

# Annual Promotion & Tenure Information Programs

Faculty Affairs Office

April 1, 2025

April 7, 2025



# Agenda

<b>Faculty Promotions at Feinberg</b>	Farzaneh A. Sorond, MD, PhD Vice Dean for Academic Affairs Professor of Neurology	Ravi Kalhan, MD, MS Associate Dean for Faculty Affairs Professor of Medicine
<b>Preparing the Promotion Packet: Strategies and Tips for Success</b>	Mercedes R. Carnethon, PhD Chair, Feinberg APT Committee Professor of Preventive Medicine	Daniela P. Ladner, MD, MPH Co-Chair, Feinberg APT Committee Professor of Surgery
<b>Teaching Opportunities</b>	Marianne M. Green, MD Vice Dean for Education Professor of Medicine and Medical Education	
<b>Research Career Development Support</b>	Rick McGee, PhD Associate Dean for Professional Development Professor of Medical Education	
<b>Q &amp; A</b>	All panelists	

# Zoom Meeting Logistics

- All audience members will be muted throughout the program.
- Presenters will answer questions in the final portion of the program.
- Send questions via the Q&A feature in Zoom.
- During the final Q&A portion you can also use the Raise Hand feature in Zoom to ask your question and unmute yourself when prompted.

# Introducing the Faculty Affairs Office



# Faculty Affairs Office

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Faculty are our most valuable resource.

At Northwestern University Feinberg School of Medicine, we believe that our faculty are critical to achieving and maintaining a leadership position among academic medical centers. Learn how we support our faculty in the work they do today and in developing personalized and rewarding careers.

# Information Guide for Appointments, Promotion and Tenure



## Information Guide for Appointments, Promotion, and Tenure (APT)

Northwestern University Feinberg School of Medicine  
February 20, 2025

This guide was originally issued in December of 2011 and is updated periodically. Updated versions were issued on February 6, 2013; November 11, 2013; March 25, 2014; May 6, 2014; June 12, 2014; December 4, 2014; July 7, 2015; August 26, 2015; September 1, 2016; April 10, 2017; January 2, 2018; August 13, 2019; April 13, 2020; August 17, 2020; December 14, 2020; February 24, 2021; March 17, 2021; April 11, 2022; March 24, 2023; August 15, 2023; March 13, 2024; February 20, 2025.

Information Guide for APT

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# Faculty Affairs Office

## Administration

- Strategy and planning
- Staffing
- Regulatory/compliance
- Reporting and analytics
- System administration and support
- Outreach, meetings, presentations
- Website administration
- Nemmer's prize coordination
- General administration

## Recruit & Appoint

- Hiring Plan
- Pre-search
- Leader Searches
- Offers, waivers, counters
- New appts
- Research staff, visitor, postdoc appts
- Secondary appts
- Transfers, changes, LOA
- Departures

## Develop

- Medical Faculty Council (MFC)
- Women Faculty Organization (WFO)
- Academic clinician development
- Faculty educational development
- Development for researchers

## Promote

- Promotion and tenure
- Tenure-eligible reviews
- Annual performance reviews

## Retain

- Appointment changes
- Emeritus nominations
- Endowed professorships
- Institutes & centers

# Career Journey & Faculty Experience

**Example Journey** (*journeys will vary by faculty member*)



1. Recruitment
2. Onboarding
3. Development event (e.g., participate in FAME program)
4. Retention/Recognition event (e.g., recognized with an award)
5. Promotion to Associate Professor
6. Development event (e.g., participate in grant-writing program)

7. Retention/Recognition event (e.g., become Center Director)
8. Development event (e.g., participate in LEAP)
9. Promotion to Professor
10. Retention event (e.g., receive endowed professorship)
11. Retention event (e.g., attain Emeritus status)
12. Transition to “The Great Beyond”



# Career Tracks

# Feinberg Faculty Career Tracks



# Investigator Track

# Investigator Track

- Tenure track
- Probationary period (a.k.a. “tenure clock”) is 9 years
- Appointed to one of two pathways

## Scientist Pathway

- For scientists without clinical or service responsibilities
- Most effort directed towards original, independent research
- Teach graduate and/or medical students
- Institutional service

## Physician Scientist Pathway

- Physicians or other healthcare professionals who devote the majority of their effort to original, independent research
- Typically, have limited clinical and/or service responsibilities
- Teach graduate and/or medical students, residents, and fellows



# Promotion on the Investigator Track

Assistant Professor	Associate Professor w/ Tenure	Tenured Professor
<ul style="list-style-type: none"><li>Tenure clock starts with appointment as Assistant Professor on any faculty track at any institution</li></ul>	<ul style="list-style-type: none"><li>At least 6 years in rank as Assistant Professor</li><li>Likelihood of continued high impact research</li><li>Significant external funding to support research</li><li>Publish innovative, original research in peer-reviewed journals (first or last author) as an independent investigator</li><li>Evidence of significant external/<b>national</b> recognition</li></ul>	<ul style="list-style-type: none"><li>At least 5 years in rank as Associate professor with record of outstanding performance</li><li>Maintain a high impact research program</li><li>Significant external funding</li><li>Continue to publish innovative, original research in peer-reviewed journals (mostly last author)</li><li>Evidence of highest forms of external/<b>national/international</b> recognition</li></ul>

# Activity on the **Investigator Track** and Examples of Accomplishments

	Dimensions of Achievement and Examples of Contributions			
	Scholarship (Publications)	Grant Funding	Recognition and Leadership (Reputation)	Professional Service*
<b>Research</b>	<ul style="list-style-type: none"> <li>• No requirement for a specific number of publications</li> <li>• The impact, quality, and quantity of the publications are evaluated</li> <li>• An impactful body of work based on work accomplished as an independent investigator.</li> </ul>	<ul style="list-style-type: none"> <li>• Typically, have renewed or be on a second round of grant funding, and</li> <li>• Generally, be principal investigator on at least 2 major grant awards (NIH R01 or equivalent) at the time that tenure is awarded</li> </ul>	<ul style="list-style-type: none"> <li>• Receipt of honors and awards</li> <li>• Invitation to speak at national meetings and other institutions</li> <li>• Service on Grant review panels, editorial boards or related activities</li> </ul>	<ul style="list-style-type: none"> <li>• Contributions of citizenship to the medical school and/or university</li> <li>• Mentoring</li> <li>• Teaching</li> </ul>

\*Professional Service represents activities expected of faculty members for promotion by virtue of their faculty appointment and should be combined with activities that demonstrate Scholarship or Recognition and Leadership for successful promotion.

# Tenure-Eligible Interim Review

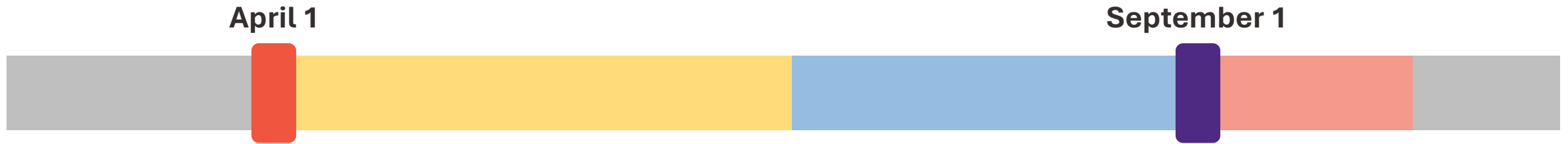
- Interim review is intended to facilitate your success in achieving tenure
- Offers actionable feedback from the Feinberg APT Committee and Deans on your progress towards tenure at two timepoints in your tenure probationary period

## Tenure Probationary Period Timeline



1. Start of tenure clock
  - *Tenure clock always starts on the calendar year that the faculty was hired*
  - *Standard tenure clock is 9 years and generally begins the year of initial appointment as Assistant Professor*
2. Interim review at 3 years
3. Interim review at 6 years
4. Tenure review for award of tenure at 8 years
5. Award of tenure must occur by September 1 of the tenure probationary period.

# 2025 Tenure Eligible Interim Review Timeline



- April 1:** Interim review materials due to Faculty Affairs Office
- May-June:** Review of materials by FAO and APT Committee
- July-August:** Preparation of feedback reports/action plans by Vice Dean & APT Chairs
- September 1:** Candidates and Chairs receive report with feedback and action plan
- September:** Candidates, Chairs/Division Chiefs, and mentoring committee chairs meet to discuss report and begin implementation of action plan



# Investigator Track Procedural Issues

## Switching Career Tracks

- Tenure-eligible Physician-Scientist Assistant Professors can be considered for a switch to the Clinician-Educator track
- This should typically be done no fewer than 3 years prior to the end of their probationary period

## Dean's pre-review of CV is required for:

- Early award of tenure – expectation that candidate will have completed in a shorter period of time what is expected during a 9-year probationary period
- Promotion to tenure-eligible Associate Professor. This is a rare event and generally not approved.

