

Preparing for Academic Promotion

Alan J. Hunter, MD, FACP
Chair, Dept of Med, P & T Committee
DOM Cares - March 14, 2018

Ecola Park, March 2015

One Slide *Cliff Notes*

- Submit OHSU CV/EP by May 31 (**PDF Format**)
 - Non-formatted portfolio's will NOT be advanced
- Submit entire pack by Aug 31 (**PDF format**)
 - OHSU formatted CV & Educator's Portfolio (**& Evals**)
 - Personal statement
 - Time & Effort statement AND Position Description
 - FOUR Annual Reviews
 - Learner evaluations
 - Referee Letter names
 - Div Head & Chair Letter (they will submit)
- DOM Meets early Nov; SOM meets Feb-May
- Announcements: June/July

Remember

- Promotion is on you (you are the driver!)
- Find a mentor/coach to advise & guide you through this process

Resources

- Your Division Heads / Department Chairs
- DOM P&T Chair (Alan Hunter)
- School of Medicine (Faculty Affairs) webpage



...Good luck!

Welcome back, Alan Hunter Bookmark this page : A-Z Index : Smart Web : Text Resize: A A

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O₂

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- School of Medicine**
- School of Nursing
- School of Public Health
- Student Access
- Student Center
- Student Council
- Student ID
- Student Information System
- Student Services

Pictured Above: Doernbecher named among the best children's hospitals in United States.

Shortcuts

Top tools Safety reporting

- Biking
- Bridge
- Box
- Citrix
- Compass
- E-mail
- E-mail Archive
- Kronos

News and comments

Recent News Recent Comments

- Staff News 03/05
New training required by April 9
- Staff News 03/05
Diversity Digest: Setting examples for young women
- Staff News 03/05
Tax time is scam time
- eSTAT 03/04

What do you think?

What spring event are you most excited for?

- ☐ Daylight Savings beginning (March 11)
- ☐ St. Patrick's Day (March 17)
- ☐ Easter (April 1)
- ☐ April Fool's Day (April 1)
- ☐ None, I'll be missing the snow

You must log in to vote on polls
[See Results](#)

<https://o2.ohsu.edu/>



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Must Reads

Faculty Affairs

- Faculty Compacts
- Faculty Orientation
- Inside the SoM
- Collaborative Research Leadership Group
- School of Medicine News

Resources

- Banner
- Check My Email
- Epic@OHSU
- SAKAI
- Smart Web
- Student Portal

My Social Media



Twitter

Facebook

StudentSpeak



School of Medicine

Advocacy at every level

Stephanie Radu, M.D. Class of 2021, interviewed Esther Choo, M.D., M.P.H., about bias and advocacy in health and science professions.

[Read highlights](#)

State of the School address



Join Dean Sharon Anderson for this year's State of the

Spotlight on: Faculty Orientation



New to the School of Medicine?

Orient (or reorient) yourself to resources for faculty in all missions. From promotion and tenure to transportation and parking, the mission-based modules have all you

<https://o2.ohsu.edu/school-of-medicine/index.cfm>



Welcome back, Alan Hunter

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› About SoM

› Faculty Life

• Continuing Professional Development
(CME)

• **Faculty Affairs**

– Recruitment

– Onboarding

– Faculty Orientation

– Evaluation and Reports

– Sabbaticals, Terminations,
Transitions

– Forms and Policies

– Endowments and Professorships

– Committees

• Faculty Compacts

• Faculty Development

• Faculty Retirement

• Faculty Wellness

Faculty Affairs



Promotion & Tenure

A resource for sustaining excellence in educational opportunities, research, health care and career advancement throughout your tenure as a faculty member.

Key resources

[Faculty Appointments and Records](#)

[Faculty Evaluations](#)

[Faculty Handbook](#)

[Forms, Policies, Reports](#)

Contact us

SoM Faculty Affairs, L-102
Oregon Health & Science University
3181 SW Sam Jackson Park Road
Portland, OR 97239

Nicole Lockart
Assistant Dean
Faculty Affairs & Administration
SoM Office of the Dean
Phone: 503 494-2359
Fax: 503 494-3400
somfacultyaff@ohsu.edu

<https://o2.ohsu.edu/school-of-medicine/faculty/faculty-affairs/index.cfm>



School of Medicine

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- Evaluation and Reports
- Promotion and Tenure
- Sabbaticals, Terminations, Transitions
- Forms and Policies
- Endowments and Professorships
- Committees
- Faculty Compacts
- Faculty Development
- Faculty Retirement
- Faculty Wellness
- Mentoring Opportunities

- > [Current issues](#)
- > [Residents and Fellows \(GME\)](#)
- > [Health Professionals](#)
- > [Researchers](#)
- > [Educators](#)
- > [Finance and Administration](#)

Promotion and tenure committee

This committee reviews and advises the Dean for all promotions and appointments to the rank of associate Professor and Professor, along with indefinite tenure requests.

[Members](#) [Charge](#)

Department promotion and tenure chairs

[School of Medicine Department Promotion and Tenure Chairs](#)

Promotion and tenure system login

The SoM Promotion and Tenure Committee System is restricted to the SoM Promotion and Tenure Committee, department promotion and tenure committees, and department administration.

[Promotion and Tenure system login](#) [References](#)[Resources](#)[Forms and Templates](#)[Chair Sample Letter - Traditional](#) [Curriculum Vitae](#) [Educator's Portfolio Documentation](#) [External Referee Form](#) [Time and Effort Statement](#)

Resources

- Your Division Heads / Department Chairs
- DOM P&T Chair (Alan Hunter)
- School of Medicine (Faculty Affairs) webpage
- Department of Medicine Web Page

Department of Medicine Home Page

Department of Medicine Home Page

Navigation Menu:

- About (highlighted with a yellow arrow)
- Our Administration
- Department Chair Report
- Calendar of Events
- News
- Faculty Development** (highlighted with a yellow box)
- Department History

Header:

- School of Medicine
- Department of Medicine
- Search Medicine
- Enter keyword
- Text Size A A A

Residency Program Fellowship Programs Contact Us

Upcoming Events:

- 3/6/2018 Department of Medicine Grand Rounds - "New guidelines for C. diff: What's new and what hasn't changed"
- 3/13/2018 Department of Medicine Grand Rounds
- 3/19/2018 Sexual Harassment Awareness Series Session 3
- 3/20/2018 Department of Medicine Grand Rounds
- 3/27/2018 Department of Medicine Grand Rounds
- 4/6/2018 Department of Medicine Grand Rounds

[View all events](#)

Recent News:

- 02/08/2018 In the Lab: If a urine sample could help diagnose cancer, Dr. Christie Binder

[View Department of Medicine Grand Rounds Schedule](#)

[View Department of Medicine Grand Rounds Videos](#)

Grand Rounds Announcements

<http://www.ohsu.edu/xd/education/schools/school-of-medicine/departments/clinical-departments/medicine/>



Department of Medicine

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Faculty Development

The OHSU Department of Medicine puts a priority on the development of faculty skills as clinicians, teachers, researchers and educational leaders. We have a Promotion and Tenure process to ensure systematic promotion of our faculty members. Dr. Andrea Cedfeldt is the Vice-Chair for Faculty Development.

DOM Faculty Development Steering Committee

Mission: To create a culture/environment within the DoM that promotes faculty career satisfaction and success in clinical, teaching, administrative and scholarly endeavors.

Chair: Andrea Cedfeldt, Vice-Chair for Faculty Development

Members of FD Steering Committee:

- Gopal Allada, Division of Pulmonary and Critical Care Medicine
- Elizabeth Allen, Division of General Internal Medicine and Geriatrics, (PVAMC liaison)
- Jennifer Barton, Division of Rheumatology (PVAMC liaison)
- Jessica Castle, Division of Endocrinology
- James Clements, Division of Hospital Medicine
- Rachel Cook, Knight Cancer Institute
- Sarah Diamond, Division of Gastroenterology
- Abigail Khan, Knight Cardiovascular Institution
- Marissa Maier, Division of Infectious Disease (PVAMC liaison)
- Zahi Mitri, Knight Cancer Institute
- Jessica Weiss, Division of Nephrology

Please contact the chair or any committee member with your ideas related to faculty development!

