Annual Promotion & Tenure Information Program

March 11, 2024
March 14, 2024

Faculty Affairs Office
<table>
<thead>
<tr>
<th>Agenda</th>
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| **Faculty Promotions at Feinberg** | Farzaneh A. Sorond, MD, PhD  
  Vice Dean for Academic Affairs  
  Professor of Neurology |
| **Preparing the Promotion Packet: Strategies and Tips for Success** | 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 |
| **Teaching Opportunities** | Marianne M. Green, MD  
  Vice Dean for Education  
  Professor of Medicine and Medical Education |
| **Research Career Development Support** | Rick McGee, PhD  
  Associate Dean for Professional Development  
  Professor of Medical Education |
| **Q & A** | All panelists |
Introducing the Faculty Affairs Office
Faculty Affairs Office

Appointments, recruiting and career development

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.

CAREER DEVELOPMENT DIRECTORY  FACULTY WELLNESS RESOURCES  PROMOTION AND TENURE INFORMATION  WOMEN IN MEDICINE
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

- WFO & MFC
- 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”
Information Guide for Appointments, Promotion and Tenure

Northwestern University Feinberg School of Medicine
August 35, 2023

The guide was originally issued in December of 2011 and is updated periodically. Updated versions were issued on February 8, 2013; November 11, 2013; March 29, 2014; May 9, 2014; June 12, 2014; December 6, 2014; July 7, 2015; August 29, 2015; September 1, 2016; April 10, 2017; January 4, 2018; August 14, 2018; April 11, 2020; August 17, 2020; December 14, 2020; February 24, 2021; March 17, 2021; April 11, 2022; March 24, 2023; August 15, 2023.

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

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Feinberg Faculty Career Tracks

- Investigator (tenure)
- Clinician-Educator (non-tenure)
- Team Scientist (non-tenure)
- Research (non-tenure)
- Health System Clinician (non-tenure)
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>
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<tr>
<td>• Institutional service</td>
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# Promotion on the Investigator Track

<table>
<thead>
<tr>
<th>Assistant Professor</th>
<th>Associate Professor w/Tenure</th>
<th>Tenured Professor</th>
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</table>
| • Tenure clock starts with appointment as Assistant Professor | • At least 6 years the rank of Assistant Professor  
• Likelihood of continued high impact research  
• 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/national recognition | • At least 5 years in rank of associate professor with record of outstanding performance  
• Maintain a high impact research program  
• Significant external funding  
• Continue to publish innovative, original research in peer-reviewed journals (mostly last author)  
• Evidence of highest forms of external/national/international recognition |
Activity on the **Investigator Track** and Examples of Accomplishments

<table>
<thead>
<tr>
<th>Dimensions of Achievement and Examples of Contributions</th>
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<tbody>
<tr>
<td><strong>Scholarship (Publications)</strong></td>
<td><strong>Grant Funding</strong></td>
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</table>
| Research | • No requirement for a specific number of publications
• The impact, quality, and quantity of the publications are evaluated
• An impactful body of work based on work accomplished as an independent investigator. | • Typically, have renewed or be on a second round of grant funding, and
• Generally, be principal investigator on at least 2 major grant awards (NIH R01 or equivalent) at the time that tenure is awarded | • Receipt of honors and awards
• Invitation to speak at national meetings and other institutions
• Service on Grant review panels, editorial boards or related activities | • Contributions of citizenship to the medical school and/or university
• Mentoring
• Teaching |

*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.*
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**
  - Candidate prepares promotion dossier (includes reference list)
  - Review by Dept. APT Committee which advises Dept. Chair
  - Dept. Chair nominates candidate & submits dossier to FSM FAO
  - In cases of disapproval or external letters with negative comments, Dept. Chair is given opportunity to respond to Ad Hoc Committee

- **FSM Faculty Affairs Office (FAO)**
  - Reviews dossier for completeness and creates an Ad Hoc Committee
  - 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 (including external letters); drafts recommendation

- **FSM APT Committee**
  - Reviews dossier and makes recommendation to Dean

- **Dean**
  - Reviews dossier and APT decision; decides whether to recommend approval of promo and/or tenure

- **Provost**
  - Reviews FSM’s decision and decides whether to approve promo and/or tenure
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 September 1
   - 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
2024 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
Clinician-Educator Track
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
<table>
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<tr>
<th>Promotion for Clinician-Educators</th>
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<tr>
<td><strong>Assistant Professor</strong></td>
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<tr>
<td>• Evidence of academic contributions</td>
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<tr>
<td>Domain</td>
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<td>Clinical Impact and Recognition</td>
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<td>Teaching and Education</td>
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<td>Community Engagement</td>
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<tr>
<td><strong>Dimensions of Achievement and Examples of Contributions</strong></td>
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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 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 Tracks