# Clinician-Educator Track

# Clinician-Educator Track

## Clinician-Educator Track Domains



- MDs with significant clinical responsibilities
- PhDs or other professional degrees with significant clinical responsibilities (e.g., psychologists)
- Specialize in two of five domains
- Community engagement is a new domain introduced in fall 2020
- Non-tenure track

# Promotion for Clinician-Educators

Assistant Professor	Associate Professor	Professor
<ul style="list-style-type: none"><li>• Evidence of academic contributions</li><li>• Must be board certified (some surgical specialties may have exceptions)</li></ul>	<ul style="list-style-type: none"><li>• Minimum of <b>six</b> years at the assistant professor level</li><li>• Sustained pattern of excellence and impact in two domains that has resulted in significant <b>regional/national</b> recognition of achievements</li></ul>	<ul style="list-style-type: none"><li>• Minimum of <b>five</b> years at the associate professor level</li><li>• Multiple contributions in two domains with a substantial impact in the field that have resulted in <b>national/international</b> recognition of achievements</li></ul>



# Domains of Activity on the Clinician-Educator and Health System Clinician Tracks and Examples of Accomplishments

Domain	Dimensions of Achievement and Examples of Contributions		
	Scholarship	Recognition and Leadership	Professional Service*
<b>Clinical Impact and Recognition</b>	<ul style="list-style-type: none"> <li>Development and implementation of clinical protocols and guidelines</li> <li>Development and implementation of innovative clinical programs or quality initiatives</li> <li>Unique expertise in clinical or consultative specialty</li> <li>Publication of case reports, reviews, editorials and book chapters</li> </ul>	<ul style="list-style-type: none"> <li>Leadership activity in professional organizations</li> <li>Editorial activity for medical journals</li> <li>Recognition by community or peers as clinical leader</li> <li>Consultative positions in governmental or nongovernmental organizations</li> <li>Consistent outstanding evaluations as a clinician from residents and medical students</li> <li>Participation in the development of clinical guidelines, statements, and other expert opinion documents that form the basis for the national standard of patient care</li> </ul>	<ul style="list-style-type: none"> <li>Provision of high-quality, evidence-based patient care</li> <li>Service contributions to the academic medical center, medical school, or university</li> <li>Community outreach</li> <li>Mentorship of junior faculty, fellows, and residents.</li> </ul>
<b>Teaching and Education</b>	<ul style="list-style-type: none"> <li>Novel contributions to education research and development</li> <li>Development of new approaches to teaching (e.g., audiovisual, web-based, texts, manuals, curriculum development, and student assessment and educational/programmatic evaluation)</li> <li>Collaborations with Searle Center for Teaching Excellence</li> </ul>	<ul style="list-style-type: none"> <li>Receipt of teaching awards</li> <li>Recurring exceptional teaching effectiveness on evaluations</li> <li>Leadership activities in residency programs or medical student clerkships.</li> <li>Leadership activities in medical school or university education.</li> <li>Leadership in national organizations whose primary focus is education.</li> <li>Editorial activity for education journals.</li> <li>Visiting professorships, national presentations, and invited lectures.</li> </ul>	<ul style="list-style-type: none"> <li>Teaching medical students in courses such as Problem Based Learning and Medical Decision Making is expected (<a href="http://www.feinberg.northwestern.edu/sites/fame/teaching-opportunities/index.html">http://www.feinberg.northwestern.edu/sites/fame/teaching-opportunities/index.html</a>)</li> <li>Mentorship of junior faculty, fellows, and residents.</li> <li>Review activities for education journals.</li> <li>Development of systems that support teaching</li> <li>Participation in student/housestaff recruitment and selection</li> </ul>
<b>Original Research</b>	<ul style="list-style-type: none"> <li>Contribute to publications of innovative, original research as a PI or member of a research team</li> <li>Consistent receipt of extramural funding (e.g., governmental and nongovernmental)</li> <li>Principal investigator of multicenter studies or collaborations</li> </ul>	<ul style="list-style-type: none"> <li>Editorial activities for journals</li> <li>Leader of scientific review committees</li> <li>Leadership activity in professional organizations</li> <li>Participation in scientific review for granting agencies</li> <li>Awards</li> </ul>	<ul style="list-style-type: none"> <li>Review activities for journals.</li> <li>Teaching research methods through courses and seminars.</li> <li>Mentorship of junior faculty, fellows, and residents.</li> </ul>
<b>Health Services and Management</b>	<ul style="list-style-type: none"> <li>Scholarly evaluation of health care delivery with publication of findings regarding the effects of administrative interventions</li> <li>Development of physician leadership training programs (e.g., administrative fellowship with MBA at Kellogg)</li> <li>Development of innovative administrative programs</li> </ul>	<ul style="list-style-type: none"> <li>Administrative leadership activity in the medical center, medical school, or university</li> <li>Department or division leadership activity (e.g., chair, vice chair, director)</li> <li>Leadership in faculty development.</li> <li>Leadership activity in professional organizations</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration of effective administration of health care delivery</li> <li>Participation in administration of medical school departments and centers</li> <li>Committee service (departmental, medical school, or university).</li> <li>Mentorship of junior faculty, fellows, and residents.</li> </ul>
<b>Community Engagement</b>	<ul style="list-style-type: none"> <li>Contribute to community-engaged research activities and publication of the findings</li> <li>Development of community-based clinical and/or educational programs</li> <li>Development of training, learning opportunities, toolkits and related resources for community partners</li> <li>Additional forms of scholarship, such as collaborative authorship contributions to community health needs or asset reports, evidence-based practice guidelines, and policy documents</li> <li>Curricular design or leadership over educational or training programs that are developed, implemented, and evaluated in collaboration with community partners to respond to community-identified needs, concerns, or interests (e.g. service learning programs)</li> </ul>	<ul style="list-style-type: none"> <li>Receipt of awards for community-based activities and service</li> <li>Leadership or co-leadership of community-based initiatives</li> <li>Research leadership/innovation in strong partnership with community organizations, including serving as co-PI, PI, or co-investigator on externally funded community-based research projects with community organization investigators</li> </ul>	<ul style="list-style-type: none"> <li>Education about, and/or promotion of, clinical research in a community setting</li> <li>Service on governance or advisory committees in a community organization</li> <li>Mentoring community organization staff in research planning and/or funding proposals</li> <li>Teaching activities conducted in community settings for Northwestern medical and/or graduate students/residents/clinical post-doctoral fellows/practitioners – lectures, courses, individual instruction</li> <li>Teaching activities conducted in community settings for community residents, such as elementary or high school students, employees of community or faith organizations, or community residents served by sponsoring service organizations – workshops, lectures, courses, individual instruction</li> </ul>

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# Clinician-Educator Track Procedural Issues

## **Know Your Domains!**

The most common reason Clinician-Educators are unsuccessful in obtaining promotion is that the packet is not aligned with the recorded domains.

## **Domain Changes**

- Confirm your domains by logging into the Feinberg Faculty Portal and navigating to Profile > Current Appointment
- NTE Clinician-Educators may change domains, but must do so before the promotion application is received in the Dean's Office (i.e., by September 1)
- After the promotion application is received, the domains are locked
- Domains used for promotion to associate professor and to professor do not have to be the same

Team Scientist Track

# Team Scientist Track

- Implemented in 2015
- Non-clinical faculty with a terminal degree, who specialize in one of two domains
- All faculty in this track contribute to the education and service missions of the school

## Research Domain

- Typically engage in multiple research teams (Co-I on multiple different grants)
- Play a key role to obtain, sustain, and implement programmatic research and elevate the success of research teams
- Typically contribute as co-investigator, but also serve as a PI

## Education Domain

- Recognized as outstanding educator
- Contribute to course development, degree program leadership, and other innovative educational products



# Promotion for Team Scientists

Associate Professor	Professor
<ul style="list-style-type: none"><li>• Minimum of <b>six</b> years at the assistant professor level, except in unusual circumstances</li><li>• Sustained pattern of excellence and impact in their primary domain that has resulted in significant <b>regional/national</b> recognition of achievements</li></ul>	<ul style="list-style-type: none"><li>• Minimum of <b>five</b> years at the associate professor level, except in unusual circumstances</li><li>• Multiple contributions in their primary domain with a substantial impact in the field that has resulted in <b>national/international</b> recognition of achievements</li></ul>

