



THE OHIO STATE
UNIVERSITY

COLLEGE OF MEDICINE

Everything P&T Part 3: Writing Your Narrative

Abberly Lott Limbach, MD

Associate Professor

Department of Pathology

Abberly.lottlimbach@osumc.edu

Objectives

- Describe the required narratives for the OSU dossier
- Apply elements of storytelling to narrative creation
- Construct strong narratives describing impact and giving context for the dossier



Who am I?

- Associate Professor in Department of Pathology
- Board certified pathologist
- Promoted on clinician educator pathway



Required Narratives

- Biographical Narrative
- Teaching:
 - Approach to and goals in teaching
 - Evaluation of teaching
- Research
 - Description of research
- Service
 - Evaluation of service



The Pre-Work

Before we go further:

- IF YOU HAVE NOT READ YOUR APT DOCUMENT . . .

READ IT

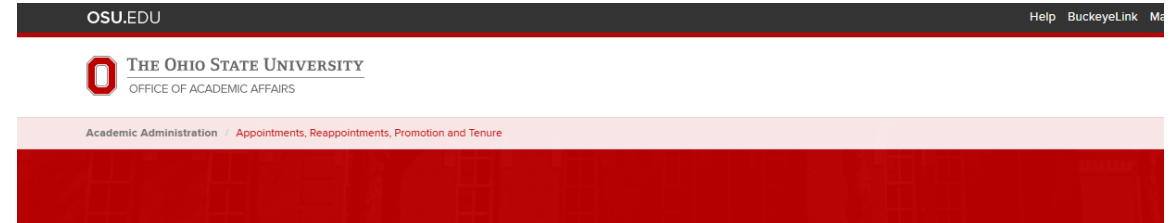
- This will inform how you construct and write your narratives



APT Docs

- All APT documents for the COM are housed [in one place on the OAA website](#)

OAA = Office of Academic Affairs



Appointments, Reappointments, Promotion and Tenure

Supporting faculty and academic leaders in their personal growth and leadership development is a shared effort, and every faculty member and appointee should know that he or she has the full backing of the Ohio State community. The resources below are meant to help every individual understand and engage in the process.



[Promotion Guide for Associate Professors \(PDF\) →](#)

[Providing Leadership for Faculty Promotion \(PDF\) →](#)

Approved Governance Documents

College of Arts and Sciences [+](#)

Fisher College of Business [+](#)



College of Medicine

Current POA and APT Documents

[College of Medicine POA >](#)[Anesthesiology POA >](#)[Biological Chemistry and Pharmacology POA >](#)[Biomedical Education and Anatomy POA >](#)[Biomedical Informatics POA >](#)[Cancer Biology and Genetics POA >](#)[Dermatology POA >](#)[Emergency Medicine POA >](#)[Family and Community Medicine POA >](#)[Health and Rehabilitation Sciences POA >](#)[Internal Medicine POA >](#)[Microbial Infection and Immunity POA >](#)[Molecular Medicine and Therapeutics >](#)[Neurological Surgery POA >](#)[Neurology POA >](#)[Neuroscience POA >](#)[Obstetrics and Gynecology POA >](#)[Ophthalmology and Visual Sciences POA >](#)[Orthopaedics POA >](#)[Otolaryngology POA >](#)[Pathology POA >](#)[Pediatrics POA >](#)[Physical Medicine and Rehabilitation POA >](#)[Physiology and Cell Biology POA >](#)[Plastic and Reconstructive Surgery POA >](#)[College of Medicine APT >](#)[Anesthesiology APT >](#)[Biological Chemistry and Pharmacology APT >](#)[Biomedical Education and Anatomy APT >](#)[Biomedical Informatics APT >](#)[Cancer Biology and Genetics APT >](#)[Dermatology APT >](#)[Emergency Medicine APT >](#)[Family and Community Medicine APT >](#)[Health and Rehabilitation Sciences APT >](#)[Internal Medicine APT >](#)[Microbial Infection and Immunity APT >](#)[Molecular Medicine and Therapeutics >](#)[Neurological Surgery APT >](#)[Neurology APT >](#)[Neuroscience APT >](#)[Obstetrics and Gynecology APT >](#)[Ophthalmology and Visual Sciences APT >](#)[Orthopaedics APT >](#)[Otolaryngology APT >](#)[Pathology APT >](#)[Pediatrics APT >](#)[Physical Medicine and Rehabilitation APT >](#)[Physiology and Cell Biology APT >](#)[Plastic and Reconstructive Surgery APT >](#)