1. **Candidate**
   - Candidate prepares promotion dossier (includes referee list)

2. **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

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

4. **Ad Hoc Committee**
   - Reviews dossier and makes recommendation to Dean

5. **FSM APT Committee**
   - Reviews dossier and APT decision; decides whether to recommend approval of promotion

6. **Dean**
   - Reviews FSM’s decision and decides whether to approve promotion

7. **Provost**
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 multiple research teams</td>
<td>• Recognized as outstanding educator</td>
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<tr>
<td>• Play a key role to obtain, sustain, and implement programmatic research and</td>
<td>• Contribute to course development, degree program leadership, and other</td>
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<tr>
<td>elevate the success of research teams</td>
<td>innovative educational products</td>
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<tr>
<td>• Typically contribute as co-investigator, but also serve as a PI</td>
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## Promotion for Team Scientists

<table>
<thead>
<tr>
<th><strong>Associate Professor</strong></th>
<th><strong>Professor</strong></th>
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<tbody>
<tr>
<td>• Minimum of <strong>six</strong> years at the assistant professor level, except in unusual circumstances</td>
<td>• Minimum of <strong>five</strong> years at the associate professor level, except in unusual circumstances</td>
</tr>
<tr>
<td>• Sustained pattern of excellence and impact in their primary domain that has resulted in significant regional/national recognition of achievements</td>
<td>• Multiple contributions in their primary domain with a substantial impact in the field that has resulted in national/international recognition of achievements</td>
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</table>
Domains of Activity on the **Team Scientist Career Track and Examples of Accomplishments**

<table>
<thead>
<tr>
<th>Domain</th>
<th>Dimensions of Achievement and Examples of Contributions</th>
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<tbody>
<tr>
<td><strong>Research</strong></td>
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<tr>
<td></td>
<td><strong>Scholarship</strong></td>
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<tr>
<td></td>
<td>• Contribute to publications of innovative, original research as a member of a research team or lead or senior author</td>
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<td></td>
<td>• 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</td>
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<td></td>
<td>• Principal or co-investigator of multicenter studies or collaborations</td>
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<td></td>
<td>• Principal or co-investigator on research grants</td>
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<td></td>
<td>• Leadership of a major data core on a center grant or multiple project grant</td>
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<td></td>
<td><strong>Recognition and Leadership</strong></td>
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<td></td>
<td>• Editorial activities for journals</td>
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<td></td>
<td>• Member of scientific review committees</td>
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<td></td>
<td>• Leadership activity in professional organizations</td>
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<td></td>
<td>• Participation in scientific review for granting agencies</td>
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<td></td>
<td>• Member of data monitoring boards</td>
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<td>• Awards</td>
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<td></td>
<td>• Visiting professorships, national presentations, and invited lectures</td>
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<td></td>
<td><strong>Professional Service</strong></td>
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<tr>
<td></td>
<td>• Review activities for journals.</td>
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<td></td>
<td>• Mentorship of junior faculty, fellows, and graduate students.</td>
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<tr>
<td><strong>Education</strong></td>
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<tr>
<td></td>
<td><strong>Scholarship</strong></td>
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<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 student assessment and educational/programmatic evaluation)</td>
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<td>• Evidence for dissemination of teaching scholarship</td>
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<td></td>
<td>• Collaborations with Searle Center for Teaching Excellence</td>
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<td></td>
<td><strong>Recognition and Leadership</strong></td>
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<tr>
<td></td>
<td>• Receipt of teaching awards</td>
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<td></td>
<td>• Recurring exceptional teaching effectiveness on evaluations</td>
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<td></td>
<td>• Leadership activities in medical school or university education.</td>
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<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>
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<td></td>
<td><strong>Professional Service</strong></td>
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<tr>
<td></td>
<td>• Educational service contributions to medical school or university.</td>
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<tr>
<td></td>
<td>• Review activities for education journals</td>
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<tr>
<td></td>
<td>• Development of systems that support teaching</td>
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<td></td>
<td>• Participation in student/resident recruitment and selection</td>
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</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 Tracks

Candidate
- Candidate prepares promotion dossier (includes reference list)