# Domains of Activity on the **Team Scientist Career Track** and Examples of Accomplishments

Domain	Dimensions of Achievement and Examples of Contributions		
	Scholarship <sup>+</sup>	Recognition and Leadership	Professional Service <sup>*</sup>
<b>Research</b>	<ul style="list-style-type: none"> <li>Contribute to publications of innovative, original research as a member of a research team or lead or senior author</li> <li>Consistent receipt of extramural (e.g., governmental and nongovernmental) funding in programmatic role as a co-investigator where a key role was played in the project</li> <li>Principal or co-investigator of multicenter studies or collaborations</li> <li>Principal or co-investigator on research grants</li> <li>Leadership of a major data core on a center grant or multiple project grant</li> </ul>	<ul style="list-style-type: none"> <li>Editorial activities for journals</li> <li>Member of scientific review committees</li> <li>Leadership activity in professional organizations</li> <li>Participation in scientific review for granting agencies</li> <li>Member of data monitoring boards</li> <li>Awards</li> <li>Visiting professorships, national presentations, and invited lectures</li> </ul>	<ul style="list-style-type: none"> <li>Review activities for journals.</li> <li>Mentorship of junior faculty, fellows, and graduate students.</li> </ul>
<b>Education</b>	<ul style="list-style-type: none"> <li>Novel contributions to education research and development</li> <li>Development of new approaches to teaching (e.g., audiovisual, web-based, texts, manuals, curriculum development, and student assessment and educational/programmatic evaluation)</li> <li>Evidence for dissemination of teaching scholarship</li> <li>Collaborations with Searle Center for Teaching Excellence</li> </ul>	<ul style="list-style-type: none"> <li>Receipt of teaching awards</li> <li>Recurring exceptional teaching effectiveness on evaluations</li> <li>Leadership activities in medical school or university education.</li> <li>Leadership in national organizations whose primary focus is education.</li> <li>Editorial activity for education journals.</li> <li>Visiting professorships, national presentations, and invited lectures.</li> </ul>	<ul style="list-style-type: none"> <li>Educational service contributions to medical school or university.</li> <li>Mentorship of junior faculty, fellows, and graduate students.</li> <li>Review activities for education journals.</li> <li>Development of systems that support teaching</li> <li>Participation in student/resident recruitment and selection</li> </ul>

<sup>+</sup>Examples of scholarship are provided, but there is not an expectation that an individual faculty member will have accomplished all of these; rather, some of these examples or other scholarly accomplishments will be evident at the time of promotion. Faculty choosing research as their domain are expected to have accomplishments in the Scholarship and Recognition and Leadership dimensions for research and contributions in the Professional Service dimension for education. Faculty choosing education as their domain are expected to have accomplishments in the Scholarship and Recognition and Leadership dimensions for education. These faculty may also make contributions to collaborative research similar to that described for those who choose the research domain, but this is not a requirement for those who choose the education domain.

<sup>\*</sup>Professional Service represents activities expected of faculty members for promotion by virtue of their faculty appointment and should be combined with activities that demonstrate Scholarship or Recognition and Leadership for successful promotion.

# Research Faculty Track

# Research Faculty Track

- For faculty without clinical or significant teaching responsibilities beyond instruction of trainees in the laboratory
- Roles and responsibilities
  - Typically (but not always) provide support to the research laboratory of another faculty member
  - Eligible to apply for independent funding
  - May play a leadership role in the operations of core facilities
- Typically supported exclusively through grant funding
- Non-tenure eligible track



# Promotion for Research Faculty

Associate Professor	Professor
<ul style="list-style-type: none"><li>• Minimum of <b>six</b> years at the assistant professor level, except in unusual circumstances</li><li>• Record of outstanding collaborative and/or independent scientific work</li><li>• Demonstrate the extent to which their activities contribute to research excellence within the Feinberg School of Medicine</li></ul>	<ul style="list-style-type: none"><li>• Minimum of <b>five</b> years at the associate professor level, except in unusual circumstances</li><li>• Evidence of continued productivity since appointment or promotion to Research Associate Professor<ul style="list-style-type: none"><li>○ In collaborative or independent scientific work</li><li>○ In support of research excellence within FSM</li></ul></li></ul>

# Activity on the **Research Faculty Track** and Examples of Accomplishments

	Dimensions of Achievement and Examples of Contributions		
	Scholarship	Recognition and Leadership	Professional Service*
<b>Research</b>	<ul style="list-style-type: none"> <li>• Contribute to publications of innovative, original research as a member of a research team or lead or senior author</li> <li>• Consistent receipt of extramural (e.g., governmental and nongovernmental) funding in programmatic role as a co-investigator where a key role was played in the project</li> <li>• Principal or co-investigator of multicenter studies or collaborations</li> <li>• Principal or co-investigator on research grants</li> <li>• Leadership of a major data core on a center grant or multiple project grant</li> </ul>	<ul style="list-style-type: none"> <li>• Editorial activities for journals</li> <li>• Member of scientific review committees</li> <li>• Leadership activity in professional organizations</li> <li>• Participation in scientific review for granting agencies</li> <li>• Member of data monitoring boards</li> <li>• Awards</li> <li>• Visiting professorships, national presentations, and invited lectures</li> </ul>	<ul style="list-style-type: none"> <li>• Review activities for journals.</li> <li>• Mentorship and education of trainees in the laboratory</li> <li>• Support development of systems that support research and teaching in the research laboratory</li> <li>• Participation in student/resident recruitment and selection</li> </ul>

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# Promotion for Research Faculty

## Areas for Special Consideration of Promotion in the Research Track

### **Research / Publications Portfolio:**

- Evidence of extra- or intramural supported research, either as a principal investigator or co-investigator
- Publications: original investigations, clinical observations, reviews, books, and book chapters
- Additional accomplishments and activities that are not required but warrant consideration:
  - ✓ Web site/software development
  - ✓ Invited lectures outside of Northwestern
  - ✓ Awards
  - ✓ Service on national level peer-review groups
  - ✓ Patents and licenses
  - ✓ Popular writings or lay press contributions

# Health System Clinician Track



# Health System Clinician Track

## Health System Clinician Areas of Scholarly Concentration

- 1 Education
- 2 Research
- 3 Health Services Management
- 4 Community Engagement

- MDs with significant clinical responsibilities across regional health system sites
- In addition to clinical contributions, need one area of scholarly concentration
- Non-tenure track

# Promotion for Health System Clinicians

## Clinical Associate Professor

- Minimum of **six** years at the assistant professor level
- Sustained pattern of excellence and impact as an expert clinician and in one area of concentration that has resulted in significant **local/regional** recognition of achievements

## Clinical Professor


- Minimum of **five** years at the associate professor level
- Multiple contributions as an expert clinician and in one area of concentration with a substantial impact in the field that have resulted in **regional/national** recognition of achievements

# Domains of Activity on the Clinician-Educator and Health System Clinician Tracks and Examples of Accomplishments

Domain	Dimensions of Achievement and Examples of Contributions		
	Scholarship	Recognition and Leadership	Professional Service*
<b>Clinical Impact and Recognition</b>	<ul style="list-style-type: none"> <li>Development and implementation of clinical protocols and guidelines</li> <li>Development and implementation of innovative clinical programs or quality initiatives</li> <li>Unique expertise in clinical or consultative specialty</li> <li>Publication of case reports, reviews, editorials and book chapters</li> </ul>	<ul style="list-style-type: none"> <li>Leadership activity in professional organizations</li> <li>Editorial activity for medical journals</li> <li>Recognition by community or peers as clinical leader</li> <li>Consultative positions in governmental or nongovernmental organizations</li> <li>Consistent outstanding evaluations as a clinician from residents and medical students</li> <li>Participation in the development of clinical guidelines, statements, and other expert opinion documents that form the basis for the national standard of patient care</li> </ul>	<ul style="list-style-type: none"> <li>Provision of high-quality, evidence-based patient care</li> <li>Service contributions to the academic medical center, medical school, or university</li> <li>Community outreach</li> <li>Mentorship of junior faculty, fellows, and residents.</li> </ul>
<b>Teaching and Education</b>	<ul style="list-style-type: none"> <li>Novel contributions to education research and development</li> <li>Development of new approaches to teaching (e.g., audiovisual, web-based, texts, manuals, curriculum development, and student assessment and educational/programmatic evaluation)</li> <li>Collaborations with Searle Center for Teaching Excellence</li> </ul>	<ul style="list-style-type: none"> <li>Receipt of teaching awards</li> <li>Recurring exceptional teaching effectiveness on evaluations</li> <li>Leadership activities in residency programs or medical student clerkships.</li> <li>Leadership activities in medical school or university education.</li> <li>Leadership in national organizations whose primary focus is education.</li> <li>Editorial activity for education journals.</li> <li>Visiting professorships, national presentations, and invited lectures.</li> </ul>	<ul style="list-style-type: none"> <li>Teaching medical students in courses such as Problem Based Learning and Medical Decision Making is expected (<a href="http://www.feinberg.northwestern.edu/sites/fame/teaching-opportunities/index.html">http://www.feinberg.northwestern.edu/sites/fame/teaching-opportunities/index.html</a>)</li> <li>Mentorship of junior faculty, fellows, and residents.</li> <li>Review activities for education journals.</li> <li>Development of systems that support teaching</li> <li>Participation in student/housestaff recruitment and selection</li> </ul>
<b>Original Research</b>	<ul style="list-style-type: none"> <li>Contribute to publications of innovative, original research as a PI or member of a research team</li> <li>Consistent receipt of extramural funding (e.g., governmental and nongovernmental)</li> <li>Principal investigator of multicenter studies or collaborations</li> </ul>	<ul style="list-style-type: none"> <li>Editorial activities for journals</li> <li>Leader of scientific review committees</li> <li>Leadership activity in professional organizations</li> <li>Participation in scientific review for granting agencies</li> <li>Awards</li> </ul>	<ul style="list-style-type: none"> <li>Review activities for journals.</li> <li>Teaching research methods through courses and seminars.</li> <li>Mentorship of junior faculty, fellows, and residents.</li> </ul>
<b>Health Services and Management</b>	<ul style="list-style-type: none"> <li>Scholarly evaluation of health care delivery with publication of findings regarding the effects of administrative interventions</li> <li>Development of physician leadership training programs (e.g., administrative fellowship with MBA at Kellogg)</li> <li>Development of innovative administrative programs</li> </ul>	<ul style="list-style-type: none"> <li>Administrative leadership activity in the medical center, medical school, or university</li> <li>Department or division leadership activity (e.g., chair, vice chair, director)</li> <li>Leadership in faculty development.</li> <li>Leadership activity in professional organizations</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration of effective administration of health care delivery</li> <li>Participation in administration of medical school departments and centers</li> <li>Committee service (departmental, medical school, or university).</li> <li>Mentorship of junior faculty, fellows, and residents.</li> </ul>
<b>Community Engagement</b>	<ul style="list-style-type: none"> <li>Contribute to community-engaged research activities and publication of the findings</li> <li>Development of community-based clinical and/or educational programs</li> <li>Development of training, learning opportunities, toolkits and related resources for community partners</li> <li>Additional forms of scholarship, such as collaborative authorship contributions to community health needs or asset reports, evidence-based practice guidelines, and policy documents</li> <li>Curricular design or leadership over educational or training programs that are developed, implemented, and evaluated in collaboration with community partners to respond to community-identified needs, concerns, or interests (e.g. service learning programs)</li> </ul>	<ul style="list-style-type: none"> <li>Receipt of awards for community-based activities and service</li> <li>Leadership or co-leadership of community-based initiatives</li> <li>Research leadership/innovation in strong partnership with community organizations, including serving as co-PI, PI, or co-investigator on externally funded community-based research projects with community organization investigators</li> </ul>	<ul style="list-style-type: none"> <li>Education about, and/or promotion of, clinical research in a community setting</li> <li>Service on governance or advisory committees in a community organization</li> <li>Mentoring community organization staff in research planning and/or funding proposals</li> <li>Teaching activities conducted in community settings for Northwestern medical and/or graduate students/residents/clinical post-doctoral fellows/practitioners – lectures, courses, individual instruction</li> <li>Teaching activities conducted in community settings for community residents, such as elementary or high school students, employees of community or faith organizations, or community residents served by sponsoring service organizations – workshops, lectures, courses, individual instruction</li> </ul>

