

**APPOINTMENTS AND PROMOTIONS COMMITTEE
NYU-LISOM**

GUIDELINES FOR PROMOTION (RESEARCHERS)

August 4, 2021

CRITERIA FOR PROMOTION ON THE RESEARCH TRACK

- This handout provides guidance to department leadership, mentors, and faculty regarding expectations and criteria for promotion on the research track.
- The distinction between the research and the scholar track depends on the time allocation for scholar activities as well as the type and impact of activities.
- All faculty members are expected to perform a variety of research, teaching, service, and/or academic activities according to the needs of departments and divisions, **with the delivery of research excellence as the primary responsibility.**
- For promotion, each activity needs to demonstrate:
 - **“Sustained record”** demonstrated by achievements in multiple years since the last promotion.
 - **“Pattern of growth”** is demonstrated by these achievements showing an increasing degree of responsibility, reputation, quantity, or quality over the years since the last promotion.
 - **“Excellence”** is demonstrated by these achievements having a high quality or high impact on the profession or institution.

EXPECTATIONS FOR PROMOTION TO RANK OF RESEARCH ASSOCIATE PROFESSOR

For promotion or appointment at this level, accomplishments and activities are expected in the **research** domain (column), plus at least **one additional domain** from the table below. Within each domain, not all activities listed are required. **Candidates will have at least two activities/accomplishments in two domains.** Also, there may be additional valued contributions not listed in the table; however, they will be considered and evaluated.

RESEARCH	TEACHING	SERVICE	SCHOLAR ACTIVITIES
Perform a reasonable share of research activities Demonstrate excellence in research (as evident by quality metrics, compliance with safety and other regulatory standards, outcome measures, research papers and indices, etc.) Local/regional reputation for research excellence and authority in the field Creation of, or participation in, research programs that are locally or regionally unique Participates and contributes to important research of the lab, research group and/or the institute Impeccable research ethic and integrity and demonstration of commitment to quality and safety.	Participation in the institution and department's educational mission Recognition as an effective teacher through learner evaluations Creation of new and innovative materials in response to learners' needs Contributing role in teaching or training programs for medical student preceptor, advisor, or mentor Mentoring activity for trainees including residents, fellows, PhD students and postdoctoral fellows. Participate as faculty in undergraduate (medical school), graduate (residency, fellowship, postdoctoral fellows continuing medical education (CME) courses or programs.	Participation and/or leadership in departmental committees Participation and/or leadership in LISOM committees Participation and/or leadership in hospital committees Active role in professional societies/national organizations' committees Faculty activities that demonstrate commitment to developing diversity and inclusion will be highly valued and considered. Faculty activities towards wellbeing of faculty, students and co-workers.	Attendance at academic seminars and lectures Contributes to regional and national societies through submission of lectures, posters, or presentations. Peer reviewer for journals Publication of research papers or reviews. Participation in the work or other investigators in collaborative research.

EXPECTATIONS FOR PROMOTION TO RANK OF **RESEARCH PROFESSOR**

- This rank is reserved for a relatively small group of faculty members in recognition of distinctive achievement. For promotion or appointment at this level, accomplishments and activities are expected in the **research** domain, plus at least **two additional domains** from the table below. Within each domain, not all activities listed are required. **Candidates will have at least three activities/accomplishments in each domain (a minimum of nine in three domains)**. Also, there may be additional valued contributions not listed in the table; however, they will be considered and evaluated.
- This rank is reserved for a small group of faculty members in recognition of distinctive achievement. It is also expected that many of the associate professor activities are ongoing and sustained.