Upcoming Events

Faculty Resources

- [DOM P&T Timeline](#)
- [SOM P&T Resources](#)
- [P&T Faculty Tracks Grid](#)
- [Guide to Writing Personal Statements](#)
- [Educator's Collaborative](#) - some great resources and Education Grand Rounds Calendar
- [OHSU SOM Faculty Development](#)

Use your OHSU login to view internal documents.

Education Collaborative Grand Rounds

So you think you're a great teacher? Does your educator's portfolio show it? With Pat Eiff, MD and Ben Hoffman, MD. If you missed this informative workshop with great advice on how to develop your educator's portfolio you can [watch the video](#) or [view the slides](#).

Links to National Opportunities

[AAIM innovation grants](#)

Go

<https://www.ohsu.edu/xd/education/schools/school-of-medicine/departments/clinical-departments/medicine/about/faculty-development.cfm>

Your
Face
Here

Case

- A *30-something* junior faculty member asks your advice on preparing for promotion & tenure
 - What are the steps?
 - Who's the guide?
 - How will they be able to achieve promotion?

Your
Face
Here

AJH Objectives

(When you leave today, you should be able to...)

- Understand the current OHSU SOM Promotion Guidelines & Series, including;
 - *Additive* importance of TIME and CONTRIBUTIONS
 - The P&T Annual Cycle (Timelines)
- Know the necessary steps and metrics for promotion
- Be able to update and adapt your CV & Educator's Portfolio to best display your academic contributions
- Incorporate pearls & pitfalls in preparing a promotion packet

Outline

- SOM P&T Guidelines
- The PACK (*highlights*)
 - Faculty CV's & Educator's Portfolio
 - Personal Statement
 - Letters
- Timeline
- Pearls & Pitfalls

OHSU SCHOOL OF MEDICINE

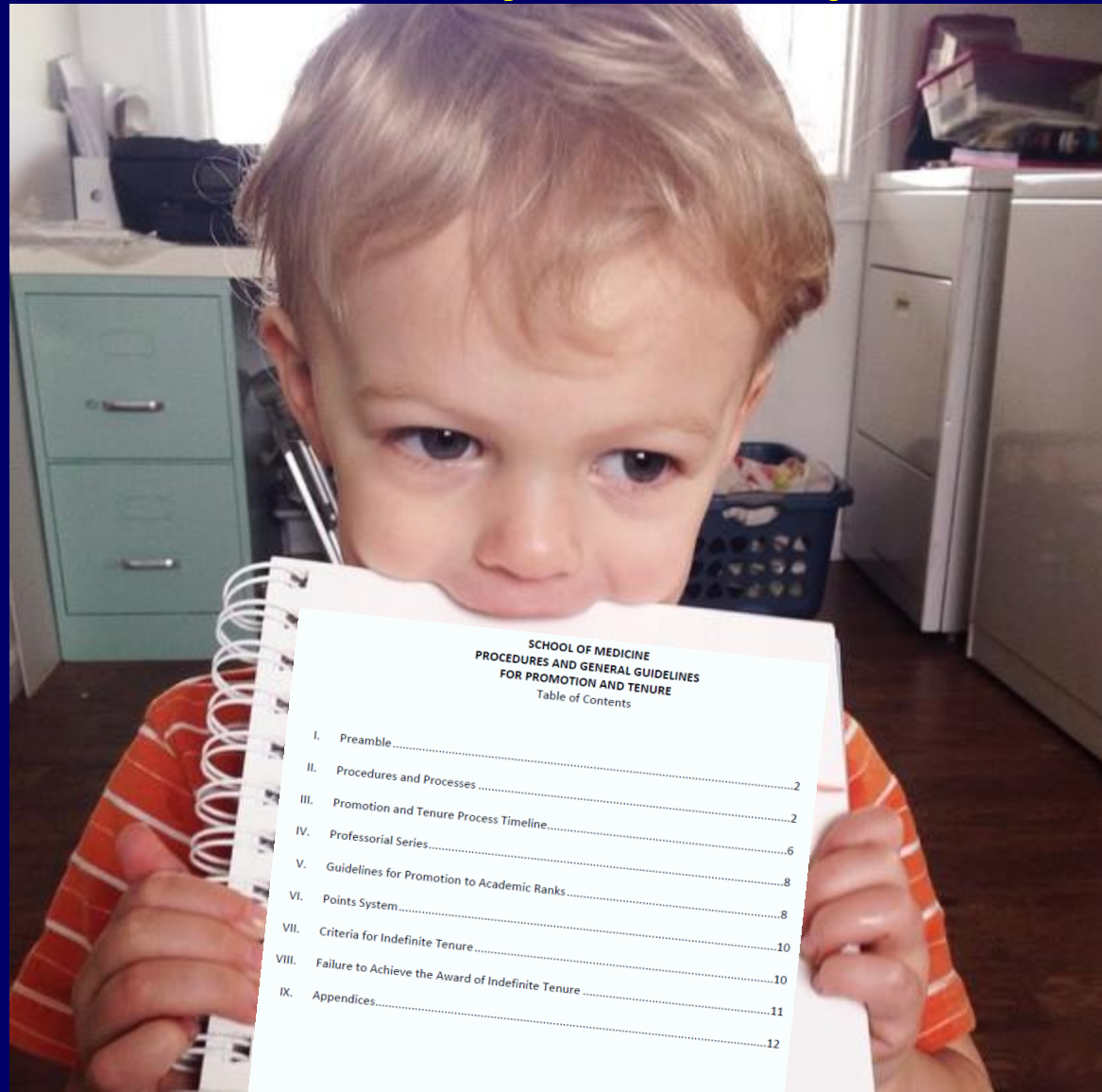
PROCEDURES & GENERAL GUIDELINES FOR *P & T*

SCHOOL OF MEDICINE PROCEDURES AND GENERAL GUIDELINES FOR PROMOTION AND TENURE Table of Contents	
I. Preamble.....	2
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VI. Points System	10
VII. Criteria for Indefinite Tenure	10
VIII. Failure to Achieve the Award of Indefinite Tenure	11
IX. Appendices.....	12

For question, contact School of Medicine Faculty Affairs and Administration at
somfacultyaff@ohsu.edu.

Policies, Procedures and General Guidelines for Promotion & Tenure. OHSU School of Medicine
<https://o2.ohsu.edu/school-of-medicine/faculty/faculty-affairs/upload/SoM-Procedures-and-General-Guidelines-for-Promotion-and-Tenure.pdf> (--> 8/2/2017)

Make sure you know the rules BETTER than your supervisor!



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The Series

Series	PROFESSORIAL	
Pay Source	OHSU/VA/Shriners	
Track	Standard & Research	Non-Doctoral (e.g. APP's)

	<u>QUALIFICATIONS</u>	
Assist or Res Assist Prof	Based on job description	Satisfactory Scholarship or Teaching + Approval

Academic Promotion for non-doctoral employees (e.g. PA, NP)

- Assistant Professor Status
 - Requires evidence of Satisfactory performance in either scholarship or teaching for ‘appointment’
 - By May 31, 20XX
 - OHSU formatted CV & Educator’s Portfolio
 - Division Head support letter (brief) validating satisfactory contributions
 - Appointment of Assistant Professor will occur at level of P&T Chair & Dept Chair in June of 20XX
 - Department will process with SOM

