

Preparing for Academic Promotion DOM P&T workshop

Lynne Strasfeld, MD
Chair, DOM P&T Committee
March 22, 2023

Overview

- Timeline – deadlines
- Criteria
- Requirements – “The Promotion Dossier”
- Tips
- Resources
- Q&A



Department of Medicine
Promotion and Tenure Timeline (DRAFT 1.24.2023)
AY 2024

Action Item	Action Date
Division Heads / Institute Directors to consider faculty eligibility for promotion or tenure Preliminary document preparation	January - May
DoM P&T Primer (Open to all interested faculty/division heads/managers)	March 22
CANDIDATE DEADLINE 1. OHSU formatted Curriculum Vitae 2. OHSU formatted Educator's Portfolio DIVISION CHIEF / INSTITUTE DIRECTOR DEADLINE 3. Division Head / Institute Director Candidate Promotion Request Form	May 31
Feedback from P&T Chair / DOM Chair on provisional readiness for promotion or tenure	Late June / early July
Required DoM P&T workshop for candidates	July – date TBD
CANDIDATE DEADLINE – final documents (PDF version, entitled with appropriate nomenclature) 1. OHSU-formatted CV (Updated) 2. OHSU-formatted Educator's Portfolio (Updated) & teaching evaluation "source documents" 3. Candidate Personal Statement 4. Time & Effort ("T&E") and current position description 5. Referee form (list of internal & external letter writers) 6. Copy of most recent FOUR Annual Reviews (provided by Division Head/Institute Director)	August 15
DOM P&T Committee meeting	Late October – date TBD
Feedback from DOM P&T Chair to Division Heads / Institute Directors and to candidates	Early November – date TBD
CANDIDATE DEADLINE Submission of requested revisions - final documents (PDF version, entitled with appropriate nomenclature)	Mid November – date TBD

SOM P&T Timeline

All documents due to SOM:
December

SOM P&T deliberation:
February – June

P&T announcements:
late June

FACULTY PREPARATION FOR PROMOTION AND TENURE

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PREPARING FOR PROMOTION

Review criteria and requirements

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

[School of Medicine Procedures and General Guidelines for Promotion and Tenure](#) 

[Appendix A - Primary Faculty Series Matrix](#) 


[Appendix B - Criteria Reference for Promotion and Tenure](#) 



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](#).

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BEGIN THE APPLICATION PROCESS FOR PROMOTION

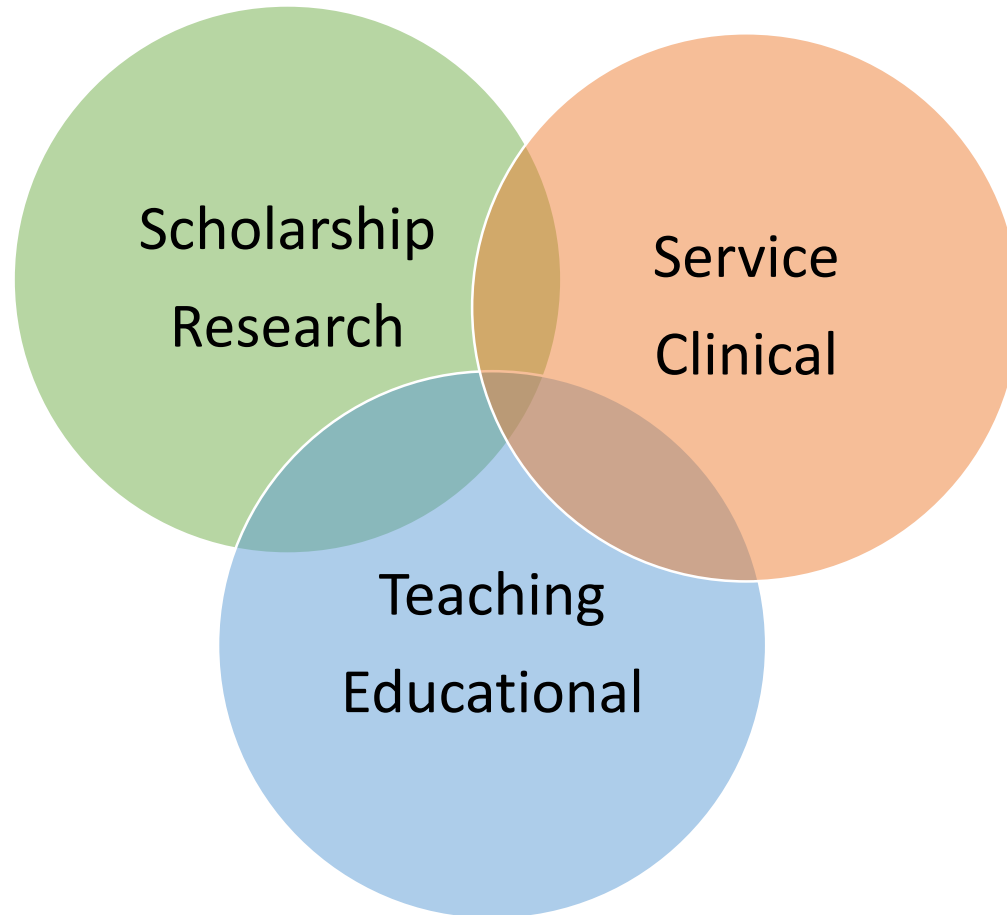
Once you are ready to request promotion, work with your department promotion and tenure coordinator to learn more about your department's requirements and deadlines.

