


Preparing for Academic Promotion

An aerial photograph of a city at sunset. In the background, a large, snow-capped mountain (Mount Rainier) rises above a range of smaller hills. The city below is densely packed with green trees and various buildings. In the foreground, several tall, modern apartment or office buildings are visible, along with two large yellow construction cranes. A body of water is visible on the left side of the image.

Alan J. Hunter, MD, FACP
Chair, Dept of Med, P & T Committee
DOM Cares - March 10, 2020

3-Slide *Cliff Notes* – The Pack & Process

Who Provides What?

You (PDF format**)	Division Head/Chair/ DOM P&T Committee	Referees
<ul style="list-style-type: none">• <u>OHSU formatted CV</u>• <u>OHSU formatted EP</u>• Personal statement• Time & Effort statement• Position Description• 4 Annual Reviews• Learner evaluations• Referee Letter names	<ul style="list-style-type: none">• Div/Dept Letters• Division Head &/or• Institute Director• DOM P&T Committee Letter• Chair Support Letter• Joint appointment Chair letter (if applic)	<p><u>Associate Professor</u></p> <ul style="list-style-type: none">• Need 5• ≥ 3 external• Try to get un-conflicted <p><u>Professor</u></p> <ul style="list-style-type: none">• Need 7• ≥ 5 external• Must have un-conflicted <p><u>Appointments</u></p> <ul style="list-style-type: none">• Need 3• Should have un-conflicted

****Non-formatted portfolio's will NOT be advanced**

Exception request - PACK

(Moving from non-promotion/non-doctoral series)

Provost Pre-approval

- CV (OHSU format)
- Educator's Portfolio (**Critical!**)
- Personal Statement
 - Summarize creative contributions, impact of work, & demonstrate a capacity to progress in academic pursuits
- Chairs Nomination letter/exception request memo
 - Details how faculty meets criteria how faculty demonstrate capacity to progress in the Professorial Series and their creative contributions

Know the Dept & School's P&T Timelines (Pictured: OHSU DOM & SOM Timelines)

OHSU
SOM

OHSU
DOM

Announcements

Jun/July

Chair/P&T Chair assess

May 31, 20xx
(CV/EP due)

(June)

Full pack due to Dept (Aug 31)

The Portfolio – Lite
(~ Similar at Other Institutions)

- (OHSU) formatted CV
- (OHSU) formatted Educator's Portfolio
- Personal statement
- Time/Effort statement & Position Description
- Annual Reviews (OHSU requires 4)
- Learner evaluations
- Letters/Referees

Dept P&T
Convenes
(~Nov)

Final
Candidate
updates due
(~Dec 15)

All doc due @ SOM
(2nd Tues; Jan)

SOM P&T Deliberates
(~Feb-Jun)



Remember

- Promotion is on you (you are the driver!)
 - Become THE expert in the *SOM Criteria*
- Find a mentor/coach to advise & guide you

Resources

- Your Division Heads / Department Chairs
- DOM P&T Chair
- School of Medicine (Faculty Affairs) webpage
 - <https://o2.ohsu.edu/school-of-medicine/faculty/faculty-affairs/promotion-and-tenure.cfm>
 - **Start at the O2 home page**



Welcome back, Alan Hunter

★ Bookmark this page : A-Z Index : Smart Web : Text Resize: A

Promotion & Tenure



Type:
Promotion & Tenure
(In the search bar)

Academics Business Services Communications Employee Central Healthcare Policies Research Student Central Trans & Parking



THE FARTHER WE GO,
THE FARTHER THEY'LL GO.

The Simple Way



OHSU in the
26 - March

Coronavirus, go
communicating

Learn more

Learn more

concerns

Learn more

Pictured Above: The farther we go, the farther they'll go. Oregon's #1 Children's Hospital.

Shortcuts

Top tools

Safety reporting



Box



Bridge



Citrix



Compass



Email



ICIMS



Kronos



My

Recent news

OHSU Now

OHSU News

COVID-19 updates-March 10: Change in precautions, extend use of masks, community concerns (Employee & Student Essentials, 3/11)

Enhance your skills: May classes (Learning, 3/11)

OHSU in the News: Feb. 22 - March 10



COVID-19 (novel coronavirus)

Find guidelines, resources and answers to questions



OHSU

20

OHSU 2025

Visit the O2 page.



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Promotion & Tenure

Type:
Promotion & Tenure
(In the search bar)

Academics Business Services Communications Employee Central Healthcare Policies Research Student Central Trans & Parking

Refine Your Search

Promotion



Feedback?

Let us know

By Content Type

- ☐ Document (521)
- ☐ News (53)

Showing results for Promotion

Showing 1 - 10 of 521 results Show 10

[Promotion and Tenure | School of Medicine](#)

Promotion and Tenure | School of Medicine Promotion and Tenure The guidelines for advancement in rank and obtaining tenure are found in the SoM Procedures and General Guidelines for Promotion and Tenure, which provides the requirements for promotion and tenure that apply to all candidates...

Keywords: faculty promotion, tenure, p&t

Go to: [School of Medicine](#)

[Centers and Institutes Promotion Committee | OHSU Research](#)

Centers and Institutes **Promotion** Committee | OHSU Research Centers and Institutes Promotion Committee Centers and Institutes Promotion Committee This committee reviews and advises the Senior Vice President for Research in relation to all promotions within the Centers and Institutes that report...

Keywords: oregon health, oregon science, research studies, scientific research, promotion, centers and institutes, center, institute

Go to: [OHSU Research](#)

[Appointments, Promotion and Tenure | Faculty Affairs](#)

Appointments, **Promotion** and Tenure | Faculty Affairs Appointments, Promotion and Tenure The purpose of these guidelines is to provide common criteria and procedures for appointment, promotion and tenure for all Oregon Health & Science University faculty. Responsibility for appointment, promotion and tenure...

Keywords: offer letter, confirmation, joint appointment, secondary appointment, faculty position description, FSR, faculty status request, electronic actions, HRE, personnel action, PA, employee records, new hire, major org change, job change, transfer, termination, voluntary reduction, notice of appointment, community-based faculty, affiliate faculty, faculty hire

Go to: [Faculty Affairs](#)



Welcome back, Alan Hunter

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Promotion & Tenure

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Academics Business Services Communications Employee Central Healthcare Policies Research Student Central Training & Parking

Search School of Medicine

Promotion and Tenure

The guidelines for advancement in rank and obtaining tenure are found in the SoM Procedures and General Guidelines for Promotion and Tenure, which provides the requirements for promotion and tenure that apply to all candidates.

About Promotion and Tenure

The appointment, promotion, and tenure review process occurs annually. Awards of promotion and tenure take effect on July 1st of the submission year deadline, while appointments are retroactively effective on January 1st. Faculty are evaluated for appointment, promotion, and/or tenure based on established criteria by the [SoM Promotion and Tenure Committee](#).

2019-20 Promotion Cycle

The School of Medicine is reviewing applications for promotion and tenure effective July 1, 2020. The deadline to submit faculty dossiers was January 13, 2020.