RESEARCH	TEACHING	SERVICE	SCHOLAR ACTIVITIES
Research outputs meet or exceed peers and serves as a role model of research excellence efficiency Local/regional/national reputation for research excellence and authority in the field National/ international reputation, as evidenced by invitations as a guest speaker at sponsored events, including named lectures, keynote addresses, and grand rounds Substantive participation and contributions to important research endeavors of the lab, research group, and/or the institute Record of help in securing grants or contracts by other investigators	Significant participation in the department's educational mission Educator role model as evidenced by teaching awards/ learner evaluations Recognition at the national level as an effective teacher by invited lectures and symposia Serve as course director or faculty in undergraduate (medical school), graduate (residency/fellowship) or continuing medical education (CME) courses or programs. Contributing role in a teaching or research training program. Participation in student and trainee mentorship	Engages in substantial collaborative research Leadership in committees/projects at the hospital / medical school level Influence in regional or national research affairs through participation in professional societies Receipt of honors, awards, and prizes from institution, regional or national entities, or the community, for aspects of service Faculty activities that demonstrate commitment to developing diversity and inclusion, and towards well-being of faculty, students and co-workers will be highly valued and considered.	Publish scholarly work Membership on editorial boards Participation in research projects with local, national and international groups Participation as faculty or leadership in professional society programs Contributes/participates in regional and national meetings by presenting lectures, posters, etc. Seek opportunities to gain new research techniques

CRITERIA FOR PROMOTION ON THE SCHOLAR TRACK

- This handout provides guidance to department leadership, mentors, and faculty regarding expectations and criteria for promotion on the scholar track.
- The distinction between the “research” and the “scholar” track depends on the time allocation for scholar and research activities as well as the type and impact of activities.
- Scholar track faculty make substantial contributions to research and scholar activities. They demonstrate a high level of excellence in research and exhibit sustained scholarly productivity.
- For promotion or appointment in the scholar track, accomplishments and activities are expected in **two required domains** (Research and Scholarship), **plus** at least **one additional domain** (Teaching or Reputation).
- Within each domain, not all activities listed are required. **Candidates will have at least three activities/accomplishments (depending on depth and impact) in each domain.** Also, there may be additional valued contributions not listed in the table; however, they will be considered and evaluated.
- Each activity needs to demonstrate:
 - **“Sustained record”** demonstrated by achievements in multiple years since the last promotion.
 - **“Pattern of growth”** is demonstrated by these achievements showing an increasing degree of responsibility, reputation, quantity, or quality over the years since the last promotion.
 - **“Excellence”** is demonstrated by these achievements having a high quality or high impact on the profession or institution.

EXPECTATIONS FOR PROMOTION TO RANK OF ASSOCIATE PROFESSOR-SCHOLAR TRACK

- **Candidates must demonstrate excellence in at least three research and scholar activities each. In addition, candidates must show excellence in at least three activities in one more column (teaching or reputation).** Also, there may be additional valued contributions not listed in the table; however, they will be considered and evaluated.
- For promotion or appointment in the scholar track, accomplishments and activities are expected in **two required domains** (Research and Scholarship), **plus** at least **one additional domain** (Teaching or Reputation).
- Within each domain, not all activities listed are required. **Candidates will have at least three activities/accomplishments (depending on depth and impact) in each domain.** Also, there may be additional valued contributions not listed in the table; however, they will be considered and evaluated.

RESEARCH ACTIVITIES	SCHOLAR ACTIVITIES	TEACHING	REPUTATION
Perform significant independent research activities and demonstrate excellence in research (as evident by quality metrics, compliance with safety and other regulatory standards, outcome measures, and satisfaction indices, etc.) Creation of, or participation in, research programs that are locally, regionally or internationally unique. Academic citizenship demonstrated by service on departmental, medical school, local, national, or international organization committees. Faculty activities that demonstrate commitment to developing diversity and inclusion will be highly valued and considered.	Publications in peer-reviewed journals on research or recognized scholarship as a corresponding author (e.g., substantial review articles, book chapters, published curricula) Evidence of productivity in scientific, clinical, and/or educational research or other recognized scholarship. Serve as a collaborative investigator in laboratory projects, clinical, or health services research (e.g. providing tissue specimens for biorepositories or methodologic techniques) Credit for assisting other investigators in development of techniques and protocols and	Contribute to the teaching mission by carrying out teaching duties in a competent, effective, and responsible fashion. Recognition as an effective teacher through learner evaluations Medical student preceptor, advisor, or mentor Mentoring activity for trainee including residents, fellows, students and postdoctoral fellows. Participate as faculty in undergraduate (medical school), graduate (residency/fellowship) or continuing medical education (CME) courses or programs.	Local/regional reputation for research excellence and expert in the field Peer recognition at the local/community level as evident by being an invited presenter at local or regional meetings. Invited lectures at symposia and professional/scientific national meetings Active role in professional societies/national/international organizational committees Peer reviewer of journals. Receipt of honors and awards.