Dept
- Dept Chair’s office solicits external reference letters
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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
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
- Minimum of **six** years at the assistant professor level, except in unusual circumstances
- Record of outstanding collaborative and/or independent scientific work
- Demonstrate the extent to which their activities contribute to research excellence within the Feinberg School of Medicine

## Professor
- Minimum of **five** years at the associate professor level, except in unusual circumstances
- Evidence of continued productivity since appointment or promotion to Research Associate Professor
  - In collaborative or independent scientific work
  - In support of research excellence within FSM
### Activity on the Research Faculty Track and Examples of Accomplishments

<table>
<thead>
<tr>
<th>Dimensions of Achievement and Examples of Contributions</th>
<th>Scholarship</th>
<th>Recognition and Leadership</th>
<th>Professional Service*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research</strong></td>
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<tr>
<td>• Contribute to publications of innovative, original research as a member of a research team or lead or senior author</td>
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<td>• Editorial activities for journals</td>
<td>• Review activities for journals.</td>
</tr>
<tr>
<td>• 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</td>
<td></td>
<td>• Member of scientific review committees</td>
<td>• Mentorship and education of trainees in the laboratory</td>
</tr>
<tr>
<td>• Principal or co-investigator of multicenter studies or collaborations</td>
<td></td>
<td>• Leadership activity in professional organizations</td>
<td>• Support development of systems that support research and teaching in the research laboratory</td>
</tr>
<tr>
<td>• Principal or co-investigator on research grants</td>
<td></td>
<td>• Participation in scientific review for granting agencies</td>
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## 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
Figure 3: Promotion to Research Associate Professor and Research Professor

Candidate

Dept Chair's office solicits external references

Review of dossier by Dept APT Committee which advises Dept Chair

Dept Chair nominates candidate & submits dossier (including external letters) to FAO

Reviews dossier for completeness

FSM Faculty Affairs Office (FAO)

Ad Hoc Committee

Reviews dossier and makes recommendation to Dean

FSM APT Committee

Dean

Reviews dossier and APT decision: decides whether to recommend approval of promotion

Provost

Reviews FSM’s decision and decides whether to approve promotion
## Promotion for Health System Clinicians

<table>
<thead>
<tr>
<th>Clinical Associate Professor</th>
<th>Clinical Professor</th>
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<tbody>
<tr>
<td>• Minimum of six years at the assistant professor level</td>
<td>• Minimum of five years at the associate professor level</td>
</tr>
<tr>
<td>• Sustained pattern of excellence and impact as an expert clinician and in one area of concentration that has resulted in significant <strong>local/regional</strong> recognition of achievements</td>
<td>• Multiple contributions as an expert clinician and in one area of concentration with a substantial impact in the field that have resulted in <strong>regional/national</strong> recognition of achievements</td>
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### Domains of Activity on the Clinician-Educator and Health System Clinician Tracks and Examples of Accomplishments

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<thead>
<tr>
<th>Domain</th>
<th>Dimensions of Achievement and Examples of Contributions</th>
<th>Professional Service*</th>
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</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.feinberg.northwestern.edu/sites/fame/teaching-opportunities/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. |
| **Community Engagement**       | - Contribute to community-engaged research activities and publication of the findings  
- Development of community-based clinical and/or educational programs  
- Development of training, learning opportunities, toolkits and related resources for community partners  
- Additional forms of scholarship, such as collaborative authorship contributions to community health needs or asset reports, evidence-based practice guidelines, and policy documents  
- 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) | - Education about, and/or promotion of, clinical research in a community setting  
- Service on governance or advisory committees in a community organization  
- Mentoring community organization staff in research planning and/or funding proposals  
- Teaching activities conducted in community settings for Northwestern medical and/or graduate students/residents/clinical post-doctoral fellows/practitioners – lectures, courses, individual instruction  
- 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 |

*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.
Figure 2: Promotion Process for Faculty on Non-tenure-eligible Clinician-Educator, Team Scientist, and Health System Clinician Tracks

Candidate
- Candidate prepares promotion dossier (includes referee 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

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

Provost
- Reviews FSM’s decision and decides whether to approve promotion
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.

An important early step in your promotion journey—and in using this website—is to confirm your career track. Faculty are typically assigned to a career track at time of hire. Your career track establishes the criteria that will be used to evaluate your promotion/tenure application. Document requirements and promotion process workflow steps also differ by career track.

