

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

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The personal statement should be a narrative support of the CUIMC enhanced CV. It allows faculty to capture the impact, value and direction of their professional contributions, as well as to synthesize their interests, progression and achievements in a chronological or thematic narrative.

Format and Guidance

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

Organization:

- Introduce yourself
 - Main area(s) of focus
 - Executive summary of your strengths
- Activities
- Leadership
- Prominent area(s) of focus
- Teaching and Mentorship
- Other contributions
- Future goals

Content:

1. Describe the significance of your work, including accomplishments and recognition by others (awards, honors, other). (AAMC: *What you do and why you do it.*)
2. How you built success, by what metrics you measure success from your academic contributions, and how they impact your activities and goals
3. Special clinical and academic training you have obtained
4. Focus on your strength(s)
5. Describe accomplishments and impact in your department, at CUIMC, in the greater NY area, nationally, internationally, in the community as applicable.
6. Area(s) of focus: clinical/public health, research, education
 - a. How these aspects may be synergistic
7. Metrics to measure academic contributions in area(s) of focus
8. Short-term and long-term future goals as a professional

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

What to include:

- Elaborate on facts by providing rationale for your career decisions (Why? How?)
- Include your activities in the other areas of focus, if applicable.
- Reflect and integrate content of relevant sections of your CV, not repetition.

Area(s) of focus, as appropriate to you:

1. Education:

- Innovation in, approach to and/or output in classroom or less formal teaching, mentoring or pedagogy.
- Evaluation and metrics of your success, capability, leadership, recognition

2. Clinical/Public Health Interventions:

- Clinical expertise developed or public health intervention(s) launched
- Clinical programs expanded or established: focus, scope, capacity, metrics: magnitude, feedback, scholarly reports, etc.

3. Research:

- Themes, major collaborators
- Impact on the field

Metrics:

- Summarize past and present scholarly and educational activities within area(s) of focus.
- Consider quantity, quality, significance, impact (including direct impact and directions(s) boosted)
- Examples:
 - The importance of program(s) or research, capacity and metrics of impact, e.g. by numbers of or impact on patients, students/trainees, community, publications
 - Original work: textbook, periodical editor, multimedia publications, educational materials (e.g. syllabi)

Consider these aspects:

- 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 using an active voice
- Cover the high points, avoiding too much detail on any one point (unless you want to highlight a major accomplishment, award or honor)
- Describe your unique work, collaborations and/or multi-disciplinary approaches
- Take credit for what you have accomplished, while appropriately acknowledging and giving credit to collaborative efforts
- Ensure that members of a school-wide promotion committee and external referees will appreciate the importance of your work

Clarifications:

- Information that does not fit neatly into CV (e.g. activities underway)
- Can briefly clarify minor or major transitions, such as:
 - Previous positions
 - Rationale for career decisions and the subsequent change in focus
 - Gaps in productivity or leave of absence

Avoid non-academic issues or criticisms: Omit hard-luck stories, personal or health issues, clinical load, inequities in teaching or staff support, length of time spent, etc.

Mentoring and teaching:

- Educational contributions are mandatory for all faculty
- Specify the context: projects, courses or more generic goals (e.g. developmental)
- Mention if your mentoring had a considerable impact on a specific person(s) or group(s) of people in their academic development and/or productivity

Future goals and plans:

Based on the summary above, describe your projected developmental/academic goals (short-term and long-term).