After Reading the APT Document

- Consider reviewing APT documents from other “similar” units for additional examples of activities/accomplishments
- Ask for dossiers from your APT coordinator
 - People who have gone up on the same track/pathway
 - People who are on parallel tracks/pathways
 - If clinical, look at the other clinical tracks
- This is a great resource for:
 - Good turns of phrase
 - Types of activities cited
 - Organizational tips



The Narrative As A Story



What is your story?

- A narrative is just telling your story
 - Stories create “sticky” memories for the data
- Advice for telling a story:
 - Know your audience
 - Have a clear message/theme
 - Have a clear structure
 - Narrow the scope
 - Have a strong conclusion



The Audience

- Not everyone who reads your narratives has the same background or training that you do
 - Yet you are trying to convince them that you have meet the P&T criteria
- If someone is not in your field, would they understand your impact?
- Example: the Thanksgiving table



The Message/Theme

- The track/pathway you are on will determine your theme
- Don't confuse the reader by talking about things that don't support your theme
- Example:
 - I'm on the clinician educator track: my theme centered my mission of education, my research is connected to my support of trainees
 - I'm on the research/tenure track: my theme is the contributions made in my research—my portfolio, my lab, my papers, my grants, with less focus on service or education



Structure

- Don't just throw everything in your narratives and leave the reader to figure it out
- Progressively lead the reader down a path
 - Introduction
 - Main interest: education, research, or service/clinical
 - Remaining areas: education, research, or service/clinical
 - Conclusion



Narrow the Scope

- Don't repeat yourself!
- What have you done to meet the criteria for promotion?
- If you are writing about your research, most of the information and data is in your research narrative, just give the highlights in your biographical narrative
 - How have you meet APT criteria?



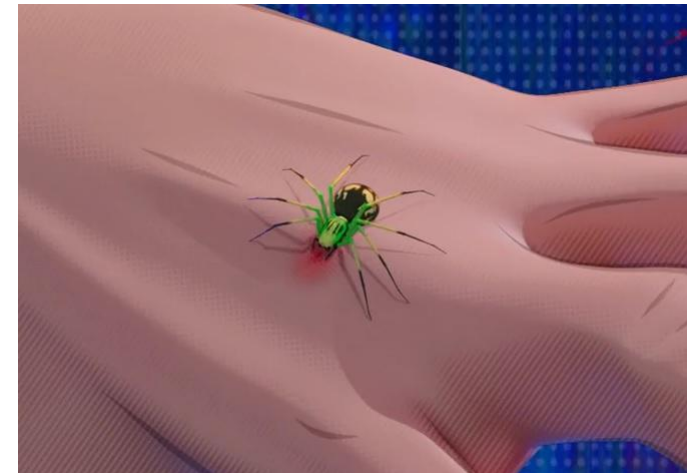
Strong Conclusion

- Most important for the biographical narrative
- This is where you tie everything together
- Explicitly state how you have met the criteria for P&T



Group Activity: The Origin Story

- Think about a moment in training/career that set you on the course you are on
- Discuss with your colleagues
 - Did everyone have a different story?
 - Where there similarities?
- 5 minutes in breakout rooms to share your radioactive spider moment



The Nitty-Gritty

Required Narratives - reminder

- Biographical Narrative
- Teaching:
 - Approach to and goals in teaching
 - Evaluation of teaching
- Research
 - Description of research
- Service
 - Evaluation of service



The Biographical Narrative



Biographical Narrative: The Opening

- The setting and the characters:
 - Begin with orientation to who you are and where you are in your career
- What rank are you currently at? What rank are you seeking? What is your track/pathway?
- What are you currently doing with your career?
- Remember that, outside of your department, no one reviewing your dossier knows you personally
- Your external evaluators will also rely on your narrative to write your evaluation letters



The Opening: Example #1

- I am an Assistant Professor in the Department of Biomedical Informatics (BMI) at The Ohio State University (OSU) and serve as Technical Director of the Biomedical Informatics Shared Resource (BISR) for OSU College of Medicine. I am formally submitting this letter to request consideration for a promotion to the rank of Associate Professor on research track. My academic and professional background is in molecular and cellular biology with expertise in bioinformatics and computational biology. My scholarly endeavors are focused on applying computational methods and novel mathematical approaches to elucidate pressing questions in the fields of systems biology and functional genomics.



