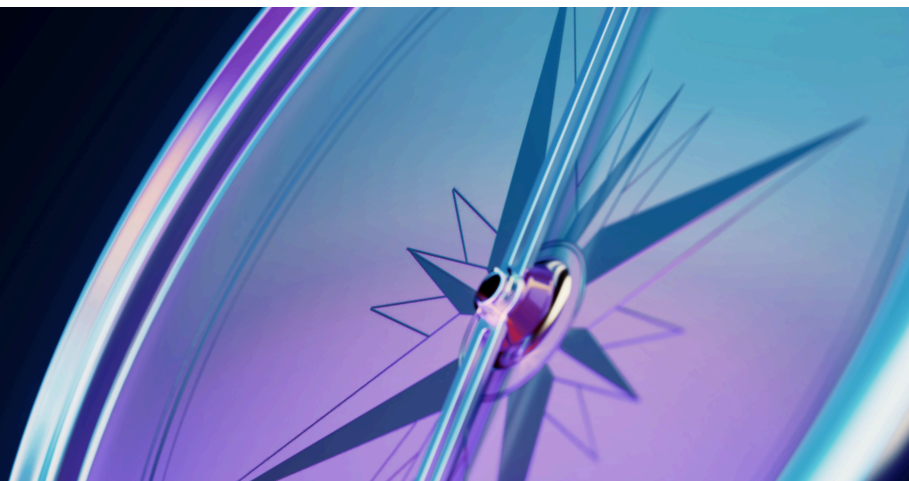


# FAME Guide to Getting Promoted

CE Track Education Domain



FAME's Guide to Getting Promoted takes the [Faculty Affairs Office \(FAO\) "Information Guide for Appointments, Promotion & Tenure"](#) table of domains as a blueprint to group these examples of achievement with specific advice and resources. The headings below correspond to the table's column headings.

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

See Table 3 on Page 35: <https://www.feinberg.northwestern.edu/fao/docs/admin-general/Information-Guide-for-APT.pdf>

**Table 3: 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>

Domain	Dimensions of Achievement and Examples of Contributions		
	Scholarship	Recognition and Leadership	Professional Service*
Community Engagement	<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. For the Health System Clinicians only expected professional services are those that apply to the clinical service.

## Scholarship

All faculty at Feinberg are expected to contribute to the literature through publications. While your work may span various areas of interest, this section will focus on education scholarship. On average, you should aim to publish ~2 times per year. Early in your career, that number may be lower, and as you progress and develop your research, it is expected to increase. The number of publications required for advancement varies depending on the level of promotion and individual circumstances. The Appointments Promotion and Tenure (APT) committee does not mandate a specific number of publications for each level. Instead, they consider factors such as the impact and reputation of the journal, number of citations, authorship position (first, middle, or last), and other commitments, such as leadership roles. Publications can include original research, reviews, practice guidelines, case reports, and book chapters.

To learn more about what qualifies as medical education scholarship, refer to the following papers:

- Sullivan, GM. A Toolkit for Medical Education Scholarship. *J Grad Med Educ.* 2018 Feb;10(1):1-5. [doi:10.4300/JGME-D-17-00974.1](https://doi.org/10.4300/JGME-D-17-00974.1). PMID: 29467965; PMCID: PMC5821005. **NOTE: Table 2.**
- Simpson, Deborah, et al. “Advancing Educators and Education by Defining the Components and Evidence Associated with Educational Scholarship.” *Medical Education.*, vol. 41, no. 10, 2007, pp. 1002–09, <https://doi.org/10.1111/j.1365-2923.2007.02844.x>. **NOTE: Table 1.**

## Novel Contributions to Education Research and Development

Faculty members being considered for promotion are required to produce publications. These publications can be on topics from either of your two domains – here we emphasize medical education scholarship. If you have created innovative curricula, teaching strategies, or assessment methods, you can maximize the impact of your educational work by both implementing it and publishing it! FAME can assist you in getting started and achieving your goals in this area. With a network of experienced education researchers, FAME provides support by answering questions, offering project advice, and providing mentorship. FAME also runs a monthly *Education Scholarship Series* designed to help faculty develop skills and network.

Below, you will find links to this series, as well as resources from the library, funding opportunities, and national education conferences. Please note: these lists are not exhaustive.

