**ADVICER Template for Faculty Reviewer Letters for Promotion and Appointment**

INSTRUCTION SHEET

Dear Colleagues:

ADVICER (Alliance of Directors and Vice Chairs of Education in Radiology) has developed a template for faculty letters by outside reviewers.

**Goals of this template:**

1. Provide a flexible, modifiable, comprehensive faculty review letter template
2. Provide guidance to reviewers as to the key components important to APT committees
3. Simplify, focus and standardize the review process
4. Reduce inter-reviewer and intra-reviewer subjectivity
5. Reduce the potential use of gender or racial biased adjectives/criteria
6. Reduce ‘creative writing’ in these reviews
7. Provide Promotions and Tenure Committees with an easy to interpret format.

**To use the template**

1. The template is provided as a Microsoft Word Windows form. It contains checkboxes, drop-down selections and free-text boxes.
2. Delete or change any sections that you don't want to use.
3. Free-text fields appear on the template in red, drop-downs in blue. These should automatically format in black when completed. If they don't, when complete click ctrl-A and select black text option.
4. To complete the template as it is, click in the fields and select the appropriate option or type in text.
5. On a Mac, you may need to hover over free text field until an arrow appears, then click and enter text.
6. If you use a Mac with an older version of Word, the fields may not work correctly, if so download the legacy Mac version [here](https://drive.google.com/file/d/1A28vp0Bfu_DlAIX9V9rQFA2AEpS3kpxh/view?usp=sharing).  Tab between the fields to complete.

**To edit the template in Windows**

1. The template can be edited to suit your specific needs. To delete or add text, just type it as usual.
2. 'Controls' (fields) can be copied and deleted, but if you want to edit them or add new fields, you will need to [open the developer tab in word](https://support.microsoft.com/en-us/office/create-forms-that-users-complete-or-print-in-word-040c5cc1-e309-445b-94ac-542f732c8c8b#DevTabTopic=Windows) and select "Design" so that the tool options are visible. [Here](https://support.microsoft.com/en-us/office/create-forms-that-users-complete-or-print-in-word-040c5cc1-e309-445b-94ac-542f732c8c8b) are descriptions of the field tools.  Reselect "Design" to enable form completion. You can prevent further changes by selecting "Protect".

**To edit the template on a Mac**

1. The template can be edited to suit your specific needs. To edit anything you need to 'Unprotect' the document
2. Open [the developer tab in word](https://support.microsoft.com/en-us/office/create-forms-that-users-complete-or-print-in-word-040c5cc1-e309-445b-94ac-542f732c8c8b#DevTabTopic=Windows) and select "Unprotect" so that the tool options are visible. [Here](https://support.microsoft.com/en-us/office/create-forms-that-users-complete-or-print-in-word-040c5cc1-e309-445b-94ac-542f732c8c8b) are descriptions of the field tools.  Reselect "Unprotect" to enable form completion.

**Note**: depending on your version of Word, the ribbon may appear slightly different. Google ‘using forms in Word XXX for clarification)

**Template criteria**

1. The criteria for promotion vary between institutions and tracks. This is focused on the Clinician-Educator or similar track, but can be used for other tracks.  If necessary, modify the template to suit your purpose.
2. Review the supplied promotion criteria from the institution that you are reviewing for (ask for them if not sent) and use these as your guide.
3. Academic Promotions and Tenure (APT) Committees vary in the criteria they assess, so this template is designed to cover most potential criteria.
4. APT committees look for the impact of a faculty's work:
	* Clinical, research, educational, administrative, leadership, service
	* This can be local, regional, national, or international
	* Higher-rank appointments require more and wider impact e.g. for Associate Professor, regional impact and early national is expected. For Professor, generally national/early international impact.
	* Impact can be shown through the use and dissemination of resources, audience types and numbers, patient care improvements, quality improvements
	* As there is no single metric for ‘impact’, this remains subjective. We have put in the modifiers ‘minimal, good, excellent and outstanding’ to evaluate impact in each area.
	* The primary focus is on the faculty's individual creativity and productivity but joint/team efforts are recognized.
	* Impact on trainees/junior faculty through mentorship (career, research, educational) is usually highly regarded.
	* First, second and last authorships are considered most important.
	* Peer-reviewed materials are more highly regarded than non-peer-reviewed.
	* Journal quality (e.g. Impact factor) can affect impact.
	* Invited presentations and those for CME increase impact and it may be affected by societal meeting prestige.
	* Grant impact will vary by source (e.g. federal>societal>private sponsor e.g pharmaceutical company >institutional),?? peer reviewed ??, amount, investigator status (PI or co-investigator or collaborator) and % FTE
5. Citation indices are included as options.
	* [Here](https://researchguides.uic.edu/c.php?g=252299&p=1683205) are instructions on identifying these indices depending on the resources available at your institution.
	* Consider checking citation numbers for a few key publications.  [Google Scholar](https://scholar.google.com/) is quick and easy but may not be as accurate as [Web of Science](https://login.webofknowledge.com/) or [Scopus](https://www.scopus.com/home.uri).
6. Included are some criteria that ask you to rank the candidate relative to other similar candidates you know, or have assessed.  It is recognized that these are subjective and can be omitted if you prefer.
7. Know the criteria for your own institution, but these should only be applied in the final section.
8. For more information about promotion as a clinician-educator, [watch this movie.](https://youtu.be/83NOPGVe__k)