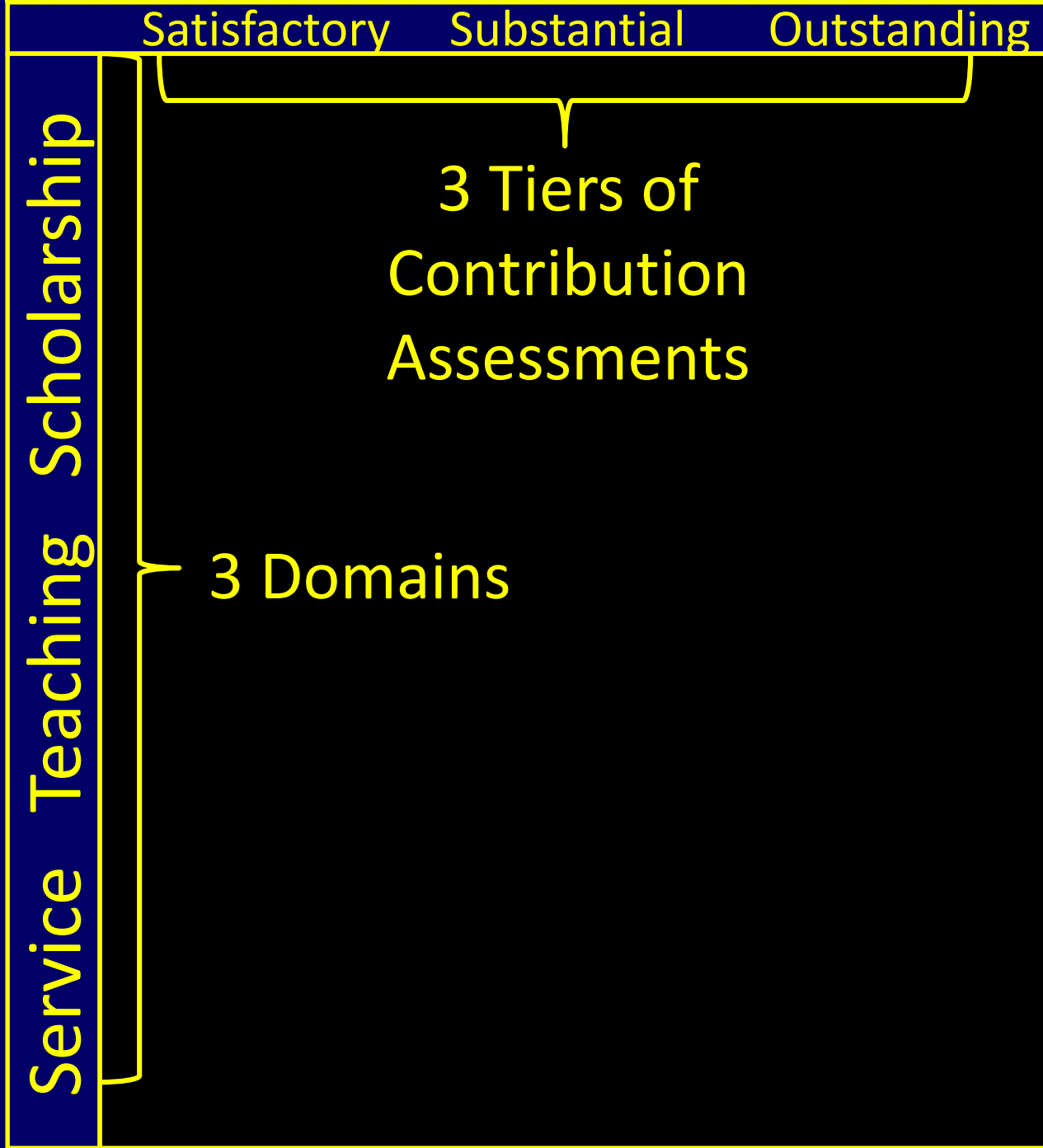
Academic Promotion for non-doctoral employees (e.g. PA, NP)

- Assistant Professor Status
- Associate & Professor Status
 - As per routine SOM P&T Guidelines

The Series

Series	PROFESSORIAL	
Pay Source	OHSU/VA/Shriners	
Track	Standard & Research	Non-Doctoral (e.g. APP's)
Title	Assistant Professor and Research Assistant Professor	
	↓	↓
	Associate Professor and Research Associate Professor	
	↓	↓
	Professor and Research Professor	
	↓	↓
Assist or Res Assist Prof	<u>QUALIFICATIONS</u>	
	Based on job description	Satisfactory Scholarship or Teaching + Approval
Tenure Eligible	YES	NO

Domain Specific Example of Levels of Contribution (Sat-Sub-Outs)



Domain Specific Example of Levels of Contribution (Sat-Sub-Outs)

	Satisfactory	Substantial	Outstanding
Scholarship	<ul style="list-style-type: none"> Individually or as a team, peer-reviewed high quality publications Original work: theoretical, applied Inventions, methodology advances Individual or collaborative local or institutional funding Mentored career development award Serve as a journal reviewer Local or state peer presentations Dissemination of curriculum through peer reviewed abstracts and curriculum repositories Participate in creation of clinical guidelines or clinical evidence reviews 	<ul style="list-style-type: none"> Continuing individual or collaborative publications in peer-reviewed journals of high quality with substantial role Develop new methods or tools that add to research capacity in one or more fields Develop and disseminate innovative learner assessment tools Achieve independent funding Obtain funding for collaborative efforts Be invited to present work at regional level Lead Departmental research program Journal reviewer or editorial board member National grant reviewer (NIH, NSF, VA, etc.) Peer-reviewed publication of educational materials in journals or repositories Leadership role in the creation/dissemination of clinical guidelines or evidence reviews, implemented regionally 	<ul style="list-style-type: none"> Scholarship recognized at the national and international level Maintain sustained extramural funding in independent or collaborative grants Member of professional society committees Leadership, innovation in collaborative research Develop industry partnerships, patents, disclosures, licenses Leadership and innovation in the development of educational materials disseminated and used at other institutions Leadership roles in national scientific committees, organizations National or international invited presentations National recognition/awards from professional or public groups National implementation of clinical guidelines or evidence reviews
Teaching	<div>VERY USEFUL RESOURCE!</div>		
Service			

Domain Specific Example of Levels of Contribution (Sat-Sub-Outs)

	Satisfactory	Substantial	Outstanding
Scholarship	<ul style="list-style-type: none"> Individually or as a team, peer-reviewed high quality publications Original work: theoretical, applied Inventions, methodology advances Individual or collaborative local or institutional funding Mentored career development award Serve as a journal reviewer Local or state peer presentations Dissemination of curriculum through peer reviewed abstracts and curriculum repositories Participate in creation of clinical guidelines or clinical evidence reviews 	<ul style="list-style-type: none"> Continuing individual or collaborative publications in peer-reviewed journals of high quality with substantial role Develop new methods or tools that add to research capacity in one or more fields Develop and disseminate innovative learner assessment tools Achieve independent funding Obtain funding for collaborative efforts Be invited to present work at regional level Lead Departmental research program Journal reviewer or editorial board member National grant reviewer (NIH, NSF, VA, etc.) Peer-reviewed publication of educational materials in journals or repositories Leadership role in the creation/dissemination of clinical guidelines or evidence reviews, implemented regionally 	<ul style="list-style-type: none"> Scholarship recognized at the national and international level Maintain sustained extramural funding in independent or collaborative grants Member of professional society committees Leadership in collaborative research Develop industry partnerships, patents, disclosures, licenses Leadership and innovation in the development of educational materials disseminated and used at other institutions Leadership roles in national scientific committees, organizations National or international invited presentations National recognition/awards from professional or public groups National implementation of clinical guidelines or evidence reviews
Teaching	<ul style="list-style-type: none"> Teaching at a level typical for peers (lectures, labs, small groups, clinic/ward, supervising research) Satisfactory or better evaluations Mentees complete program, participate in presentations & publications, and accomplish goals Serve on departmental educational committees Participate in learner assessment at a level typical for peers 	<ul style="list-style-type: none"> Sustained (years) teaching at level greater than peers Course or departmental teaching awards Consistently excellent evaluations from peers Invitations to teach in other departments Significant role in innovative curriculum/course design Improved outcomes due to curricular change National accreditation of new training program Mentees with significant accomplishments, awards Participate in developing effective mentoring activities, lead improving department mentoring Sustained service: institutional education committees Course program director, department educational leadership Develop, implement innovative assessment tools 	<ul style="list-style-type: none"> Institutional, regional or national teaching awards Consistently excellent learning, course director, peer evaluations Peer-reviewed dissemination of educational materials in journals, national curriculum repositories Regional/national presentation of instructional materials or curriculum Instructional materials disseminated and used at other institutions Invitations to provide curriculum consultation to other institutions Quantity of mentoring exceeds most peers with evidence of mentoring effectiveness as measured by mentees' accomplishments Mentoring consultation to other departments or leads initiatives to improve mentoring in the institution Multiple sustained educational leadership roles in the institution Leadership roles in national educational organizations
Service	<ul style="list-style-type: none"> Membership on departmental committees at level of peers Membership on institutional committees Participation in educational, scientific, healthcare related community organizations Journal reviewer Multi-center collaborative clinical research studies Clinical service at a level commensurate with clinical FTE Satisfactory or better evaluations for clinical performance Participate in the development of innovative, clinical initiatives or shared scientific resources Local or state presentations 	<ul style="list-style-type: none"> Leadership of departmental committees Institutional committee service sustained over years Leadership of educational, scientific or healthcare community organization Lead department clinical, educational, research program Leads development of a new institutional shared scientific resource Leadership in regional committees/organizations, or active membership nationally with an impact level greater than peers National credentialing activity (board exam questions) Clinical Expertise recognized and awarded locally or regionally Regional presentations (within Oregon or the Northwest) Lead development of innovative clinical initiatives Receive institutional funding for innovative or complex clinical initiatives or shared scientific resources Participate in practice initiatives that demonstrate an impact on quality Collaborate in initiation of effective, innovative 	<ul style="list-style-type: none"> Institutional high-intensity committee service at a level significantly greater than peers and/or serve as committee chair National reputation for leadership activities in educational, scientific or healthcare related community organizations Multiple sustained administrative leadership roles in the institution Leadership roles in national committees/organizations Membership on interdisciplinary health care-related work groups or committees at the national level Receive national recognition/awards for clinical expertise from professional and public groups National or international level presentations of novel synthesis of knowledge or new techniques and/or procedures Invitations for clinical program consultation to other institutions Produce innovative clinical programs that are disseminated and serve as models for other institutions Obtain external funding for practice innovations, new clinical initiatives or innovative or complex

