

De-Mystifying the Promotion & Tenure Process

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Session Goals

- Overview the Promotion & Tenure process
- Discuss tips for getting your CV in order
- Discuss use of the SOM Educator's Portfolio for presenting educational contributions



Promotion & Tenure Process

Not This



This



Promotion and Tenure Timetable

- **Spring** Department P&T Committee identifies candidates
- **Summer** Candidates prepare personal statement , CV, assemble materials
- **Fall** Letters of Recommendation obtained, Dept P&T Committee full review and preparation of letter
- **Dec 15** Chair's letter and promotion packet completed
- **Jan 10** Deadline for submission to SOM P&T committee
- **May 30** Complete SOM Review
- **June 15** Dean recommends to Provost
- **July 1** Promotion effected



Components of the Application

- Curriculum vitae [standardized format]
- Personal statement of contributions
- Job description, Time & Effort statement
- Annual reviews
- Documentation of teaching (quantity *and* quality)
- Departmental P & T evaluation (committee and Chair)
- Supporting letters
 - Associate professor: 5 letters, 3 from outside OHSU
 - Full professor: 7 letters, 5 from outside OHSU

Include “unbiased” outside letters



Personal Statement Do's

- **Sell yourself**
 - What do you view as your important contributions in Scholarship, Teaching and Service?
 - Explain the significance and impact of your work, e.g. “ As a result of my expertise/leadership...XX happened.”
- **Highlight strengths that may be ‘hidden’ within CV**
 - Authorship contributions that are significant even though you are listed as a ‘middle’ author



Personal Statement Don'ts

- Don't whine or make excuses
- Don't include new information that is not supported by CV
 - “I served on numerous task forces and committees since my last promotion.”
 - [CV blank for all international/national, regional, institutional and departmental committees – true story!]
- Don't over explain... 4-5 pages is typical length



Promotion and Tenure Packet

- Outlines *your* rationale for promotion and provides supporting evidence
- It is *your* responsibility to make it a cohesive and logical argument
- The better you educate your reviewers and the committee the lower the chances of misunderstanding



“The Judges”

- **SOM P& T Committee**
 - Associate Professor or above
 - Familiar with P+T guidelines
 - Consistency from year to year
 - 1 or 2 three year terms
 - Less than 30% turnover each year
 - 2 “Peer” reviewers who “argue your case” before the committee
- They know P+T but not our department, your practice situation or your field!!



OHSU SOM Promotion and Tenure Guidelines

Categories of Evaluation

Scholarship

Teaching

Service

Evaluation of Performance

Satisfactory

Substantial

Outstanding



Clinical Series

- Elective choice decided by faculty member and his/her chair.
- Clinical prefix may be used for faculty who are principally engaged in clinical service activities, and provide major role to OHSU clinical enterprise
- Promotion is dependent upon achievement in teaching and service (only)
- Candidates can change between clinical and traditional pathways, but only when upwards in rank



What it Takes

- Associate Professor
 - Substantial in 1 area, Satisfactory in other 2
- Professor
 - Outstanding in 1 area, Substantial in other 2
 - Reputation outside of OHSU



So what does it take to be *Substantial or Outstanding?*



Teaching: Substantial

- Course or departmental teaching awards
- Sustained service on institutional education-related committees
- Serves as course/clerkship/program director or holds educational leadership role in department
- Invitations to teach in other departments
- Contributes significantly to curriculum/course design and content; incorporates innovative techniques
- Achieves national (e.g. ACGME) accreditation of new training program (residents/fellows)
- Mentees have more significant accomplishments than merely completing their program or participating in presentations & publications; e.g. research awards, obtain grants



Teaching: Outstanding

- Institutional, regional or national teaching awards
- Serves in multiple sustained educational leadership roles in the institution
- Serves in leadership roles in national educational organizations
- Receives invitations to provide curriculum consultation to other institutions
- Instructional materials or learner assessment tools published in peer-reviewed journal or included in national repository of teaching materials
- Serves as a mentoring consultant to other departments or leads initiatives to improve mentoring in the institution



