Feinberg Promotion and Tenure Program

April 12, 2021
Agenda

Teaching Opportunities
Marianne M. Green, MD
Vice Dean for Education

Faculty Promotions at Feinberg
William L. Lowe, Jr., MD
Vice Dean for Academic Affairs

Promotion & Tenure:
Behind the Scenes
Marcie B. Weiss
Assistant Dean for Faculty Affairs

Preparing the Promotion Packet:
Strategies and Tips for Success
Robert G. Kalb, MD
Chair of Feinberg APT Committee

Q & A
Training the next generation: Teaching Opportunities

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 anatomy with ultrasound
- Teach small group simulation
- Give an interactive lecture
- Be a research mentor
- Teach in the anatomy lab
- Teach clinical skills
- Be a small group tutor in PBL, Ethics, Business of Medicine or Health Equity
Teaching at Feinberg didn’t stop during a pandemic!
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
- Sign up at: https://www.feinberg.northwestern.edu/sites/fame/teaching-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)
Feinberg Academy of Medical Educators - FAME

• Recognizes outstanding educators at Feinberg
• Offers programming for educators to improve
  – Monthly lectures and workshops
  – Medical education certificate program
  – Education consult service
  – Searle Fellowship with Evanston campus
  – Educational technology support
  – Online learning modules
  – Multiple resources
Career Tracks and Promotions at Feinberg

William L. Lowe, Jr., MD
Vice Dean for Academic Affairs
Professor of Medicine
Faculty Affairs Office
https://www.feinberg.northwestern.edu/fao/index.html

What we do:
• Oversee faculty recruitment
• Coordinate appointment, promotion and tenure processes
• Support faculty in their career development
FAO Leadership

William L. Lowe, Jr., MD
Vice Dean for Academic Affairs

Farzaneh A. Sorond, MD, PhD
Associate Dean for Faculty Development

Richard McGee, Jr., PhD
Associate Dean for Faculty Recruitment and Professional Development
Feinberg Faculty Career Tracks

- Your career track determines the criteria by which you are evaluated for reappointment and promotion.
Investigator Track
Investigator Track

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

<table>
<thead>
<tr>
<th>Scientist Pathway</th>
<th>Physician-Scientist Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>• For scientists without clinical or service responsibilities</td>
<td>• Physicians or other healthcare professionals who devote the majority of their effort to original, independent research</td>
</tr>
<tr>
<td>• Most effort directed towards original, independent research</td>
<td>• Typically have limited clinical and/or service responsibilities</td>
</tr>
<tr>
<td>• Teach graduate and/or medical students</td>
<td>• Teach graduate and/or medical students, residents, and fellows</td>
</tr>
</tbody>
</table>
Associate Professor

Promotion & Tenure for Investigators

• Generally requires at least 6 years the rank of Assistant Professor
• Likelihood of continuing to perform high impact research
  - Successful in obtaining significant external funding to support research
  - Publish innovative, original research in peer-reviewed journals (first or last author) as an independent investigator
  - Evidence of significant external recognition
• Evidence of excellence in research training and professional education
• Continued participation in clinical programs of the medical school (for those on physician scientist path)
• Service contributions to the school or University
• See APT Guide, pages 9-11, 15-16
Professor

Promotion & Tenure for Investigators

- Generally at least 5 years in rank of associate professor with record of outstanding performance
- Continue to maintain a high impact research program
  - Continue to obtain significant external funding
  - Continue to publish innovative, original research in peer-reviewed journals (first or last author)
  - Evidence of highest forms of external recognition
- Record of effective research training, mentoring and professional education
- Continued participation in clinical programs of the Medical School (for those on physician scientist path)
- Scholarly leadership in research and education
- Service contributions to the school or University
- See APT Guide, pages 10-11, 15-16
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
Figure 1: Promotion and Tenure Process for Tenure Track Faculty