University-wide Promotion and Tenure Resources

- [Faculty institutional policies](#)
- [FAQ: September 13, 2016 Changes to the faculty series in the OHSU School of Medicine](#)

School of Medicine Policy, Procedures, and Guidelines

- [SoM Promotion and Tenure Policy](#)
- [SoM Procedures and General Guidelines for Promotion and Tenure](#)
- [Primary Faculty Series Matrix for Promotion and Tenure \(Appendix A\)](#)
- [Criteria Reference for Promotion and Tenure \(Appendix B\)](#)

Faculty

Department P&T

Administrative Preparer

SoM P&T

ALL Resources

Contact

FACULTY PREPARATION FOR PROMOTION AND TENURE

In general, candidates for the rank of associate professor or professor will have been in rank for at least five years. If you believe you are ready to proceed through the promotion and tenure process, begin by having a conversation with your department chair or division head as early as possible to allow adequate time to prepare and submit your dossier.

> [About SoM](#)

> [Faculty Life](#)

- Continuing Professional Development (CME)
- Faculty Affairs
 - Recruitment
 - Onboarding Administrative Processes
 - Orientation for Faculty
 - Faculty Appointments and Records
 - Promotion and Tenure
- Appointment to Professorial Series
 - Forms, Policies and Reports
 - Committees
- Faculty Compacts
- Faculty Development
- Faculty Retirement
- Faculty Wellness

> [Current issues](#)

> [Residents and Fellows \(GME\)](#)

> [Health Professionals](#)



Welcome back, Alan Hunter

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Promotion & Tenure

Type:
Promotion & Tenure
(In the search bar)

Academics Business Services Communications Employee Central Healthcare Policies Research Student Central Training & Parking

Faculty Retirement
Faculty Wellness
Current Issues
Residents and Fellows (GMC)
Health Professionals
Researchers
Educators
Finance and Administration

Faculty Department P&T Administrative Preparer SoM P&T ALL Resources Contact

FACULTY PREPARATION FOR PROMOTION AND TENURE

In general, candidates for the rank of associate professor or professor will have been in rank for at least five years. If you believe you are ready to proceed through the promotion and tenure process, begin by having a conversation with your department chair or division head as early as possible to allow adequate time to prepare and submit your dossier. It is essential that faculty and staff carefully follow the departmental, school, and university guidelines and policies to ensure a smooth promotion and tenure process.

PREPARING FOR PROMOTION

Review criteria and requirements

[School of Medicine Promotion and Tenure Policy](#)
[Primary Faculty Series Matrix for Promotion and Tenure \(Appendix A\)](#)
[Criteria Reference for Promotion and Tenure \(Appendix B\)](#)

Annual Faculty Evaluations

You are required to submit annual evaluations for the last 4 consecutive years as part of your dossier. In preparation for promotion, coordinate with your department chair, division head, or director to schedule annual faculty evaluations. For more information on how to complete and submit a faculty evaluation, visit the [Faculty Evaluation page](#).

Ask questions

A number of people are available to you as a resource for guidance and questions about promotion – staff in the School of Medicine Faculty Affairs, your Department Chair, and your [Department Promotion and Tenure Committee Chair](#).

BEGIN THE APPLICATION PROCESS FOR PROMOTION

Once you are ready to request promotion, send the [Candidate Appointment, Promotion, and/or Tenure Request Form](#) to your department promotion and tenure coordinator. Work with your coordinator to learn more about your department's requirements and deadlines.

If your department requests a list of referees, you may use the [Referee List form](#).

SUBMITTING A DOSSIER

Documents to be completed and provided to the department promotion and tenure coordinator by the faculty candidate:

Curriculum Vitae
[Annotated Guide to the OHSU SoM CV](#)
[Curriculum Vitae Template](#)
Educator's Portfolio
[Educator's Portfolio Guidelines](#)
[Educator's Portfolio Documentation Template](#)
[Tips for Developing a CV and Educator's Portfolio](#)
Personal Statement
[Guide to Writing Personal Statements](#)
Time and Effort Statement
[Time and Effort Statement Template](#)
FTE Statement
[FTE Statement Template](#)

Documents to be collected or requested by the department on behalf of the faculty candidate:

- Position Description
- Annual Faculty Evaluations
- Department Promotion and Tenure Chair Letter
- Department Chair Letter
- Joint Department Chair Letter(s)
- Letters of Reference (Internal and External)

COVID-19 (novel coronavirus)

Find guidelines, resources and answers to questions

COVID-19 updates-March 10: Change in precautions, extend use of masks, community concerns (Employee & Student Essentials, 3/11)

Enhance your skills: May classes (Learning, 3/11)

CHS Health Information Exchange 20-March 10



OHSU 2025
Visit the O2 page.



Box



Bridge



Citrix



Compass



Email



ICIMS



Kronos



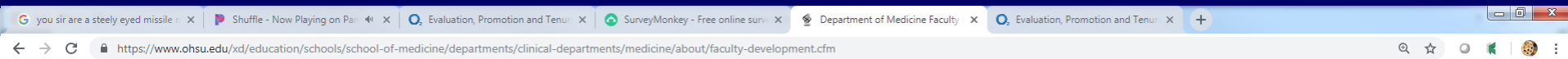
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Resources

- Your Division Heads / Department Chairs
- DOM P&T Chair
- School of Medicine (Faculty Affairs) webpage
- Department of Medicine Web Page
 - <https://www.ohsu.edu/school-of-medicine/medicine/faculty-development>
 - (In revision; still useful)

Department of Medicine Home Page

(In revision – but coming soon)



Department of Medicine



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.

[Leadership Training Grants](#)-Now available as of 1/30/19

MART 3RP

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](#)

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

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 Faculty Development Series (A. Cedfeldt)

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...)

Direct yourself to available resources to understand the current OHSU SOM Promotion Guidelines & Series & thus necessary steps and metrics for promotion

- **DONE** 😊

Be able to;

- Update and adapt your CV & Educator's Portfolio to best display your academic contributions
- Begin to formulate your draft personal statement
- Incorporate pearls & pitfalls re: packet preparation

Outline

- Key Resources



- The PACK (*highlights*)



- OHSU CV



- OHSU Educator's Portfolio

- Personal Statement



- Letters (a word)