The Opening: Example #1 – Who?

Who am I?

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What do I do?



The Opening: Example #1 – Goal?

- I am an Assistant Professor in the Department of Biomedical Informatics (BMI) at The Ohio State University (OSU) and serve as Technical Director of the Biomedical Informatics Shared Resource (BISR) for OSU College of Medicine. I am formally submitting this letter to **request consideration for a promotion to the rank of Associate Professor on research track**. My academic and professional background is in molecular and cellular biology with expertise in bioinformatics and computational biology. My scholarly endeavors are focused on applying computational methods and novel mathematical approaches to elucidate pressing questions in the fields of systems biology and functional genomics.

What am I seeking?



The Opening: Example #1 – My work?

What is the body
of work I'm going
to tell you about

- I am an Assistant Professor in the Department of Biomedical Informatics (BMI) at The Ohio State University (OSU) and serve as Technical Director of the Biomedical Informatics Shared Resource (BISR) for OSU College of Medicine. I am formally submitting this letter to request consideration for a promotion to the rank of Associate Professor on research track. **My academic and professional background** is in molecular and cellular biology with expertise in bioinformatics and computational biology. **My scholarly endeavors** are focused on applying computational methods and novel mathematical approaches to elucidate pressing questions in the fields of systems biology and functional genomics.



The Opening: Example #2

- I am currently an Associate Professor of Pediatrics (tenure track) and requesting promotion to Professor of Pediatrics (tenure track). Following completion of pediatric residency, I pursued advanced dual fellowships in neonatal-perinatal medicine and pediatric cardiology. This unique training has provided tremendous insight into the diagnosis, management, and treatment of highly vulnerable pediatric patients at the interface between neonatology and cardiology. My overarching research goal is to generate data for health care providers and families to guide the practice of evidence-based medicine and informed decision making. Since my appointment as an Associate Professor of Pediatrics in 2020, I have been afforded tremendous opportunities in clinical research, teaching, clinical practice, and administration/leadership.



The Opening: Example #2 – Who?

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The Opening: Example #2 – Goal?

What am I seeking?

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What do I do?



Group Activity: Introductions

- Start to think about how you are going to introduce yourself in your narrative.
- How is this different from how you would introduce yourself in:
 - An interview
 - To high school students
 - To a senior scholar at a meeting
- 5 minutes in breakout rooms to share how you plan to introduce yourself



Biographical Narrative

- Speak to the 3 components of the APT criteria:
 - Research
 - Education
 - Service
- How do you fulfill the APT criteria?
- This is the highlight reel
 - You are putting together the pieces from your dossier
- What you focus on depends on your track



Context

- Spell out all abbreviations
- What the letters mean depends on your background
 - What does ASCP mean to you?
 - American Society for Clinical Pathology
 - Associated Skin Care Professionals
 - American Society of Consultant Pharmacists
 - American Society of Clinical Psychopharmacology



Context continued

- What does your accomplishment mean?
 - I won the Anatomic Pathology Faculty Teaching Award.
 - Context: I was one of two faculty (out of 80 faculty in the department) to win the teaching award voted on by the residents. This highlights my effective teaching of the residents.
- Give background/circumstances/situational information
 - I spoke at the ICC.
 - Context: I was invited to speak at the International Congress of Cytology (ICC), the annual meeting of the International Academy of Cytology, which brings together cytologists from around the world. Due to my clinical expertise in head and neck cytology I was invited to speak on . . .



Context: Impact

- This is the most common piece of feedback I give
- What is the impact of what you did?
 - As a result of . . . This happened . . .
 - Due to my research . . . We changed policy . . .
 - Due to my clinical expertise . . . We raised awareness of/improved treatment of a disease . . .