Manuscript Productivity per Promotion (excerpted from pre/post Clinical Track)

Word of Caution:
“IT’S ABOUT IMPACT & REPUTATION NOT
THE NUMBER’S”



Manuscript Productivity per Promotion Rank (excerpted from pre/post Clinical Track Analysis)

	<u>Pre-Clinical Era</u>
Satisfactory (Range)	10-12 (1-49)
Substantial (Range)	27 (4-120)
Outstanding (Range)	42-52 (9-100)



The Point System & *Time*

LEVEL	POINTS ACHIEVED
Outstanding	3
Substantial	2
Satisfactory	1

POINTS REQUIRED FOR RANK	
Professor	6*
Associate Professor	4

* Promotion to professor requires at LEAST one “Outstanding”

Time (In-Rank)

Accomplishments*

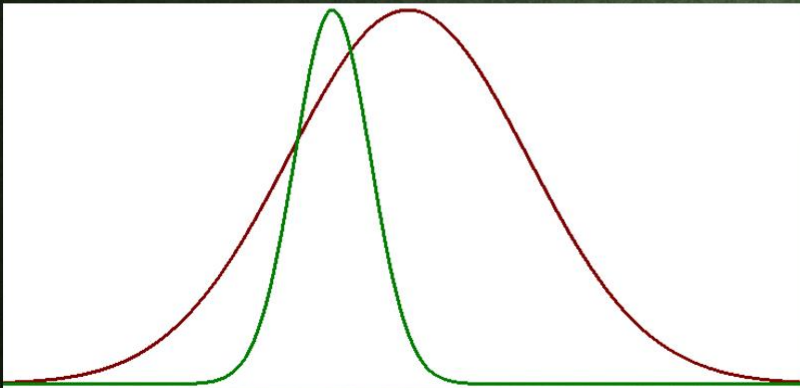
X

Time
(yrs)

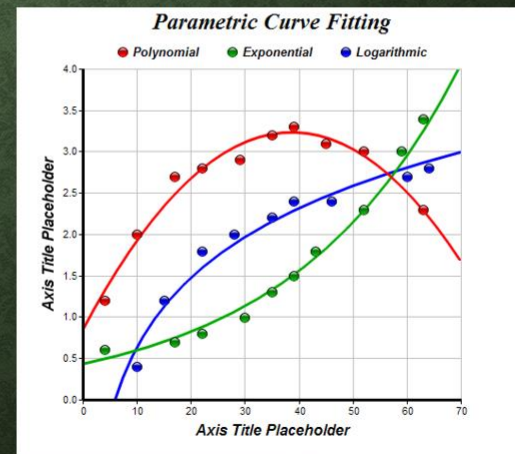
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Apply

“Area Under the Curve” rather than solely the height of achievement (duration as well as height are taken into account)

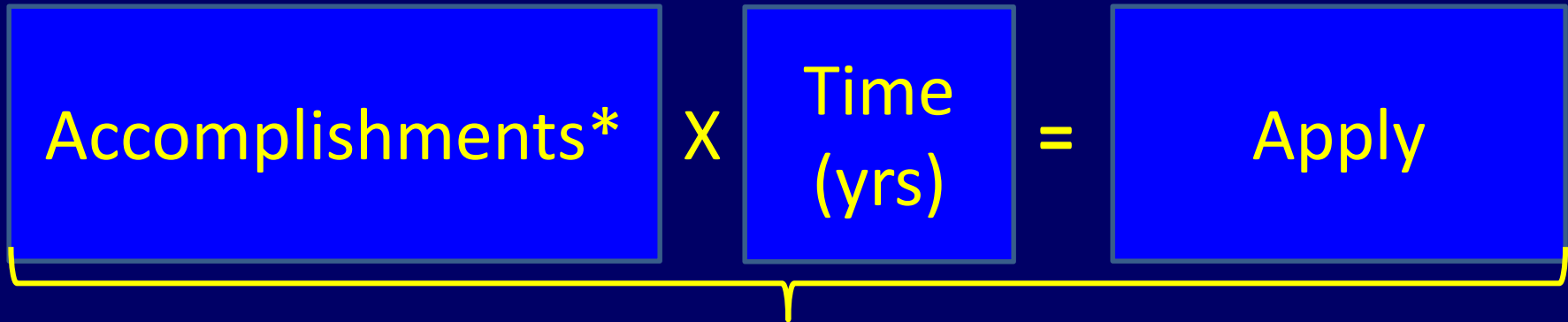


Trajectory over time, duration of commitments, continual contributions vs. sudden drop offs are all taken into account



Time

(In-Rank)



- Guidelines: “In general, candidates for the rank of associate professor or professor will have been in rank for AT LEAST FIVE YEARS”
 - Most take 5 or more years to hit the next bar
 - SOM should avoid arbitrarily making “Superstars” wait
 - If borderline achievement: ideally DEPARTMENT would wait until time: “what’s the rush”

The *Game*

To be promoted you need*;

- Associate Professor: → ONE Sub + 2 Satis
Or Two Subs
Or 1 Satis & 1 Outstanding
- Professor: → ONE Outstanding & ≥
1 Substantial and
1 Satisfactory

* Documentation of Activities to support ...

ASSOCIATE PROFESSOR (4 POINTS) & REGIONAL REPUTATION

Associate Professor (4 points)		
Scholarship	Teaching	Service
Sat (1)		Sat (1)
	Sub (2)	

Associate Professor (4 points)		
Scholarship	Teaching	Service
Sat (1)	Sat (1)	
		Sub (2)

Associate Professor (4 points)		
Scholarship	Teaching	Service
	Sat (1)	Sat (1)
Sub (2)		

Some products in three areas
With one area of emphasis

Associate Professor (4 points)		
Scholarship	Teaching	Service
	Sub (2)	Sub (2)

Associate Professor (4 points)		
Scholarship	Teaching	Service
Sub (2)	Sub (2)	

Associate Professor (4 points)		
Scholarship	Teaching	Service
Sub (2)		Sub (2)

Focus on two areas
With less opportunity in the third area

PROFESSOR (6 POINTS – ONE OUTSTANDING) & NATIONAL REPUTATION

Professor (6 points)		
Scholarship	Teaching	Service
Sat (1)		
	Sub (2)	
		Out (3)

Professor (6 points)		
Scholarship	Teaching	Service
Sat (1)		
		Sub (2)
	Out (3)	

Professor (6 points)		
Scholarship	Teaching	Service
	Sat (1)	
		Sub (2)
Out (3)		

Professor (6 points)		
Scholarship	Teaching	Service
	Out (3)	Out (3)

Professor (6 points)		
Scholarship	Teaching	Service
Out (3)	Out (3)	

Professor (6 points)		
Scholarship	Teaching	Service
Out (3)		Out (3)



