



**Promotion and/or Tenure Application
Checklist and Requirements 2018-2019
Deadline Monday September 16, 2019**

Candidate's Name: _____

Current Rank

- Assistant Professor
- Associate Professor
- Professor

Track

- Scientist-Investigator Subtrack (Subtrack 1A)
- Physician-Investigator Subtrack (Subtrack 1B)
- Physician-Educator Track (Track 2)
- Academic-Clinician Track (Track 3)

Basic Medical Sciences Department

- Anatomy, Cell Biology and Physiological Sciences
- Biochemistry and Molecular Genetics
- Experimental Pathology, Immunology and Microbiology
- Pharmacology and Toxicology

Medical Service Department

- Anesthesiology
- Diagnostic Radiology
- Pathology and Laboratory Medicine
- Radiation Oncology

Surgical Clinical Department

- Dermatology
- Obstetrics and Gynecology
- Ophthalmology
- Otorhinolaryngology - Head and Neck Surgery
- Surgery

Non-Surgical Clinical Departments

- Emergency Medicine
- Family Medicine
- Internal Medicine
- Neurology
- Pediatrics and Adolescent Medicine
- Psychiatry

Application Type

- Promotion with Tenure
 - Assistant Professor → Tenured Associate Professor
 - Associate Professor → Tenured Professor
- Tenure Only
 - Associate Professor → Tenured Associate Professor
 - Professor → Tenured Professor
- Promotion Only
 - Assistant Professor → Associate Professor
 - Associate Professor → Professor



Application File: 2 hard copies (neither stapled, nor punched) + 1 soft copy

- Signed Letter of Application (*appendix 1*)
- Updated FMIS Curriculum Vitae (*appendix 2*)
- Personal Statement on Research: up to four single-spaced pages; 2000 words (*appendix 3*)
- Personal Statement on Teaching: up to four single-spaced pages; 2000 words (*appendix 3*)
- Personal Statement on Service: up to four single-spaced pages; 2000 words (*appendix 3*)
- List of External Referees (*appendix 4*)
 - at least 6 if applying to Associate Professor or Tenured Associate Professor
 - at least 8 if applying to Professor or Tenured Professor
 - candidates may also list the names of individuals whom they wish to exclude along with the reasons
 - referees should not be previous research advisors or active research collaborators
 - referees should at a professorial rank equal to or above that to which the candidate is applying
- Communication e-mails with Referees (*appendix 5*)
- 5 Designated Publications [most representative of the research work in rank]
- Clinical Workload Sheet [if applicable]
- Other Supporting Materials to Be Shared with External Referees [as applicable]

Teaching Portfolio: 2 hard copies (neither stapled, nor punched) + 1 soft copy (appendix 6)

- Personal Statement on Teaching: up to four single-spaced pages; 2000 words (*appendix 3*)
- List of All Teaching Contributions
- Tabulated Summary of All Students' and/or Trainees' Evaluation Scores with Analysis
- Copies of All Students' and/or Trainees' Evaluation Forms along Comments [as available] (*soft copy only*)
- Evidence for Excellence in Quality Teaching [as applicable]
- Evidence for Excellence in Quality Assessment of Students and/or Trainees [as applicable]
- Evidence for Excellence in Contributions towards Course and Curriculum Development [as applicable]
- Evidence for Excellence in Quality Advising and Mentoring [as applicable]
- Evidence for Excellence in Leadership/Recognition Related to Teaching [as applicable]
- Reflective Statement on the Activities Included in the Portfolio and Their Alignment with the Teaching Philosophy

Publications in Rank: 1 soft copy of each publication whether published, accepted, or in progress (appendix 7)

- Published n = _____
- Accepted/In Press n = _____ + Supporting Documentation
- Work in Progress n = _____ [if wished to] (*appendix 8*)



Appendix 1: Signed Letter of Application Template

[Departmental Letter Head]

Mohamed H. Sayegh, MD
Executive Vice President
Raja N. Khuri Dean, Faculty of Medicine
American University of Beirut

Dear EVP/Dean Sayegh:

I have been in the rank of [Current Rank] at the Department of [Department's Name] of AUB-FM since [Date of Current Rank: Month Year] (n years). I also have a dual appointment at the Department of [Department's Name] of the Faculty/School of [Faculty/School Name] at [University Name]. or I do not have any dual appointment.