Context: Recognition

- How are you recognized for your impact?
 - Locoregional?
 - National?
 - International?
-
- See the APT document for evidence of which level of recognition is required



Group Activity: Context and Impact

- Think of an accomplishment in your professional career
- Describe your accomplishment in 2 different ways:
 - First, just state the accomplishment
 - Second, add context and impact to your accomplishment
- 5 minutes in breakout rooms to share



The Narrative is Written, Now What?

- After you've written your narrative, share it with readers
 - Show your mentor or trusted colleague
 - Show your spouse
 - Show your friend in another field
 - Show your nonmedical family member
- See if they can understand what you are trying to convey



Biographic Narrative Advice

- Tell a story and use what you have done to support that story
- Don't forget to give context and spell out abbreviations
- **SHOW YOUR IMPACT**
 - You can say: “I climbed 15 flights of stairs!”
 - So what?
 - What you really mean is: “I climbed 15 flights of stairs and used this to collect pledges to raise money to fund the Humane Society”
- Remember: your external evaluators will also rely on your narrative to write your evaluation letters



Teaching Narrative

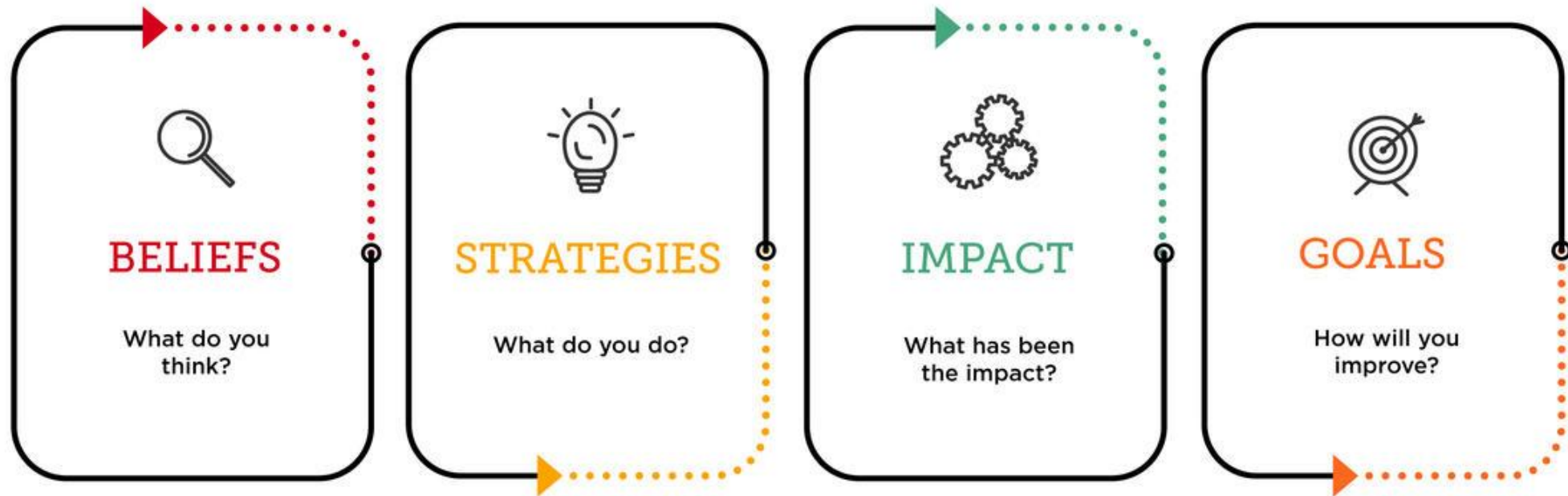
Teaching Narrative Prompts

- Briefly describe the candidate's approach to and goals in teaching and student mentoring, major accomplishments (including positive impact of teaching and mentoring on students), plans for the future in teaching and student mentoring (no longer than 750 words).
- Evaluation of teaching. Briefly describe how the candidate has used the evaluation information (e.g., student evaluations of instruction, peer evaluations of teaching, other feedback) to improve the quality of teaching and student mentoring (no more than 250 words). Do not summarize SEI data in this section, as it is provided in the Student Evaluation section of the complete dossier.