- Pearls & Pitfalls



End
Questions

OHSU SCHOOL OF MEDICINE

PROCEDURES & GENERAL GUIDELINES FOR *P & T*

SCHOOL OF MEDICINE PROCEDURES AND GENERAL GUIDELINES FOR PROMOTION AND TENURE

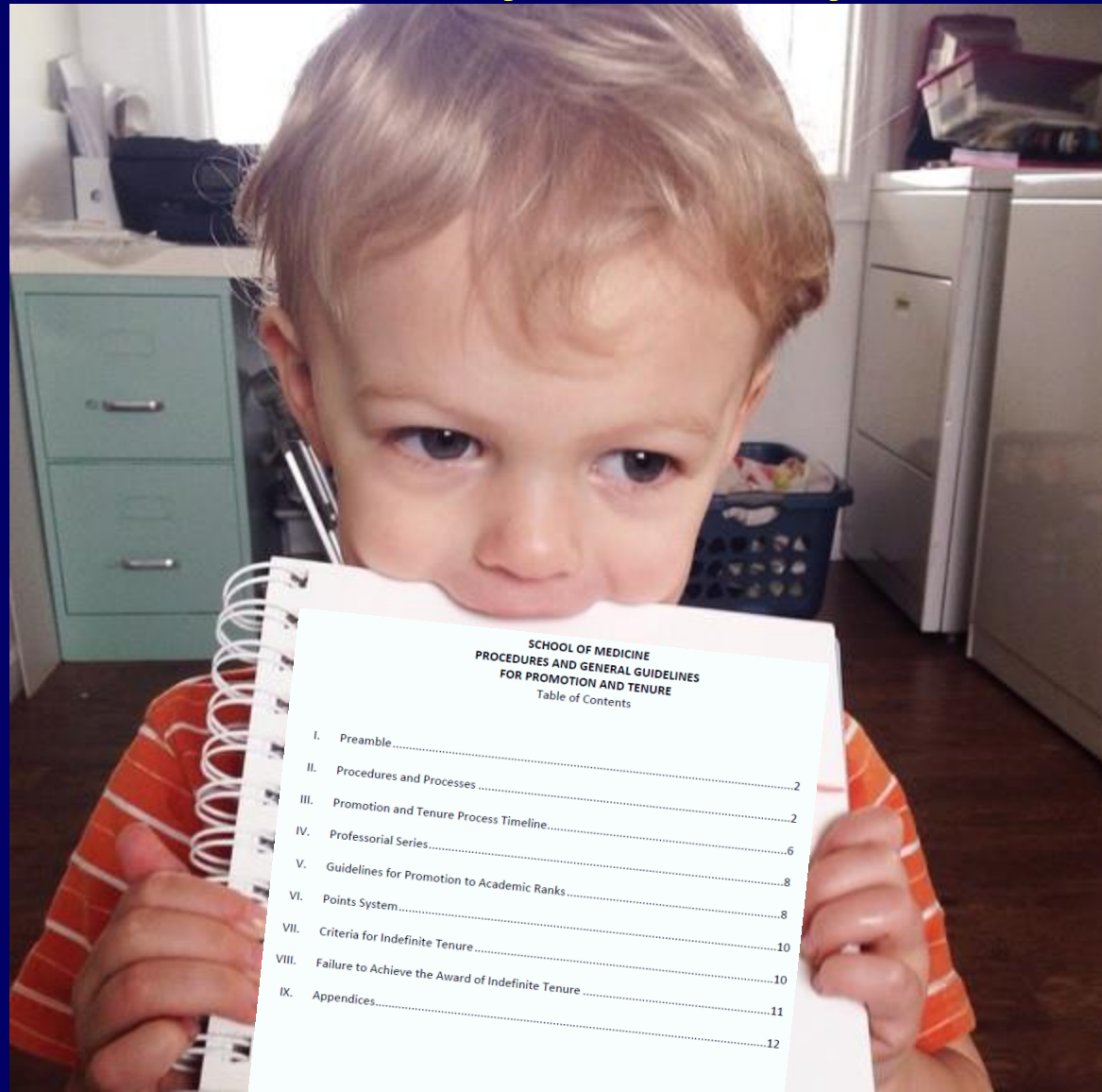
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VIII.	Failure to Achieve the Award of Indefinite Tenure	11
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For question, contact School of Medicine Faculty Affairs and Administration at
somfacultyaff@ohsu.edu.

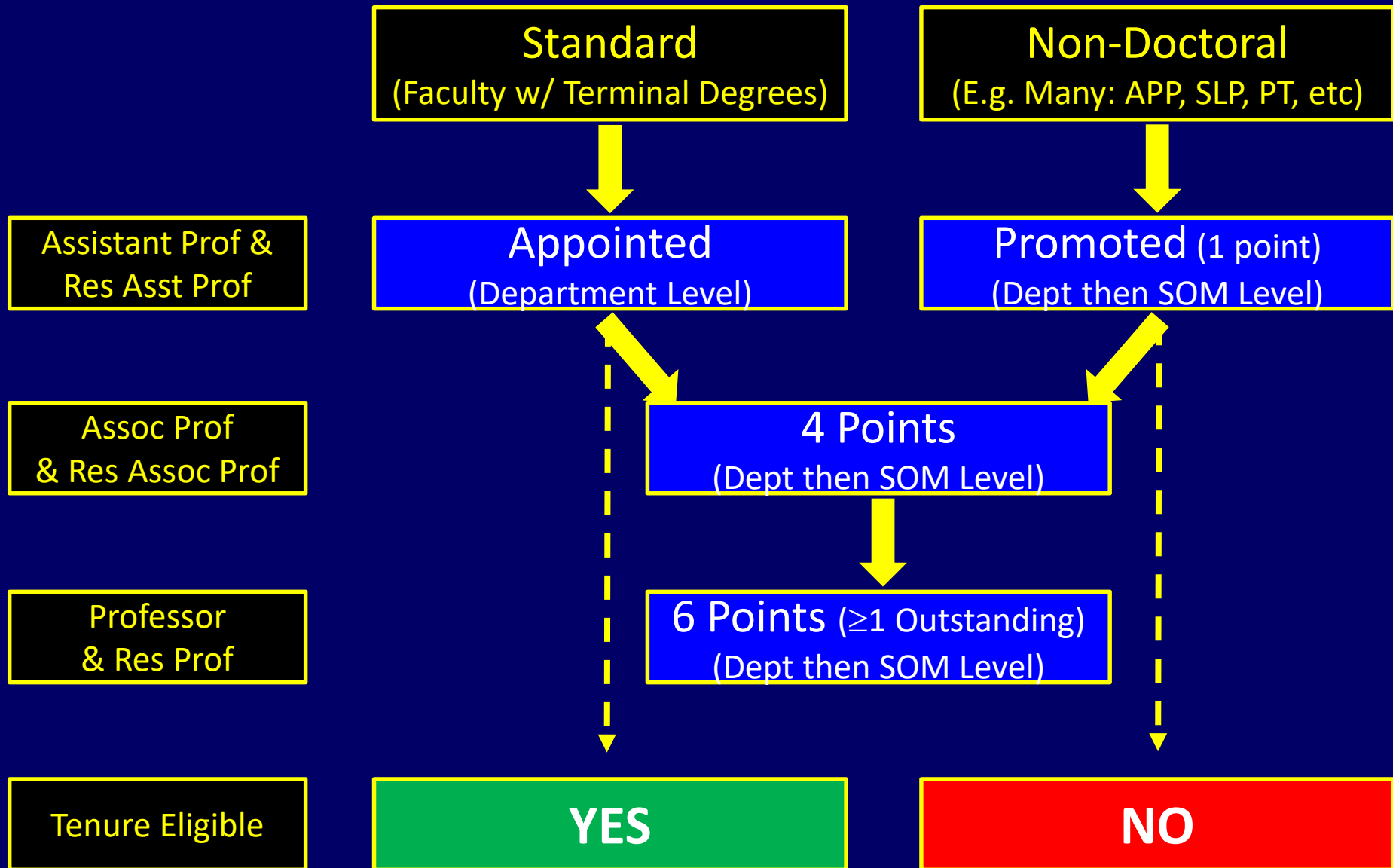
<https://o2.ohsu.edu/school-of-medicine/faculty/faculty-affairs/upload/SoM-Procedures-and-General-Guidelines-for-Promotion-and-Tenure-2019-08-25.pdf>

Make sure you know the rules BETTER than your supervisor!