RESEARCH TRACK

Research Associate Professor

Scholarship	Teaching	Service
Sub (2)		

Research Professor

Scholarship	Teaching	Service
Out (3)		

TENURE

Tenure – Requires the Chair's Support

Scholarship	Teaching	Service
1 category Satisfactory		
1 category Substantial		
1 category Outstanding		

Outline

- SOM P&T Guidelines
- **The PACK**
 - Faculty CV's & Educator's Portfolio
 - Personal Statement
 - Letters
- Timeline
- Pearls & Pitfalls

The Promotion Dossier (*The Pack*)

- Outlines your rationale for promotion and provides supporting evidence
 - It is your responsibility to make it a cohesive and logical argument, and tell your story
 - The better you educate your referees (not directly!) and the committee, the lower the chances of misunderstanding

(Slide courtesy of Sharon Anderson)

The Pack



(Current SOM Guidelines: 8/2/2017)

- OHSU Formatted Curriculum Vitae & Educ Portfolio
 - & all evaluations for the promotion cycle (Separate file)
- Faculty Personal Statement
- Division Head (Institute) Support Letter
 - Secondary Appointment Letter (if appl)
- Copy of most recent (**FOUR**) Annual Reviews
- Time & Effort Statement
 - NOT Employer's *Effort Certification* Report
- Internal/External Letter writer (referees) Names

Policies, Procedures and General Guidelines for Promotion & Tenure. OHSU School of Medicine
<https://o2.ohsu.edu/school-of-medicine/faculty/faculty-affairs/upload/SoM-Procedures-and-General-Guidelines-for-Promotion-and-Tenure.pdf> (--> 8/2/2017)

Outline

- SOM P&T Guidelines
- The PACK
 - **Faculty CV's & Educator's Portfolio**
 - Personal Statement
 - Letters
- Timeline
- Pearls & Pitfalls

Curriculum Vitae

- Comprehensive statement of your educational background, teaching, and research experience. It is the standard representation of credentials within academia

<http://www.grad.illinois.edu/sites/default/files/pdfs/cvsamples.pdf>

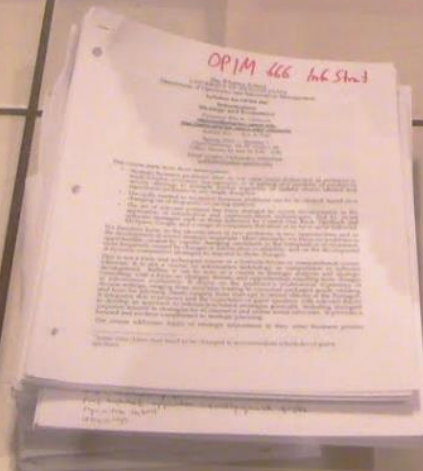
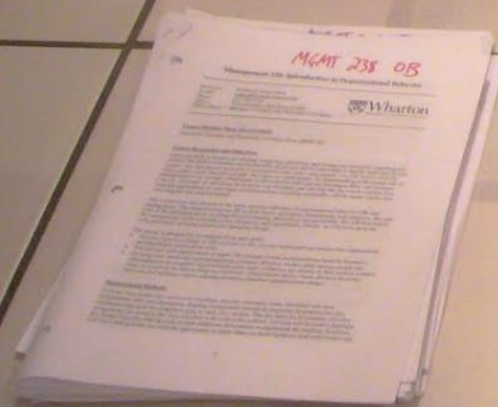
Educator's Portfolio

- Written document that highlights the strengths of your teaching contributions. Is COMPLEMENTARY to the CV & displays scope, quantity, and quality of teaching efforts

https://www.aamc.org/members/gfa/faculty_vitae/148574/educator_portfolio.html

Your CV/EP needs to stand out

- Content
- Format



(Hunter, CV & EP 101)

THUS...

- CV (EP) must be neat & organized & telegraph what's important to a busy REVIEWER
- CV (EP) MUST be neat & organized & telegraph what's important to a BUSY REVIEWER



CV Tips

The CV

- No ONE right CV format
 - As long as it's the OHSU format ☺ (*template*)
- MANY wrong ones (We see them ALL the time!)
 - Cramped
 - Sloppy (Margin justification, different fonts, font sizes, errors, inconsistent chronology, inadequate explanations, variable spacing, incomplete info. etc.)
 - Omissions (service, mentorship, TEACHING!)
- Making reviewers WORK to assimilate contributions & impact

These errors HURT YOU

Use the OHSU Format

CURRICULUM VITAE OREGON HEALTH & SCIENCE UNIVERSITY

This is a collaborative Department of Medicine & Department of Family Medicine Annotated CV Template
(Milano CE. Cohen DJ. Hunter AJ, Biagioli FE. July, 2017)



NAME

--

DATE

--

Make Content Stand Out

CURRICULUM VITAE
OREGON HEALTH & SCIENCE UNIVERSITY
This is a collaborative Department of Medicine & Department of Family Medicine Annotated CV Template
(Milano CE, Cohen DJ, Hunter AJ, Biagioli FE, July, 2017)

NAME DATE

I. PRESENT POSITION AND ADDRESS

Academic Rank:
Department/Division:
Professional Address:
E-Mail Address:

II. EDUCATION

List in chronologic or reverse chronologic order – whichever you prefer, but be consistent with the entire CV on which order you choose. If you graduated with any honors/scholarships you may wish to add them here as well.
***In our current iteration we are "Oregon Health & Science University" (no "and" and no "s")

Undergraduate and Graduate (Include Year, Degree, and Institution):

Undergraduate: (use this format for now)

2000 B.S. Astrophysics
University of Mars
Galle Crater, Mars

Postgraduate (Include Year, Degree, and Institution):

Medical School: (use this format for now)

2004 Doctor of Medicine
Marcus W. School of Medicine
Joytown, USA

Internship & Residency: (use this format for now)

2007 Internship & Residency, Internal Medicine
Department of Medicine
Oxford University
Oxford, England

Fellowship

2013 Gastroenterology
Department of Medicine
University of Arkansas for Medical Sciences
Little Rock, Arkansas

Advanced Degrees (e.g. MA, PhD's)

2009 PhD, Biomedical Engineering
Oxford University
Oxford, England

Ongoing Professional Development (Excluding Content CME Offerings)

Scholarship

Teaching

Leadership/Service

Certification (Include Board, Number, Date, and Recertification):

Licenses (Include State, Date, Status, Number, and Renewal Date):

III. PROFESSIONAL EXPERIENCE

Academic (Include Year, Position, and Institution):

This refers to your academic appointments (Instructor, Assistant Professor, etc.). Use same formatting at above

1995-2005 Assistant Professor of Medicine
Division of General Medicine & Geriatrics / Department of Medicine
Oregon Health & Science University
Portland, Oregon

Administrative (Include Year, Position, and Institution):

2014-2016 Director, Center for Operative Improvement
Department of X
Institution
City, State

Hospital Appointments (Clinical/faculty positions)

Other (Include Year, Position, and Institution):

If you receive two separate appointments from different institutions, then you would list the second institution and position here.

NOTE: Faculty appointments are based on total OHSU FTE—thus, you must be clear with how much of your FTE is dedicated to OHSU. If part of your salary/FTE is subcontracted (paid to OHSU by an outside entity, but you personally are full time with OHSU—your receive only one paycheck) it may be clearer to list this information under Contracts (with Grants and Contracts). Examples: nursing home medical director positions, state administrative roles, other external organizations that pay for a portion of your FTE.

IV. SCHOLARSHIP (Also see Educator's Portfolio)

Area(s) of Research/Scholarly Interest:

Limit this to 3-4 areas MAX, via creation of general topic headings. Listing too many risks making faculty appear unfocused.