## FAME Educational Scholarship Series

- [FAME Video Archive](#) – Filter sessions by “*Scholarship*”
- **Highlighted FAME Scholarship Sessions:**
  - Counting Work Twice: [Making it Count Twice: Turning Scholarly Work into Scholarship Recording](#)
  - Curriculum & Assessment: [Leveraging Everyday Curriculum and Assessment to Drive Programs of Educational Research Recording](#)
  - Library Resources: [Supporting Faculty Research with Library Resources](#)
  - MedEdPORTAL: [Educational Scholarship: An Introduction to MedEdPORTAL Recording](#)
  - Mentoring: [Establishing and Aligning Expectations in Mentoring Relationships Recording](#)
  - Program Evaluation: [Taking a Scholarly Approach to Program Evaluation Recording](#)
  - Research Guide: [Concepts for Medical Education Research – A Beginner’s Guide Recording](#)
  - Research Questions: [Identifying Research Questions in Education Research Recording](#)

## Digital Resources

- [Galter Library](#)
- [Publication Support](#)
- [MedEdPORTAL](#) – An open-access journal of teaching and learning resources
- [MedEdMentor](#) – AI-powered platform to assist in developing health professions education research
- [MedEdPublish](#) – An open research publishing platform for medical and health professions education
- [Annotated Bibliography of Journals for Education Scholarship](#)
- [List of Health Professions Education Journals](#)

## Funding Opportunities

- [Augusta Webster Accelerating Education Grant](#)
- [Augusta Webster Fellowship](#)
- [AMA ChangeMedEd Equity, Diversity, and Belonging Grant](#)
- [ABMS Research and Education Foundation’s Grant Program](#)
- [GEA National Grant Award](#)
- [Macy Faculty Scholars Program](#)
- [NBME Stemmler Grant Program](#)

Listed below are some examples of annual meetings that focus on medical and health professions education. Additionally, we have included some clinical societies comprised of professionals who share similar challenges in medical education.

## Annual Meetings

- [Learn Serve Lead – Association of American Medical Colleges \(AAMC\)](#)
- [Central Group on Educational Affairs \(CGEA through the AAMC\)](#)
- [ChangeMedEd – American Medical Association \(AMA\)](#)
- [PAEA Education Forum – PA Education Association \(PAEA\)](#)

- [APTA Combined Sections Meeting – American Physical Therapy Association \(APTA\)](#)
- [Academy Annual Meeting and Scientific Symposium – American Academy of Orthotists & Prosthetists \(AAOP\)](#)
- [Council on Medical Student Education in Pediatrics \(COMSEP\)](#)
- [International Association for Health Professions Education \(AMEE\)](#)
- [Ottawa Conference on Assessment and Evaluation](#)

Attending these meetings can introduce you to fresh ideas, connect you with like-minded peers, and potentially foster inter-institutional collaborations, which could lead to publications. This is also a key opportunity for networking and building relationships with future letter-writers to support your promotion. Furthermore, many clinical societies have education committees or working groups that offer opportunities for volunteering and engaging in scholarship.

## Development of New Approaches to Teaching

Developing new approaches to teaching is deeply intertwined with scholarship because it can result in publications and presentations, while also enhancing your teaching effectiveness. This improvement often leads to better teaching evaluations and awards (more on this later). Pay attention to the challenges faced by educators or learners in your clinical settings. Identify any gaps in teaching and learning within your environment.

Consider the following:

- What is particularly difficult for learners to understand or educators to assess?
- What are topics that are especially common that learners need to be particularly competent?
- What are techniques that you have seen implemented with other areas or content that may prove useful in your area?

Just like in other areas of science, there are more questions than answers! Refer to the resources listed above in the Scholarship section including the following FAME Session: [“Making it Count Twice: Turning Scholarly Work into Scholarship” Recording](#).

## Northwestern Simulation

Feinberg has a large and productive [Simulation team](#). Are you familiar with Simulation-Based Mastery Learning? It was discovered and developed right here at Northwestern Simulation.

Let us help you get connected:

- [Designing & Implementing Simulation-Based Mastery Learning Curricula](#)
- [Creating Psychological Safety in the Learning Environment](#)
- [Simulation in Healthcare Education Podcast](#)

## Collaborations with Searle Center for Teaching Excellence

The Searle Center for Advancing Learning and Teaching, located on the Evanston campus, is dedicated to enhancing and promoting exceptional teaching throughout Northwestern University. The Center provides various programs and facilitates discussions on topics that affect teaching and learning across various departments within Northwestern. Additionally, they provide a formal one-year Fellowship program designed to enhance faculty teaching and research. Feinberg faculty participate

in this fellowship annually.

For more information, [visit their website](#). You can also contact the director of FAME, Dr. Mary McBride. She has been a Searle fellow, mentor, and is currently a small group facilitator.

- [Searle Center for Advancing Learning and Teaching](#)
  - [Searle Faculty Fellowship](#)
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## Recognition and Leadership

Publications, awards, and invited talks play a significant role in demonstrating to the Promotions Committee that your work is widely recognized. Leadership roles at local, national, or international levels further highlight the significance of your contributions to education. For more information, please visit the FAO website's [External Professional Recognition](#) section.

