

## Guidance on the Personal Statement for Faculty on “at CUMC” Track 2018

### Preamble:

The personal statement should be the narrative support of the CUMC enhanced CV. It allows faculty to capture the impact and value of their work at CUMC.

### Format and Guidance:

The personal statement should be no longer than 2-3 pages.

The personal statement should include the following:

1. Describe the significance of your work, including accomplishments and awards/honors. How you built success and how you measure that success and how that impacts your clinical practice.
2. Describe accomplishments at CUMC, in the greater NY area, and if relevant, nationally/internationally.
3. By area(s) of focus: clinical, research, education - and how these aspects fit together
4. Special clinical and academic training you have obtained
5. Focus on your strength(s) and contributions to CUMC
6. Short-term and long-term goals as a clinician

### Identify your area(s) of focus and discuss achievements of having met the criteria for advancement by rank (*more below*):

- Quantity, quality, significance and impact
- Highlight accomplishments rather than promise
- Describe your leadership roles

### Include your activities in the other areas of focus

#### Consider the following in preparing your Personal Statement:

- State your goals and accomplishments, aligned with your area(s) of focus.
- How do you define yourself? Start with the most important part of your job and end with a short summary.
- Tell your story in the 1st person
- Use active voice, not passive voice
- What has been your impact on your field, department, university, community?
- Express yourself in a way that members of a school-wide promotion committee will be able to appreciate the importance of your work.
- Cover the high points — don't go into too much detail on any one point (unless there is a major accomplishment and award/honor you want to highlight).
- For some people, recording a summary of each of their academic accomplishments may help them to frame the narrative.

**Avoid non-academic issues or criticisms:** Hard-luck stories, personal/health issues, clinical load, inequities in teaching or staff support, length of time spent in a project.

### Sample Intro statement:

“...I was appointed as [Assistant Professor] of XXX Dept., effective July 1, 20xx, with primary area of focus of XXX (and 1-2 others, if applicable). Here I outline my activities and achievements since that time in that area(s) in support of my promotion to [Associate] Professor of XXX, as well as activities in [other areas of focus].

## **Area(s) of focus:**

### **Clinical – Public health interventions:**

- Clinical expertise developed or public health intervention(s) launched
- Any clinical programs expanded or established: focus, scope, capacity, metrics – magnitude, feedback, scholarly reports, etc.
- Clinical competence is harder to describe and judge (e.g. mention peer recognition, outcomes, national benchmark comparison, other)

Example: "... I continue to develop my practice in cardiac disease by collaborating with faculty in Anesthesia and Radiology to integrate X, Y, Z approaches to increase clinical impact/safety of cardiac therapy. To provide the latest treatment to patients with cardiac disease, I attended a course that has certified me to incorporate [coursework]. Evolution of my clinical expertise in cardiology [something specific] has blended well with my recent academic activity including publications, Editorial membership, and membership to The American Society of [professional group] as outlined below..."

### **Education:**

If applicable, include educational efforts, mentoring and how that has impacted your clinical role.

- Innovation in approach to classroom or pedagogy.
- Provide summary of teaching activity (quantity and quality), # courses, lectures, labs, discussion sessions, one-on-one teaching, # of teaching clinics per month etc.
- Summary of teaching evaluation scores (mean score/scale maximum) for didactic, ward, consult clinic evaluations, OR teaching, etc.
- Output: curricula, novel approach to teaching
- Evaluation and metrics of your success, capability, leadership, recognition
- Teaching awards, mentoring of students, residents, fellows, leadership positions for training programs, etc.

Example: "... With Dr. XX, [title], I designed and serve as the Co-director of the [program for the 4-week [training or teaching] Module. I participated in the [name] Task Force, core group of medical, radiology and pathology faculty to provide comprehensive instruction on ... This program serves as a valuable tool for preparing residents towards a career in [something]..."

### **Mentoring:**

- State the number each of faculty, trainees and students you are/have mentored
- Specify the context – projects or more generic goals (e.g. developmental)
- Mention if your mentoring had a considerable impact on a specific person/people's academic development and/or productivity

### **Research:**

- Number and role on publications
- Impact on the field
- Number, source, size (amount and number of years) of grant funding, both internal and external, role on grants

- Research awards

**Institutional/Regional/National Service:**

- Major administrative/committee responsibilities
- Service locally for the department/school/university, or hospital
- List work done nationally and internationally, particularly leadership roles.
- Lectures as outreach for dissemination of knowledge
- Service on Editorial Boards, reviewer committees

**Metrics** – examples:

- Programs developed and their importance, capacity, numbers of students/trainees/patients served
- Creative work: textbook, periodical editor, multimedia publications, educational materials (e.g. syllabi)
- Number of publications during period of review (divided into original, reviews, editorials, etc.)