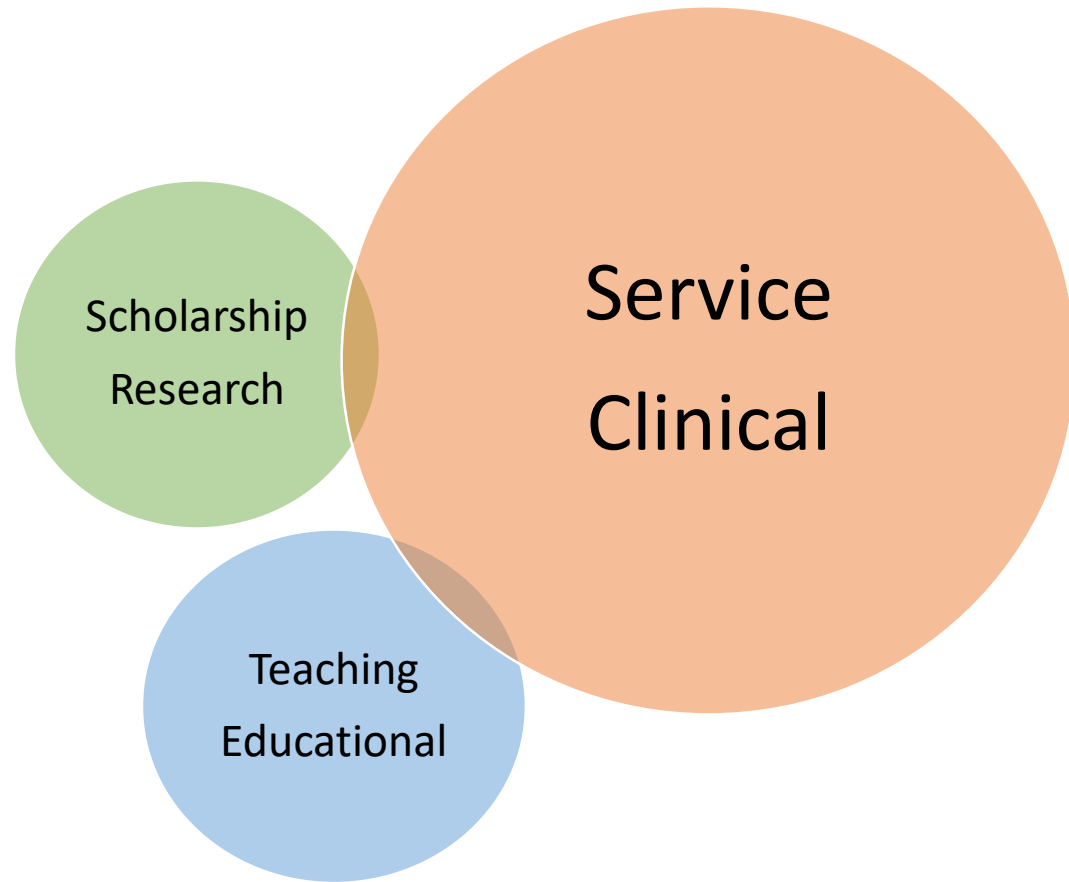
APPENDIX A - PRIMARY FACULTY SERIES

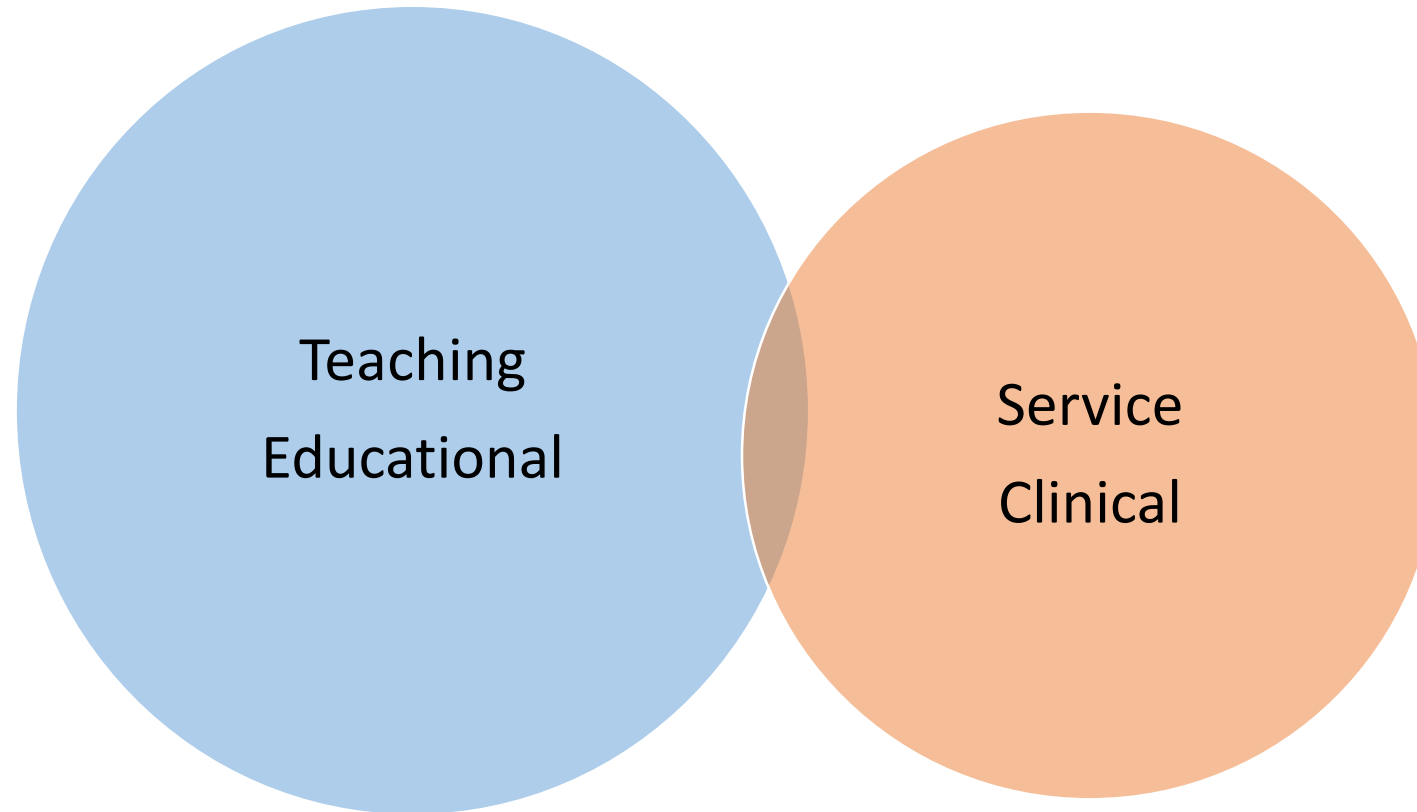
Series	PROFESSORIAL		RESEARCH
Pay Source	OHSU/VA/Shriners		OHSU/VA/Shriners
Track	Standard*	Non-Doctoral (e.g. APP's & NP)	
Title	Assistant Professor		Research Assistant Professor
	↓	↓	↓
	Associate Professor		Research Associate Professor
	↓	↓	↓
	Professor		Research Professor
	↓	↓	↓
	<u>QUALIFICATIONS</u>		<u>QUALIFICATIONS</u>
	Based on job description	Satisfactory Scholarship or Teaching + Approval	Based on job description
Assistant Professor			
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		