Candidate

Review by Dept APT Committee which advises Dept Chair

Dept Chair nominates candidate & submits dossier to FSM FAO

Solicits letters of reference from referees recommended by both the candidate and the Ad Hoc Committee

Ad Hoc Committee

Suggests additional referees to evaluate candidate

Reviews dossier for completeness and creates an Ad Hoc Committee

FSM APT Committee

Reviews dossier (including external letters) and drafts recommendation

Approved

Final Ad Hoc report prepared and added to dossier

FSM Faculty Affairs Office (FAO)

Reviews dossier for completeness and creates an Ad Hoc Committee

Disapproved

Approved

Dean

Reviews dossier and makes recommendation to Dean

Provost

Reviews FSM's decision and decides whether to approve promo and/or tenure
Clinician-Educator Track
Clinician-Educator Domains

1. Clinical
2. Education
3. Research
4. Health Services Management
5. Community Engagement

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

<table>
<thead>
<tr>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Board certification</td>
<td>• Minimum of six years at the assistant professor level, except in unusual circumstances</td>
<td>• Minimum of five years at the associate professor level, except in unusual circumstances</td>
</tr>
<tr>
<td>• Evidence of academic contributions</td>
<td>• Sustained pattern of excellence and impact in two domains that has resulted in significant regional recognition of achievements</td>
<td>• Multiple contributions in two domains with a substantial impact in the field that have resulted in national/international recognition of achievements</td>
</tr>
</tbody>
</table>

*APT Guide pages 11-12, 16-19*  
*APT Guide, pages 12-13, 16-19*
<table>
<thead>
<tr>
<th>Domain</th>
<th>Dimensions of Achievement and Examples of Contributions</th>
<th>Professional Service*</th>
</tr>
</thead>
</table>
| Clinical Impact and Recognition | • Development and implementation of clinical protocols and guidelines  
  • Development and implementation of innovative clinical programs or quality initiatives  
  • Unique expertise in clinical or consultative specialty  
  • Publication of case reports, reviews, editorials and book chapters | • Provision of high-quality, evidence-based patient care  
  • Service contributions to the academic medical center, medical school, or university  
  • Community outreach  
  • Mentorship of junior faculty, fellows, and residents. |
| Teaching and Education | • Novel contributions to education research and development  
  • Development of new approaches to teaching (e.g., audiovisual, web-based, texts, manuals, curriculum development, and student assessment and educational/programmatic evaluation)  
  • Collaborations with Searle Center for Teaching Excellence | • Teaching medical students in courses such as Problem Based Learning and Medical Decision Making is expected (http://www.fainberg.northwestern.edu/sites/fame/teaching-opportunities/teachingopportunities/index.html)  
  • Mentorship of junior faculty, fellows, and residents  
  • Review activities for education journals  
  • Development of systems that support teaching  
  • Participation in student/housestaff recruitment and selection |
| Original Research      | • Contribute to publications of innovative, original research as a PI or member of a research team  
  • Consistent receipt of extramural funding (e.g., governmental and nongovernmental)  
  • Principal investigator of multicenter studies or collaborations | • Review activities for journals.  
  • Teaching research methods through courses and seminars.  
  • Mentorship of junior faculty, fellows, and residents. |
| Health Services and Management | • Scholarly evaluation of health care delivery with publication of findings regarding the effects of administrative interventions  
  • Development of physician leadership training programs (e.g., administrative fellowship with MBA at Kellogg)  
  • Development of innovative administrative programs | • Demonstration of effective administration of health care delivery  
  • Participation in administration of medical school departments and centers  
  • Committee service (departmental, medical school, or university)  
  • Mentorship of junior faculty, fellows, and residents. |