This year, I would like to submit my application for [Application Type i.e. Promotion with Tenure, Tenure Only, or Promotion Only] from the rank of [Current Rank] to the rank of [Destined Rank] in the [Track] which includes:

1. Application File
 - a. Updated CV
 - b. Personal Statements on Research, Teaching, and Service
 - c. List of External Referees
 - d. Five Designated Publications
 - e. Other Supporting Materials
2. Teaching Portfolio
3. Publications in Rank

Sincerely,

[Signature]

[Candidate's Full Name], [Candidate's Highest Degree]
[Candidate's Current Rank]
Department of [Department's Name]

cc: Ghazi Zaatari, MD
Associate Dean for Faculty Affairs
Faculty of Medicine and Medical Center

[Chairperson's Full Name], [Chairperson's Highest Degree]
[Chairperson's Academic Rank] and Chairperson
Department of [Department's Name]



Appendix 2: Updated FMIS Curriculum Vitae

At FM, we will only accept a Curriculum Vitae (CV) extracted from the Faculty Members Information System (FMIS): <https://fmis.aub.edu.lb>. Please make sure that all FMIS applicable fields are entered properly without duplications. An FMIS CV should demonstrate all your academic productivity throughout the years; not only during your years in rank. Make sure to select in all entered fields. FMIS applicable fields might include:

A. General Info

- a. Education
- b. Training and Fellowship
- c. Certificates
- d. Awards
- e. Professional Appointments
- f. Professional Development
- g. Licenses

B. Research Activities

- a. Publications* (*peer-reviewed journal publications, non-peer-reviewed journal publications, books, book chapters, conference proceedings, abstracts, technical reports, others*)
- b. Submitted Manuscripts
- c. Grants-Sponsored Research*
- d. Research Projects
- e. Research Presentations and Invited Lectures
- f. Research Networks
- g. Research Reports
- h. Research Patents
- i. Research Knowledge Translation
- j. Others

**In the CV, make sure to include the complete details for the listed publications (title, authors, type, venue, dates, etc.) and grants (title, funding agency/source, role, total budget, AUB budget share, duration, etc.).*

C. Teaching Activities

- a. Courses
- b. Teaching Contributions (if not course based)
- c. Mentoring
- d. Academic Advising
- e. Thesis
- f. Others

D. Service Activities

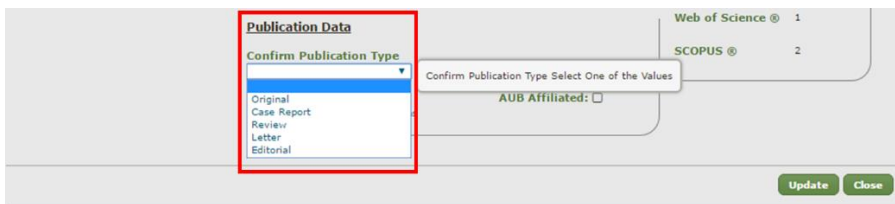
- a. Consultations
- b. Professional Societies and Organizations
- c. Reviewers or Editors to Journals and Funding Agencies
- d. Institutional Service (*e.g. committees and taskforces*)
- e. Community Service
- f. Organized Seminars, Workshops, or Conferences
- g. AUBHealth Contributions
- h. Others

When adding research publications, please make sure to import them through Scopus or PubMed databases. If your publication is not available on Scopus or PubMed, please enter it manually using the full exact name of the journal. It is also crucial to indicate each publication type and authorship position. Below is the guide you should follow:

1. Select an imported or manually entered publication.
2. Click on “edit publication”.

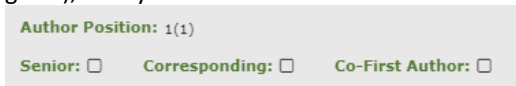


3. Under “confirm publication type”, select the publication type (*original, case report, review, letter, editorial*).



Under “Author Position”:

4. If you are the corresponding or co-corresponding author on the publication, kindly select “Corresponding”.
5. If you have equal contributions to the first author on the publication, kindly select “Co-First Author”.
6. If you are the senior author on the publication (the work was done at your lab or you own the research grant), kindly select “Senior”.