LEVEL	POINTS ACHIEVED
Outstanding	3
Substantial	2
Satisfactory	1

RANK	POINTS REQUIRED
Professor	6
Associate Professor	4
Research Professor	3
Research Associate Professor	2







APPENDIX A - PRIMARY FACULTY SERIES

	ASSOCIATE PROFESSOR					RESEARCH ASSOCIATE PROFESSOR
Emphasis	Traditional Research	Traditional Clinical	Traditional Educational	Educator	Investigator*, #	
Scholarship	2	1	1		2	2
Teaching	1	1	2	2		
Service	1	2	1	2	2	
Total	4	4	4	4	4	2
	PROFESSOR					RESEARCH PROFESSOR
Emphasis	Traditional Research	Traditional Clinical	Traditional Educational	Educator	Investigator*, #	
Scholarship	3	1	1		3	3
Teaching	2	2	3	3		
Service	1	3	2	3	3	
Total	6	6	6	6	6	3

*: alternatively, the second category could be teaching

#: note also that this track is distinct from the Research Series, which remains intact

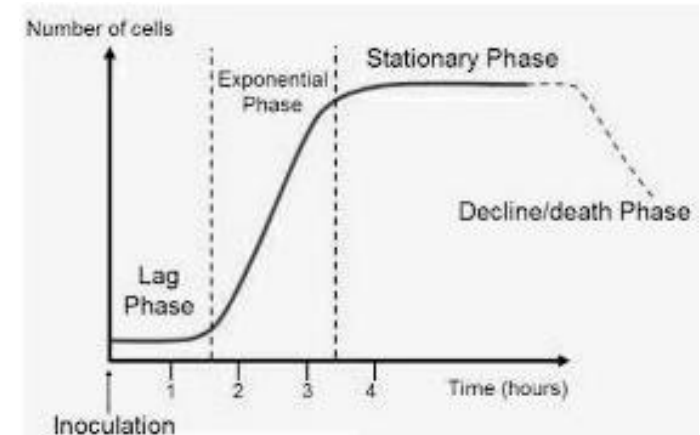
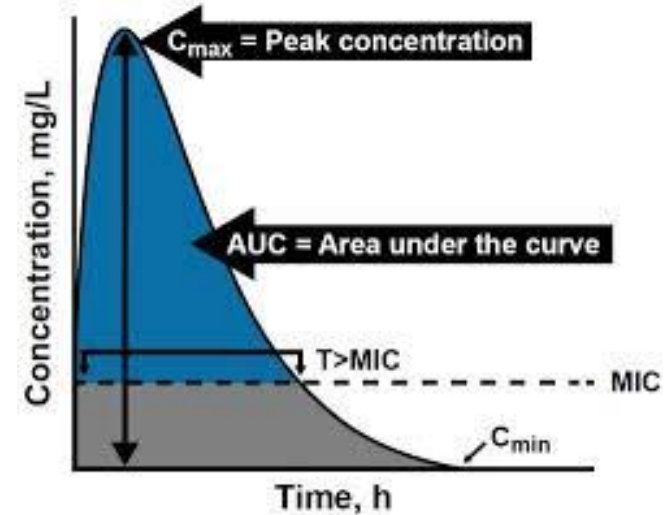
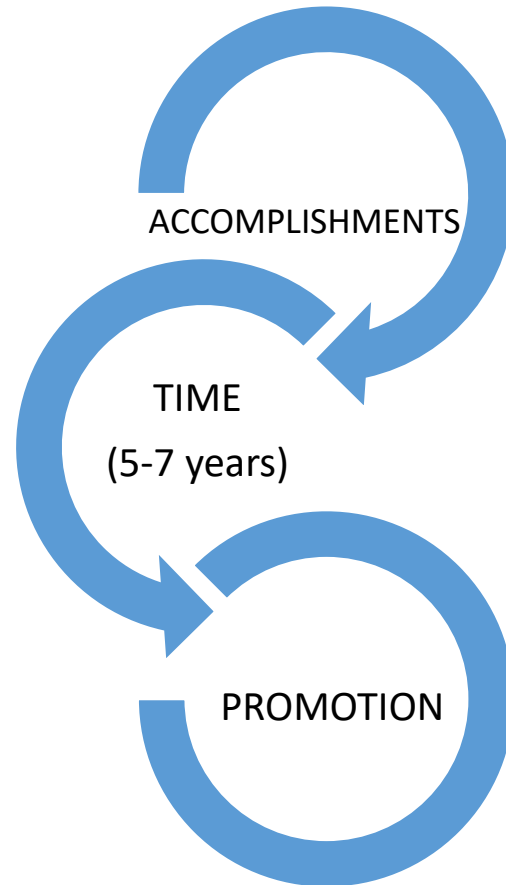
SERVICE & CLINICAL EXCELLENCE			
	<u>Satisfactory</u>	<u>Substantial</u>	<u>Outstanding</u>
	LOCAL PARTICIPATION AND/OR IMPACT	REGIONAL LEADERSHIP AND/OR IMPACT	NATIONAL REPUTATION, LEADERSHIP, AND/OR IMPACT
Service and Clinical	<ul style="list-style-type: none"> Demonstrate a pattern of service that 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"> Serve in leadership roles for departmental committees Provide institutional committee service sustained over years Serve in leadership of educational, scientific or healthcare community organization Lead department clinical, educational, research program Lead development of a new institutional shared scientific resource Participate in leadership in regional committees/ health organizations Serve with national health organizations with increasing levels of responsibility or significant outcomes Serve consistently in national credentialing work (board exam questions) Receive regional/local awards for clinical expertise Receive invitations to present regionally Lead development of innovative clinical initiatives with evidence of regional impact/outcomes Receive institutional funding for innovative or complex clinical initiatives or shared scientific resources Demonstrate substantial role in practice initiatives with regional impact on quality Collaborate in initiation of effective 	<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 Lead development of innovative clinical initiatives with evidence of national impact/outcomes Be invited to present nationally or internationally novel synthesis of knowledge or new techniques and/or procedures

