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.
• 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 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.
• 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

### Teaching
- Consistent teaching effectiveness over a minimum of three years.
- Consistent student evaluations.
- Continuous demonstration of teaching excellence and innovation.
- Significant contributions to curriculum or course development.
- Establishment of effective teaching innovations or learning resources.

### Scholarship
- Consistency in publication.
- Authorship of substantial scholarly work.
- Consistent scholarly performance in relevant fields.
- Active participation in scholarly activities and organizations.
- Leadership and management roles in scientific, scholarly, or educational organizations.

### Service
- Consistent leadership roles in professional organizations.
- Leadership and management roles in educational, scholarly, or professional organizations.
- Significant contributions to the development of innovative, scholarly, or educational resources.
- Leadership or management roles in scholarly, educational, or professional organizations.
- Recognition of leadership or management roles in scholarly, educational, or professional organizations.

### Reference Guidelines for Promotion & Tenure

<table>
<thead>
<tr>
<th>Section</th>
<th>Appendix B</th>
<th>Reference Guidelines for Promotion &amp; Tenure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td></td>
<td>Consistently demonstrated teaching excellence over a minimum of three years.</td>
</tr>
<tr>
<td>Scholarship</td>
<td></td>
<td>Consistent publication and recognition of scholarly work.</td>
</tr>
<tr>
<td>Service</td>
<td></td>
<td>Consistent leadership and management roles.</td>
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</tbody>
</table>

### Criteria
- Consistent growth in student evaluations.
- Continuous demonstration of teaching excellence and innovation.
- Significant contributions to curriculum or course development.
- Establishment of effective teaching innovations or learning resources.
- Leadership and management roles in scholarly, educational, or professional organizations.
# APPENDIX B – Reference Guidelines for Promotion & Tenure

## Scholarship Excellence

<table>
<thead>
<tr>
<th>Satisfactory</th>
<th>Substantial</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Individually or as a team, peer-reviewed high quality publications</td>
<td>• Continuing individual or collaborative publications</td>
<td>• Scholarship recognized at the national and international level</td>
</tr>
<tr>
<td>• Original work: theoretical, applied</td>
<td>• in peer-reviewed journals of high quality with substantial role</td>
<td>• Maintain sustained extramural funding in independent or collaborative grants</td>
</tr>
<tr>
<td>• Inventions, methodology advances</td>
<td>• Develop new methods or tools that add to research capacity in one or more fields</td>
<td>• Member of professional society committees</td>
</tr>
<tr>
<td>• Individual or collaborative local or institutional funding</td>
<td>• Develop and disseminate innovative learner assessment tools</td>
<td>• Leadership, innovation in collaborative research</td>
</tr>
<tr>
<td>• Mentored career development award</td>
<td>• Achieve independent funding</td>
<td>• Develop industry partnerships, patents, disclosures, licenses</td>
</tr>
<tr>
<td>• Serve as a journal reviewer</td>
<td>• Obtain funding for collaborative efforts</td>
<td>• Leadership and innovation in the development of educational materials disseminated and used at other institutions</td>
</tr>
<tr>
<td>• Local or state peer presentations</td>
<td>• Be invited to present work at regional level</td>
<td>• Leadership roles in national scientific committees, organizations</td>
</tr>
<tr>
<td>• Dissemination of curriculum through peer reviewed abstracts and curriculum repositories</td>
<td>• Lead Departmental research program</td>
<td>• National or international Invited presentations</td>
</tr>
<tr>
<td>• Participate in creation of clinical guidelines or clinical evidence reviews</td>
<td>• Journal reviewer or editorial board member</td>
<td>• National recognition/awards from professional or public groups</td>
</tr>
<tr>
<td>• Peer-reviewed publication of educational materials in journals or repositories</td>
<td>• National grant reviewer (NIH, NSF, VA, etc.)</td>
<td>• National implementation of clinical guidelines or evidence reviews</td>
</tr>
</tbody>
</table>
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