\*Professional Service represents activities expected of faculty members for promotion by virtue of their faculty appointment and should be combined with activities that demonstrate Scholarship or Recognition and Leadership for successful promotion.

## Faculty Affairs Office

[About Us ▾](#)[For Faculty ▾](#)[Career Development ▾](#)[For Administrators](#)[For Affiliates ▾](#)

## Faculty Promotion & Tenure

### Your Gateway to Career Advancement

Welcome to the Feinberg Faculty Promotion & Tenure Gateway! At Northwestern, we seek to help all faculty achieve their full potential with timely achievement of promotion and, where relevant, tenure.

Obtaining and documenting career achievements needed for promotion is best approached over a series of years. We hope that you will visit this website early and often in your time at Northwestern as you plan (and sometimes modify your plans) for your career trajectory.

# Feinberg Faculty Promotion & Tenure Gateway

<https://www.feinberg.northwestern.edu/fao/career-tracks-promotion/promotion-tenure/index.html>

# Feinberg Faculty Career Planning

## Career Tracks & Promotion

Career Tracks & Promotion  
Overview

Promotion & Tenure

Promotion & Tenure Overview

Career Tracks

► **Career Tracks Overview**

Clinician-Educators

Health System Clinicians

Investigators

Team Scientists

Research Faculty

[Home](#) > [Career Tracks & Promotion](#) > [Promotion & Tenure](#) > [Career Tracks](#)

## Career Tracks | Promotion & Tenure Guidance

### Promotion & Tenure Guidance by Track

We've prepared focused resources to help Northwestern University Feinberg School of Medicine faculty navigate their path to promotion or tenure. Explore tailored guidance pertinent to your career track:

- [Clinician-Educators](#)
- [Health System Clinicians](#)
- [Investigators](#)
- [Research Faculty](#)
- [Team Scientist](#)

<https://www.feinberg.northwestern.edu/fao/career-tracks-promotion/promotion-tenure/career-tracks/index.html>



# Faculty Launchpad

Clinical Logins ▾ Research Logins ▾

Search web or people



## Faculty Announcements

### Northwestern Provost News for Faculty

The Office of the Provost faculty newsletter is designed to help facilitate communication and provide more information about news, accomplishments and events.

<https://www.feinberg.northwestern.edu/faculty-launchpad/>

# Feinberg Faculty Launchpad

# Applying for Promotion and Tenure

# Promotion and Tenure Timeline

January 2025

September 2026

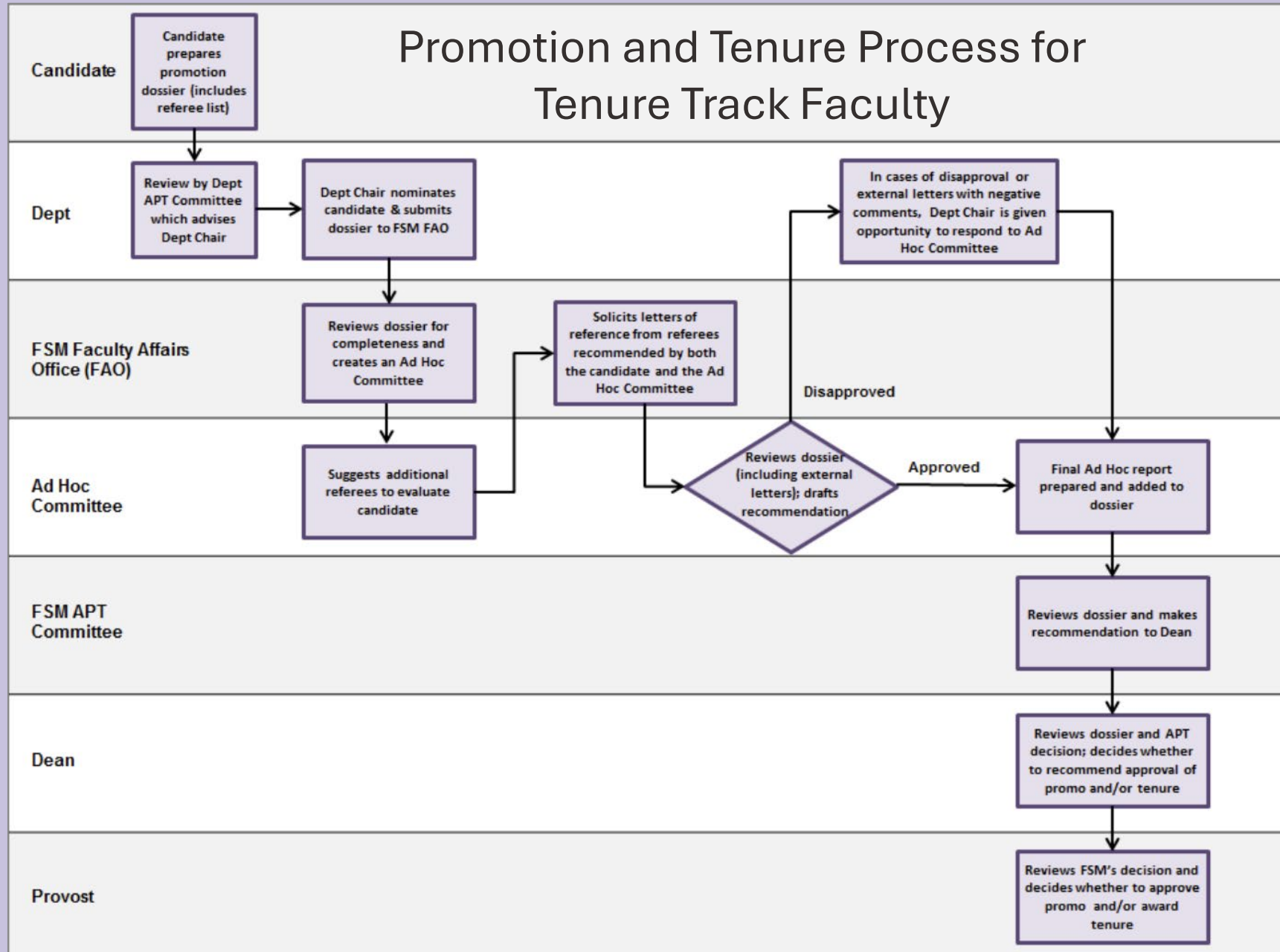


- Candidate and department prepare dossier (winter/spring/summer 2025)
- Promotion dossier due to FSM Faculty Affairs Office (Aug/Sept/Nov 2025)
- APT Committee and Deans review candidates (Oct 2025-April 2026)
- Provost reviews candidates (May-June 2026); final decisions communicated by July 2026
- Promotion / tenure decisions take effect September 1, 2026