Role as a collaborative investigator that aids in obtaining and/or renewing grant funding for the institution. Demonstrate ability to obtain grant and/or other contract, financial support. Demonstrate growing scientific autonomy and independence.	sharing, transfer of technology, projects, development of evidence-based policy documents, research guidelines, or quality measures.	The impact of educational contributions will be assessed quantitatively and by the uniqueness/importance of the educational product (educational activities that make important notable internal contributions will be highly considered). Significant role in mentorship and guidance of trainees and junior faculty.	Membership on editorial boards of prominent journals.
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EXPECTATIONS FOR PROMOTION TO RANK OF **PROFESSOR-SCHOLAR TRACK**

- For promotion or appointment in the scholar track, accomplishments and activities are expected in **two required domains** (Research and Scholarship), **plus** at least **one additional domain** (Teaching or Reputation).
- Within each domain, not all activities listed are required. **Candidates will have at least three activities/accomplishments (depending on depth and impact) in each domain.**

RESEARCH ACTIVITIES	SCHOLAR ACTIVITIES	TEACHING	REPUTATION
Independent research activities meet or exceed peers Creation of, or participation in, research programs that are regionally or nationally unique Outstanding contribution to administration, governance, and/or research services for the department, such as managing a major core service, division chief, research program director, etc.) Leadership in committees/projects at the hospital / medical school level Evidence of leadership within NYU-LISOM and/or outside, this would include leading NYU-LISOM committees, serving as an officer in a national professional organization, etc. Faculty activities that demonstrate commitment to developing diversity and inclusion, and well-being of faculty will be highly valued and considered.	Steady or improving rate of publications, as corresponding author and collaborator, in critically refereed journals and can include other peer-reviewable scholarship (e.g., substantial review articles, book chapters, published curricula) Conducts scientific, clinical, health services, and/or educational research or other recognized scholarship as principal investigator or co-investigator. Principal investigator and/or collaborator on funded research grants or contracts originating from federal, foundation, or industry sources or cores of multi-author grants Editorial board member in peer-reviewed journals cited in PubMed. Credit for research techniques, quality improvement projects, protocol development and sharing, development of evidence-based policy documents, practice guidelines or quality measures.	Educator role model as evidenced by teaching awards/ learner evaluations Recognition at the national level as an effective teacher by invited lectures and symposia Serve as course director or faculty in undergraduate (medical school), graduate (residency/fellowship) or continuing medical education (CME) courses or programs. Mentoring activity within an accredited program. Development of teaching materials such as new curriculum, educational programs, computer programs, videotapes, etc., that improve method and quality of teaching Evidence of innovative and creative teaching methods and/or curricular materials (evident by being publicly available, publications or evidenced by use at other institutions).	Local/regional/national/international reputation for research excellence and authority in the field National/ international reputation, as evidenced by Invitations as a guest speaker at sponsored events including named lectures, keynote addresses, and grand rounds Participate in significant professional service outside NYU-LISOM (such as membership in editorial boards of major journals, grants reviewer at the national or regional level, or a significant role in professional or scientific societies). Receipt of honors, awards, and prizes from the institution, national entities, or the community for aspects of service

NOTES

- Rank of Professor-SCHOLAR TRACK is reserved for a small group of faculty members in recognition of distinctive achievement. It is also expected that many of the associate professor activities are ongoing, sustained, and show a pattern of growth.
- Activities listed under each domain are not inclusive. Additional activities not listed in each table can be considered and evaluated.
- Local reputation refers to reputation outside the NYU-Langone LI hospital
- It is advised that any contribution of the faculty member to each activity domain be made clear by submission of a portfolio that lists each scholarly activity (e.g., involvement in a research project) and a description of the role that the faculty member played in the elements of each activity (e.g., conception, design, data collection, data analysis and interpretation, drafting or critical revision of written materials) or in any funded grants.
- Evidence for Educational activities/leadership may be demonstrated by the following:
 - Development of educational materials, including new curricula, educational programs, textbook chapters, syllabi, computer programs, videotapes or simulation technology that make a unique contribution to the quality and methods of education.
 - Evaluation and success of courses and educational programs developed.
 - The impact of educational contributions will be assessed not only quantitatively but also by the uniqueness/importance of the educational product. Thus, educational activities that make important notable internal contributions will be highly considered.

