

Guidelines for Preparing the Candidate's Narrative Statement for Reappointment and Promotion Dossiers

Department of Clinical Sciences
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I. Purpose

This commentary allows you showcase your past accomplishments as well as to describe your future goals in the areas of Clinical Service and Teaching through Clinical Service; Didactic Teaching; Research, and Academic and Professional Service.

Be concise: For re-appointments, limit narrative to ≤ 7 pages; for promotions, try to aim for 10 pages and not exceed 12 pages. The narrative statement is built upon information documented in the CV, but allows you to expand on your important role in a given research discovery, introduction of a new clinical method for diagnosis or treatment, teaching philosophy and innovation, mentoring of residents and graduate students, etc.

Use the narrative to describe accomplishments and their impact both within the Cornell Community, but most importantly outside of Cornell. For example, suppose that you implemented a new diagnostic or therapeutic technique. In the narrative statement you might state the impetus or need for the technique, whether the technique's development was funded by a grant that you wrote (note agency) or if it was an unfunded research initiative, and what the impact of this technique is on clinical service, clinical research, student or house officer training, and even perhaps on Cornell's reputation.

The narrative statement should always contain your future goals relative to the specific areas in your effort distribution. "Cornell" is investing in you for the next few decades and wants to be confident that you are on a **continuous upward trajectory of scholarly activity**.

The narrative statement should be positive. Use adverse events as a career challenge that you met/embraced and are making work to your advantage.

II. Organization of Narrative Statement

Format as a document, not a letter to the chair.

The Introduction should state when you were appointed to the present position and the percent effort distribution. If the percent effort distribution has changed from the original appointment letter, include the date that this occurred. (This should also be documented in your annual performance dialogue with the Chair).

The Body is organized according to the areas of your academic responsibilities in descending order of greatest percentage of effort:

- Clinical Service and Teaching through Clinical Service
- Research
- Didactic Teaching
- Academic and Professional Services

A. Clinical Service and Teaching through Clinical Service

Document the quality and relevance of the service by including your accomplishments, self-evaluation, the steps taken to improve clinical service and your future goals:

1. Include description of new clinical techniques, methods that you introduced and the impact that these changes have had on service, on teaching, mentoring of house officers or students, the recognition/prominence brought to Cornell, and client communication.
2. In a separate line, cite publications, textbook chapters that have arisen because of your innovative clinical techniques, methods, observations, clinical trials, etc. (this demonstrates a national impact).
3. Cite invitations to speak at meetings, conferences or universities because of the clinical techniques or approaches that you implemented or discovered (this demonstrates a national or international impact).
4. Describe your philosophy of clinical teaching of students, house officers, and technicians (if applicable). What do you hope to accomplish? Do you strive to train and encourage the next generation of academics that will be coming down the pipeline? How have you approached this and what success have you realized? Even if you have not been successful, you can state how you are modifying your approach and reaffirm your commitment to your goal.
5. Self-evaluation: refer to student teaching evaluations from the rotations and the steps you have taken to address concerns or requests. Innovations that you have made to clinical teaching should be included here.
6. Describe future goals for improved or innovative clinical service. Cite any continuing education workshops that you have taken to learn new techniques or research studies that are applicable to clinical service.

B. Research

Document the quality and significance of the research, including accomplishments, funding, self-evaluation, steps taken to improve research, and future plans.

1. Briefly describe your research program as the primary investigator (if applicable to your research effort), the area(s) of study, the overarching hypotheses and objectives, impact, and scholarly contributions. State how the investigations were funded; your role in the research projects (primary, mentor to house officer or graduate student, veterinary student, undergraduate, collaborator); the nature of the discovery (explain what it is); the publications that arose (add a few full citations as examples in a separate line); elaborate on the impact of the discovery (foundation for future grant proposals and projects, basis of a new clinical approach or how it may have changed our clinical practice or thinking about a given disease or process); applicability to advancing human health or One Health; development of a patent/invention; invitations to speak, to serve on grant or editorial review boards, to organize future scientific meetings; and any other pertinent information.

2. According to your research effort, describe collaborations. Specifically state your role in these research endeavors and why your expertise was critical to the success of the project. Refer to funding (your role in obtaining or sustaining the funds), and publications or presentations that arose. Often collaborators may be asked to write letters of evaluation for your dossier.
3. Include any awards or nominations for awards based upon research.
4. Include future plans for research (primary or collaborative) and intended targeted funding agencies. It needs to be believable, realistic, and attainable.

C. Didactic Teaching:

1. Provide a general description of your didactic (lecture and lab) teaching, including the course number and title for Foundation Courses and Distribution Courses. Make certain that the course titles correspond to what is listed in the CV.
2. Give an overview of your didactic teaching philosophy and the approach that you use in large class or small group teaching (e.g., problem based).
3. Cite any innovative teaching methods/or approaches that you gained from seminars or workshops in education (cite seminar/workshop title that you attended) and the methods learned that you have now incorporated.
4. Describe any Teaching Awards that you received or for which you were nominated.
5. Refer briefly to examples of your lecture notes, power points, study guides, and objectives included in the teaching portion of dossier.
6. Self-evaluation: refer to student teaching evaluations from lectures/labs and the steps you have taken to address concerns or requests.
7. Provide future goals for teaching (changes in methods, new courses to be developed).

D. Academic and Professional Service

Good citizenship is an important component of academic life but one should be careful not to become overly involved in academic or specialty committees or organizational responsibilities. Briefly state activities and important contributions that you made, including outreach, if applicable.

III. Conclusion

Briefly reiterate your achievements and future plans, given your trajectory and the opportunities and resources at Cornell. Relate future goals with the theme and resources you have been building.

For additional information please contact **Julia Felipe (mbf6)**, Associate Chair of the Committee on Promotion, Tenure, and Mentoring.