“Time in rank”

“In general, candidates for the rank of associate professor or professor will have been in rank for at least five years.”

“Quality, quantity, and continuity of work consistent with the allocation of percent effort will be taken into consideration for the three main categories of academic achievement: scholarship, teaching, and service.”

OHSU SOM P&T Guidelines



Time-In-Rank (AY22)			
	min	Med	Max
Associate Professor	2	6.9	31
Female	2	7	31
Male	1	6.6	13
Professor	4	7.1	27
Female	4	9.1	27
Male	4	7.5	22

Data from Alan Hunter, SOM P&T Chair – October 2022

Running Manuscript Productivity by Scholarship Assessment (NOT successful promotion)

Assessment (Chair)	AY2012 (Shangraw)	AY2018 (Biagioli)	AY2019 (Biagioli)	AY2020 (Biagioli)	AY2021*† (Hunter)
Unsatisfactory		4 (0-13)	2 (0-6)	3 (1-35)	6 (0-14)
Satisfactory	10-12 (1-49)	15 (3-37)	12 (3-32)	20 (0*- 59)	15 (2-53)
Substantial	27 (4-120)	34 (14-145)	34 (19-72)	33 (17-59)	33 (14-100)
Outstanding	~ 48 (9-100)	45 (29-103)	53.5 (32-121)	63 (28-147)	47.5 (12-105)

Median values (at least certain for AY20 & 21 Data)

* Pre-Rebuttal of 3; their data is included

† Some accuracy questions re: variable **Total** vs **In-Rank** mis-classification

The Promotion Dossier

- CV + Educator's Portfolio + Personal Statement
- Outlines your rationale for promotion and provides supporting evidence to the DOM and SOM P&T committees ***and to your referees***
 - It is your responsibility to craft a logical and cogent case for your promotion.
 - The better you educate the committee and your referees, the lower the likelihood of misunderstanding.

[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

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SUBMITTING A DOSSIER


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Curriculum Vitae

[Annotated Guide to the OHSU SoM CV](#)

[Curriculum Vitae Template](#)

[Updating your CV in the era of COVID-19](#) 

Educator's Portfolio

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CURRICULUM VITAE OREGON HEALTH & SCIENCE UNIVERSITY

Annotated OHSU School of Medicine Curriculum Vitae Guide. June 2018. Milano CE. Cohen DJ. Hunter AJ. Biagioli FE.