Grants and Contracts:

Federal (Include Title, Source, PI, Amount Period, and % Effort, timeframe)
Current

Title: ~~xxxxxxxxxxxx~~ Source: National Cancer Institute (1R01xxxx), Amount: \$1,500,000 Role: ~~xxxxxx~~ PI: Marcus W. MD, % Effort: Funded FTE 0.20 Timeframe: 8/1/2012 – 7/31/2019

Completed

State and Local (Include Title, Source, PI, Amount Period, and % Effort, timeframe)

Current

Completed

Other Support (Include Title, Source, PI, Amount Period, and % Effort, timeframe)

Current

Completed

Pending Support (Include Title, Source, PI, Amount Period, and % Effort, timeframe)

Publications/Creative Work:

Use them, use standard NLM formatting, in reverse or consecutive chronologic order, but do the same for all listings. Highlight your name

Additionally, for collaborative work where you are neither first nor senior author yet contributed meaningfully to the project, make the significance and impact of these contributions clear

traditional peer reviewed publications should be presented here as well, but label them: e.g. "a) Peer Reviewed Workshops, b) Peer Reviewed Presentations, c) Peer Reviewed Disseminated Curriculum (e.g. Manuscripts, etc.)

Peer-reviewed

1. O'Glasser AY, Taylor CC, Hunter AJ. Beyond the algorithm: Implementation of a hospitalist-led pre-operative clinic assessment before cardiac surgery. Perioperative Care and Operating Room Management. Available online 3 June 2017. <https://doi.org/10.1016/j.pcor.2017.05.001>. PMID: ~~xxxx~~

2. Rudy CC, Ballard C, ~~xxxxxx~~ C, Hunter AJ. Platyneia-Orthodeoxia Syndrome: A Case of Chronic Paroxysmal Hypoxemia. Accepted September 2016, Journal of General Internal Medicine. 2017 January 1;127-130. PMID: 27785666. ~~xxxxxx~~11606-016-3901-1

Peer-Reviewed Abstracts

Use same format as Publications: number & highlight role, give sponsoring organization, meeting name, date, city, state, country (if ~~xxx~~) of presentation

This is where you would list any activity wherein you responded to a call for proposal, and your proposal was accepted (i.e.: posters, workshops, seminars, lectures).

Non-peer-reviewed (same format)

Near Submission

(~~xxx~~ should probably ONLY be maintained up to the Associate Prof Rank. From there on, its results, not intent)

Electronic Publications (~Chapters)

- Bold, underline, italicize, inset... as needed
- Not writing a 1 page resume! (give enough space)
- Number (chronologic) papers, grants, talks, abstracts, etc. (the eye is DRAWN to the top)

Application Components: The CV

- Curriculum vitae
 - If you have a joint appointment, be sure it is listed on your CV
 - Ask a senior colleague to review your CV for format and content

(Slide courtesy of Sharon Anderson)

Application Components: The CV

- Separate the publications (original reports vs. reviews/chapters vs. abstracts)
- NUMBER the
 - Publications
 - Invited Presentations
 - Abstracts, etc...
- Assure citations are complete (all authors), accurate & up to date (“In press” with journal name is OK)
- Do not include papers which are “submitted” or “in preparation”

(Slide courtesy of & adapted from Sharon Anderson)

Investigators!

(Relieve)

-
- NIH and other funding agencies are emphasizing multidisciplinary, collaborative research (the NIH Roadmap) – team science
 - Thus → change documentation style in traditional C.V.
 - Highlight individual RO1s, first- or senior-author publications – as usual
 - If your work is more in line with multi-disciplinary or collaborative research, make this & your specific contributions VERY CLEAR on your CV & personal statement

The Educator's Portfolio (Tips)

The EP

- Complementary to the CV
 - AKA the CV must be able to stand alone
- Organized means of presenting the breadth, volume and effectiveness of your teaching contributions
- I LOVE the aim & content of the OHSU EP
 - Yet I changed the aesthetics (☺)

OHSU School of Medicine's Educator's Portfolio

Faculty: YOUR NAME MD/DO/PhD/etc

Rank:	XXXXX Professor of YYYY		
Department:	YYYY	Division:	Zzzzzzz Medicine
Last Promotion Date:		Date of "EP" Completion:	

Promotion Timeline

Rank/Status	Date
Instructor (if Applicable)	July 1994
Assistant Professor	July 1995
Associate Professor	July 2005
Professor	July 2015

Domain:	Direct Teaching (1)
---------	---------------------

(All entries are INCLUSIVE of prior promotion cycle)

(Please include rotation/individual evaluations as labeled appendices – not part of the EP)

I have experimented with an EP restricted only to one promotion cycle, but feel it should be a running document with clear denotation (above) of one's promotion cycle

Wherever feasible, each of the below sections should provide an aggregated numeric value of your performance

STUDENTS

Student Lectures/Small Group Seminars/Practicum					
Teaching Activity/Role	Year (s)	Quantity	# Learners/ Session	Quality	Evidence of Engagement with the Community of Educators
Clinical Skills Lab Instructor, 1 st year	2014-pres	60 hr/Yr	~ 30/Yr	5.8	

Rank:			
Department:	Medicine	Division:	Hospital Medicine
Last Promotion Date:			
Series: "✓"		✓	
Date of "EP" Completion:			

All entries are exclusive of prior promotion cycle

Domain:	Direct Teaching (1)
---------	---------------------

(Since, or continuing from last promotion cycle)

STUDENTS

Student Lectures/Small Group Seminars/Practicum					
Teaching Activity/Role	Year (s)	Quantity	# Learners/ Session	Quality	Evidence of Engagement with the Community of Educators
				Put numerics	Dissemination
Student Clinical Teaching					
Teaching Activity/Role	Year (s)	Quantity	# Learners	Quality	Evidence of Engagement with the Community of Educators

Domain:	Direct Teaching (2)
---------	---------------------

(Since, or continuing from last promotion cycle)

RESIDENTS & FELLOWS

Resident & Fellow Lectures/Small Group Seminars					
Teaching Activity/Role	Year (s)	Quantity	# Learners	Quality	Evidence of Engagement with the Community of Educators
Resident & Fellow Clinical Teaching					
Teaching Activity/Role	Year (s)	Quantity	# Learners	Quality	Evidence of Engagement with the Community of Educators

- I recommend SAVING your evaluations (submit if asked)
- Provide the synopsis (left) to save space
- Track things in REAL time
- NOTE:
 - for many.. they have so few activities, submitting a 1 page report is easy
 - For us: ..Paper Chase

Mentorship Focus & (P&T) Weight

Infrastructure to Improve Mentorship
Professional Advancement/Placement



Focused on Scholarly Projects



Letter Writing

What are easy ways to keep track of mentorship/ teaching effectiveness info other than having stacks of evaluations from a session/workshop?

Other failed 'tracking' methods?



- Saving EVERYTHING
- NO SYSTEM

- Saving
- Absolutely nothing!



What are easy ways to keep track of mentorship/ teaching effectiveness info other than having stacks of evaluations from a session/workshop?

- I have an active CV & working CV
- I put EVERYTHING on my working CV in ‘RED” (in real time), then update & re-file it or format it for each annual review
 - to Educ Portfolio?
 - Expand for CV?
 - Both/neither?

Outline

- SOM P&T Guidelines
- The PACK
 - Faculty CV's & Educator's Portfolio
 - **Personal Statement**
 - Letters
- Timeline
- Pearls & Pitfalls

The Pack

- Faculty Personal Statement
 - NO MORE than 3-4 pages (soft... but **NOT 7!**)
 - Tell a story (DON'T simply repeat your CV) → why do you deserve consideration for promotion for each category? What is the evidence for 'outstanding' (or substantial)
 - This is NOT the space for a *finding-yourself* essay

The 6 Block Personal Statement

(my Advice & new SOM P&T Rec's)

- Paragraph I → humble intro, state your self assessment & request for consideration
- Paragraph II → mini-bio & statement of time in rank
- Paragraph III-V → 1 for @ Domain (Schol/Svc/Teach)
 - 3-6 sentence 'defense' of why your merit consideration. Intro a set of bullets, highlighting your 'level' of accomplishments (using P&T language) & demonstrating how are impactful
- Paragraph VI (Summary): 2-3 sentences, re-iterating of your self-assessments per domain & humble request for consideration

Strive for

- 3 (MAX 4) pages for Associate Professor
- ≤ 5 pages for Professor

The 6 Block Personal Statement (my Advice & new SOM P&T Rec's)