*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.
<table>
<thead>
<tr>
<th>Domain</th>
<th>Scholarship</th>
<th>Recognition and Leadership</th>
<th>Professional Service*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Engagement</td>
<td>• Contribute to community-engaged research activities and publication of the findings</td>
<td>• Receipt of awards for community-based activities and service</td>
<td>• Education about, and/or promotion of, clinical research in a community setting</td>
</tr>
<tr>
<td></td>
<td>• Development of community-based clinical and/or educational programs</td>
<td>• Leadership or co-leadership of community-based initiatives</td>
<td>• Service on governance or advisory committees in a community organization</td>
</tr>
<tr>
<td></td>
<td>• Development of training, learning opportunities, toolkits and related resources for community partners</td>
<td>• 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</td>
<td>• Mentoring community organization staff in research planning and/or funding proposals</td>
</tr>
<tr>
<td></td>
<td>• Additional forms of scholarship, such as collaborative authorship contributions to community health needs or asset reports, evidence-based practice guidelines, and policy documents</td>
<td></td>
<td>• Teaching activities conducted in community settings for Northwestern medical and/or graduate students/residents/clinical post-doctoral fellows/practitioners – lectures, courses, individual instruction</td>
</tr>
<tr>
<td></td>
<td>• 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)</td>
<td></td>
<td>• 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</td>
</tr>
</tbody>
</table>

*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.

New! Community Engagement domain introduced fall 2020.
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 Sept. 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
Figure 2: Promotion Process for Faculty on Non-tenure-eligible Clinician-Educator, Team Scientist, and Health System Clinician/Academic Tracks

Candidate
- Candidate prepares promotion dossier (includes reference list)

Dept
- Dept Chair's office solicits external reference letters
- Review of dossier by Dept APT Committee which advises Dept Chair
- Dept Chair nominates candidate & submits dossier (including external letters) to FAO

FSM Faculty Affairs Office (FAO)
- Reviews dossier for completeness

Ad Hoc Committee
- Reviews dossier and makes recommendation to Dean

FSM APT Committee
- Reviews dossier and makes recommendation to Dean

Dean
- Reviews dossier and APT decision; decides whether to recommend approval of promotion

Provost
- Reviews FSM's decision and decides whether to approve promotion
Team Scientist Track
Team Scientist Track

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

<table>
<thead>
<tr>
<th>Research Domain</th>
<th>Education Domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typically engage in team science on multiple research teams</td>
<td>Recognized as outstanding educator</td>
</tr>
<tr>
<td>Play a key role to obtain, sustain, and implement programmatic research and elevate the success of research teams</td>
<td>Contribute to course development, degree program leadership, and other innovative educational products</td>
</tr>
<tr>
<td>Typically contribute as co-investigator, but potentially as a PI</td>
<td></td>
</tr>
</tbody>
</table>

Northwestern Medicine
Feinberg School of Medicine
## Promotion for Team Scientists

### Associate Professor
- Minimum of **six** years at the assistant professor level, except in unusual circumstances
- Sustained pattern of excellence and impact in their primary domain that has resulted in significant **regional** recognition of achievements

### Professor
- Minimum of **five** years at the associate professor level, except in unusual circumstances
- Multiple contributions in their primary domain with a substantial impact in the field that has resulted in **national/international** recognition of achievements