FAQ

Q. How to start the process of applying for promotion?

A. When you join the faculty, everyone is initially assigned an academic appointment and track based on the hiring department. Candidates can begin as Assistant Professor level or higher. Assistant Professors are expected to focus their activities toward their ultimate track assignment: Clinical, Educator, or Scholar. At least a year before you apply for a promotion, consider the following:

- Meet with your Chair and/or mentor to set academic and professional goals and plan to achieve them. Review the promotion criteria so that your academic and professional goals are aligned with the promotion criteria.
- Take the Faculty Annual Report seriously. The annual report can serve as an academic portfolio that will help you collect the information you will need at the time of promotion. The general outlines of the annual report (teaching, scholarship, and service) should be the same as areas in which you will be judged for promotion.
- Prepare your CV using the official NYU-LISOM format and update it at least yearly.

Q. How do I pick a promotion "track"?

A. You should be working toward the criteria for promotion in the track that best fit your academic goals. Before preparing your promotion paperwork, you and your Department Chair will make a final selection. The Department Appointment and Promotion Committee (DAPC) provides review and final approval of your promotion rank and track designation. The definition and criteria for each track can be found at the following website: <https://medli.nyu.edu/faculty/policies>

Q. What are the general criteria for promotion?

A. The candidate should demonstrate a sustained record of achievement that reflects a pattern of growth leading to or demonstrating excellence in a combination of Clinical/Professional Service, Teaching, Scholarship, and Reputation.

- A "sustained record" is demonstrated by achievements in multiple years since the last promotion.
- A "pattern of growth" is demonstrated by these achievements showing an increasing degree of responsibility, reputation, quantity, or quality over the years since the last promotion.
- "Excellence" is demonstrated by these achievements having high quality or high impact on the profession or institution.

Q. What Counts as Scholarship activities?

A. The scholarship activities may take many forms. Traditionally scholarship has been viewed as getting research grants and publishing peer-reviewed articles. However, many activities count as scholarship (contributions to knowledge). Scholarship can be defined as activities that systematically advance the teaching, research and/or practice of medicine, biomedical sciences, and/or health sciences. There are different forms of scholarship activities (Boyer Model of Scholarship):

- Scholarship of Discovery - This refers to traditional empirical research. Examples of achievements are internally or externally funded research, testing of new methods of inquiry, developing theory, other research projects, peer-reviewed journal articles, abstracts and presentations, and authoring books or book chapters.
- Scholarship of Integration - This refers to the integration of knowledge from different sources or disciplines. It may be bringing together findings from different disciplines to create new ways of seeing or doing things. Examples include conducting meta-analyses or systematic literature reviews, conducting interdisciplinary research, developing practice guidelines, analyzing health policy, designing and

delivering professional development workshops or giving presentations at "consensus conferences." Authoring books or book chapters can be a form of the scholarship of integration as well.