Service: Substantial

- Serves in a leadership role in educational, scientific or healthcare related *community organizations*
- Serves in leadership role for a departmental or institutional clinical, educational or research program
- Serves in leadership roles in regional committees/organizations
- Receives institutional or regional recognition for clinical expertise from professional and public groups
- *Leads* the development of innovative or complex clinical initiatives
- Gives presentations to peers of novel synthesis of knowledge or new techniques and/or procedures related to clinical activities at a regional level



Service: Outstanding

- National reputation for leadership activities in educational, scientific or healthcare related community organizations.
- Serves in multiple sustained administrative leadership roles in the institution
- Serves in leadership roles in *national* committees/organizations
- Demonstrates that innovative clinical programs are disseminated and serve as models for other institutions
- Gives presentations to peers of novel synthesis of knowledge or new techniques and/or procedures related to clinical activities at a *national or international level*
- Obtains external funding for practice innovations or new clinical initiatives



Scholarship: Substantial

- Continuing publications in peer-reviewed journals of high quality providing evidence for substantial contributions to a field, including an important collaborative role in these efforts.
- Develop new methods or tools that add to research capacity in one or more fields.
- Develop innovative learner assessment tools.
- Achieves independent funding, or plays a documented role in obtaining funding for collaborative efforts.
- Invitations to present work at *regional or national level*.
- Leadership role for a departmental or institutional research program.
- Grant reviewer at *national/international level (e.g. NIH study section)*.



Scholarship: Outstanding

- Scholarship recognized at the national and international level.
- Sustained independent funding, or plays a documented role in obtaining and maintaining funding for collaborative efforts.
- Obtain support for innovative or complex shared scientific resources.
- Leadership and innovation in contributions to collaborative research efforts including developing industry partnerships, collaborative patents, disclosures and licenses.
- Leadership and innovation in the development of educational materials, curriculum or learner assessment tools which are disseminated and used at other institutions.
- Leadership roles in *national or international* scientific committees or organizations.
- Invitations to present work at *national or international level* or to provide shared scientific resource consultation to other institutions.
- *National* recognition/awards for expertise from professional or public groups.



Presenting Your Accomplishments

CV Tips for Faculty



CV “Hygiene”

- Keep it current ***always***; add accomplishments in Scholarship, Teaching, and Service
- Every time you submit something – add it to your CV
- Keep files that assist documentation (e.g. Annual Report File, Evaluation file, "Flattery" file)
- Annotate where necessary to provide explanation or emphasis
- Add a category if your accomplishment doesn't fit well in the SOM categories
- Ask for help and clarification when needed

**Did you know that the SOM has
a standard CV template?**

Do you know where to find it?

Find it on the SOM Faculty Affairs pages

<http://www.ohsu.edu/xd/education/schools/school-of-medicine/faculty/faculty-affairs/index.cfm>



SOM CV Format

- I. Present Position And Address
- II. Education
- III. Professional Experience
- IV. Scholarship
- V. Service
- VI. Teaching (OHSU Educators Portfolio)



Scholarship

- Document published papers, funded grants, invited presentations
- Strive to be first author on half or more of your publications (Asst→Assoc)
- Document collaborative work



Standard Format for Grants

- **Important to have all the info in one place**
- **Identify if you are PI or Co-PI**
- **Include total \$ amount**
- **Include % effort**
- **Include time period**
- **Be consistent**



Standard Format for Grants

- Title: Building Research infrastructure to Develop and Generate Comparative Effectiveness Studies (BRIDGES)
- Grant Type: Community Health Applied Research Network (CHARN)
- Funding Source: Health Resources and Services Administration
- Amount: \$1,705,529
- Period: 2010-2012
- PI: Paula Peoples, MD
- Effort: 10% (Co-investigator)



Publications

- **Peer-reviewed**
 - **Books**
 - **Chapters**
 - **Reviews**
 - **Abstracts**
 - **Electronic Publications**
 - **Non-peer-reviewed**
 - **Other (e.g. policy/government documents)**
- ✓ **Bold your name in multi-author pubs**