*APT Guide: pages 13, 18-20*  
*APT Guide: pages 13-14, 20-22*
<table>
<thead>
<tr>
<th>Domain</th>
<th>Dimensions of Achievement and Examples of Contributions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td><strong>Scholarship</strong></td>
</tr>
<tr>
<td></td>
<td>Contribute to publications of innovative, original research as a member of a research team or lead or senior author</td>
</tr>
<tr>
<td></td>
<td>Consistent receipt of extramural (e.g., governmental and nongovernmental) funding in programmatic role as a co-investigator</td>
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<tr>
<td></td>
<td>Principal or co-investigator of multicenter studies or collaborations</td>
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<tr>
<td></td>
<td>Principal or co-investigator on research grants</td>
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<tr>
<td></td>
<td>Leadership of a major data core on a center grant or multiple project grant</td>
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<tr>
<td></td>
<td><strong>Recognition and Leadership</strong></td>
</tr>
<tr>
<td></td>
<td>Editorial activities for journals</td>
</tr>
<tr>
<td></td>
<td>Member of scientific review committees</td>
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<tr>
<td></td>
<td>Leadership activity in professional organizations</td>
</tr>
<tr>
<td></td>
<td>Participation in scientific review for granting agencies</td>
</tr>
<tr>
<td></td>
<td>Member of data monitoring boards</td>
</tr>
<tr>
<td></td>
<td>Awards</td>
</tr>
<tr>
<td></td>
<td>Visiting professorships, national presentations, and invited lectures</td>
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<tr>
<td></td>
<td><strong>Professional Service</strong></td>
</tr>
<tr>
<td></td>
<td>Review activities for journals</td>
</tr>
<tr>
<td></td>
<td>Mentorship of junior faculty, fellows, and graduate students</td>
</tr>
<tr>
<td>Education</td>
<td><strong>Scholarship</strong></td>
</tr>
<tr>
<td></td>
<td>Novel contributions to education research and development</td>
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<td></td>
<td>Development of new approaches to teaching (e.g., audiovisual, web-based, texts, manuals, curriculum development, and</td>
</tr>
<tr>
<td></td>
<td>student assessment and educational/programmatic evaluation)</td>
</tr>
<tr>
<td></td>
<td>Evidence for dissemination of teaching scholarship</td>
</tr>
<tr>
<td></td>
<td>Collaborations with Searle Center for Teaching Excellence</td>
</tr>
<tr>
<td></td>
<td><strong>Recognition and Leadership</strong></td>
</tr>
<tr>
<td></td>
<td>Receipt of teaching awards</td>
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<tr>
<td></td>
<td>Recurring exceptional teaching effectiveness on evaluations</td>
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<tr>
<td></td>
<td>Leadership activities in medical school or university education</td>
</tr>
<tr>
<td></td>
<td>Leadership in national organizations whose primary focus is education</td>
</tr>
<tr>
<td></td>
<td>Editorial activity for education journals</td>
</tr>
<tr>
<td></td>
<td>Visiting professorships, national presentations, and invited lectures</td>
</tr>
<tr>
<td></td>
<td><strong>Professional Service</strong></td>
</tr>
<tr>
<td></td>
<td>Educational service contributions to medical school or university</td>
</tr>
<tr>
<td></td>
<td>Mentorship of junior faculty, fellows, and graduate students</td>
</tr>
<tr>
<td></td>
<td>Review activities for education journals</td>
</tr>
<tr>
<td></td>
<td>Development of systems that support teaching</td>
</tr>
<tr>
<td></td>
<td>Participation in student/resident recruitment and selection</td>
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</tbody>
</table>

*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.

*Professional Service represents activities expected of faculty members by virtue of their faculty appointment and not activities that demonstrate Scholarship or Recognition and Leadership needed for promotion.*
Figure 2: Promotion Process for Faculty on Non-tenure-eligible Clinician-Educator, Team Scientist, and Health System Clinician/Academic Tracks

Candidate
- Candidate prepares promotion dossier (includes reference list)

Dept
- Dept Chair's office solicits external reference letters
- Review of dossier by Dept APT Committee with advise Dept Chair
- Dept Chair nominates candidate & submits dossier (including external letters) to FAO

FSM Faculty Affairs Office (FAO)
- Reviews dossier for completeness

Ad Hoc Committee

FSM APT Committee
- Reviews dossier and makes recommendation to Dean

Dean
- Reviews dossier and APT decision; decides whether to recommend approval of promotion

Provost
- Reviews FSM's decision and decides whether to approve promotion
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 to Research Associate Professor