- **Scholarship of Application** - This refers to using existing knowledge in a way to solve real-world problems and expand the evidence base of biomedical science and/or health. Examples include developing centers for study or service, consulting activities that directly relate to the intellectual work of the faculty member, developing and testing innovations in health care, applying technical or research skills to clinical practice.
 - **Scholarship of Teaching** - This refers to the study of best practices and skills to design, evaluate, and disseminate knowledge about education. Examples include educational research resulting in publication or presentation at conferences, development of new or substantially revised courses or curricula, developing new pedagogies or applying existing pedagogies in new ways, development of innovative teaching strategies, and publication or dissemination of teaching materials.
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- Scholarly activity may be disseminated through print or alternative media (e.g., video, audio, web-based formats).
 - Although scholarship may be published in a peer-reviewed journal, other dissemination formats are also acceptable (e.g., book chapters, abstracts presented at national meetings, published curricula).
 - Scholarly activities may involve scientific, clinical, and/or educational research. They may also include, but are not limited to, quality improvement initiatives; creation of educational materials for patients, families, or the public; construction and testing of rating scales or other instruments for clinical assessment; or development of clinical practice guidelines or evidence-based health policy documents.
 - The specific intellectual contribution of the faculty member to each scholarly activity must be made clear by the submission of an electronic portfolio that includes a copy of each scholarly activity (or active web-link), and a description of the role that the faculty member played in the key elements of each activity (e.g., conception, design, data collection, data analysis and interpretation, drafting or critical revision of written materials), or in any funded grants.

Q. How many publications do I need to be promoted?

A. There is no specified number of papers to achieve promotion. The APT committee considers the impact factor of the journal papers as well as the H-index for each author. In addition to papers, submission and presentation of an abstract can show evidence of intellectual activity and scholarship. National professional meetings generally incorporate some aspect of peer-review in deciding whether to accept an abstract for presentation. Other types of abstracts or presentations (e.g., local Grand Rounds) are not considered strong evidence of scholarly publications.

Q. What is H-index?

The h-index is an author-level metric that measures both the productivity and citation impact of the publications of a scientist or scholar.

Can be created using the following website: <https://scholar.google.com/>

Step-by-step guide: <http://www.guide2research.com/tutorials/h-index-how-to-create-a-google-scholar-profile>

For further information, please see the following links:

<https://guides.lib.usf.edu/promotion/h-index#:~:text=The%20h%2Dindex%20is%20an,have%20received%20in%20other%20publications.>

https://www.hopkinsmedicine.org/gim/useful_links/PPC%20Promotion.pdf

<https://www.journal-publishing.com/blog/good-h-index-required-academic-position/>

Q. What counts as Professional Service?

A. Excellence in professional or clinical services is a major criterion for promotion in the Scholar and Educational tracks. The following are representative examples of evidence of achievements in service:

Clinical Service (Professional contributions to patient care):

- Evidence of a positive clinical impact on the division, the department, the medical school, the institution, or the hospital (quality improvement, for example).
- Introduction of new skills or techniques to current practice, including clinical laboratory-based technology that are unique locally or regionally
- Special competencies that improve or extend clinical or training programs
- Introduction, development, and maintenance of new clinical programs
- Leading clinical service (such as division chief or clinical program director)

Professional Service:

- Participation or leadership in divisional, departmental, hospital, school, and/or university committees
- Consultancies to governments, health policy groups, health advocacy groups, national/international public health organizations, health services research and policy organizations
- Leadership in national/international groups dealing with health care policy, health care planning, health care reform, and health care legislation
- Evidence of a positive impact on communities and populations
- Leadership and active participation in continuing education to health professionals at the local, regional, or national level
- Leadership in scientific and professional organizations.

Public Service:

- Community-based service, including guest lectures and/or preparation of materials for paraprofessionals and/or other health professions
- Consultation, education, and public speaking outside the university that brings credit to the Medical School.

Q. How the educational contributions will be evaluated?

The impact of educational contributions will be assessed not only quantitatively but also by the uniqueness/importance of the educational product. Thus, educational activities that make important notable internal contributions will be highly considered.

Q. How much is enough in each area?

A. When evaluating scholarship, teaching, service and reputation, both the quantity and quality are important. To be evaluated highly, a faculty member should strive to demonstrate achievement in as many different ways as possible. "Some activity" is required in all areas. If achievements in some areas barely meet the threshold, then a higher degree of excellence is expected in the remaining areas.

Q. Is there a minimum number of years before I am eligible for promotion to a higher rank?

A. Recommendation for promotion to a higher rank will typically occur between years 7 and 10 from the last promotion, but it can be as low as 5 years. Candidates for higher rank are judged primarily on their achievements since their last promotion.