SCHOOL OF MEDICINE PROCEDURES AND GENERAL GUIDELINES FOR PROMOTION AND TENURE Table of Contents	
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The Series



APPENDIX A - PRIMARY FACULTY SERIES

Series	PROFESSORIAL		RESEARCH
Pay Source	OHSU/VA/Shriners		OHSU/VA/Shriners
Track	Standard*	Non-Doctoral (e.g. APP's & NP)	
Title	Assistant Professor		Research Assistant Professor
	↓	↓	↓
	Associate Professor		Research Associate Professor
	↓	↓	↓
	Professor		Research Professor
	↓	↓	↓
	QUALIFICATIONS		QUALIFICATIONS
Assistant Professor	Based on job description	Satisfactory Scholarship or Teaching + Approval	Based on job description
Associate Professor (scholarship, teaching, service)	4 points		Substantial Scholarship
Example	1 Substantial and 2 Satisfactory OR 2 Substantial OR rarely 1 Outstanding and 1 Satisfactory		
Professor (scholarship, teaching, service)	6 points (requires Outstanding in at least one area)		Outstanding Scholarship
Example	1 Outstanding, 1 Substantial, and 1 Satisfactory OR 2 Outstanding		
Tenure Eligible	Yes	No	No

*The standard track includes pathways for individuals who are focused primarily on scholarship, service, or education.

Non-Doctoral Faculty
Qualifications for
Assistant Professor:

Satisfactory
Scholarship or Teaching

AND

Provost Approval
(Exception Request)

OHSU SOM P&T Criteria

Categories of Evaluation

- Scholarship
- Teaching
- Service

Evaluation of Performance

- Satisfactory = 1 point
- Substantial = 2 points
- Outstanding = 3 points

POINTS REQUIRED FOR RANK	
Professor	6*
Associate Professor	4

* Promotion to professor requires at LEAST one “Outstanding”

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”

Associate Professor	Professor
1 SUBSTANTIAL & 2 SATISFACTORIES = 4	One OUTSTANDING
Or	<u>AND</u> ≥
Two SUBSTANTIALS = 4	2 nd OUTSTANDING = 6
Or	Or ≥
1 SATISFACTORY & 1 OUTSTANDING = 4	1 SATISFACTORY & 1 SUBSTANTIAL = 6

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		

Reference Guidelines for Promotion & Tenure

Appendix B

			Satisfactory	Substantial	Outstanding
Local Active	Regional Lead	National Lead Big	Local Active	Regional Lead	National Lead Big
Scholarship Research Excellence			Individual Scholarship:	Individual Scholarship:	Individual Scholarship:
			<ul style="list-style-type: none"> Publish peer-reviewed high-quality publications (required) Create inventions, methodology advances Acquire individual/local or institutional funding Mentor career development award (K, CDA, etc.) Serve as a journal reviewer Participate in ad hoc grant review work Present local or state peer presentations Disseminate curriculum through peer reviewed abstracts and curriculum repositories Participate in creation of clinical guidelines or clinical evidence reviews 	<ul style="list-style-type: none"> Publish in peer-reviewed journals of high quality with substantial role Develop and disseminate innovative learner assessment tools Achieve independent funding Be invited to present regionally Lead departmental research program Serve as an editorial board member Serve on national grant study sections (NIH, NSF, VA, etc.) Publish peer-reviewed publications of educational materials in journals or repositories Lead the creation/dissemination of clinical guidelines or evidence reviews with evidence of being implemented regionally 	<ul style="list-style-type: none"> Receive consistently excellent research, peer, and course evaluations Disseminate peer-reviewed educational materials in journals or national curriculum repositories Be invited to present instructional materials or curriculum at national level Disseminate instructional materials with evidence of implementation at other institutions Receive invitations to provide curriculum consultation to other institutions Provide mentoring exceeding most peers in quantity and effectiveness as measured by mentees' accomplishments Improve mentoring at the institution by being a mentoring consultant to other departments or lead initiatives to improve mentoring Hold multiple sustained educational leadership roles in the institution Obtain leadership roles in national educational organizations Maintain contributions with the department and institution
			Team Science:	Team Science:	Team Science:
			<ul style="list-style-type: none"> Publish peer-reviewed team science-based publications Obtain collaborative local or institutional funding 	<ul style="list-style-type: none"> Demonstrate a specific scholarly niche/contribution that is distinct from that of their mentor/team Demonstrate substantial roles in publishing team science in peer-reviewed journals of high quality Obtain funding for collaborative efforts 	<ul style="list-style-type: none"> Serve with sustained high-intensity on institutional committees (level significantly greater than peers and/or chair positions) with evidence of outstanding impact/improved outcomes Lead national leadership activities in educational, scientific or healthcare related community organizations Provide sustained administrative leadership in the institution with evidence of outstanding impact/improved outcomes Hold leadership roles in national committees/organizations Maintain contributions with the department and institution Participate in high-intensity national level interdisciplinary health care-related work groups or committees with evidence of outstanding impact/improved outcomes Receive national recognition/awards for clinical expertise from professional and public groups Be invited to present nationally or internationally novel synthesis of knowledge or new techniques and/or procedures Be invited to consult regarding clinical programs at 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 shared scientific resources
Scholarship Research Excellence			Innovation:	Innovation:	Innovation:
			<ul style="list-style-type: none"> Participate in methodology advances, inventions File invention disclosure, patent application 	<ul style="list-style-type: none"> Develop new methods or tools that add to research capacity in one or more fields Acquire a patent 	<ul style="list-style-type: none"> Receive consistently excellent research, peer, and course evaluations Disseminate peer-reviewed educational materials in journals or national curriculum repositories Be invited to present instructional materials or curriculum at national level Disseminate instructional materials with evidence of implementation at other institutions Receive invitations to provide curriculum consultation to other institutions Provide mentoring exceeding most peers in quantity and effectiveness as measured by mentees' accomplishments Improve mentoring at the institution by being a mentoring consultant to other departments or lead initiatives to improve mentoring Hold multiple sustained educational leadership roles in the institution Obtain leadership roles in national educational organizations Maintain contributions with the department and institution
			Teaching Educational Excellence	Teaching Educational Excellence	Teaching Educational Excellence
			<ul style="list-style-type: none"> Be recognized nationally Maintain independent Demonstrate national Lead in research Lead departmental implementation Serve in scientific Maintain department Be invited internally Achieve professional Serve as a disseminator of guidelines 	<ul style="list-style-type: none"> Be recognized nationally Maintain independent Demonstrate national Lead in research Lead departmental implementation Serve in scientific Maintain department Be invited internally Achieve professional Serve as a disseminator of guidelines 	<ul style="list-style-type: none"> Be recognized nationally Maintain independent Demonstrate national Lead in research Lead departmental implementation Serve in scientific Maintain department Be invited internally Achieve professional Serve as a disseminator of guidelines
			Service Clinical Excellence	Service Clinical Excellence	Service Clinical Excellence
			<ul style="list-style-type: none"> Demonstrate a pattern of service that is consistent and of an increasing pattern of breadth (committees, task forces, varied organizations/groups) Show a pattern of increasing responsibility in committees Participate as a member on institutional committees Participate in educational, scientific, or health-related community organizations Serve as an ad hoc journal reviewer Collaborate in multi-center clinical research studies Demonstrate significant role in contributions to the clinical team Participate in clinical quality and safety efforts with impact beyond the immediate professional work environment Receive strong clinical performance evaluations Participate in the development of innovative, clinical initiatives or shared scientific resources Participate in clinical guidelines with impact beyond immediate professional work environment Present at the local or state level regarding clinical or service work 	<ul style="list-style-type: none"> Demonstrate a pattern of service that is consistent and of an increasing pattern of breadth (committees, task forces, varied organizations/groups) Show a pattern of increasing responsibility in committees Participate as a member on institutional committees Participate in educational, scientific, or health-related community organizations Serve as an ad hoc journal reviewer Collaborate in multi-center clinical research studies Demonstrate significant role in contributions to the clinical team Participate in clinical quality and safety efforts with impact beyond the immediate professional work environment Receive strong clinical performance evaluations Participate in the development of innovative, clinical initiatives or shared scientific resources Participate in clinical guidelines with impact beyond immediate professional work environment Present at the local or state level regarding clinical or service work 	<ul style="list-style-type: none"> Demonstrate a pattern of service that is consistent and of an increasing pattern of breadth (committees, task forces, varied organizations/groups) Show a pattern of increasing responsibility in committees Participate as a member on institutional committees Participate in educational, scientific, or health-related community organizations Serve as an ad hoc journal reviewer Collaborate in multi-center clinical research studies Demonstrate significant role in contributions to the clinical team Participate in clinical quality and safety efforts with impact beyond the immediate professional work environment Receive strong clinical performance evaluations Participate in the development of innovative, clinical initiatives or shared scientific resources Participate in clinical guidelines with impact beyond immediate professional work environment Present at the local or state level regarding clinical or service work