- Typically spend at least 5-6 years in rank of Research Assistant Professor
- Record of outstanding collaborative and/or independent scientific work
  - A series of peer-reviewed articles in respected journals (as judged in part by citation index) should present a coherent body of research accomplishments
  - Evidence of extra- or intramural supported research, either as a co-investigator or principal investigator
  - Additional accomplishments and activities that are not required but warrant consideration: website/software development, invited lectures outside of Northwestern, awards, service on national level peer-review groups, patents and licenses, popular writings or lay press contributions, bench teaching of junior members of the laboratory
- For research faculty engaged in research support activities, candidates should be able to demonstrate the extent to which their activities contribute to research excellence within the Feinberg School of Medicine, and for work in research support facilities, the impact and excellence of the research support facility
Promotion to Research Professor

- In rank as Research Associate Professor for at least 5 years
- History of outstanding collaborative and/or independent scientific investigation, with evidence of continued productivity since appointment or promotion to Research Associate Professor
  - Individual is an established scholar in his/her area of expertise (as judged in part by citation index)
  - Evidence of extra- or intramural supported research, either as co-investigator or principal investigator
  - Additional accomplishments and activities that are not required but warrant consideration: website/software development, invited lectures outside of Northwestern, awards, service on national level peer-review groups, patents and licenses, popular writings or lay press contributions, bench teaching of junior members of the laboratory
- For research faculty engaged in research support activities, contributions to excellence in research may be demonstrated by the following:
  - Establishing new research support activities of demonstrated excellence that enhance the research capabilities and excellence of Northwestern
  - Receiving letters from investigators at Northwestern or other institutions, from administrative officials at Northwestern, or from authorities outside Northwestern attesting to the contributions made by the candidate towards progress in the research programs of individual investigators
  - Contributing to research excellence at Northwestern in general through research support activities
Figure 3: Promotion to Research Associate Professor and Research Professor

Candidate
- Candidate prepares promotion dossier (includes reference letters)

Dept
- Dept Chair's office solicits external reference letters
- Review of dossier by Dept APT Committee which advises Dept Chair
- Dept Chair nominates candidate & submits dossier (including external letters) to FAO

FSM Faculty Affairs Office (FAO)
- Reviews dossier for completeness

Ad Hoc Committee
- Reviews dossier and makes recommendation to Dean

FSM APT Committee
- Reviews dossier and APT decision decides whether to recommend approval of promotion

Dean
- Reviews FSM's decision and decides whether to approve promotion

Provost
Applying for Promotion or Tenure
Promotion and Tenure Timeline

May 2021

- Candidate and department prepare dossier (spring/summer 2021)
- Promotion dossier due to FSM Faculty Affairs Office (Aug/Sept/Nov 2021)
- APT Committee and Deans review candidates (Oct 2021-April 2022)
- Provost reviews candidates (May-June 2022); final decision communicated in early summer
- Promotion / tenure decisions take effect September 1, 2022

Sept 2022

New! Packets for investigators proposed at the ranks of Associate Professor and Professor are due to FAO on August 6, a month earlier than in the past. FAO solicits reference letters for this group, so this allows us to provide more deadline flexibility for referees.
Prepare Your Promotion/Tenure Packet

https://www.feinberg.northwestern.edu/fao/for-faculty/promo-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
- Critical References List
- Referee List
- Letter from Program Leader
Packet Changes in 2021

- Four **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

- Packet may be prepared manually or via the Feinberg Faculty Portal
- Most Microsoft Word document templates have been updated to align with Feinberg Faculty Portal outputs so that packets are standardized regardless of which method is used to prepare them
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 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.
Planning for Promotion/Tenure

• Years ahead
  - Begin to identify referees: Referees from a diverse set of geographically dispersed institutions demonstrate the breadth of your reputation
  - 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
Professional Reputation and Recognition

• Advancing your field and growing your reputation is important for advancement in all tracks
• Forms of external professional recognition include:
  - 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
Promotion and Tenure: Behind the Scenes

Marcie B. Weiss
Assistant Dean for Faculty Affairs
Preparing the Promotion Packet: Strategies and Tips for Success