## Teaching Awards

Here are some of the notable teaching awards at the Feinberg School of Medicine. Your division and department, as well as various societies, will also offer teaching awards. Recipients should list these awards on their CV and Interfolio. Additionally, you can include award nominations even if you were not selected as the final recipient. **FAME Membership is also considered a teaching award.**

- [Feinberg Academy of Medical Educators Membership](#)
- [Feinberg School of Medicine Joost Award for outstanding teaching](#)
- [Feinberg School of Medicine Exemplary Professionalism Teaching Award](#)
- [John X. Thomas, Jr. Best Teachers of Feinberg Award](#)
- [Department of Medical Education Faculty Recognition](#)
- [Alpha Omega Alpha National Medical Honor Society](#)
- [Gold Humanism](#)

## Consistent Excellence in Teaching Evaluations

Please ensure that your teaching is evaluated by learners. If you do not have an existing evaluation system, you can use the form provided by FAME, found below. Data from these evaluations can be included in your promotion packet to showcase your teaching effectiveness. Utilize the feedback to elevate your teaching from good to exceptional.

Additional resources for enhancing your teaching include the Just in Time Teaching mobile app and FAME faculty development sessions.

- [Teaching Evaluation Forms](#)
- [Just in Time Teaching Mobile App](#)
  - A free digital app available for smartphones with infographics used to teach medical education topics useful in clinical education.
  - [Google Play Download](#)
  - [Apple App Store Download](#)
- FAME faculty development sessions (see [Video Archive](#))
- Highlighted FAME Sessions:
  - Active Learning: [Teaching with Nearpod to Integrate Active Learning](#)
  - Bedside Exam: [Resuscitating the Bedside Physical Exam Recording](#)

- Curriculum Development: [Curriculum Development Made Simple Recording](#)
- Diverse Learning Environments: [Fostering Diverse and Inclusive Learning Environments in Academic Support and Retention Recording](#)
- Feedback: [Feedback in Health Professions Education Recording](#)
- Learning Theory: [How Learning Theory Shapes Your Educational Practice Recording](#)
- Safe Learning Environments: [Adapting Questioning Strategies to Support Safe Learning Environments Recording](#)
- Using AI: [Hacks for Instructors: Saving Time by Using Generative AI Recording](#)

## Leadership Activities in Residency Programs, Medical Student Clerkships, and Medical School or University Education

Start with teaching trainees or students, in a small role. Use the resources above to become the best teacher you can. Meet with the Program Director or FSM clerkship director to discuss your leadership interests. Hard work and dedication can lead to a more substantial leadership opportunity.

Teaching Opportunities at the Feinberg School of Medicine:

- [MD Program](#)
- [Health Professions Programs](#)

## Leadership in National Organizations Focused Primarily on Education

On a national level, consider beginning with a small role in a national or regional society. Many organizations have education committees that you can join. Depending on the demand for the position, you may need to start as a volunteer and work your way up from there to a committee member, and eventually to a leadership role within the committee. With hard work and commitment, you could take on a more significant leadership position within the committee or the broader society.

Examples of educational societies:

- [Association of American Medical Colleges](#) (AAMC)
- [American Medical Association](#) (AMA)
- [PA Education Association](#) (PAEA)
- [American Academy of Physician Assistants](#) (AAPA)
- [American Council of Academic Physical Therapy](#) (ACAPT)
- [American Physical Therapy Association](#) (APTA)
- [American Academy of Orthotists & Prosthetists](#) (AAOP)

## Editorial Activity For Education Journals

Contact more senior colleagues who are already doing this work or being offered these opportunities. Ask for opportunities to do this work with them and their guidance on how to complete it. Once comfortable, ask these colleagues to recommend you as an ad hoc reviewer. This has the potential to expand to a bigger and more formal role in the future. Several journals, like Academic Medicine, have [resources for reviewers](#).

- [Academic Medicine Resources for Reviewers](#)

## Visiting Professorships, National Presentations, and Invited Lectures

As you develop your expertise, you may receive invitations to present at institutions on a regional, national, or even international level. Expanding your network through educational committees and meetings will increase awareness of your contributions. Do not hesitate to ask colleagues who appreciate your work to invite you to speak at their institutions. This is essential for career advancement, and our colleagues in medical education are dedicated to supporting one another. With the rise of virtual presentations, be sure to list these alongside any in-person talks as invited presentations.

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## Professional Service

These activities are all expected of all faculty and do not necessarily add to your overall promotion package.

- Teaching medical students in courses such as Problem Based Learning and Medical Decision Making is expected.
  - [Teaching Opportunities](#)
- Mentorship of junior faculty, fellows, and residents
- Review activities for education journals
- Development of systems that support teaching
- Participation in student/trainee recruitment and selection