

Suggested Guidelines for Promotion to Senior Rank – Research Professor Track

Appointment in the Research Professor Track is reserved for faculty who show an ongoing commitment to basic, pre-clinical, epidemiological, statistical, or clinical research in a supportive or fundamental role and who may be a P.I., Co-P.I., Co-Investigator, or key personnel on funded grants. There shall be contribution to the development and writing of research proposals, as well as administrative or “hands-on” responsibilities for major research core facilities or organization of an essential research service, laboratory testing protocol, or a field site in a clinical research program. There shall be co-authorship on peer-reviewed hypothesis-driven publications, participation on writing committees of collaborative multicenter studies, evidence of authorship on other scholarly research papers such as reports of baseline study designs or brief research reports, book chapters, reviews, or other non-peer-reviewed reports.

There shall be local, regional, and national recognition as an invited speaker at rounds or research seminars, as well as evidence of participation as a course leader, preceptor, conference contributor for research-focused programs or courses, or a supportive role as a research mentor of fellows, post-docs, and students.

To be considered on the Research Professor Track, a faculty member must demonstrate:

- Strength in both major legs and
- Strength in one or more minor legs is helpful in strengthening the application for promotion.

MAJOR LEGS:**Research Professor Track****Strength in both major legs:**

| Evidence of: | A. Research: | |
|---------------------|--|--------------------------|
| | 1. Ongoing commitment to basic, pre-clinical, epidemiological, statistical or clinical research in a supportive or fundamental role: | |
| | a) Grants: as a P.I., Co-PI, co-investigator or key personnel on funded grants | <input type="checkbox"/> |
| | 2. Contributions to the development and writing of research proposals; administrative or “hands-on” responsibilities for major research core facilities; responsibility for a laboratory testing protocol or a field site in a clinical research program. | <input type="checkbox"/> |
| | 3. Organization of a research service essential for supporting extramurally funded research. | <input type="checkbox"/> |
| | 4. Co-authorship on peer-reviewed hypothesis-driven publications, predominantly as other than first or senior author, or as first author on peer-reviewed publications (a strength); participation on writing committees of collaborative multicenter studies; evidence of authorship on other scholarly research papers such as report baseline study designs or brief research reports, book chapters, reviews, other non-peer reviewed reports. | <input type="checkbox"/> |
| Evidence of: | B. Recognition: | |
| | 1. Membership on a research team; invited speaker at rounds or research seminars, locally, regionally, and at national meetings; participant in organization of local, regional, and national research meetings. | <input type="checkbox"/> |
| | 2. Recognition as a major contributor to grants and publications. | <input type="checkbox"/> |
| | 3. Letters of recommendation from external experts on the list of suggested experts provided by the department. | <input type="checkbox"/> |

MINOR LEGS:**Strength in one or more minor legs is helpful**

| Evidence of: | C. Teaching: | |
|---------------------|---|--------------------------|
| | 1. Course leader, preceptor, conference contributor for research-focused programs or courses. | <input type="checkbox"/> |
| | 2. Co- or supportive role as a teacher of fellows, post-docs, students. | <input type="checkbox"/> |
| Evidence of: | D. Service: | |
| | 1. Service to Einstein in the form of committee membership or internal advisory committees. | <input type="checkbox"/> |
| | 2. Previous rank at another institution or time in rank at Einstein. | <input type="checkbox"/> |
| Evidence of: | E. Mentorship: | |
| | 1. Mentoring of graduate students and/or post docs. | <input type="checkbox"/> |
| Evidence of: | F. Commitment to Diversity, Equity, and Inclusion (DEI) | |
| | 1. Efforts to ensure that the concepts of diversity, equity, and inclusion are embedded into the laboratories or cores. | <input type="checkbox"/> |
| | 2. Participation in programs offered by Einstein’s Office of Diversity and Inclusion. | <input type="checkbox"/> |
| Evidence of: | G. Quality Improvement | |
| | 1. Creation of programs or other activities improving laboratory procedures (e.g., lab safety, reporting of data, etc.), or other scientific practices. | <input type="checkbox"/> |