Teaching Philosophy Statement

- A written account of beliefs about teaching and learning and how those beliefs are put into practice



Approach To Teaching: Beliefs

- What do you think?
- What are my core beliefs about teaching and learning?
- How have my beliefs been shaped?
- What does good teaching look like?



Approach To Teaching: Strategies

- What do you do?
- How do your beliefs translate into practice?
- How are your strategies tied into your goals?



Approach To Teaching: Impact

- What is the effect on learners (self, colleagues)?
- Impact across multiple domains of learning:
 - Knowledge, application, integration . . .
- What methods have you used to measure and evaluate your impact?
 - Student evaluations?
 - Peer observation?
 - Practical skill acquisition?



Approach To Teaching: Future goals

- What is next?
- Integration of new techniques?
- SMART goals?



Approach To Teaching

- In what settings do you teach?
 - Rounds? Formal lectures? Course Directorships?
- What level of learners?
 - Fellow physicians? Graduate students? Medical students? Undergraduates?
- Major accomplishments
 - Redesign of a lecture? Redesign of a course? Development of whole new curriculum?
- Plans for the future
 - New techniques? New curriculum? What is next?



Approach To Teaching: Mentoring

- There are areas in the dossier to list formal mentoring relationships
- As well as an area for accomplishments of mentees
- Use this space to discuss mentoring philosophy, what you hope to accomplish as a mentor
 - Doesn't have to be an exhaustive list
- Any major achievements or particular accomplishments of mentees can be highlighted here



Approach To Teaching: Example #1

- I believe that successful teaching involves not only passing knowledge on to students but also inspiring a desire for knowledge and equipping them with the ability to independently learn about and explore new areas. Although my current position does not require formal teaching, I greatly enjoy both lecturing and mentoring students in classroom and laboratory settings and I seek out opportunities for frequent interactions and the formation of close ties with students. I have mentored a range of students, from high school to post graduate level, in independent research or summer research courses in my lab. . . I have established a philosophy as an educator to invoke curiosity and to encourage active thinking and exploring, through which problem-solving skills are developed. I believe that is a key both in science and in life: to explore things that we don't know with curiosity and excitement.



Approach To Teaching: Example #1 – Beliefs



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Approach To Teaching: Example #1 – Strategies



- I believe that successful teaching involves not only passing knowledge on to students but also inspiring a desire for knowledge and equipping them with the ability to independently learn about and explore new areas. Although my current position does not require formal teaching, I greatly enjoy both lecturing and mentoring students in classroom and laboratory settings and I seek out opportunities for frequent interactions and the formation of close ties with students. I have mentored a range of students, from high school to post graduate level, **in independent research or summer research courses in my lab**. . . I have established a philosophy as an educator to invoke curiosity and to encourage active thinking and exploring, through which problem-solving skills are developed. I believe that is a key both in science and in life: to explore things that we don't know with curiosity and excitement.



Evaluation of Teaching

- Hopefully you have been receiving/reviewing your teaching evaluations over time
- Don't forget you need peer evaluations as well
- This is your chance to summarize your evaluations
 - What is the level of learners?
 - What were the overarching scores?
 - What did learners like?
 - Did you get any negative feedback? What changes did you make? Did subsequent feedback reflect the changes?



Evaluation of Teaching: Example

- I continue to improve my teaching based on students' evaluations and comments. Taking My Course for example, for which I have been given lectures on my specific topic for the past 5 years. Initially my student evaluations were not all positive: "there was not clear organization nor objectives to aid us in studying"; "Was formatted more for a conference"; "Since it was more concept based, I'm not really sure how to study for the exam." Using this and additional feedback, I improved my lectures both in organization and delivery over the years. My student evaluations in 2023 have significantly improved with comments like: "Best class presenter we've had so far"; "I very much enjoyed this lecture and love how you made it interesting". and "Your passion for the subject was contagious".



Evaluation of Teaching: Example – Issue

- I continue to improve my teaching based on students' evaluations and comments. Taking My Course for example, for which I have been given lectures on my specific topic for the past 5 years. **Initially my student evaluations were not all positive: “there was not clear organization nor objectives to aid us in studying”; “Was formatted more for a conference”; “Since it was more concept based, I’m not really sure how to study for the exam.”** Using this and additional feedback, I improved my lectures both in organization and delivery over the years. My student evaluations in 2023 have significantly improved with comments like: “Best class presenter we’ve had so far”; “I very much enjoyed this lecture and love how you made it interesting”. and “Your passion for the subject was contagious”.