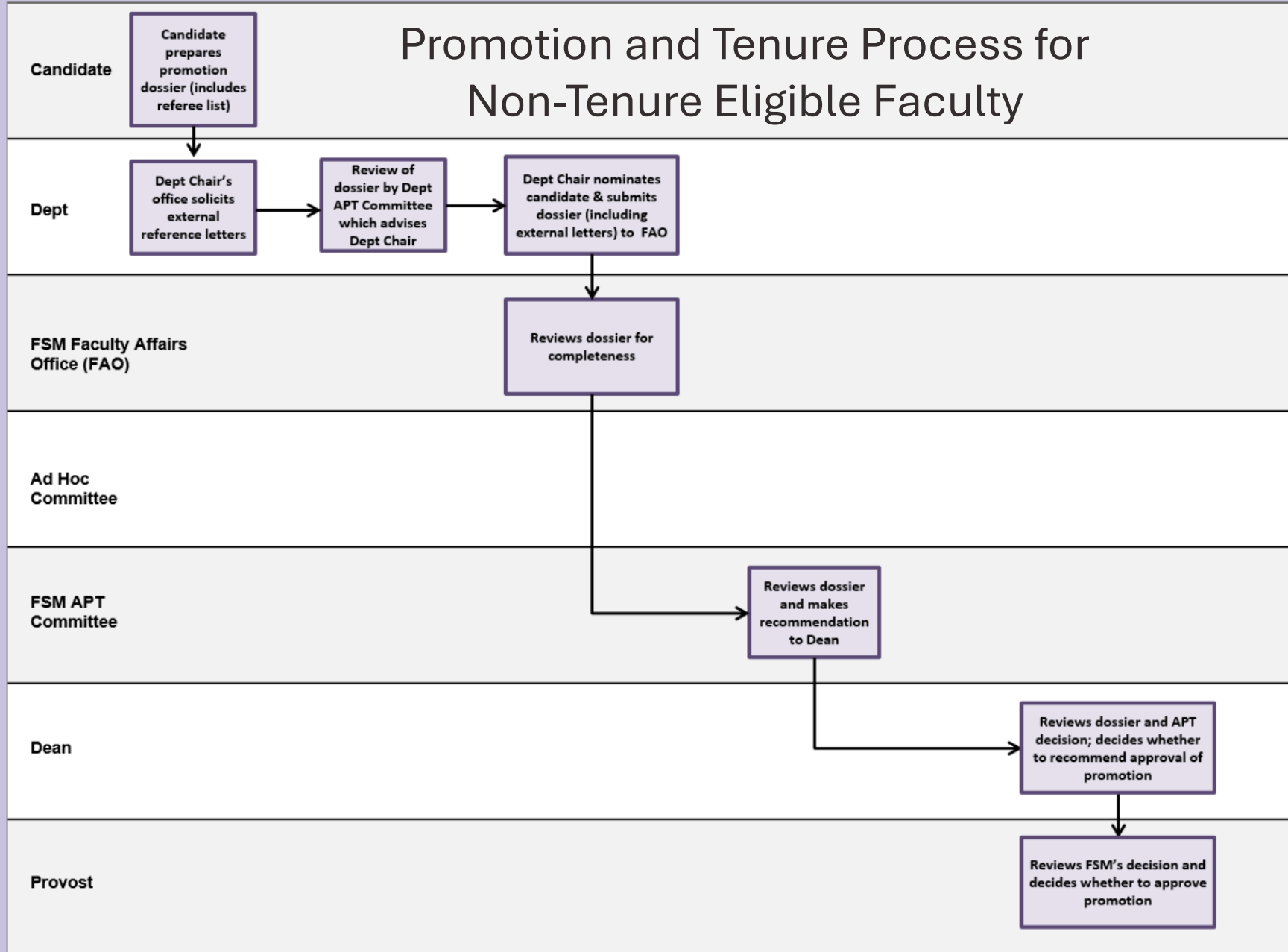
**Remember!** Packets for investigators proposed at the ranks of Associate Professor and Professor are due to FAO on August 1. FAO solicits reference letters for this group, so this allows us to provide more deadline flexibility for referees.



# Promotion and Tenure Process for Tenure Track Faculty



# Promotion and Tenure Process for Non-Tenure Eligible Faculty



# Planning for Promotion & Tenure

Go to **P&T Guidance by Track** relevant to your track

## Years Ahead

- Begin to identify referees

Guidance: <https://www.feinberg.northwestern.edu/fao/career-tracks-promotion/promotion-tenure/prepare-your-packet.html>

- Develop work products consistent with career track expectations

## Ongoing

- Update CV and document accomplishments
- Grow your professional reputation
- Develop portfolio

## Months Ahead

- Write personal statement

# Prepare Your Promotion/Tenure Packet

<https://www.feinberg.northwestern.edu/fao/career-tracks-promotion/promotion-tenure/prepare-your-packet.html>

- Visit FAO website for templates and guidance on preparing documents within the packet
- Review the purpose of each document and tips to avoid common issues



- CV
- CV Supplement: Quality Improvement Initiatives
- CV Supplement: Development and Leadership of Clinical Initiatives
- CV Supplement: Public and Population Health Initiatives
- CV Supplement: Global Health Initiatives
- Personal Statement
- Record of Teaching (and teaching evaluations)
- Critical References List
- Referee List
- Letter from Program Leader

# Recent Packet Changes

- Promotions to Assistant Professor require a personal statement and reference letters
  - Two letters may come from your primary department
  - Two letters should come from outside your primary department (either from other NU departments, or from referees outside NU)
- Packet may be prepared manually or via the Feinberg Faculty Portal
- **Optional** CV supplements are available:
  - [CV Supplement: Quality Improvement Initiatives](#)
  - [CV Supplement: Development and Leadership of Clinical Initiatives](#)
  - [CV Supplement: Public and Population Health Initiatives](#)
  - [CV Supplement: Global Health Initiatives](#)

# Feinberg Faculty Portal, Powered by Interfolio

- Central data repository for tracking career accomplishments
- You already record activities here to update your public faculty profiles and complete performance reviews
- Where possible, information (e.g., publications, grants, medical student teaching) is imported from campus systems to reduce data entry burden
- Sections contain links to relevant career development resources
- Generate CV and other documents needed for promotion/tenure packet

 Feinberg Faculty Portal

Home

Career Activity Module

Announcements & Help

Profile

Activities

Forms & Reports

Vitas & Biosketches

Find Colleagues

Account Access

▶ Honors and Awards

▶ Invited Talks

▶ Internal Institutional Service

▶ Meetings with Mentors

▶ Teaching (imported)

▶ Classroom Teaching (self-reported)

▶ Clinical Teaching (self-reported)

▶ Curriculum Development

▶ Mentoring/Advising of Students and Trainees

▶ Junior Faculty Mentoring

▶ Professional Society Membership

▶ External Professional Leadership and Service

▼ Editorships / Editorial Board Service

About this Section

- Record editorships and service on editorial boards.
- The service activities entered here will display on your public faculty profile.

Role or Title	Journal, Publication, or Organization
Editorial Board Member	American Journal of Physiology (Endocrinology)
Editorial Board Member	Endocrinology

# Feinberg Faculty Portal Tips

- Preparing documents from the Feinberg Faculty Portal (FFP) is optional.
  - Slides describing how to use the FFP are provided as supplementary slides to this presentation.
- Faculty applying for promotion to Assistant Professor are encouraged to use the FFP because it is easier to enter activities in the early stages of your career and this sets you up well for the future.
- If you choose to use the FFP, you don't have to use it for all documents. *Example: Export Record of Teaching from the FFP, but prepare CV manually.*
- You may copy portions of FFP exports into documents that are otherwise prepared manually. *Example: Export Grants and Sponsored Awards from the FFP and paste that section into a manually prepared CV.*
- After exporting a document from the FFP, you can adjust formatting if you wish (e.g., font size, font type, margins, etc.). The vendor is working to provide more formatting flexibility in the future.