Annotations and example CV entries in this document were created through a collaborative effort between the Departments of Family Medicine and Medicine. Additional edits were provided by Hoffman BD and the 2018 School of Medicine Promotion and Tenure Committee.

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 – with the entire CV on which the order chosen. If faculty graduated from a foreign institution, list the institution and the degree. ***

***NOTE: the formal name of the institution is "Oregon Health & Science University" (no "and" and no "s")

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

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

Postgraduate (Include Year, Degree, and Institution):

***Include any fellowships or additional educational activities with credential/certification. If multiple degrees, consider subheadings, such as in the examples below.. ***

Medical School/Doctoral:

2004 Doctor of Medicine
Marcus Welby School of Medicine
Anytown, USA

OHSU Format

Resources:

- Template
- Annotated CV

- Follow the format and be consistent (chronologic)!
PDF formatting

- Ensure it is neat and organized (no typos!).

Ask a senior colleague to review your CV for content and format

- Use italics for journal titles – *italicize*
- Highlight leadership roles – **BOLD**

- Organize with sub-headings - GROUP

- Teaching contributions belong in the CV **AND** in the Educator's Portfolio (with breadth, depth & impact).

- Accurately classify your role.

- PI = co-PI
- PI ≠ site PI, co-I, sub-I or collaborator

- Do not include "submitted" or "in preparation" manuscripts.
"In press" okay.

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Educator's Portfolio

Complementary to the CV and displays the **breadth** and **depth** of your teaching efforts, including quality and evidence of impact/effectiveness



Direct Teaching



Curriculum Development



Advising and Mentorship



Educational Administration and Leadership



Learner Assessment

Educator's Portfolio guidelines

OHSU Educator's Portfolio

Note: This model was influenced by the AAMC's Group on Educational Affairs Consensus Conference on Educational Scholarship (2/06, Charlotte, NC). Findings published in: Simpson D, Fincher RM, Hafler JP, Irby DM, Richards BF, Rosenfeld GC, Viggiano TR. Advancing Educators and Education: Defining the Components and Evidence of Educational Scholarship. Medical Education 2007;41(10):1002-1009.

Educator Activity Categories. These five educator activity categories emerge from the literature as common formats in presenting educational contributions for academic promotion. They define the contents appropriate for inclusion in academic promotion documents.

- a. **Direct Teaching:** Any activity that fosters learning, including direct teaching and creation of associated instructional materials. Examples of direct teaching include lectures, workshops, small-group facilitation, role modeling in any setting (such as ward attending), precepting, demonstration of procedural skills, and facilitation of online courses.
- b. **Curriculum Development:** A longitudinal set of systematically designed, sequenced and evaluated educational activities occurring at any training level or venue.
- c. **Mentoring and Advising:** Mentoring: a sustained, committed relationship from which both parties obtain reciprocal benefits. Advising: a more limited relationship than mentoring that usually occurs over a limited period, with the advisor serving as a guide.
- d. **Educational Leadership and Administration:** Leadership of educational programs which involves achieving results through vigorous pursuit of excellence such as ongoing evaluation, dissemination of results, and maximization of resources. Examples include positions such as director of courses, clerkships, residencies, fellowships, graduate programs and leadership of education committees such as curriculum and course committees, admissions committees, and accreditation committees.
- e. **Learner Assessment:** All activities associated with measuring learners' knowledge, skills, and attitudes which includes one or more of the following: development, implementation, analysis, or synthesis and presentation of the assessment tool or strategy.