Substantial and Outstanding
require evidence of;

leadership, innovation, and/or impact

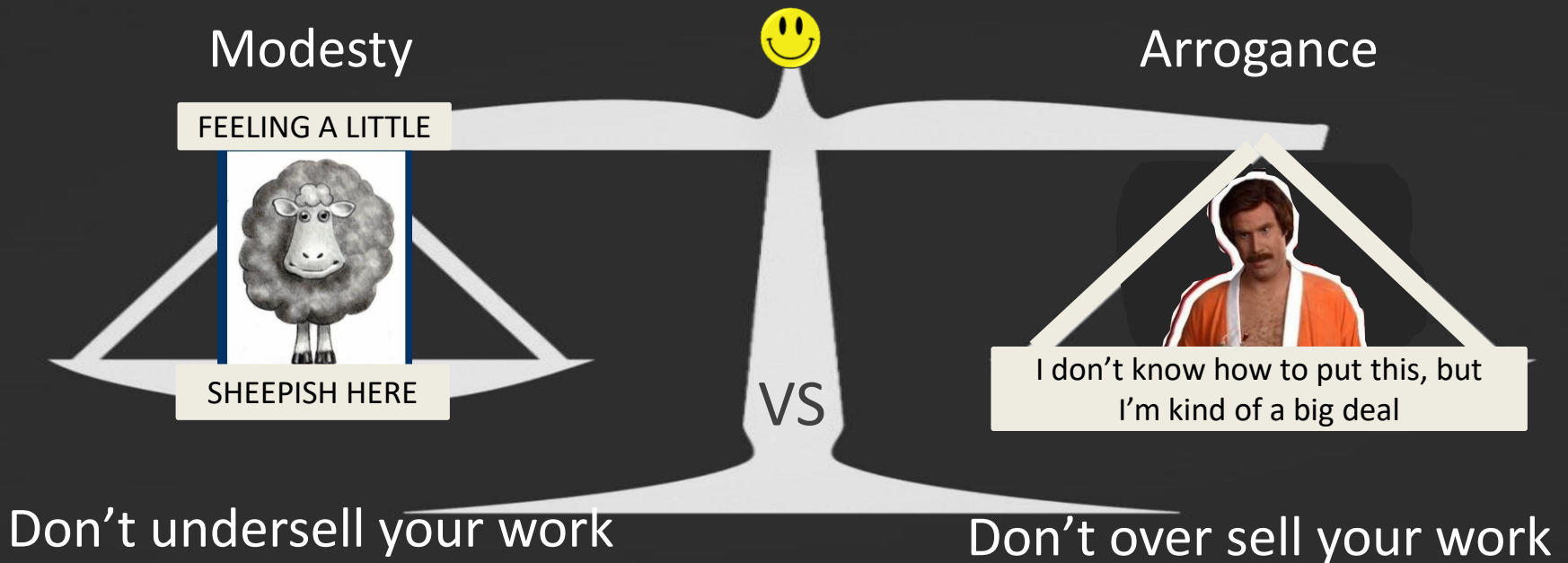
NOT just doing your job well!



Pearls & Pitfalls Personal Statements



- Use (& be consistent) the P&T criteria to define your achievements honestly



Outline

- SOM P&T Guidelines
- The PACK
 - Faculty CV's & Educator's Portfolio
 - Personal Statement

—Letters

- Timeline
- Pearls & Pitfalls

How to Identify/Contact Referees

- Someone who knows your work
 - Literally (they know you)
 - Generally (they do what you do)
- Someone with a broader view who can place the impact of your work in regional and national context
- Does location matter? (“Don’t chose Harvard”/other)
 - I don’t think any institution is out to get us
 - But, they may have different criteria (thus could impact)

Referee Letters

	Assoc Professor	Professor
Referee Letters (total)	5	7
External Referees (n)	≥ 3	≥ 5
Unbiased/conflicted	Should	Must (≥ 2)
Internal Referees (n)	≤ 2	≤ 2
Source		
Ranks	\geq Assoc. Professor	\geq Professor*
Practice	Academic†	Academic†
Request Number	4 Internal 6 External	4 Internal 10 External

* Assoc. OK, if hold Significant title/role (e.g. Chair, Dean, National Chair)

† *Endorsements of great care* or AWESOMENESS from non-academics are more 'evidence of effectiveness' than referee letters (RARELY useful)

**PROMOTION REFERENCE NAMES
OREGON HEALTH & SCIENCE UNIVERSITY**

NAME

DATE

Promotion to Professor of Medicine
Suggested Internal & External Referees and Relationships

Desired Rank	Total Referees	Required External	Un-conflicted (n)	Internal
Associate Professor	5	≥ 3	Should	≤ 2
Professor	7	≥ 5	Must (2)	≤ 2
Appointment (AP or P)	3	3	Should	None



Relationship to Candidate Questions (How will your referee respond?) – CHECK ALL THAT APPLY

Relationship to Candidate & his/her work

Present or past colleague (@ same institution as a student, postdoc fellow, faculty)?

Past Mentor/Mentee?

Collaborator (worked with, co-authored paper)?

NONE OF THE ABOVE

Knowledge of Candidate's work based on;

His/her publications & CV

Scientific presentations

Personal knowledge & discussions

Participation in review panels (study sections; advisory boards, etc.)

Correct email

Name/Title

Positions (if leadership)

Address

Correct email

Name/Title

Positions (if leadership)

Address

Correct email

External Referees

Name/Title

Positions (if leadership)

Address

Correct email

Name/Title

Positions (if leadership)

Address

Correct email

Name/Title

Positions (if leadership)

Address

Correct email

Name/Title

- o Describe the relationship. Either in sentence form, or from above boxes.

- o Describe the relationship. Either in sentence form, or from above boxes.

- o Describe the relationship. Either in sentence form, or from above boxes.

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Outline

- SOM P&T Guidelines
- The PACK
 - Faculty CV's & Educator's Portfolio
 - Personal Statement
 - Letters
- **Timeline**
- Pearls & Pitfalls

Timeline/Checklist

(Same as prior...*PLUS*)



- Mar 14, 2018 – Faculty P&T Primer (Chair DOM P&T)
- May 31 – CV, EP, & Div Head Request Due
- June - Chair Review
- July/Aug – Candidate Div Head Notification
- July/Aug – Final (Spiff the Pack) DOM P&T Primer
- **Aug 31 – Full Pack due (all documents)**
 - Documents must be submitted in **adobe pdf**
 - Late additions **NOT** sent not sent to referees
- Nov (early) – DOM P&T Committee Meets
- Dec (1) – Candidate decisions/needs send to Division Heads
- **Dec 31 – Final candidate revisions/additions due**
- **As of Jan 1, 2019 → SOM will accept no add'l materials**

Outline

- SOM P&T Guidelines
- The PACK
 - Faculty CV's & Educator's Portfolio
 - Personal Statement
 - Letters
- Timeline
- **Pearls & Pitfalls**





Pearls & Pitfalls



- Pack incomplete
 - Letters, Educ portfolio, Annual Reviews, etc
- Inadequate ‘time’ in Time & Effort Certification
 - (Variable interpretation) Some rec. minimum of 10%/domain in order to achieve “Satisfactory”
- CV
 - incomplete, no education documented (AJH: poor format)
 - Doesn’t represent contributions well/completely
 - Manuscript entries incomplete or wrong
- Educator’s Portfolio
 - Missing or poorly constructed (not highlighting work)



Pearls & Pitfalls



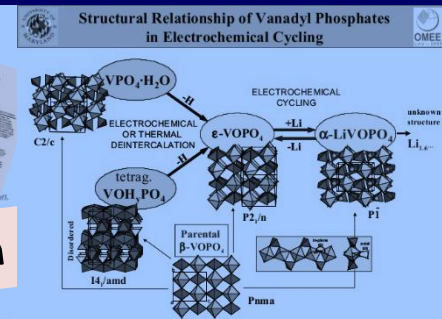
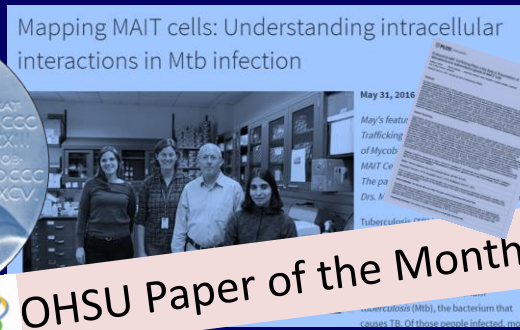
- Letters
 - Missing, absence of unconflicted letters (Req: Prof!)
 - Non-academic sources (have less weight)
- Premature Application/proposed promotion
 - If your ‘contributions’ are truly extraordinary (*‘shoe-in’*) it is *reasonable* to consider an early application (but expect increased scrutiny in other domains for adequate time)
 - It’s a pain to be denied (Can re-apply the next year, but... unless dramatic change in portfolio... probably better to wait)
- Not adhering to P&T Timelines
- The Personal Statement...