# External Professional Recognition

## Examples

- Prizes and awards
- Elected to scientific or professional societies and organizations
- Invited to serve as a visiting or endowed professor
- Selected to plan or lead symposia, conferences, or professional society programs or workshops
- Appointed to scientific or medical peer-review bodies (e.g., study sections)
- Appointed to scientific, medical or government advisory or regulatory bodies
- Appointed or elected to membership on governing councils or as an officer of scientific, government or professional organizations
- Appointed to editorial boards or as editor
- Invited to deliver talks at national meetings or other institutions

<https://www.feinberg.northwestern.edu/fao/career-tracks-promotion/promotion-tenure/prepare-your-packet.html>



# Identifying External Referees

For Promotions/Tenure at the Levels of Associate Professor or Professor

1. Individuals who hold a rank at or above the rank of your proposed promotion
2. External to Northwestern
3. From multiple institutions (helps demonstrate the breadth of your reputation)

## Potential Sources

- **Co-authors on multi-center grants**
- Colleagues on committees convened by professional organizations
- Individuals you may meet when invited to present talks at other institutions
- Editors, or editorial board members you may work with during manuscript submission
- **Co-investigators on multi-site clinical trials or studies**
- Individuals you may meet when attending national or international scientific and clinical meetings
- Individuals who follow your academic social media accounts
- Individuals suggested by departmental leadership

## Avoid Suggesting

- Current and former mentors **who you have an ongoing relationship with**
- Current and former mentees **who you have an ongoing relationship with**
- Fellow trainees at the institutions where you trained
- Current close collaborators
- Faculty colleagues who recently departed your Northwestern department to take a position at another institution
- If you were recently on the faculty at another institution prior to joining Northwestern, avoid listing your colleagues at that institution

# Preparing the Promotion Packet: Strategies and Tips for Success

Mercedes R. Carnethon, PhD  
Daniela P. Ladner, MD, MPH  
*Feinberg APT Committee Chair and Co-Chair*

April 1 and 7, 2025



# Who we are and what we do

**Mercedes R. Carnethon, MD**



- APT Committee Chair
- Mary Harris Thompson Professor  
Chair of Preventive Medicine
- Professor of Medicine, Pulmonary &  
Critical Care
- Service on the APT since 2018

**Daniela P. Ladner, MD, MPH**



- APT Committee Co-Chair
- John Benjamin Murphy Professor of  
Surgery
- Vice Chair of Research and  
Innovation
- Service on the APT since 2022

# Align Packet with Career Track

- Prepare in advance and seek feedback from your mentors, chairs, “near-peers” and colleagues outside of your department
- Make sure your packet demonstrates accomplishments consistent with the expectations of your career track
- **For TE candidates**, building and leading an independent program of research is the centerpiece of the packet, education, clinical work and service must also receive attention
- Clinical Educator and Team Scientist Track **with research as the primary domain** should illustrate your integral role on research teams



# Align Packet with Career Track

- Prepare in advance and seek feedback from your mentors, chairs, “near-peers” and colleagues outside of your department
- Make sure your packet demonstrates accomplishments consistent with the expectations of your career track
- **Clinical Educator and Team Scientist Track**
  - Choose your “domains” in consultation with your department leadership and mentors
  - Choosing tracks incorrectly could obscure your accomplishments and threaten your promotion

# Domains\* — Clinician Educator and Team Scientists

\* There are no “domains” for tenure-eligible candidates

## **Clinician-Educator Career Track:**

- Clinical Impact and Recognition
- Teaching and Education
- Original Research
- Health Services and Management
- Community Engagement

## **Team Scientist Career Track:**

- Research
- Education

# What counts as “scholarship”?

**How has what you’ve done had an impact on the field and on our institution beyond your “lab”?**

- Publications
- Grants
- Presentations to the professional community
- Dissemination to the lay community

Evidence that your contributions in these domains have been disseminated

- Invited talks
- Publications
- Included in professional guidelines



# Social Media and Scholarship

## **Social media followers are not “scholarship”**

- Number of social media followers (X/Twitter/IG/Blue Sky)
- “Tweetorials” do not meet the educational mission of the institution
- Lots of people (and pets!) are popular on social media, but there is no way to guarantee that what they are disseminating is thoughtful or accurate

## **Social media is a valuable tool**

- Capturing and directing attention to your peer reviewed scholarship
- Getting word out about your qualifications as an invited speaker and scholar
- Identifying scientific collaborators
- Recruiting study participants
- Disseminating peer reviewed content to the lay community



# Community Engagement and Social Media

- There are exceptions to the positive use of social media as a metric of scholarship
- If “community engagement” is a domain, demonstrating how the community is interacting through social media can be a metric to reflect “reach”
- The best “evidence” will be examples of the outcomes from what was disseminated via social media
  - Community members who joined a webinar you provided
  - Community members who attend a health fair that was advertised via social media
  - *What did the target audience DO because of what you did on social media?*

# Grammatically Correct and Error Free

A polished promotion package reflects well on its author.

- No typos, duplicated entries, poor grammar, etc.

Your packet reflects you, make it as flawless as possible.

- Ask a colleague or friend to review it.



*I was the ~~Principle~~ Investigator of an R01*

**Principal**

**R01**

# Curriculum Vitae

Purpose: Provide a summary of the applicant's accomplishments

- Most important part of application
- Most frequently read (skimmed) aspect of your package
- Follow format provided in template (but don't be afraid to add unique things that you have accomplished)
- Should be “living document”—start the day you are hired
- Provide context
- Enumerate as many things as possible to aid in quick summaries by people reviewing (e.g., “16 invited talks”)
- Provide specific details (when, how often, how much responsibility)

# Personal Statement

Purpose: Summarize accomplishments since appointment or last promotion

- **You are selling yourself and your accomplishments, do not be overly humble!**
- Don't tell your life story; focus on achievements since last promotion (or initial appointment) that build a case for promotion/tenure
- A comprehensive summary can be provided in **3 pages**
- Your chance to describe any extenuating circumstances that impacted your progress
  - E.g. "My lab was forced to close during the COVID-19 pandemic, which delayed my research progress."
- Emphasize/explain specific contributions that otherwise might not be appreciated by the committee (e.g., software development)
- List accomplishments that do not appear in other parts of the application
- Remove jargon and reduce the number of acronyms

# Provide Details and Context to Help the Reviewer

Not Helpful



Reviewer: Critical Care Medicine, Neurology, Science.....

Helpful



Specifics:

2008—present: ad hoc reviewer for Critical Care Medicine (IF=7.2),  
review approximately 3 manuscripts/year

2018—Invited Guest Editor of ....

# Provide Details and Context to Help the Reviewer

## **Example for leadership roles:**

1. 2010-2012: Vice Chair, Council on Epidemiology and Lifestyle. Responsible for sustaining membership and generating scientific products

## **Example for media dissemination:**

1. 3/2018 Media coverage for JAMA paper on fitness and cardiovascular disease. Covered by the Washington Post, USA Today and disseminated through the AP

## **Example for reviewing papers:**

1. 2008-present: ad hoc reviewer for Critical Care Medicine (IF=7.2), review approximately 3 manuscripts/year
2. 2018- Invited Guest Editor of ....

# Example: Grant Awards



**Bristol-Myers Squibb** 12/1/2008 – 11/30/2013  
*New Pseudomonas aeruginosa Therapeutics*



**Bristol-Myers Squibb, BMS4491**  
*New Pseudomonas aeruginosa Therapeutics*  
Principal Investigator: A. Smith  
Role on project: Site Principal Investigator  
Percent effort: 10%  
Direct costs per year: \$250,000  
Total costs for project period: \$900,000  
Project period: 12/1/2008 – 11/30/2013

# Example: Grant Awards

<b>Funding Agency:</b>	Bristol-Myers Squibb, BMS4491
<b>Title:</b>	New Pseudomonas aeruginosa Therapeutics
<b>Principal Investigator:</b>	A. Smith
<b>Role on project:</b>	Site Principal Investigator
<b>Percent effort:</b>	10%
<b>Direct costs per year:</b>	\$250,000
<b>Total costs for project period:</b>	\$900,000
<b>Project period:</b>	12/1/2008 – 11/30/2013



# Provide Context on Grant Submissions

- Do not feel constrained to only list grant successes
- Consistency and effort does matter
- Categorize grants into sections\*
- **Awarded:** Use format shared on previous page
- **Submitted:** List grants that have been submitted
- **Pending:** Use format on prior page but with a line indicating score and percentile and dates of further actions
- Optional:
  - Sort by grant type based on what you'd like to highlight (Research grants, Training Grants, Industry Sponsored Trials)
- Provide update when funding decision is made.



\* If you do not separate awarded grants from submitted or pending it can appear that you are being deliberately untruthful .

# Critical References

Purpose: Demonstrate applicant’s contributions to the published literature

INSERT CANDIDATE NAME HERE

CRITICAL REFERENCES FORM

Feinberg School of Medicine

The APT Committee and Dean require this completed form for promotion nominations to the ranks of Assistant Professor, Associate Professor, and Professor on the Investigator, Clinician-Educator, and Team Scientist tracks.

Please specify up to five references that represent the candidate’s most significant contributions **since the last promotion in rank (or appointment)**. Identify and explain the role played by the candidate in the work described in these key publications. Examples include: the development of the hypothesis, performing the majority of the experiments, providing essential reagents or patients, writing the first draft of the manuscript, conducting and/or overseeing analyses, writing the Statistical Methods section, proper interpretation of analyses, use of novel statistical techniques, etc.

LITERATURE CITATION #1		
Names of all authors listed sequentially on publication:		
Title:		
Journal:		
Volume:	Inclusive pages:	Year:
Role of the candidate in the work described in this publication		

# Critical References (continued)

Purpose: Demonstrate applicant's contributions to the published literature

Great opportunity to tell us how your work affected your field.