Impact of *Time*

(In-Rank)

Accomplishments*

X

Time
(yrs)

=

Apply

		Satisfactory	Substantial	Outstanding
		A Local Level contribution with	A Regional Level contribution with	A National Level contribution/leadership with
REQUIRED	Teaching	Local Active	Regional Lead	National Lead Big
	Educational Excellence	<ul style="list-style-type: none"> breadth and roles (lectures, labs, small groups, clinic/ward, supervising research) Teach activities that extend beyond immediate professional work environment Receive strong evaluations from learners Participate in educational committees in department/institution Provide mentoring with evidence of quality and quantity Participate in creating/improving curriculum shared with groups outside of immediate professional work environment Participate in improving or developing learner assessment tools in use outside of immediate professional work environment Participate in local or state presentations, posters, or peer-reviewed abstracts regarding educational work 	<ul style="list-style-type: none"> Receive consistently excellent learner and peer evaluations Be invited to teach in other departments Be invited to present curriculum innovations regionally Serve a substantial role in innovative curriculum/course design or change with improved outcomes Participate in a national accreditation of new training program Provide mentoring which results in significant accomplishments, awards, publications, presentations Participate in developing effective mentoring activities, lead improving department mentoring Demonstrate sustained service on institutional education committees with substantial contributions evident Serve as course director or lead a department education program Develop, implement and disseminate innovative assessment tools Disseminate educational products regionally 	<ul style="list-style-type: none"> peer, and course evaluations Disseminate peer-reviewed educational materials in journals or national curriculum repositories Be invited to present instructional materials or curriculum at national level Disseminate instructional materials with evidence of implementation at other institutions Receive invitations to provide curriculum consultation to other institutions Provide mentoring exceeding most peers in quantity and effectiveness as measured by mentees' accomplishments Improve mentoring at the institution by being a mentoring consultant to other departments or lead initiatives to improve mentoring Hold multiple sustained educational leadership roles in the institution Obtain leadership roles in national educational organizations Maintain contributions with the department and institution
	Leadership	<ul style="list-style-type: none"> Demonstrate a pattern of service that is consistent and of an increasing pattern of breadth (committees, task forces, varied organizations/groups) Show a pattern of increasing 	<ul style="list-style-type: none"> Serve in leadership roles for departmental committees Provide institutional committee service sustained over years Serve in leadership of educational, scientific or healthcare community 	<ul style="list-style-type: none"> Serve with sustained high-intensity on institutional committees (level significantly greater than peers and/or chair positions) with evidence of outstanding impact/improved outcomes Lead national leadership activities in

Impact of *Time*

(*In-Rank*)

Accomplishments*

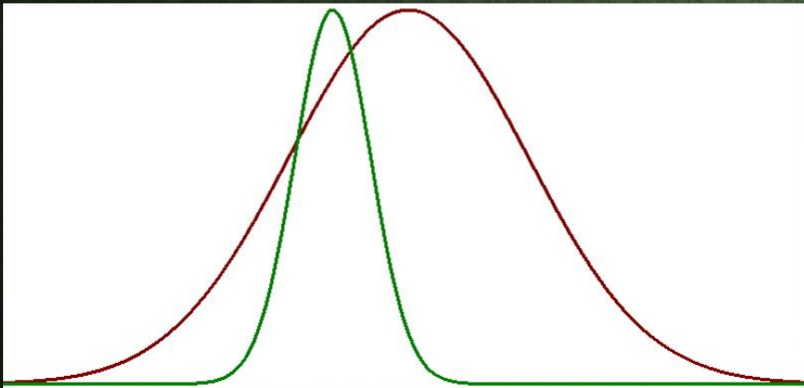
X

Time
(yrs)

=

Apply

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



Impact of *Time*

(*In-Rank*)

Accomplishments*

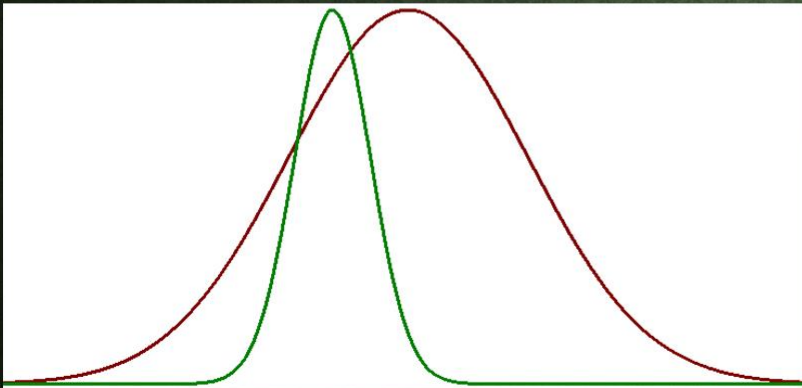
X

Time
(yrs)

