

## Instructions for Completing the Letter of Evaluation for Promotion/Tenure Candidates

We secure external letters to obtain a thorough and complete evaluation of the candidate's scholarly work and its impact by experts in the candidate's field of study. External letters are considered confidential and are not shared with the candidate unless required by a legal or administrative process.

External letter writers are not expected to assess the teaching strength of the candidate. Nor should they offer an opinion as to whether the candidate should be tenured and/or promoted at GW or their own school.

**Standards for promotion and tenure.** A copy of our School's *Guidelines for Appointment, Reappointment, Promotion, and Tenure* is included in this mailing or can be found at <https://smhs.gwu.edu/sites/g/files/zaskib1151/files/2023-04/final-revised-apt-guidelines-provost-approved-11082022.pdf>.

**Scholarship** in our School is defined as those activities that systematically advance the teaching, research, and/or practice of medicine, biomedical sciences, and/or health sciences through rigorous inquiry that:

- are significant to the profession or discipline
- lead to new knowledge, new insights, or approaches to existing knowledge, and
- are disseminated for evaluation and critical review by other scholars.

In addition to traditional research, also called the scholarship of discovery, the faculty in the SMHS equally values the scholarship of integration, application, teaching, and learning.

Our School also recognizes the importance of multi-disciplinary and team science in scholarship. When scholarship pursued in this fashion, results in multi-authored publications, the role in the project, rather than the order of authorship, is regarded as most important.

Participation in multi- and interdisciplinary collaborations is recognized not only by publication but also by providing specific expertise to address a research question and by leadership of one or more teams. The role and effort of the candidate, along with the accomplishments and success of the team, should be detailed by the candidate in the CV and in the scholarship narrative statement.

Scholarship is assessed by several measures, including, but not limited to, the number of publications in peer-reviewed quality journals; reviews, books, book chapters, and monographs; the number and prominence of invited seminars and lectures; and service on editorial boards and grant review panels. The overall quality of publications takes precedence over their quantity. The impact of publications on the profession, the number of citations, and awards or special recognition of the work by others are important. The number of grants received may provide peer-reviewed evidence of the candidate's work and creativity.

The quality and quantity of scholarly products are expected to increase with increasing academic rank. Scholarly activities (routine teaching assignments, participation in conferences, using the literature to inform your teaching and practice, etc.) are not the same as scholarship as defined above and are not sufficient to demonstrate

excellence in scholarship. As noted above, our School does equally value other types of scholarship (scholarship of integration, application, and teaching and learning) in addition to traditional discovery research.

**Service.** Service is a part of academic life, and some level of meaningful participation is expected of all faculty at all levels. While excellence in service alone is not sufficient for promotion to any level in the tenure track, excellence in professional and/or clinical service may be a major criterion for promotion in the non-tenure track. The quality and quantity of service are expected to increase with increasing academic rank. Examples of achievements in service may include:

- Professional Service: Professional service in this context includes leadership and committee membership in national/regional organizations, leading accreditation or certification programs, editorial responsibilities, expert panels, and education leadership at a national or regional level (such as national/regional development of innovative programs or education committee leadership).
- Clinical Service (including recognition by peers and patients, professional contributions to patient care, and professional contributions to enhancing the profession)
- Public Service and Advocacy; and
- Institutional Service provided to the division, department, school, and university.

**Establishing the independence of external reviewers.** University guidelines state that the external reviewers may not be:

- the candidate's dissertation director;
- a collaborator on scholarly work with the candidate (for example, co-author), or
- a mentor, program director, or colleague from a different institution (current or former) with whom the candidate has interacted in a significant way during their time at the institution or continues to interact with since leaving.

*Participation in review panels, study sections, advisory committees, and professional society committees is not disqualifying unless a deeper relationship, such as those listed above, exists.*

Our School uses an external evaluator form to establish the independence of reviewers. If you have any questions about your ability to serve as an independent reviewer, please do not hesitate to contact the Chair of the candidate's department.