materials in journals or repositories Leadership role in the creation/dissemination of clinical guidelines or evidence reviews, implemented regionally 	<ul style="list-style-type: none"> Scholarship recognized at the national and international level Maintain sustained extramural funding in independent or collaborative grants Member of professional society committees Leadership, innovation in collaborative research Develop industry partnerships, patents, disclosures, licenses Leadership and innovation in the development of educational materials disseminated and used at other institutions Leadership roles in national scientific committees, organizations National or international invited presentations National recognition/awards from professional or public groups National implementation of clinical guidelines or evidence reviews
Teaching Educational Excellence	<ul style="list-style-type: none"> Teaching at a level typical for peers (lectures, labs, small groups, clinic/ward, supervising research) Satisfactory or better evaluations Mentees complete program, participate in presentations & publications, and accomplish goals Serve on departmental educational committees Participate in learner assessment at a level typical for peers 	<ul style="list-style-type: none"> Sustained (years) teaching at a level greater than peers Course or departmental teaching awards Consistently excellent evaluations from peers Invitations to teach in other departments Significant role in innovative curriculum/course design Improved outcomes due to curricular change National accreditation of new training program Mentees with significant accomplishments, awards Participate in developing effective mentoring activities, lead improving department mentoring Sustained service: institutional education committees Course program director, Department educational leadership Develop, implement innovative assessment tools 	<ul style="list-style-type: none"> Institutional, regional or national teaching awards Consistently excellent learner, course director, peer evaluations Peer-reviewed dissemination of educational materials in journals or national curriculum repositories Regional/national presentation of instructional materials or curriculum Instructional materials disseminated and used at other institutions Invitations to provide curriculum consultation to other institutions Quantity of mentoring exceeding most peers with evidence of mentoring effectiveness as measured by mentees' accomplishments Mentoring consultant to other departments or leads initiatives to improve mentoring in the institution Multiple sustained educational leadership roles in the institution Leadership roles in national educational organizations
Service Clinical Excellence	<ul style="list-style-type: none"> Membership on departmental committees at level of peers Membership on institutional committees Participation in educational, scientific, healthcare related community organizations Journal reviewer Multi-center collaborative clinical research studies Clinical service at a level commensurate with clinical FTE Satisfactory or better evaluations for clinical performance Participate in the development of innovative, clinical initiatives or shared scientific resources Local or state presentations 	<ul style="list-style-type: none"> Leadership of departmental committees Institutional committee service sustained over years Leadership of educational, scientific or healthcare community organization Lead department clinical, educational, research program Leads development of a new institutional shared scientific resource Leadership in regional committees/organizations, or active membership nationally with an impact level greater than peers National credentialing activity (board exam questions) Clinical Expertise recognized awarded locally or regionally Regional presentations (within Oregon or the Northwest) Lead development of innovative clinical initiatives Receive institutional funding for innovative or complex clinical initiatives or shared scientific resources Participate in practice initiatives that demonstrate an impact on quality Collaborate in initiation of effective, innovative interdisciplinary practice-related activities 	<ul style="list-style-type: none"> institutional high-intensity committee service at a level significantly greater than peers and/or serve as committee chair National reputation for leadership activities in educational, scientific or healthcare related community organizations Multiple sustained administrative leadership roles in the institution Leadership roles in national committees/organizations Membership on interdisciplinary health care-related work groups or committees at the national level Receive national recognition/awards for clinical expertise from professional and public groups National or international level presentations of novel synthesis of knowledge or new techniques and/or procedures Invitations for clinical program consultation to other institutions Produce innovative clinical programs that are disseminated and serve as models for other institutions Obtain external funding for practice innovations, new clinical initiatives or innovative or complex shared scientific resources

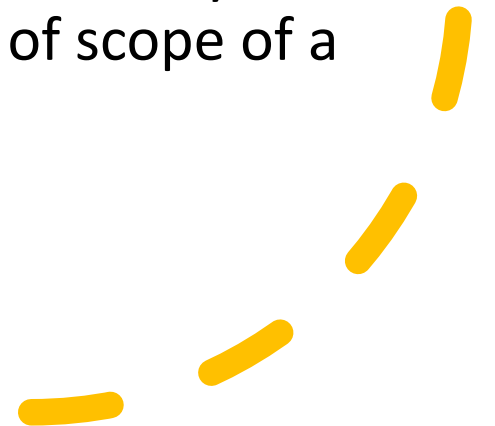
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Use the P&T language in Personal Statement

- Select which bullets from Appendix B your work meets
 - Identify what you have done that fulfills this criteria for promotion
 - Can use bullet in personal statement
 - Provide a narrative and describe your impact that meets the Appendix B bullet
- Remember audience
 - Explain things that might not be universally known (research terms, definition of scope of a national committee, etc.)
 - Define your abbreviations



Teaching- Outstanding (example)

- **Teaching (Substantial- 3 points)**

- In review of the OHSU Guidelines for Promotion and Tenure, I believe that I have met or exceeded the following representative outstanding contributions to teaching;
- Consistently excellent learner, course director, peer evaluations (Appendix B language)

As is evident by my attached Educators Portfolio, I continue to receive high evaluative scores from student, resident, and peer learners for my high volume of clinical and didactic teaching activities. Student, intern and resident evaluations have included superlative comments attesting to my teaching skills. I have similarly received consistently high evaluative scores from participants in the many regional and national workshop presentations I have delivered. I have been invited by the Stanford Faculty Development Program in Clinical Teaching course directors to be visiting faculty every year since I completed this training as a trainee in 2005. Course directors and trainees routinely give me verbal and written feedback on my effectiveness at teaching the feedback session of this course, my success evident by return invitations to Palo Alto x 7 years. Last year, I was invited by faculty at the Cleveland Clinic and Beth Israel Deaconess medical centers to join the faculty of a national leadership development course, and received excellent evaluations. A return invitation to be faculty for the course in 2019 is a testament to my success as perceived by the course directors.

Conclusion Paragraph

- Summarize your statement and re-affirm your assessment
- Example:
 - In summary, based on the above noted contributions to teaching (Substantial), service (Satisfactory), and Scholarship (Satisfactory), I respectfully submit my application for consideration of promotion to Associate Professor of Medicine .

Length

- Total length guidelines:
 - Assistant → Associate Professor, 3 pages
 - Associate → Professor, 3-5 pages
- Remember reviewers are BUSY
“Just the Facts”



Stylistic Recommendations

- Explain unusual aspects of your job not evident in your CV or Educator's Portfolio
- Demonstrate the impact of your work locally, regionally, or nationally with examples
- Scholarship – explain impact thoroughly and particularly when not in traditional peer reviewed journals
- Use the language of the OHSU Appendix B guidelines to promote understanding for committee
- Each section should **justify** your assessment and **sell** the reader on why you meet the criteria

Things to Avoid

- Do not reiterate your CV (instead tell your story by giving highlights and explaining the importance of your work)
- Avoid rambling and regurgitation – can use bullet points instead of story if easier to convey your ideas
- Do not double dip (use the same work in 2 categories such as teaching and service)
- Avoid bitterness and politics of the institution and department
- Do not assume that the reader knows abbreviations or highly technical terms
- Do not be modest but do not oversell your work
- Do not submit without a mentor or colleague (someone at the same or higher faculty rank to that which you are pursuing) reviewing your statement