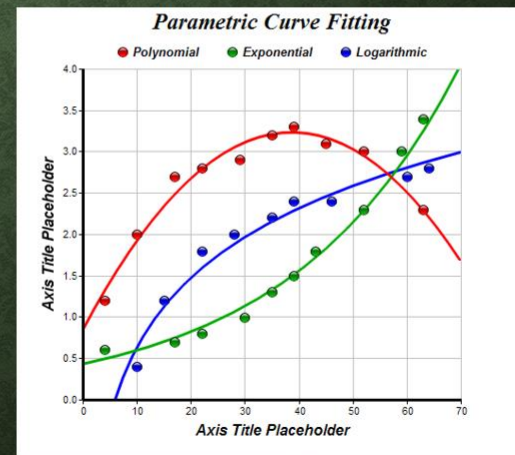
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Apply

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

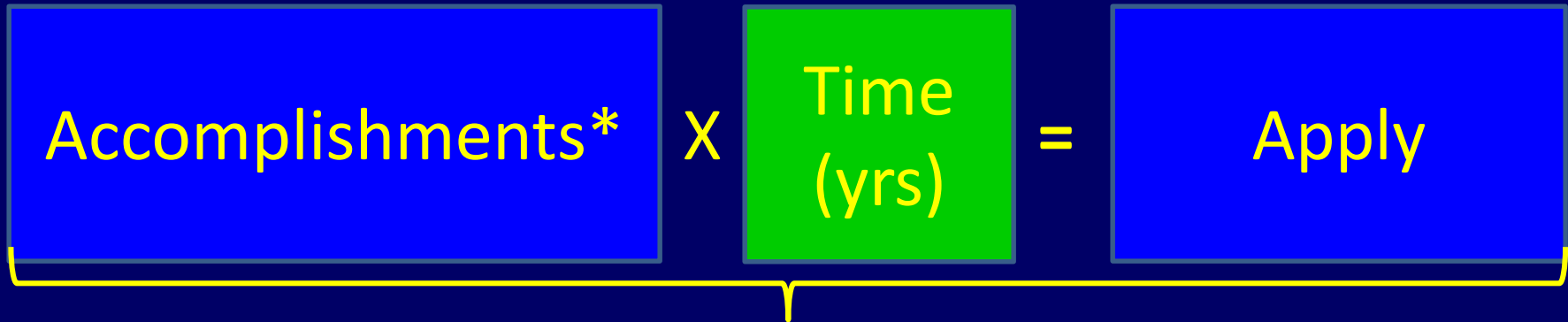


Trajectory over time, duration of commitments, continual contributions vs. sudden drop offs are all taken into account



Impact of *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”

Quick Word: Manuscript Count

Word of Caution:

“IT’S ABOUT IMPACT & REPUTATION NOT
THE NUMBER’S”

Domain	(Shangraw)	(Biagioli)
Unsatisfactory		4 (0-13)
Satisfactory	10-12 (1-49)	15 (3-37)
Substantial	27 (4-120)	34 (14-145)
Outstanding	~ 48 (9-100)	45 (29-103)

(Medians, ranges. Appointments excluded)



2018 OHSU School of Medicine Statistics on Promotion & Tenure Committee
Publication number and impact indices statistics for categories of Scholarly Achievement

2018 OHSU SoM Total Promotions and Appointments Considered 129

Appointments and Promotions Supported = 121, Percent supported = 93.8%

% Female Promotions = 50.794, % Male Promotions = 49.206

Level Scholarship (N)	H Index* August 2018				iCite** mean RCR Relative Citation Ratio			
	Min	Max	Median	Mode	Min	Max	Median	Mode
Outstanding (20)	12	32	19.5 SD 6.7	16	0.67	4.73	1.50 SD 1.09	N/A****
Substantial (37)	4	40	13.50 SD 7.3	18	0.58	12.90	1.71*** SD 3.00	N/A
Satisfactory (47)	1	16	7 SD 4.4	3	Data Not Gathered			
Unsatisfactory (16)	Data Not Gathered				Data Not Gathered			

*H-Index: Quantifying research output <https://www.scopus.com/freelookup/form/author.uri>

**iCite, Mean Relative Citation Ratio: Quantifying scholarly output within field <https://icite.od.nih.gov/>

***5 candidates skewed data (iCite mean RCR significantly larger (means of 5-13). Outliers removed iCite mean RCR mean is 1.55 and SD 0.81

**** iCite results in a non-integer and thus mode does not adequately capture the data set

Outline

- Key Resources
- **The PACK**
 - Faculty CV's & Educator's Portfolio
 - Personal Statement
 - Letters
- Pearls & Pitfalls

Out of Sequence: Time & Effort & PD

Time and Effort Statement

Name:	Alan J. Hunter, MD								
	Associate Professor of Medicine								
	Time Frames								
	1994	to	1997	1998	to	2005	2005	to	2014
Scholarly	< 10			< 10			< 10		
Teaching	60			45			40		
Service	30			45			> 50%		
Total	100%			100%			100%		

Please briefly explain changes in the proportion of time spent in the three different categories of academic activity in the period since your last promotion or appointment.

POSITION DESCRIPTION

Since my last promotion, while my administrative role and responsibilities have increase &/or formalized, the overall architecture of my position is relatively similar. My position can still be broken down in three principle areas; (1) Division of Hospital Medicine Program Administration, (2) Education Program Administration, and (3) Activities related to my role as a Clinician Educator. The nature of work that I perform can be broken down in to teaching, clinical, research, and administration. My job can be broken down as follows;

Teaching	40%
Clinical Work	20%
Administration & Service	25%
Research & Scholarship	15%

TEACHING (40%):

My primary teaching commitment is that of coordinating and serving as inpatient teaching attending ~14-16 weeks (3-4 months) per year at the University Hospital on the Medicine Teaching Service (MTS). The MTS activities consist of (1) daily direct supervision and bed-side teaching residents (Medicine >> Family Medicine, Anesthesiology, & Neurology), and students (3rd & 4th year medical students, as well as Physician Assistant students), (2) provision of group orientation & individual mid- and end-of-rotation feedback to 5 learners per 'block', (3) Moderating approximately 8-10 clinical case conferences per year ("morning reports" with ~ 10-20 learners/session), (4) two hours per learner-per-rotation of directly observed performance of a complete History & Physical Examination, and (5) reading & critiquing student write-ups. Additionally, I continue to be a course lecturer for the History of Medicine elective; engage in ~ 60 hours per year of small group education in the Principles of Clinical Medicine Course. I engage in other impromptu clinical and didactic opportunities as needed/available. A large part of my 'education' time is education administration, but I will discuss this in Administration and Service.

CLINICAL SERVICE (20 %):

My clinical service consists of serving as the inpatient teaching attending as noted above, which during this promotion cycle, has reduced from ~ 4-5 months, to 3-4 months. Aside from the teaching hours addressed above, I am responsible for direct oversight and evaluation of all patients seen on my service. When on service, I am on call 24 of 28 days, and share weekend call coverage with another attending resulting in 2 weekends per month, where the weekend physician covers two inpatient medicine teams. My clinical responsibilities consist of patient assessment and management, liaison with case management, consultants, hospital administration, outside physicians, and patients and their families.