7. When done editing, Press “Update”.
8. Authorship position should be automatically set. If position is not automatically set:
 - a. Click on “Set the Author Position Manually” button.
 - b. Enter position manually.
 - c. Click on Save (✓).
 - d. When done editing, Press “Update”.





Appendix 3: Personal Statements on Research, Teaching, and Service

The personal statements should closely follow the guidelines listed in the [Policy and Procedures for Tenure and Promotion Evaluation of Tenure-Eligible Faculty Members](#). The personal statements are your own assessment of the achievements, contributions, and plans in research, teaching and service. The statements should be guided by the research, teaching and service domains of excellence and by the corresponding questions as listed in the Peer Review Committee Evaluation Guidelines (pages 12 to 16 of the above policy). For instance, the statements should highlight on the following:

Personal Statement on Research

- candidate's most important scholarly work
- candidate's significant contributions to the body of knowledge in the discipline
- candidate's quality of the published scholarly work
- candidate's original research
- candidate's activities and achievements in terms of seeking/securing internal and/or external funding
- candidate's active and coherent scholarly agenda
- candidate's systematic and purposeful investigation
- candidate's focused research objectives and goals
- candidate's ability to establish own research through distinct intellectual contributions
- candidate's trajectory of scholarly contributions over time
- candidate's expected research continuity into the future
- candidate's contributions that informed or impacted policy, practice, and/or society (*if applicable*)
- candidate's research contributions that advanced practices, methodologies, and skills related to education, teaching and learning (*if applicable*)

For the personal statement on research, it should be written as a narrative that is clear to faculty from different disciplines. It is important to include an introductory high-level paragraph about your field of research, and to highlight clearly your primary contributions to the field. It is also important to highlight the type and quality of the publication venues for your scholarly work, in addition to your contribution in key multi-authored publications and collaborative research grants. These can be supported by quantitative indicators, as applicable, in addition to evidence from your CV.

Personal Statement on Teaching

- candidate's teaching contributions
- candidate's teaching philosophy that reflects quality in teaching
- candidate's teaching strategies and methodologies
- candidate's assessment methods used in teaching
- candidate's contributions to the revision of existing courses or development of new courses
- candidate's contributions to the revision of existing programs, degrees, and/or academic units or development of new programs, degrees, and/or academic units
- candidate's level of support to students and/or trainees who seek academic or career advice
- candidate's mentoring and advising impact on the students' and/or trainees' academic development and/or career paths
- candidate's contribution to supervising, guiding and coaching graduate students and/or post-graduate trainees towards successful completion of their theses, projects, and/or professional clerkships (*if applicable*)



Personal Statement on Service

- candidate's level of engagement in academic governance venues and initiatives, and the quality of this engagement
- candidate's contributions on the functioning and advancement of the department, faculty/school, and the university
- candidate's engagement in and responsiveness to emerging concerns faced by the university, profession, and/or society
- candidate's clear purpose and consistent trajectory of service at the level of the university, profession, and/or society
- candidate's tangible and valuable outcomes of the candidate's service to the university, profession, and/or society

In Case of Leadership Role(s) in Research, Teaching, and/or Service

- candidate's level of recognition as a prominent scholar at the national and/or international levels, with reasoning and supporting evidence (*Research*)
- candidate's leadership and managerial skills in major research initiatives and projects (*Research*)
- candidate's level of recognition as an effective, impactful and prominent educator and role model, by peers and students/trainees (*Teaching*)
- candidate's contribution to establishing professional networks within the university and/or beyond that aim at advancing teaching and learning (*Teaching*)
- candidate's level of recognition as a role model in service, by peers and students/trainees (*Service*)
- candidate's leadership as reflected through launching and coordinating initiatives that include mentoring, inspiring, galvanizing and/or leading efforts of teams towards an aim of service to the university, profession, and/or society (*Service*)



Appendix 4: List of External Referees

Candidates to the rank of Tenured Associate Professor or Associate Professor should supply a list of six referee names, and candidates to the rank of Tenured Professor or Professor should supply a list of eight referee names. Candidates may contact potential referees to get their confirmation to be included in the list (*appendix 5*). Candidates may also list the names of individuals whom they wish to exclude along with the reasons. External referees should be qualified faculty members of professorial rank equal to or above that to which the candidate is applying, and with areas of expertise closely related to those of the candidate. Referees should not be previous research advisors or active research collaborators. Candidates should also indicate the ranking of the referee's university based on the [QS World University Ranking 2020](#). Below is a template of the external referees' list:

Referee 1	
Full Name	
Academic Title	
Department	
University	
QS Ranking	
Country	
e-mail	

Referee 2	
Full Name	
Academic Title	
Department	
University	
QS Ranking	
Country	
e-mail	

Referee 3	
Full Name	
Academic Title	
Department	
University	
QS Ranking	
Country	
e-mail	

Referee 4	
Full Name	
Academic Title	
Department	
University	
QS Ranking	
Country	
e-mail	

Referee 5	
Full Name	
Academic Title	
Department	
University	
QS Ranking	
Country	
e-mail	

Referee 6	
Full Name	
Academic Title	
Department	
University	
QS Ranking	
Country	
e-mail	

Referee 7	
Full Name	
Academic Title	
Department	
University	
QS Ranking	
Country	
e-mail	

Referee 8	
Full Name	
Academic Title	
Department	
University	
QS Ranking	
Country	
e-mail	



Appendix 5: Communication e-mails with Referees

Below is a template e-mail that you can use when contacting potential referees to get their confirmation to be included in your list. It is very important to highlight that the Dean's Office will not be contacting them before October or November and that the deadline to submit their evaluation letters is *January 17, 2020*.

Dear Dr. [External Referee's Last Name]:

My name is [Candidate's Full Name] and I am currently a/an [Candidate's Rank] at the Faculty of Medicine (FM) of the American University of Beirut (AUB). This year, I am planning to apply for [Application Type i.e. Promotion with Tenure, Tenure Only, or Promotion Only] from the rank of [Current Rank] to the rank of [Destined Rank] in the [Track].

The promotion and tenure policies at AUB, like those at most North American Universities, require external assessment by peers within the three pillars of academic medicine: research, teaching, and service. I am seeking your assistance to serve as one of my external referees. I recognize that this request adds significantly to your busy schedule but I will very much appreciate your approval. If you agree, the Dean's Office at AUB-FM will be sending you my application file early Fall 2019 (*October or November*) and your deadline to submit your final comments and recommendation/evaluation letter will be *January 17, 2020*.

Thank you in advance.

Best Regards,

[Candidate's Full Name], [Candidate's Highest Degree]
[Candidate's Current Rank]
Department of [Department's Name]

Appendix 6: Teaching Portfolio

A teaching portfolio is a factual description of a faculty member's teaching strengths and accomplishments. It includes documents and materials, which collectively suggest the scope and quality of a faculty member's teaching performance. The teaching portfolio is a compilation of information about a faculty member's teaching, made by that faculty member, often for use in consideration for tenure or promotion. It is not an exhaustive compilation of all of the documents and materials that bear on teaching performance. Instead, it presents selected information on teaching activities and solid evidence of their effectiveness. The following list provides examples of materials that can be included in the teaching portfolio:

Personal Statement on Teaching (*appendix 3*)

List of All Teaching Contributions

- a. The basic science departments at FM offer Master of Science (MS) and Doctor of Philosophy (PhD) degrees. In addition to graduate students, faculty members at these departments are also engaged in teaching medical students (Med I and II), and delivering graduate courses within the interfaculty programs and undergraduate courses to nursing and health professions' students (medical laboratory sciences, medical imaging sciences, and medical audiology sciences). The most common types of teaching venues are: lectures, case discussions such as Team-Based Learning (TBL), lab applications, seminars and/or journal club series, comprehensive exams, qualifying exams (PhD level), and theses.
- b. The clinical departments at FM are mainly engaged in the medical educational programs that include the MD program and the postgraduate residency and fellowship training programs. Depending on the specialty, faculty members in these departments contribute to clinical teaching using a number of different venues such as: Out Patient Department (OPD), specialty clinics, Emergency Room (ER), and Operating Room (OR), as well as on-site and/or off-site bedside rounds. In addition, clinical faculty members may also offer lectures, clinical skills sessions, case-based and laboratory discussions as well as TBLs to Med I and II students, among others.
- c. FM faculty members, at both the basic science and clinical departments, might also engage in other educational responsibilities and activities. These include: developing a major curricular unit (e.g., course or clerkship, rotation, elective), developing a minor curricular unit (e.g., lab session, TBL module), revising a course or clerkship or other unit, developing novel teaching methods or learning tools, developing a syllabus or manual, developing faculty and staff skills (e.g., conducting workshops), developing personal skills and knowledge (e.g., attending teaching and learning workshops), and serving in leadership positions in education (e.g., deans, directors or coordinators).