Q. Is there a minimum number of years before I am eligible to switch to a different track?

A. Your department can apply to switch your track at any time (from clinical to the educator or scholar track or vis-versa). This will require a full application and full APT committee review. However, your department can apply to switch your track from educator/scholar track to clinical track without full application or APT review. However, the department will need to inform the APT committee of the change.

Q. Does my scholar/educator track appointment expire?

A. Appointments will be of one year's duration and there will be no limit on the number of reappointments as recommended by your department Chair.

Q. Is there a need to list details of the scholar/teaching/service activities in the CV?

A. Specific items on the C.V. are frequently not accessible for review, and the role of the faculty member is often unclear. The same lack of clarity exists when individuals are listed as co-investigators or collaborators on grants. In terms of specific roles, the examples of conception, design, data analysis, and interpretation, and drafting or critical revision of written materials correspond to the roles that most journals recognize as appropriate for authorship in the context of a peer-reviewed article. The other thrust of this change to the criteria is in emphasizing the importance of an intellectual contribution to a scholarly effort.

Q. The magnitude of administrative duties and their associated level of responsibility can be hard to determine.

A. For individuals who have administrative titles, the initial packet submission should describe the specific responsibilities that are associated with the title, including such information as the number of patient visits to the service per year, number of hospital beds on the service, number of trainees in the program, number and background of people supervised, or other relevant information. For individuals listed as Associate Directors, the distinction between their role and the director of the service should be made clear.

Q. Some faculty members include items that are submitted or in preparation on their curriculum vitae; it is not clear how such items will be judged?

A. Items that are in preparation or submitted but not yet accepted should not be considered in committee deliberations. If an abstract has been selected for a national meeting but not yet presented, it can be considered. Similarly, if a paper has been accepted but not yet published electronically or in print, it can be considered. For grants, a notice of funding is sufficient, even if the funding period has not yet begun.

Q. Some activities or scholarly work may fit into more than one category in the APT criteria. For example, the development of published curricula may fall into teaching or scholarship categories?

A. The common APT committee practice is to allow a given activity to contribute to a faculty member in only one APT category.

Q. How long does the appointment/promotion process take?

A. The APT process for promotion requires numerous documents from the Division and Department for review. In addition, letters of recommendation are required, and delays in receiving these letters can delay APT action. For promotion to Associate Professor and Full Professor, the process takes a minimum of 6 months from start to finish.

Q. Why do letters of support have to be from people I have never collaborated with or published with?

A. The letters are supposed to represent an unbiased assessment of the candidate's scholarship by someone who knows the field but may or may not personally know the candidate. Your mentor and division chief can help you identify others in your field who might be willing to provide this assessment. It is important to identify any potential problems with letters as soon as possible since an application cannot be fully processed until complete and all letters of recommendation submitted.

Q. How to write a Personal Statement?

Candidates for promotion will submit a narrative statement. The narrative statement provides the opportunity to describe your activities and achievements in the context of your overall goals as a faculty member at to make your case for promotion. The narrative statement tells your academic story. Use it to highlight the significance of your contributions and accomplishments.

The narrative statement should be 1- 2 pages (single-spaced) and include the following sections:

- **Introduction.** One paragraph overview of an overview of the candidate as a faculty member, including your goals.
- **Areas of Distinction.** Describe your activities and achievements in the following areas: Teaching, Scholarship, Professional Service, and Reputation.
- **Conclusion.** Conclude with a single paragraph summarizing your major accomplishments and future directions.

Tips:

- It can be written in the first person (it's fine to say "I did . . .").
- Do not simply repeat the accomplishments listed in your CV; instead, use the personal statement to provide additional context or other information that is not evident from your CV, and that would help reviewers evaluate your application for promotion (for example, explain specific contributions that may not otherwise be appreciated by reviewers such as clinical expertise, describe extenuating circumstances that may have impacted your progress, list accomplishments that do not appear in other parts of the application)
- Focus on the time period since your last promotion or since your appointment, whichever is more recent.
- Use the personal statement to help reviewers who may be unfamiliar with your field to better appreciate the accomplishments on your CV by explaining the significance/impact of your work in your specialty

Q. Where can I find more details?

A. The NYU-LISOM has implemented guidelines for the designation of academic track in the Appointments, Promotion and Tenure (APT) process. For a full detailed review, please see the website:

<https://medli.nyu.edu/faculty/policies>. You can also contact Colleen Azevedo, Manager, Faculty Records & Appointments at colleen.azevedo@nyulangone.org.