ADMINISTRATION AND SERVICE (25%)

After founding, developing, and weaning the Division of Hospital Medicine from life support, I maintain formal leadership roles as the Head (Chief: variably noted in our SOM) of the Division of Hospital Medicine, as well as an Associate Program Director, for our Department's residency training program. In those roles I have direct oversight over (1) Division program development, operations, performance, personnel recruiting, and their development and management, and (2) a wide variety of activities in the residency training program, including 2 (or 3) annual oversight and performance assessments per year on 16-18 residents; program responsibility for developing and growing our program's and individual residents scholarship productivity; all aspects of recruiting, and myriad additional process and ad hoc activities that ensue. In the role of Associate Program Director, I am also either a member, or *ex-officio* member, of numerous important program committees: Residency Promotion & Competency Committee (RePAC); the Clinical Competency Committee (CCC), and a 3 hour, weekly Residency Operations Committee.

RESEARCH AND SCHOLARSHIP (<15%)

Aside from the scholarship of teaching and service/quality, I have a small amount of time in which I am expected to document my scholarship. My current areas of interest are focused on, but not limited to, evaluating and improving the educational environment of our residency program, growing scholarship programmatically, in both our Residency Training program and Division of Hospital Medicine, and developing and disseminating process improvement innovations.

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)

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, scholarship, teaching, research contributions. 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.
- COMPLEMENTARY to the CV & displays scope, quantity, and quality of teaching efforts

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

Curriculum Vitae

- Comprehensive statement of

(Portfolio)

... is the standard representation of
credentials within academia

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

Educator's Portfolio

(Evidence of Impact &
Effectiveness)

... efforts

www.iamc.org/members/gfa/faculty_vitae/148574/educator_portfolio.html

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*)

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

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, etc.)
 - Incomplete/omissions (service, mentorship, TEACHING!)

Making reviewers WORK to assimilate contributions & impact (*you don't want a grumpy reviewer*)

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.
***~~you~~ 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 ~~Wubuy~~ School of Medicine
~~Woytown~~, 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.). ~~you~~ 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-~~you~~ ~~you~~ 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 ~~you~~ 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—you 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: ~~you~~ Source: National Cancer Institute (1R01xxxx), Amount: \$1,500,000 Role: ~~you~~ PI: Marcus ~~Wubuy~~, 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:

~~you~~ 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

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

Peer-Reviewed Abstracts

~~you~~ same format as Publications: number & highlight role, give sponsoring organization, meeting name, date, city, state, country (if ~~you~~ 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

(~~you~~ 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 or reverse) 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

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 *DA DEAN*, Sharon Anderson, M.D.)

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

(Slide courtesy of & adapted from DA DEAN, Sharon Anderson, M.D.)

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 (☺)

Annotated Version Coming Shortly (I have it, but not yet SOM vetted)

Educator's Portfolio OHSU School of Medicine

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

For teaching evaluations, if there are limited evaluations available it is appropriate to submit all of them for promotion. If not, aggregate evals, per activity and for P&T only submit the most recent several years. For large projects, or CME lectures submit evaluative materials

1. Didactic, Small Group, & Clinical Teaching (By Audience/Learner)
Pulling from Sampson's (Med Educ 2007; above) manuscript, they define "Teaching" as "Any activity that fosters learning, including direct teaching (e.g. lecturing, tutoring, precepting) or creation of associated instructional materials" (Sampson, Med Educ 2007)

STUDENTS				Quality	Evidence of Engagement with the Community of Educators	
Year (s)	Teaching Activity/Role	# Activity (per year)	# Learners		How was activity informed by existing literature and expertise?	Dissemination of activity to broader audiences
Didactic Teaching	Clinical Skills Lab Instructor, 1 st year students	60 hr/Yr	~ 30/Yr	5.8 (1-6)	None	
2014-pres	Hunter AJ: Medical Giants of the 18th Century: William Heberden, William Hunter, (1718-1793).	1 annually	4-15	No Assessment	Extensive historical review of literary, and text repositories to inform content. Moved from text-heavy, to more visual presentations	None
				Evidence of Engagement with the Community of Educators		
				How was activity informed by existing literature and expertise?		
				Dissemination of activity to broader audiences		

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 with PACK)
- Provide the synopsis (left) to save space
- Track things in REAL time

Educator's Portfolio

Oregon Health & Science University

Faculty: _____

Domain:

CURRICULUM DEVELOPMENT

(Since, or continuing from last promotion cycle)

Project/Title: _____

Purpose/Need: _____

Leads/Members: _____

Methods/Design _____

Audience: _____

Dates/Duration: _____

Impact/outcomes _____

Dissemination _____

Audience: Residents

Dates/Duration: Planning (AY13): *Go Live Oct 1, 2013*

Impact/outcomes Learner confidence & satisfaction;
procedure numbers, impact on patient
direct costs

Dissemination: Aim: Publication &/or presentation

Mentorship Focus & (P&T) Weight

Infrastructure to Improve Mentorship
Professional Advancement/Placement



Focused on Scholarly Projects



Letter Writing

Educator's Portfolio

School of Medicine's Educator's Portfolio

Oregon Health & Science University

Faculty: _____

Domain:

EDUCATIONAL ADMINISTRATION & LEADERSHIP
(I interpreted this as FTE funded: Committees listed on CV)

(Since, or continuing from last promotion cycle)

I take this to mean oversight roles for Education Program Development & Oversight, and committees related to student, resident, and/or fellow education (See CV for other School or Institutional Committees)

Year (s)	Time Commitment	Administrative or Leadership Role	Description of Activities	Quality	Outcomes
Ongoing					
Past (within this promotion cycle)					

To Close

- 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



Outline

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

The Portfolio – *Lite*

(~ Similar at Other Institutions)

- **Much of the P&T Portfolios provide facts**
 - CV, Educ Portfolio, Ann Rev, Time & Effort & Pos

The Portfolio – *Lite*

(~ Similar at Other Institutions)

- Much of the P&T Portfolios provide facts ✓
- **Personal statements & Letters provide depth & context**

Personal Statements

- Aim:

Synthesize and highlight the evidence of impact of one's academic contributions supporting promotion

Personal Statements

- NOT a *finding-yourself* (why-I-became-a-doctor) essay
- Opportunity to state why you deserve promotion
- DON'T simply repeat your CV, but how your work & contributions have demonstrated impact
 - Provide evidence for why you meet a certain assessment (e.g. 'outstanding' or 'substantial')
- Strive for 3-4 pages (5 ~ OK for Professor)

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
 - optional, & I mostly counsel against now (in CV & ... space)
- 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

†

<https://bridge.ohsu.edu/health/dom/SharedDocuments/SOM%20PT%20Guide%20To%20Writing%20Personal%20Statements.pdf>

The € 5 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!