Direct Teaching

Year (s)	Teaching Activity/Role	# Activity (per year)	# Learners	Quality	Evidence of Engagement with the Community of Educators	
					How was activity informed by existing literature and expertise?	Dissemination of activity to broader audiences
Didactic Teaching						
Nov 2005	XXXXXX Fever and ground glass opacities in an immunosuppressed host. Faculty Discussant, Dept of Medicine, OHSU. Unknown Case Discussion (CCC Format) November 18, 2005	1 hr	~ 50 residents	Not Formally Assessed	Extensive literature review, and research for this 'unknown' case discussion.	Delivered in Kyoto, 2008; Shared on MedEdPORTAL
2007-2014	Hunter AJ. Neuro Exam Pearls. Resident Noon Conference. August 2007	1 Annually	40-50	Not formally assessed	Extensive review of literary, and text repositories, videos to inform content & delivery.	Have shared 'slides sets widely', delivered variant of this in Kyoto, Japan
Clinical Teaching						
1994-Present	Inpatient Medicine Wards (total teaching hours validated by time-work study, then apportioned to different learner types: Medical Students, Physician Assistant, Resident)	~200-220 hrs/yr* *reduced from 350/yr in 2005	~ 16-40 /year	E-Value (2008-14) Global 4.74 (Scale: 1-5) Verinform (2005-08) Global 5.7 (Scale: 1-6)	Developed teaching model, following extensive literature searching & communication with other programs re: best practices (c. 1994) Routinely bring literature and skills gleaned from recurrent 'update talks'; prepare and distribute 'handouts' to be use as in-time & future resources.	Published manuscripts describing impact 2009, 2006, (& pre-this promotion cycle: 2004)

Annotated guide to the OHSU Educator's Portfolio

- Is your work informed by the literature, the field, best practices (teaching strategies that support effectiveness – eg., flipped classroom, TBL, etc.)?
- Do you contribute to the field over time?
 - ☐ dissemination, educational scholarship, making your work publicly available, invited presentations, work adopted by another program?



Curriculum Development

2. Curriculum Development

***This section gives structure to curriculum development, and also serves as a reminder of the key objective of ‘dissemination’. ***

Pulling from Sampson’s manuscript, curriculum development is defined as “*a longitudinal set of systematically designed, sequenced and evaluated, education activities occurring at any training level, venue or in any delivery format*”, (Med Educ 2007; above). It should be differentiated from creating a lecture or seminar or direct “Teaching” (which should be captured in the Direct Teaching section above).

Project/Title:			
Purpose/Need:	What was your needs analysis? / How did you identify the focus/relevance of this topic		
Leads/Members:	XXXXXXXXXXXXXX		
Methods/Design	Give methodology from needs analysis, content delivery, content assessment, and ongoing development		
Audience:	xxxxxx	Dates/Duration:	Implemented: Jul 2012-Jun 2013
Impact/outcomes	List the main outcomes/objectives of this curriculum (e.g. what measure would support this as being a successful curriculum)	Dissemination:	Leave blank if not disseminated. List names of programs adapting the curriculum with year adapted, presentations, peer-reviewed repositories, or publications. This field should prompt one to strive to disseminate work to the broader community of educators.



Advising and Mentorship

- a. Mentorship Primarily Focused Primarily on Scholarly projects (curriculum, presentations, publications, QI dissemination, etc.)

Duration of Relationship	Name of Advisee or Protégé	Rank, role or Level of Protégé at Outset	Purpose of Relationship Duration and Process	Evidence of Engagement with the Community of Educators	
				How was activity informed by existing literature and expertise?	Outcome & Dissemination of activity to broader audiences
2005-2006	XXXXXX	Fellow, XXXX	Local, national & international oral Presentations*	<ul style="list-style-type: none">Faculty development (numerous) on lecturing, grant writing, writing; manuscript reviewing; peer reviewing;	<ul style="list-style-type: none">Short term, delivered Society talk with us, then National XXX Soc.Lost contact
2006	XXXXX	Assistant Professor	Oral National Presentation* & Publication*		<ul style="list-style-type: none">National presentation, published 1st author manuscript

Outcome of Relationship



- Poster/plenary/workshop presented at local/regional/national venue
- Paper published
- Successful promotion
- Successful residency or fellowship match
- Successful position or job application
- Appointment to local/regional/national committee
- Local/regional/national awards



Educational Administration and Leadership

- Course director
- Clerkship director
- Quality director
- Program Director, Associate/Assistant Program Director
- Meeting planning leadership
- Education committee leadership