Pearls & Pitfalls Personal Statements



- Not just be a re-iteration of the CV - Give highlights
 - What is important about your CV entries
 - How is it impactful/influential (locally, regionally, nationally) ?
 - Explain the nuances of what you contributed to a project rather than just listing all the committees you performed





Pearls & Pitfalls Personal Statements

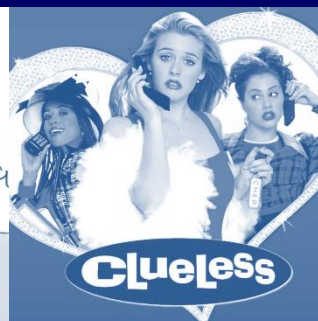


- Not just be a re-iteration of the CV - Give highlights
- Avoid rambling and/or (CV) regurgitation
- Avoid bitterness, ego, or statements regarding the politics of the institution/department





-
- A cartoon illustration featuring three stick figures. The figure on the left is standing and holding a book high in the air with its right hand, while its left arm is outstretched. Above this figure, the text "LET ME TELL YOU ABOUT MY RESEARCH!" is written in a hand-drawn, capital-letter font. The figure on the right is walking away from the first figure, looking back over its shoulder with a skeptical or annoyed expression. A second stick figure is walking alongside it, also looking back with a similar expression. The entire scene is drawn in a simple, hand-drawn style with blue lines on a white background.



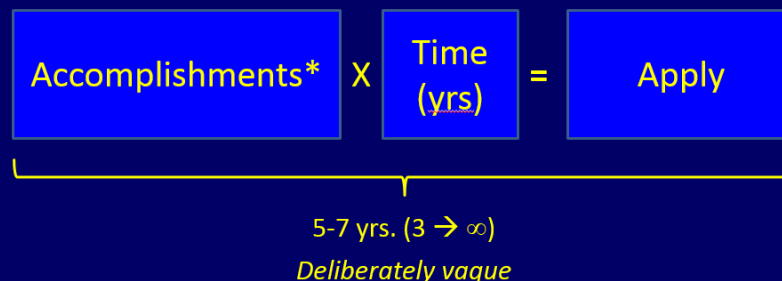
Questions?



In summary; I hope you now

Understand the current (& potential future)
Promotion Series, including;

- *Additive* importance of TIME and CONTRIBUTIONS



- The P&T Annual Cycle (Timelines)





As you leave...(summary) I hope you now

Understand the current (& potential future)
Promotion Series, including;

- *Additive* importance of TIME and CONTRIBUTIONS
- The P&T Annual Cycle (Timelines)
- Know the necessary steps and metrics for promotion

Promotion Domains

- Scholarship
- Service
- Teaching

Accomplishment Levels

- Satisfactory
- Substantial
- Outstanding

Current Model (3 Main Promotion Series)

Standard Series

Associate Professor

Domains	Assessments		
	Satisfactory	Substantial	Outstanding
Scholarship	✓		
Service	✓		
Teaching		✓	

Research Series (Dependent)

Research Associate
Professor

Domains	Assessments		
	Satisfactory	Substantial	Outstanding
Scholarship		✓	
Service			
Teaching			



As you leave...(summary) I hope you now

Understand the current (& potential future)

Promotion Series, including;

- *Additive* importance of TIME and CONTRIBUTIONS
- The P&T Annual Cycle (Timelines)
- Know the necessary steps and metrics for promotion
- Be able to update and adapt your CV & Educator's Portfolio to best display your academic contributions





As you leave...(summary) I hope you now

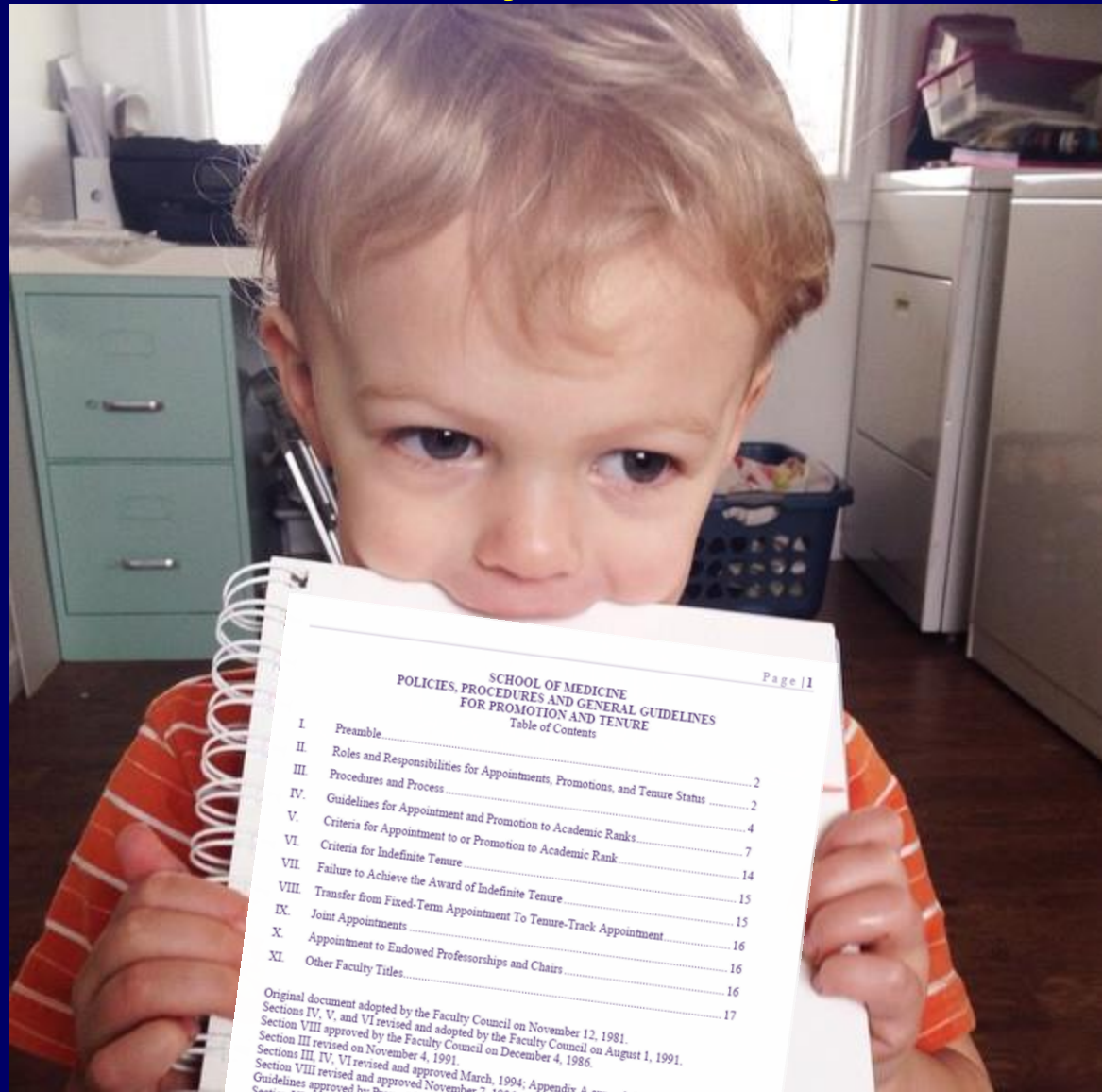
Understand the current (& potential future)

Promotion Series, including;

- *Additive* importance of TIME and CONTRIBUTIONS
- The P&T Annual Cycle (Timelines)
- Know the necessary steps and metrics for promotion
- Be able to update and adapt your CV & Educator's Portfolio to best display your academic contributions
- Incorporate pearls & pitfalls in preparing a promotion packet



Make sure you know the rules BETTER than your supervisor!



Good luck!