- Write for general audience
- Minimize jargon
- Modesty is not required; rather, provide data to back up statements

Committee members may not be familiar with your field so tangible measures of impact are helpful:

- Number of citations
- Competitiveness of the journal
- Clinical guidelines widely used in field

# Example of Details on Critical References

If some of your publications were highlighted in some way, note this.  
For example:

Smith, A. 2014. Lead in municipal drinking water is the cause of all cancers. *Nature* 1674:322-325.

- Subject of editorial: Jones, E. 2014. *Nature* 1674:299
- Front cover of journal



# Critical Reference Example from a Middle Author Paper

## **Role of the candidate:**

“As the chair of the diabetes and obesity working group in CARDIA, I facilitated access by Dr. X when she was a doctoral student to the CARDIA data. Notably, I am the first CARDIA author listed given the extent of my input on the collaboration. Outside of her dissertation team, I am one of a small group of authors (i.e., Drs. X, Y and Z) who worked with her directly to secure the data and interpret the findings.”

## **Impact and consequences of publication:**

“The central focus of my research is on diabetes in the population. . . The findings were initially presented at the American Diabetes Association in 2016. Since publication in early 2017, the field weighted citation impact has risen to 8.17. The paper has garnered a great deal of attention in the media (66 mass media mentions) given its relevance to the fields of endocrinology, hematology and general medicine.”

# Record of Teaching

Purpose: Provide a summary of the applicant's contribution to teaching

- Especially important for Clinician-Educators or Team Scientists with education as one of 2 domains!
- Start early and keep track of all teaching (including clinical training)
- Your role: Research advisor, course director, recurring lecturer (list specific programs)
- Highlight educational activities that support the education mission of FSM/NU

Highlight special achievements:

- Teaching award
- Innovation, i.e. creation of a new course, new methodology etc.
- Award won by trainee
- Notable positive evaluations from trainees

# Record of Teaching (continued)

Purpose: Provide a summary of the applicant's contribution to teaching

Dates	Name	Career Stage	Project Title	Current Position
2004-06	J. Gupta	Postdoctoral fellow	The cure for mortality	Professor of Knowledge University of the World
2009-2011	Z. Lee	Assistant Professor	The cure for morbidity	Research Director Abbott Labs

# Referee List

Purpose: Suggest experts in the field who can evaluate your work and reputation

- **Do not** include referees on your list who trained you or who you trained
  - Peers in pre- or postdoctoral training (e.g., co-residents, medical students) are OK
  - Avoid referees who have a professional stake in your promotion (e.g., co-investigators on grants)
- Referees **should not** have a direct connection with the applicant (e.g., financial interest, collaborator, personal friend)
- Personal references from friends and people who trained you are not appropriate
  - This is not the same as a recommendation you would seek for appointment
- Avoid same institution, same level, former mentees (unless they are luminaries)-
- **Each referee is asked if applicant would be awarded promotion at their institution.**



# Summary

**Pay attention to the details but don't lose sight of the big picture:**

Regional, national, and international impact is critically important.

Focus on what makes you unique at FSM.

This information is current as of today, if there are updates, we will provide them.



# Teaching Opportunities

Teaching the Next Generation

**Marianne M. Green, MD**  
Vice Dean for Education  
Professor of Medicine and Medical Education

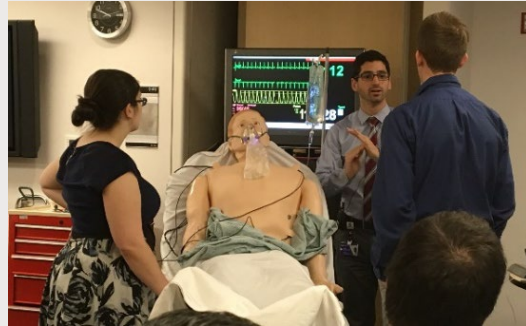




# Teaching at Feinberg is easy and rewarding!



Be a clinical preceptor in your office



Teach small group simulation



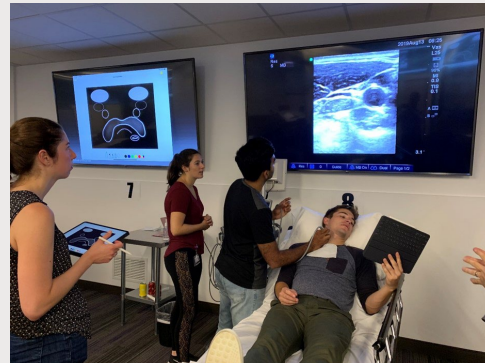
Give an interactive lecture



Be a research mentor



Teach in the anatomy lab



Teach anatomy with ultrasound



Teach clinical skills



Be a small group tutor in PBL, Ethics, Business of Medicine or Health Equity



# Teaching at Feinberg is state of the art!

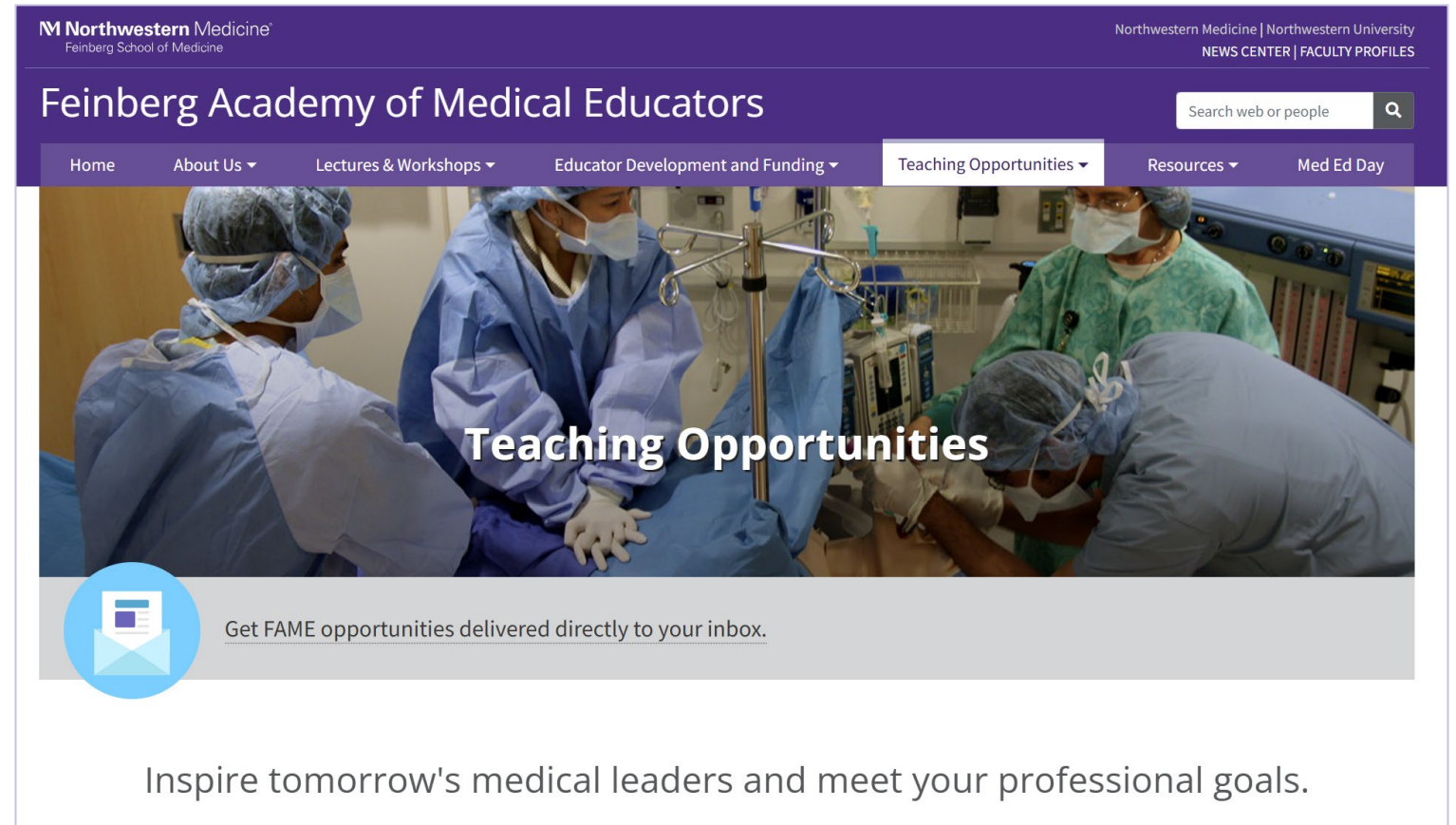




# Find the right opportunity for you!

## Find opportunities that ...

- Fit your schedule
- Advance your career goals
- Build your promotion portfolio
- Suit your passion, expertise, and interests



Northwestern Medicine | Northwestern University  
Feinberg School of Medicine | NEWS CENTER | FACULTY PROFILES

## Feinberg Academy of Medical Educators

Search web or people

Home About Us ▾ Lectures & Workshops ▾ Educator Development and Funding ▾ Teaching Opportunities ▾ Resources ▾ Med Ed Day

### Teaching Opportunities

Get FAME opportunities delivered directly to your inbox.