The 6 Block Personal Statement

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

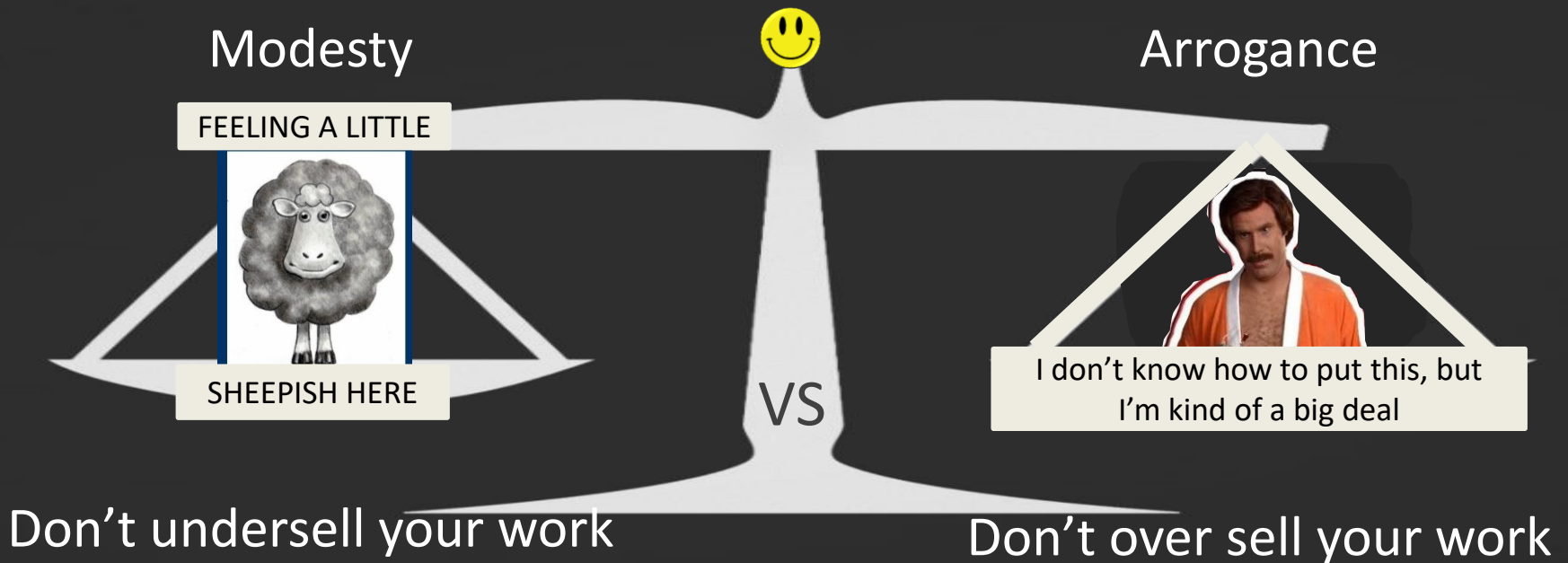
- Paragraph VI (Summary):
 - 2-3 sentences, re-iterating of your self-assessments per domain & humble request for consideration



Pearls & Pitfalls Personal Statements



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





Pearls & Pitfalls Personal Statements



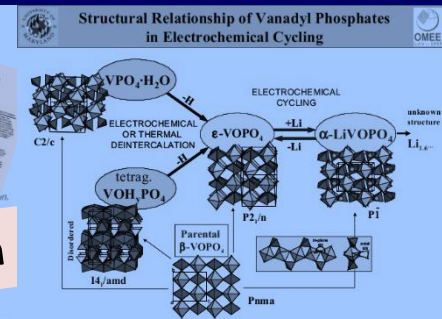
- Not just be a re-iteration of the CV - Give highlights
 - What is important about your CV entries
 - How is it impactful/influential (locally, regionally, nationally) ?
 - Explain the nuances of what you contributed to a project rather than just listing all the committees you performed



Mapping MAIT cells: Understanding intracellular interactions in Mtb infection



OHSU Paper of the Month





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

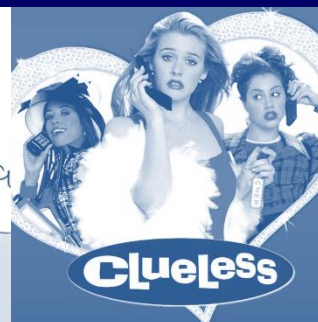




Pearls & Pitfalls Personal Statements



- Not just be a re-iteration of the CV - Give highlights
- Avoid rambling and/or (CV) regurgitation
- Avoid bitterness or statements regarding the politics of the institution/department
- Do not assume that the reader understands YOUR specialty (abbreviations, highly technical terms, etc)
 - Either define them, or leave them out



Outline

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

—Letters

- Timeline
- Pearls & Pitfalls

The Portfolio – *Lite*

(~ Similar at Other Institutions)

- **Personal statements & Letters provide depth & context**

Letters

- Department P&T Committee Letter
- Department Chair Letter (& Joint Dept Chair Note, if appl)
- Division Head Letter
- Internal referees – Know you! (*or will be assumed to*) - Can describe your evidence-of-impact
- External referees – Do or Don't know you; unconflicted have more sway

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
 - If there are 4 people in your field...
 - Find referees from your broader field (re: unconflicted)
- Does location matter? (i.e. “Don’t chose Harvard”)
 - I don’t think any institution is out to get us
 - But, they may have different criteria (thus could impact)

How to Identify/Contact Referees

- **Don't (☺)**

- Submit names in your final pack submission
- Dept P&T Committee will solicit letters
 - Referees receive;
 - CV
 - Educator's Portfolio
 - Personal Statement

Referee Letters

	Assoc Professor	Professor
Referee Letters (total)	5	7
External Referees (n)	≥ 3	≥ 5
Unbiased/conflicted	Should	Must (≥ 2)
Internal Referees (n)	variable	Variable
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)

Outline

- SOM P&T Guidelines
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 - Letters
- Timeline
- **Pearls & Pitfalls**



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?



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, grants (etc) 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...

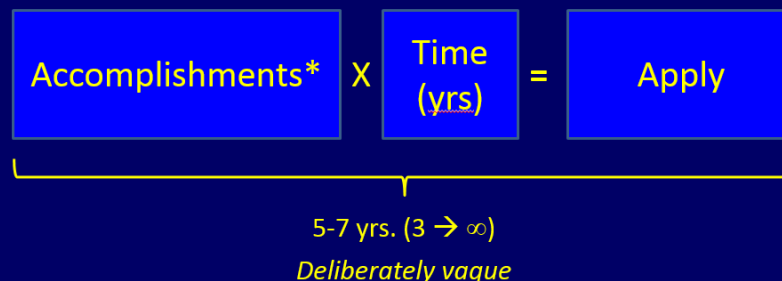
Questions?



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		✓	

Clinical Series

Clinical Associate
Professor

Domains	Assessments		
	Satisfactory	Substantial	Outstanding
Scholarship			
Service		✓	
Teaching	✓		

Research Series (Dependent)

Research Associate
Professor

Domains	Assessments		
	Satisfactory	Substantial	Outstanding
Scholarship		✓	
Service			
Teaching			



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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



Good luck!