Tabulated Summary of All Students' and/or Trainees' Evaluation Scores with Analysis

Copies of All Students' and/or Trainees' Evaluation Forms along Comments [as available] (*soft copy only*)

Evidence for Excellence in Quality Teaching [as applicable]

The candidate can submit a selection of the following:

- a. Evidence that teaching is student-centered, directed to the needs of students and/or trainees, and aligned with the requirements of the profession
- b. Evidence of good ratings from evaluations and or observations by peers (faculty members can work in pairs to observe each other with the aim of improving teaching quality)



- c. Participation in professional development seminars and evidence that ideas acquired in these seminars have been implemented
- d. Evidence that technology is used meaningfully to support student and/or trainee learning
- e. Evidence of pedagogical innovation

Evidence for Excellence in Quality Assessment of Students and/or Trainees [as applicable]

The candidate can submit a selection of the following:

- a. Evidence that the faculty member uses assessment that focuses on higher-order cognitive skills
- b. Evidence that the faculty member uses items/questions/assignments that are instructionally sensitive and educationally valuable
- c. Evidence that assessments accurately focus on the knowledge and skills they intend to measure
- d. Evidence that a faculty member provides feedback that students and/or trainees can use to improve their performance

Evidence for Excellence in Contributions towards Course and Curriculum Development [as applicable]

The candidate can submit a selection of the following:

- a. Newly developed courses
- b. Newly developed programs or revision of existing programs
- c. Evidence of pedagogical innovation

Evidence for Excellence in Quality Advising and Mentoring [as applicable]

The candidate can submit a selection of the following:

- a. Evidence of individualized efforts in mentoring and advising (mentoring includes faculty colleagues as well as students and trainees)
- b. Evidence that mentoring impacts on mentees and advisees
- c. A count of the number of mentees and advisees
- d. A count of the number of projects/theses supervised

Evidence for Excellence in Leadership/Recognition Related to Teaching [as applicable]

The candidate can submit a selection of the following:

- a. Evidence of leading initiatives that advance innovations and address problems of practice
- b. Evidence of coordination and enhancement of academic programs
- c. Evidence of contributions to the development of educational policy and programs at the national level
- d. Evidence of establishing professional networks within the university and/or beyond that aim at improving teaching and learning
- e. Evidence of mentoring colleagues about teaching-related issues and contributing to efforts to improve teaching and learning in the university
- f. Evidence of organizing or facilitating of seminars, workshops or conferences on teaching and learning
- g. Evidence of delivering nationally recognized teaching-related professional service to other universities and organizations
- h. Evidence of receiving substantial learning and teaching-related grants
- i. Evidence of receiving awards and recognitions related to teaching

Reflective Statement on the Activities Included in the Portfolio and Their Alignment with the Teaching Philosophy

Source: AUB's Center for Teaching and Learning

Appendix 7: Publications in Rank

Soft copies of all research publications that have appeared during the years in rank, as well as those accepted for publication or in press but not yet published (documentation required for the latter), should be submitted. Please save each publication in a pdf format and name it as per your publication's title.

In attempt to increase the visibility of your research publications and thus increasing your citations record, it is advisable that each faculty member applying for promotion and/or tenure to:

1. Make sure that s/he have one Scopus profile: <https://www.scopus.com/>. Scopus is the largest abstract and citation database of peer-reviewed literature: scientific journals, books and conference proceedings. Scopus brings together superior data quality and coverage, sophisticated analytics and advanced technology in one solution that is ready to combat predatory publishing, optimize analytic powers and researcher workflows, and empower better decision making.
 - a. If you have more than one profile, please contact Scopus to merge them using this link: <https://www.scopus.com/feedback/author/home.uri>.
 - b. The steps are available on this link: https://service.elsevier.com/app/answers/detail/a_id/26216/supporthub/scopus/#tips
2. Create a Google Scholar Citations profile: <https://scholar.google.com/>. Google Scholar provides a simple way to broadly search for scholarly literature. Google Scholar aims to rank documents the way researchers do, weighing the full text of each document, where it was published, who it was written by, as well as how often and how recently it has been cited in other scholarly literature.
 - a. First, sign to your [Google account](#), or create one if you don't yet have one.
 - b. Once you've signed in to your Google account, the Citations sign up form will ask you to confirm the spelling of your name, and to enter your affiliation, interests, etc. We recommend that you also enter your university email address which would make your profile eligible for inclusion in Google Scholar search results.
 - c. On the next page, you'll see groups of articles written by people with names similar to yours. Click "Add all articles" next to each article group that is yours, or "See all articles" to add specific articles from that group. If you don't see your articles in these groups, click "Search articles" to do a regular Google Scholar search, and then add your articles one at a time. Feel free to do as many searches as you like.
 - d. Once you're done with adding articles, it will ask you what to do when the article data changes in Google Scholar. You can either have the updates applied to your profile automatically, or you can choose to review them beforehand. In either case, you can always go to your profile and make changes by hand.
 - e. Finally, you will see your profile. This is a good time to add a few finishing touches - upload your professional looking photo, visit your university email inbox and click on the verification link, double check the list of articles, and, once you're completely satisfied, make your profile public. Voila - it's now eligible to appear in Google Scholar when someone searches for your name!
3. Create an ORCID iD: <https://orcid.org/>. ORCID provides a persistent digital identifier that distinguishes you from every other researcher and, through integration in key research workflows such as manuscript and grant submission, supports automated linkages between you and your professional activities ensuring that your work is recognized.

Appendix 8: Work in Progress

If you have any research work in progress, whether during this academic process or after the promotion and tenure results, please make sure to check the impact factor and the quartile ranking of the journal using the below guide. At FM, we rely only on Journal Citation Reports (JCR) as the most reliable database:

<https://jcr.incites.thomsonreuters.com/>.

The JCR module allows you to evaluate and compare journals using citation data drawn from approximately 12,000 scholarly and technical journals and conference proceedings from more than 3,300 publishers in over 60 countries/territories. JCR is the only source of citation data on journals, and includes virtually all specialties in the areas of science, technology, and social sciences.

1. Go to JCR: <https://jcr.incites.thomsonreuters.com/>.
2. If you lost the link, you can go to Saab Medical Library website: <https://web.aub.edu.lb/libraries/sml/>. On the left menu under “How do I” press on “Look Up Impact Factor”, a new page will open → at the beginning of third paragraph press on “JCR” or “Journal Citation Reports”, a new window will open accessible for AUB users only.
3. Enter a journal title and press search. If the journal title does not appear, this indicates that the journal does not have a JCR impact factor.

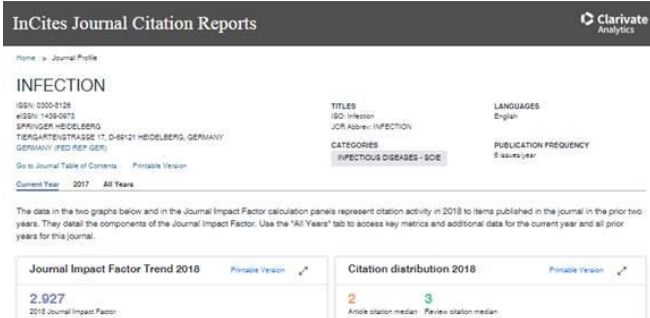
How do I

- ➔ Practice Wisely
- ➔ Meet with a Librarian
- ➔ Order an Article
- ➔ Keep UpToDate with Evidence
- ➔ Look Up Impact Factor

[View All ➔](#)

Enter a journal name

4. A new page will open highlighting the impact factor in purple.



InCites Journal Citation Reports Clarivate Analytics

Home > Journal Profile

INFECTION

ISSN: 0950-0128
eISSN: 1439-0573
SPRINGER HEIDELBERG
TRENKARTENSTRASSE 17, D-69121 HEIDELBERG, GERMANY
GERMANY (JED REF GER)

TITLES
ISO: Infection
JCR Abbrev: INFECTION

LANGUAGES
English

CATEGORIES
INFECTIOUS DISEASES - SCE

PUBLICATION FREQUENCY
8 issues/year

Go to Journal Table of Contents [Printable Version](#)

Current Year: 2017 [All Years](#)

The data in the two graphs below and in the Journal Impact Factor calculation panels represent citation activity in 2018 to items published in the journal in the prior two years. They detail the components of the Journal Impact Factor. Use the "All Years" tab to access key metrics and additional data for the current year and all prior years for this journal.