Inspire tomorrow's medical leaders and meet your professional goals.

Sign up at: <https://www.feinberg.northwestern.edu/sites/fame/teaching-opportunities/>

# Search opportunities

## You can search by:

**Type** of teaching (small group, lecture, clerkship)

**Time** (day of week, month)

**Level** of student (M1/2, M3/4)

**Content** area (ethics, communication, anatomy, etc)

Search by Type
- Select one -

Assessment

### M4 Teaching Selective

PROVIDE FEEDBACK IN THE M4 TEACHING SELECTIVE

---

**Description**

Provide written feedback to the M4 students on written peer assessment feedback completed by the M4 students for M2 mentees

[More Info](#)

Small Group Teaching

### M1 Clinical Medicine (CM)

M1 CLINICAL SKILLS SMALL GROUP PRECEPTOR

---

**Description**

Opportunity to teach clinical skills such as communication skills, history-taking and physical exams. Small groups typically consist of 4-8 students. Students practice with

[More Info](#)

Small Group Teaching

### Health Equity & Advocacy (HEA)

SMALL GROUP LEADER

---

**Description**

Facilitate small group discussions about health care disparities, social determinants of health and health advocacy. Small group discussion guides will be provided for each

[More Info](#)

Small Group Teaching

### M2 Clinical Skills (CM)

M2 CLINICAL SKILLS SMALL GROUP PRECEPTOR

---

**Description**

Opportunity to teach clinical skills such as communication skills, history-taking and physical exams. Small groups typically consist of 4-8 students. Students practice with

[More Info](#)

Small Group Teaching

### Medical Decision-Making (MDM)

SMALL GROUP LEADER

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**Description**

M1: There are 14 one-hour sessions spread over 10 months. Sessions are broken into two blocks, starting in August and January. You can sign up to be a sub, do a full block or both

[More Info](#)

Small Group Teaching

### Problem Based Learning (PBL)

SMALL GROUP LEADER

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**Description**

Cases focus on applying foundational sciences to clinical problems and integrating ethics/public health issues.

[More Info](#)

# Feinberg Academy of Medical Educators - FAME

- Recognizes outstanding educators at Feinberg
- Offers programming for educators to improve their teaching and develop their academic careers

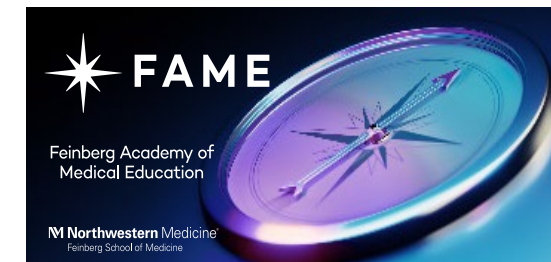


# Feinberg Academy of Medical Educators

*Improve your teaching*



- Offers programming for educators to improve their teaching
  - Monthly lectures and workshops
  - Medical education certificate program
  - Education consult service
  - Educational technology support
  - Online learning modules





# Feinberg Academy of Medical Educators - FAME

## *Career Development*



- Offers programming for educators to develop their careers
  - Monthly lectures and workshops
  - Medical education certificate program
  - [Masters of Science in Health Professions Education](#)
  - Education grant opportunities
  - Promotion resources



Augusta Webster Funding



Health Professions  
Educator Certificate



Education Scholarship Series

# FAME Promotion Resources

## Feinberg Academy of Medical Educators

Search web or people

[Home](#) [About Us](#) [Lectures & Workshops](#) [Educator Development and Funding](#) [Teaching Opportunities](#) [Resources](#) [M](#)

[Feinberg Home](#) > [FAME Home](#) > [Resources](#) > **Promotion Resources**

### Resources

[Resources Overview](#)

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[Health Equity Resources](#)

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[Feedback Toolkit](#)

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[Education Resources](#)

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[Educational Technology](#)

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[Request Consultation](#)

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[► Promotion Resources](#)

## Promotion Resources

FAME's promotion resources are designed for those pursuing advancement along the [Clinician-Educator](#) (CE) track. These resources are best followed in tandem with the [Faculty Affairs Office](#) (FAO) information on [Faculty Promotion & Tenure](#). FAME provides examples of achievement in the education domain along with our advice and resources in the FAME Guide to Getting Promoted (pdf).

### The FAME Guide to Getting Promoted

This guide details recommended activities for CE track faculty to achieve promotion through scholarship, recognition and leadership, and professional service. For the full list of recommendations, please download the FAME Guide to Getting Promoted. We recommend viewing this guide in detail.

DOWNLOAD THE GUIDE (PDF)

# Research Career Development Support

**Rick McGee, PhD**

Associate Dean for Professional  
Development  
Professor of Medical Education



# Research Career Development Support

- Rick McGee has a unique position where this is his primary role in FSM – a **faculty coach**
- Always available for individual confidential conversations to ‘brainstorm’ ideas/approaches/issues – [r-mcgee@northwestern.edu](mailto:r-mcgee@northwestern.edu)
- **Navigating the Research Enterprise** – fall brown-bag series jointly sponsored with NUCATS –recordings available <https://www.nucats.northwestern.edu/training/investigator-development/research-enterprise.html>
- Major activity is **Grant Writing Coaching Groups** – an approach developed over the past 20 years for both K and R proposals – replicated in other institutions and national initiatives - <https://www.feinberg.northwestern.edu/fao/faculty-development/research-support.html>
  - 4-6/group, stratified by type of research, start every 4 months and run for ~3 months
  - >500 faculty participants since began in 2008
  - Dr. Kenzie Cameron also leading writing groups of social/behavioral researchers
- **Individual in-depth feedback** especially for re-submissions
- **Pre-Submission Peer Review** – Feedback from 1 or 2 FSM faculty on entire proposal – requires Aims page at least 2 months before deadline and full proposal 6 weeks ahead - <https://www.feinberg.northwestern.edu/fao/faculty-development/research-support.html>
- A number of other resources through NUCATS!!! e.g. - Funded grants repository <https://www.nucats.northwestern.edu/research-resources/grant-writing-support/index.html>

# Questions?

**M Northwestern Medicine**<sup>®</sup>  
Feinberg School of Medicine

# Using the Feinberg Faculty Profile

Supplementary Slides



# Generating Packet Documents from the Portal

1. Record accomplishments in the Profile and Activities pages
2. Navigate to **Vitas & Biosketches** in left navigation
3. Search for the name of the packet document
4. Press the view icon to open a page containing a preview of the document.
  - By default, the preview shows 1 year of data; adjust the date range to All or the date since you were last promoted, depending on the document
  - Download the document in Word or PDF format

Northwestern University Feinberg School of Medicine >

## Vitas & Biosketches

▼ Vita Admin

Search: Feinberg Standard CV

Show 20 entries

Name	Description	Unit	View	Actions
Feinberg Standard CV	<p>This is the Feinberg School of Medicine's standard CV template used to evaluate candidates for promotion and tenure.</p> <p>Note: In this template, the section called "Grant Proposals Submitted" shows only the proposals where the "Display on CV" filter has been set to "Yes." You should display only the proposals that are pending a decision (not every proposal you have submitted in your career).</p>	Northwestern University (Feinberg)		

# Generating Packet Documents from the Portal

1. Page defaults to show last year of data; adjust the date range as needed
2. Press “Refresh Vita” to re-load data with new date range
3. Press Export/Share to export to Word or PDF
4. For more detailed guidance:  
<https://www.feinberg.northwestern.edu/fao/docs/systems/faculty-portal/career-activity-module/generate-cv.pdf>

Vita Options

Type\*

☒ Institutional

☐ Personal

Feinberg Standard CV (Northwestern University (Feinberg))

Date range\*

☐ All

☒ Custom

Begin\*

March

2024

End\*

March

2025

☐ Hide date range in vita output

Note: date range only applies to items from activity input

Refresh Vita

Export/Share

Print



# Resources

## **Feinberg Faculty Promotion & Tenure Gateway**

<https://www.feinberg.northwestern.edu/fao/career-tracks-promotion/promotion-tenure/index.html>

## **Career Planning: Career Track Gateways**

<https://www.feinberg.northwestern.edu/fao/career-tracks-promotion/promotion-tenure/career-tracks/index.html>

## **Feinberg Faculty Portal: Guidance for Faculty**

<https://www.feinberg.northwestern.edu/fao/faculty-resources/online-presence.html>

## **Prepare Your Packet**

<https://www.feinberg.northwestern.edu/fao/career-tracks-promotion/promotion-tenure/prepare-your-packet.html>

## **Referee List / Guidance for Identifying Referees**

<https://www.feinberg.northwestern.edu/fao/career-tracks-promotion/promotion-tenure/prepare-your-packet.html>

## **CV & Reports of Achievement**

<https://www.feinberg.northwestern.edu/fao/career-tracks-promotion/promotion-tenure/prepare-your-packet.html>

## **Your Online Presence**

<https://www.feinberg.northwestern.edu/fao/faculty-resources/online-presence.html>