Material Required for Promotion on the Clinician Track at the rank of Associate Professor and Professor levels

Responsible Party	Document	Document Description
DAPC	DAPC Report	Departmental Appointments and Promotion Committee (DAPC) report which must include the vote. Use DAPC Template
Departmental Chair	Letter of Recommendation	The letter of recommendation from the departmental chair should: • Indicate recommendation and specify title and track. • The letter should describe the faculty member's: ○ Teaching, Scholarship, Professional Service, and Reputation ○ Role in the department ○ Potential for growth • For joint appointments: ○ All departments should be specified in the letter ○ Letter should be signed by each departmental chair ○ A copy of each departmental committee report must be submitted with the letter
Candidate	Curriculum Vitae	• Updated CV in NYULISOM Format • Personal Statement • <u>Letters of recommendation are encouraged, but not required</u>

All documents listed above must be submitted by the Department Chair's office for a packet to be complete.

There is no specific format for the Chair's LOR or a Personal Statement. All required templates are linked above for reference (DAPC Report & CV).

Please note, letters of recommendation are encouraged but not required. However, it will strengthen the application. If you would like to use this option, the LOR can be addressed to Dr. Nazeeh Hanna or Dean Shelov.

Material Required Promotion on Scholar/Educator Track at the rank of Associate Professor and Professor levels.

Responsible Party	Document	Document Description
DAPC	DAPC Report	Departmental Appointments and Promotion Committee (DAPC) report which must include the vote. Use DAPC Template
Departmental Chair	Letter of Recommendation	The letter of recommendation from departmental chair should: Indicate recommendation and specify title and track. - The letter should describe the faculty member's: - Teaching, Scholarship, Professional Service, and Reputation - Role in the department - Potential for growth - Extramural funding - For joint appointments: - All departments should be specified in the letter - Letter should be signed by each departmental chair A copy of each departmental committee report must be submitted with the letter
	Referees	A list of 3 authorities in the field from whom the Dean can solicit an evaluation. Referees should be leaders in their field and familiar with the candidate's research, scholarly work and reputation. Referees should not be current collaborators or co-investigators. Letters from co-workers and former students are discouraged. Referees who hold university positions should hold a title of the same or higher rank as the proposed title of the candidate. Details to include are in Referee Template format. <i>All referees submitted must be external to NYULMC.</i>
Candidate *Please note that all materials submitted by the candidate will be sent to referees.	Referees	A list of 7 authorities in the field from whom the Dean can solicit an evaluation. Referees should be leaders in their field and familiar with the candidate's research, scholarly work and reputation. Referees should not be current collaborators or co-investigators. Letters from co-workers and former students are discouraged. Referees who hold university positions should hold a title of the same or higher rank as the proposed title of the candidate. Details to include are in Referee Template format. Of the required 7 referees submitted, a maximum of 3 can be internal to NYULMC but not in primary department. A <u>total</u> of 7 letters will be required for the scholar track (from the chair's and the candidate lists) If recommended for promotion as educator, of the required 7 referees submitted, a maximum of 6 can be internal to NYULMC but not in primary department.
	Personal Statement	1-2 page statement that describes major academic/scientific achievements and projected research and scholarly endeavors.
	Funding History	Updated history in the Funding History Template format.

	Curriculum Vitae	Updated CV in NYULISOM Template
	Bibliography	PDF's of at least 5 recent representative papers, preprints or articles in press (scholar track)
	Academic Portfolio	Recommended for promotion for the educator track

All documents listed above must be submitted by the Department Chair's office for a packet to be complete.

There are no specific formats for the Chair's LOR or a Personal Statement. All required templates are linked above for reference.