Robert G. Kalb, MD
Chair, Feinberg APT Committee
Professor of Neurology
Align Packet with Career Track

• Make sure your packet demonstrates accomplishments consistent with the expectations of your career track
• Clinician-Educators: choose domains carefully!
TIP

• A polished promotion package reflects well on its author.
• No typos, duplicated entries, etc.
Curriculum Vitae

Purpose: Provide a summary of the applicant’s accomplishments

- Most important part of application
- 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 specific details!
Example: Review Responsibilities

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

Specifics:

2008—present: ad hoc reviewer for Critical Care Medicine (approximately 3 manuscripts/year)

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
TIP

- List grants that have been submitted
- If a grant has been scored but a funding decision has not yet been made, list score/percentile.
- Provide update when funding decision is made
Critical References

Purpose: Demonstrate applicant’s contributions to the published literature

- Middle-author on high impact paper – explain your contribution

<table>
<thead>
<tr>
<th>INSERT CANDIDATE NAME HERE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRITICAL REFERENCES FORM</td>
</tr>
<tr>
<td>Feinberg School of Medicine</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal:</td>
</tr>
<tr>
<td>Volume:</td>
</tr>
<tr>
<td>Role of the candidate in the work described in this publication</td>
</tr>
</tbody>
</table>
Critical References (continued)

Purpose: Demonstrate applicant’s contributions to the published literature

- Great opportunity to tell us how your work affected your field. Suggestions:
  - Write for general audience. Minimize jargon.
  - Do not be modest!

- Committee members may not be familiar with your field so tangible measures of impact are helpful:
  - number of citations
  - clinical guidelines widely used in field
If some of your publications were highlighted in some way, note this. For example:

- Front cover of journal
Record of Teaching

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

• Especially important for Clinician-Educators with education as one of 2 domains!
• Start early and keep track of teaching (especially clinical training)
• List all types of teaching (including clinical service)
• Your role: Research advisor, course director (list specific programs)

• 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

Mentored graduate students A. Smith and O. Jones

6/1/2008 – 11/30/2012   Primary research mentor for graduate student A. Smith

5/1/2011 – 8/1/2015   Served on thesis committee of graduate student O. Jones
Personal Statement

Purpose: Summarize accomplishments since appointment or last promotion

• Don’t tell your life story; focus on achievements since last promotion (or initial appointment) that build a case for promotion/tenure
• Your chance to describe any extenuating circumstances that impacted your progress
  • E.g. “My lab was forced to relocate twice during my first six years at Northwestern, which delayed my research progress.”
• Emphasize/explain specific contributions that otherwise might not be appreciated by the committee (e.g. clinical and teaching expertise)
• List accomplishments that do not appear in other parts of the application
Referee List

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

• Referees who do not have a direct connection with the applicant (collaborator, personal friend) are given more weight.
• Avoid same institution, same level, former mentees (unless they are luminaries)-important for more senior level promotion
• Junior faculty: Minimum: choose referee at the same level as your proposed promotion. Full professors at strong institutions are best.
• Each referee is asked if applicant would be awarded promotion at their institution.
Pay attention to the details but don’t lose sight of the big picture:

Regional, national, and international impact is critically important
Using the Feinberg Faculty Portal
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
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
Resources

- Promotion & Tenure Overview for Faculty
  https://www.feinberg.northwestern.edu/fao/for-faculty/promo-tenure/index.html

- Prepare Your Packet
  https://www.feinberg.northwestern.edu/fao/for-faculty/promo-tenure/prepare-your-packet.html

- Feinberg Faculty Portal: Guidance for Faculty
  https://www.feinberg.northwestern.edu/fao/for-faculty/online-presence/faculty-portal.html

- CV & Reports of Achievement
  https://www.feinberg.northwestern.edu/fao/for-faculty/online-presence/cv.html

- Your Online Presence
  https://www.feinberg.northwestern.edu/fao/for-faculty/online-presence/index.html