Electronic and “Other” Publications

- Often need more explanation for reviewers to understand true nature of publication
 - can add annotation on CV or explain in personal statement
- Is it peer-reviewed?
- How does e-publication process compare to peer-review process for journals?
- Include web location or link



Invited Lectures, Conference Presentations or Professorships

This is NOT the place for abstracts accepted for presentation at meetings

These are presentations you have been asked to give because of your expertise

- **International and National**
- **Regional and Local**



SERVICE

- **Membership in Professional Societies**
 - Just list them
- **Granting Agency Review Work**
 - NIH Study Sections
 - HRSA review panels
- **Editorial and Journal Review Activities**
 - List journals you review for
 - List Editorial Board positions separately



SERVICE

- **Committees**
 - International/National
 - Regional
 - Institutional
 - Departmental
 - **Split out by institution**
- **Community Service**
 - e.g. volunteer at safety net clinic; science fair judge



SERVICE

- **Clinical Responsibilities**
 - 3 half-days outpatient clinic, 6 weeks of ward attending/year
- **Service Awards (examples)**
 - Golden Rose Awards, AWSEM (Advocates for Women in Science, Engineering & Mathematics)
 - Portland Top Doctors

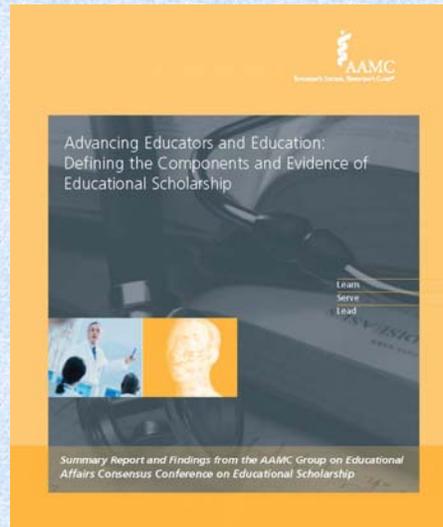


Your Teaching Accomplishments

- Collect teaching evaluations, innovative curricular materials, course/rotation evaluations, letters from learners, teaching awards
- List all relevant educational committee work
- WRITE about what you teach
- Make local, regional and national presentations



SOM Educator's Portfolio



Findings published in: Simpson D, Fincher RM, Hafler JP, Irby DM, Richards BF, Rosenfeld GC, Viggiano TR. Advancing Educators and Education: Defining the Components and Evidence of Educational Scholarship. *Medical Education* 2007;41(10):1002-1009.



OHSU Educator's Portfolio

- Purpose is to assist faculty in preparing their material for promotion and tenure
- Not all sections will apply to you
- Appendices are examples of ways that faculty can document accomplishments in the various categories

Consider it a guide to presenting your work as an educator in the most effective way



OHSU Educator's Portfolio

Educator Activity Categories

- Direct Teaching
- Curriculum Development
- Mentoring and Advising
- Educational Administration & Leadership
- Assessment of Learner Performance



Some EP Sticky Points



- **Direct Teaching:** education provided to patients or community groups may be more appropriately listed as a Service activity rather than a Teaching activity
- **Curriculum Development:** should have some “meat” to it (evaluation rigor, move beyond local activity)
- **Advising/Mentoring:** Document your results through listing of advisees’/protégés’ accomplishments (publications, presentations, grants, goal attainment)



OHSU Educator's Portfolio Questions

1. Is it required that I submit an EP in my P&T packet?

- Answer: NO, you can document your accomplishments on your CV, but submitting one will increase the likelihood that the P&T Committee will more fully understand your contributions in Teaching

2. Should the EP be separate from my CV?

- Answer: Your choice...
 1. Use a separate document and list “See EP” under the Teaching heading on your CV
 2. Use a separate document and summarize activities using EP categories on your CV and use EP for greater detail
 3. Include the full EP as additional pages of your CV under the Teaching heading



Avenues for P&T Mentorship

- Use annual reviews as a time to summarize activities, set goals, touch base with Chair/Div Head on progress toward promotion.
- No formal annual review process? Request a meeting with your Chair or Division Head.
- Seek guidance from a senior faculty member.