Journal Impact Factor Trend 2018 [Printable Version](#)

2.927

2018 Journal Impact Factor:

Citation distribution 2018 [Printable Version](#)

2 Article citation median 3 Facies citation median

5. To know the quartile of the journal, press on “All Years” (above the explanatory paragraph), a new page will open → scroll down → press on “Rank” in the left menu → the list of quartiles per year will appear (follow the most recent).

Source Data

Rank

[Cited Journal Data](#)

[Citing Journal Data](#)

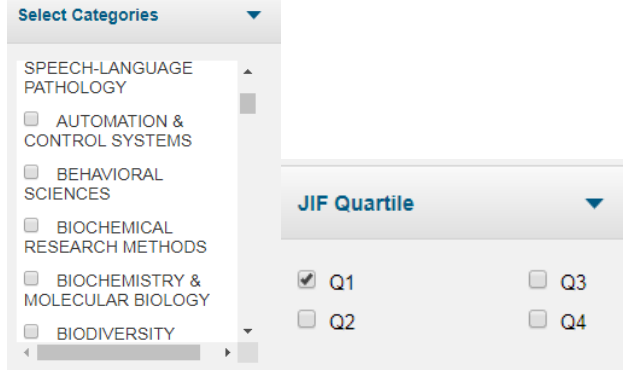
[Box Plot](#)

[Journal Relationships](#)

JCR Impact Factor

JCR Year	INFECTIOUS DISEASES		
	Rank	Quartile	JIF Percentile
2018	39/89	Q2	56.742
2017	41/88	Q2	53.977
2016	44/84	Q3	48.214
2015	45/83	Q3	46.386
2014	38/78	Q2	51.923
2013	29/72	Q2	60.417
2012	38/70	Q3	46.429
2011	34/70	Q2	52.143
2010	38/58	Q3	35.345

- To search for a list of journals: on the JCR main page, press on “Browse by Category” → press on “Home” at the top of the page → on the left menu, press on “Select Categories” → choose the category you need based on the manuscript topic/field → you can also filter your search for a specific quartile (Q1>Q2>Q3>Q4) by pressing “JIF Quartile” and selecting one of the Qs → press “Submit” → you will get the list of all journals in that category, sorted by impact factor, and based the filters you used.



The screenshot shows two filter panels. The left panel, titled "Select Categories", lists several scientific fields with checkboxes: SPEECH-LANGUAGE PATHOLOGY, AUTOMATION & CONTROL SYSTEMS, BEHAVIORAL SCIENCES, BIOCHEMICAL RESEARCH METHODS, BIOCHEMISTRY & MOLECULAR BIOLOGY, and BIODIVERSITY. The right panel, titled "JIF Quartile", has a dropdown menu and four checkboxes labeled Q1, Q2, Q3, and Q4. The Q1 checkbox is checked.

- You can also use the following link to search for journals based on your manuscript title, abstract, and field: <https://journalfinder.elsevier.com/> (the page is self-explanatory). Once you find a journal, search for its impact factor and quartile on JCR as above.

At FM we encourage our faculty members to publish original research as major contributors. A major contribution of an author to a publication refers normally to the citation sequence of authorship as first author, as senior author or as corresponding author. A “senior author” may be cited as the last author on the published work; he/she is typically the principal investigator (PI) on the research project or the one who directed the experimental work and the lab where the research was done.

An original paper is a full-length manuscript that describes a significant advancement in a particular field of research. Originality implies evidence-based innovation and achievement of new findings based on experimentation, clinical studies, simulations, or other forms of investigative methods. The work should not have been previously reported except in abstract form. An original paper typically includes introduction, methods, results, and discussion sections. Narrative reviews, brief case reports, brief letters to the editor, conference reports, and technical reports or communications do not count as original papers.