

Guidelines for Preparing the Narrative (Candidate's) Statement for Renewal and/or Promotion

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- A. Purpose: This commentary allows you showcase your past accomplishments as well as to describe your future goals in the areas of Clinical Teaching and Service; Didactic Teaching; Research and Academic Service. Be concise: For re-appointments, limit narrative to ≤ 7 pages; for promotions, try to not exceed 10 pages.
1. **The narrative statement is built upon information documented in the C.V., but allows you to expand on your important role in a given discovery, introduction of a new clinical method for treatment, diagnosis, teaching philosophies, etc.**
 2. **Use it 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.
 3. 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**.
 4. The narrative statement should be positive: Use adverse events as a career challenge that you met/embraced and are making work to your advantage.
- B. Organization of Narrative Statement: Format as a document, not a letter to the chair.
1. **Introduction:** 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. (It should also be documented in the annual performance evaluation with the Chair).
 2. **The body** is organized according to the areas of your academic responsibilities—Clinical Teaching through Service; Didactic Teaching; Research; and Academic Service—in descending order of greatest % effort.
 - a. Clinical Teaching through 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 (at end of this section).
 - i. Include description of new clinical techniques, methods that you introduced and the impact that these changes have had on service, on teaching, on

mentoring of house officers or students or on the recognition/prominence brought to Cornell (clientele drawn from wide radius).

- ii. Cite publications, textbook chapters that have arisen because of your innovative clinical techniques, methods, observations, clinical trials, etc. (This demonstrates a national impact).
- iii. 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).
- iv. 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? And how have you approached this and what success have you realized? Even if you haven't been successful you can state how you are modifying your approach and reaffirm your commitment to your goal.
- v. 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.
- vi. Future goals for improved or innovative clinical service should be described. In this section, cite any continuing education workshops that you have taken to learn new techniques or research studies that are applicable to clinical service.

b. Didactic Teaching:

- i. Provide a general description of your classroom teaching including the course number, title, number of students enrolled, years taught, hours of lecture or lab provided for Foundation Courses and Distribution Courses. Make certain that the course titles correspond to what is listed in the CV.
- ii. Give an overview of your didactic teaching philosophy and the approach that you use in large or small group teaching (e.g. problem based).
- iii. Cite any innovated teaching methods/or approaches that you gained from teaching seminars (cite workshop, date, title that you attended) and the methods learned which you have now incorporated. (Clickers, collections of web-based videos, etc).
- iv. Describe any Teaching Awards that you received or for which you were nominated.
- v. Remember that examples of your lecture notes, power points, study guides/objectives, exam questions are included in the teaching dossier so you may make reference to those.
- vi. Provide future goals for teaching (changes in methods, new courses to be developed).

- c. Research: Document the quality and significance of the research, including accomplishments, funding, self-evaluation, steps taken to improve research, future plans (at end of section).
 - i. Describe first your primary area(s) for which you have made the greatest impact or scholarly contribution. State how the investigations were funded, your role in the research projects (primary, mentor to house officer or grad student, veterinary student, undergraduate); the nature of the discovery (explain what it is); the publications that arose and the impact of the discover (foundation for future projects; basis of a new clinical approach or how it may have changed our thinking about a given disease, process; applicability to advancing human health; development of a patent/invention; invitations to speak, to serve on grant or editorial review boards, to organize future scientific meetings; etc).
 - ii. Next, 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); publications that arose, future plans, etc. Often collaborators may be asked to write letters of evaluation for your dossier.
 - iii. Include any awards or nominations for awards based upon research.
 - iv. Include future plans for research (primary or collaborative), intended targeted funding agencies. It needs to be believable, realistic and attainable.

 - d. Academic Service: good citizenship is an important component of the academic life but one should be careful not to become overly involved in committee or organizational responsibilities. Briefly state activities and important contributions that you made.
3. Conclusion: Briefly re-iterate your achievements and future plans given the opportunities and resources at Cornell.