Navigate your path to promotion/tenure with focused resources pertinent to your career track:

- Clinician-Educator Gateway
- Investigator Gateway
- Health System Clinician Gateway
- Team Scientist Gateway
- Research Faculty Gateway
Feinberg Faculty Career Planning

Faculty Affairs Office

Career Planning Overview
- For Clinician-Educators
- For Health System Clinicians
- For Investigators
- For Team Scientists
- For Research Faculty

Career Track Gateways

Navigate your path to promotion/tenure with focused resources pertinent to your career track:
- Clinician-Educator Gateway
- Health System Clinician Gateway
- Investigator Gateway
- Team Scientist Gateway
- Research Faculty Gateway
New Feinberg Faculty Launchpad

https://www.feinberg.northwestern.edu/faculty-launchpad/
Applying for Promotion and Tenure
Promotion and Tenure Timeline

Jan 2024

- Candidate and department prepare dossier (winter/spring/summer 2024)
- Promotion dossier due to FSM Faculty Affairs Office (Aug/Sept/Nov 2024)
- APT Committee and Deans review candidates (Oct 2024-April 2025)
- Provost reviews candidates (May-June 2025); final decisions communicated by July 2025

Sept 2025

- Promotion / tenure decisions take effect September 1, 2025

New! Packets for investigators proposed at the ranks of Associate Professor and Professor are due to FAO on August 2, 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/packet/index.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: Diversity, Equity, and 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
• Five optional CV supplements are available (DEI Initiatives added in fall 2021)

- CV Supplement: Quality Improvement Initiatives
- CV Supplement: Diversity, Equity, and Improvement Initiatives
- CV Supplement: Development and Leadership of Clinical Initiatives
- CV Supplement: Public and Population Health Initiatives
- CV Supplement: Global Health Initiatives
- 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

• Go to P&T Gateway relevant to your track

• Years ahead
  - Begin to identify referees
    Guidance: https://www.feinberg.northwestern.edu/fao/for-faculty/promo-tenure/packet/referee-list.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
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

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 Ladner, MD

Feinberg APT Committee Chair and Co-Chair
Who we are and what we do

• Mercedes Carnethon, Ph.D.
  • Chair
  • Mary Harris Thompson Professor and Vice Chair of Preventive Medicine and Professor of Medicine (Pulmonary & Critical Care)
  • Service on the APT since 2018

• Daniela Ladner, MD, MPH
  • Co-Chair
  • John Benjamin Murphy Professor of Surgery and 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

• 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
  - Those with research as the primary domain should illustrate your integral role on research teams

• 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
Domains—Clinician Educator and Team Scientists

_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)
- “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**

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

- There are exceptions and they must be clearly explained
  - If “community engagement” is a domain, demonstrating how the community is interacting through social media can be a metric to reflect “reach”
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
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 **Principal Investigator** of an **RO1**

*Principal*  *R01*
Reviewer: Critical Care Medicine, Neurology, Science.....

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

Funding Agency: Bristol-Myers Squibb, BMS4491
Title: 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
Provide Context on Grant Submissions

- Do not feel constrained to only list grant successes
- Consistency and effort does matter
- Categorize grants into sections
  - List grants that have been submitted
  - If a grant has been scored but a funding decision has not yet been made, list score/percentile
  - Sort by grant type based on what you’d like to highlight (Research grants, Training Grants)
  - Provide update when funding decision is made
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.

<table>
<thead>
<tr>
<th>LITERATURE CITATION #1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Names of all authors listed sequentially on publication:</td>
</tr>
<tr>
<td>Title:</td>
</tr>
<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.
  - 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

  • 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. XXX 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
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

List the ultimate placement of the mentee
Provide details about their productivity (i.e., presented at 2 national meetings)
## Record of Teaching (continued)

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

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

Focus on what makes you unique at FSM
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 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
- 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
  – Educational technology support
  – Online learning modules
  – Multiple resources
  – Education grant opportunities
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

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](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/career-development/grant-writing-groups.html](https://www.feinberg.northwestern.edu/fao/career-development/grant-writing-groups.html)
  - 3-5/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.nucats.northwestern.edu/training/investigator-development/research-enterprise.html](https://www.nucats.northwestern.edu/training/investigator-development/research-enterprise.html)

- A number of other resources through NUCATS!!
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

- Feinberg Faculty Launchpad
  https://www.feinberg.northwestern.edu/faculty-launchpad/

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

  ➢ Career Planning: Career Track Gateways
    https://www.feinberg.northwestern.edu/fao/for-faculty/career-planning/index.html

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

- Referee List / Guidance for Identifying Referees
  https://www.feinberg.northwestern.edu/fao/for-faculty/promo-tenure/packet/referee-list.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