Evaluation of Teaching: Example – Improvement

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Research Narrative



Research Prompt

- Brief description of the focus of the candidate's research, scholarly or creative work, major accomplishments, and plans for the future, including works in progress (no longer than 750 words).



Research Narrative Guidance

- What is the story of your research?
- Hopefully in the biographic narrative you gave the highlights, this is where to get into the details
- Remember context and impact matter!
 - Don't just say "I published 7 articles with the highest impact factor of 12."
 - I published # articles in journals specific to neurology where the highest impact factor is #. I was asked to contribute review articles as part of 2 specialty collections in my subspecialty journal with an impact factor of #. These articles have been cited # of times.



Research Narrative Questions

- What does your lab/research portfolio focus on?
- How have you made changes in your field?
- What grants have you received?
- What publications have been generated?



Research Narrative Questions continued

- Where is your research going?
- What are you planning to investigate next?
- What is in progress?
- The last part of the prompt is where you can define your trajectory



Research Narrative: Example #1

- My mission is to conduct translational research to advance the development of therapeutics for rare diseases. I help design and facilitate definitive clinical trial results by providing longitudinal natural history data on rare neuromuscular disorders (NMD). This generates data-driven decisions on study design and evidence-based care guidelines to improve a patients' wellbeing. Clinical trials for neuromuscular disorders have seen a 10-fold explosion over the past decade but have led to very few approved treatments . . .
Background . . .
- My research is helping to fill this critical unmet need. As mentioned in my introductory statement, I have participated in many clinical trials . . .



Research Narrative: Example #1 – Background and Trajectory

Background and trajectory

- My mission is to conduct translational research to advance the development of therapeutics for rare diseases. I help design and facilitate definitive clinical trial results by providing longitudinal natural history data on rare neuromuscular disorders (NMD). This generates data-driven decisions on study design and evidence-based care guidelines to improve a patients' wellbeing. Clinical trials for neuromuscular disorders have seen a 10-fold explosion over the past decade but have led to very few approved treatments . . .
Background . . .
- My research is helping to fill this critical unmet need. As mentioned in my introductory statement, I have participated in many clinical trials . . .



Research Narrative: Example #1 – Story

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Background . . .
- My research is helping to fill this critical unmet need. As mentioned in my introductory statement, I have participated in many clinical trials . . .

Story of research



Service Narrative



Service Prompt

- Brief elaboration that provides additional information about service activities listed below. This section can include a description of the candidate's service goals as well as the impact of the candidate's service and engagement to their profession, the community, and the university (no longer than 750 words).



Service

- What committees have you been a part of?
 - International? National? State? Local? OSU?
- What was the impact of the work you did on the committee?
- Don't forget to give context
 - What is the organization?
 - What is the committee portfolio?
 - What work did you do?



Service Narrative: Example #1

- I am active in various committees **within the College of Medicine**, the University and beyond. I served a **2-year term on the Faculty Council** of the College of Medicine, representing our department. I currently serve in the **Sanction Committee and the Committee on Academic Misconduct in the University Senate** as well as the **Medical Student Admissions Committee** as an application screener in the College of Medicine. I am also part of an **organizing committee of an upcoming NIH R13 funded national scientific conference.**





Service Narrative: Example #2

Over the past five years as an Associate Professor at OSU, I've also provided service to the research community. I've served as the **departmental representative of faculty council** at OSU college of medicine. I've also been devoted to promoting the communications within the Department of Pathology by **organizing research in progress seminars**. At the **national** level, I've participated in many **NIH study sections and served as the *ad hoc* reviewers for many journals**. I've been also contacted by media to comment on new findings in HIV research.



Final Thoughts

- Read your APT document
- Think about telling a story
- Make sure you focus on the  **context** and  **impact** of your accomplishments
- Have someone outside your field read at least your biographic narrative



Questions?

Please take a moment to complete our evaluation:

Everything P&T, Part 3: Writing your Narrative

March 12, 2026

[Evaluation Survey](#)





Thank you for attending