Duration of Activity	Time Commitment (e.g. FTE)	Role & Activity	Evidence of Quality	Evidence of Engagement with the Community of Educators	
				How was activity informed by existing literature and expertise?	Outcome & Dissemination of activity to broader audiences
				<ul style="list-style-type: none">• Evidence that change is based on literature and best practices• Comparative improvement data• Resources garnered by source (grants, internal funds allocated) and / or nationally	<ul style="list-style-type: none">• Report of peer review of work or project• List of invitations to present one's work locally, nationally and internationally• List of institutions that have adopted work• List of work-related publications
Program or Course Leadership					
1995-present	0.2 FTE	Associate Residency Program Director. OHSU Internal Medicine Residency. Activities include bi-annual resident performance evaluations, work on individual portfolios (my is XXX Promotion), serving as liaisons with rotations (mine is the ***), reviewing and adapting curriculum, working with troubled learners, and participating in all aspects of resident recruitment, (Annual screening applicants; interviewing ~ 30-50, of ~ 400,	Evidence that this activity has impacted the program (objective measures; grants, internal funds allocated, etc.)	<ul style="list-style-type: none">• Much is experiential in my role as a program director, but I have engaged in numerous local, regional & national (annual?) development exercises related to medical education & program leadership	<ul style="list-style-type: none">• Manuscripts describing impact of attending rotation length on student experience on inpatient rotations• Manuscript describing relationship of workload and optimal learning• Manuscript describing implementation of XXXX in residency training program• Manuscript describing...



Learner Assessment

Assessment Activity	
Title	OHSU Family Medicine Clinical Experience Electronic Health Record (EHR) Competency Tool. Wiser EM. Lahlou RM. Palmer RT. Biagioli FE. 2016 - Present
Description of Assessment	An assessment of EHR skills for clinical-year medical students
Role & Contribution:	Senior faculty in team to develop and revise a competency measure.
Purpose/Need:	SOM changed to a competency based curriculum and new measures for student competency skills were needed
Learner Population being assessed	All OHSU SOM clinical-year students.
Scope of Assessment	Evaluate student EHR reviewing, ordering, documentation, communication, and professionalism.
Significant Results & Outcomes	Adopted as Competency Measure for EHR skill attainment.
Intended Uses of Information	Contribute to overall measurement of student competency for graduation requirements.
Dissemination:	Poster. STFM Annual Conference. San Diego, CA. May 2017. Workshop: AAMC Core EPA Pilot: EPA Toolkits for curricular interventions, student engagement, faculty development, and assessment modalities. STFM Medical Student Education Conference. Austin, TX. February 2018.



Activities associated with measuring learners' knowledge, skills and attitudes



Includes: development, implementation, analysis or synthesis and presentation of the **assessment tool or strategy**

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SUBMITTING A DOSSIER

[Guide to writing personal statements \(2016 SoM P&T Committee\)](#)

Personal Statement

- Aim: synthesize and highlight the ***evidence of impact*** of the academic contributions supporting promotion
- Opportunity to state why you are worthy of promotion – this is ***NOT*** the time to be modest.
 - You are the only person who knows all of your accomplishments and activities. Relate them fully, explain their significance, and describe them in the best possible light.
 - Use the language and wording enumerated in the guidelines to evaluate levels of accomplishment (*“My accomplishments in teaching are substantial, because . . . ”*)

Referees -- more to come for those candidates moving ahead

Resources

- Colleagues, Division Head, Department Chair, P&T Chair, **DOM P&T Committee members**, etc.
- School of Medicine Faculty Affairs
 - [SOM Faculty Affairs webpage](#)
- Department of Medicine
 - [DOM P&T resources](#)

Department of Medicine Promotion & Tenure Committee			
Academic Year			2024
	Faculty	Division	Rank
	Strasfeld, Lynne (Chair)	Infectious Diseases	Associate Professor
1	Jonker, Sonnet	OHSU Cards/Endo	Associate Professor
2	Ferencik, Maros	OHSU Cardiology	Associate Professor
3	Klein, Robert	VA Endocrinology	Professor
4	Jou, Janice	VA Gastroenterology	Associate Professor
5	Eckstrom, Elizabeth	OHSU General Medicine	Professor
6	Allen, Elizabeth	VA General Medicine	Professor
7	Deloughery, Tom	OHSU Hem-Oncology	Professor
8	Lopez, Charlie	OHSU Hem-Oncology	Professor
9	Kagen, David	VA Hospital Medicine	Associate Professor
10	Saedi, Targol	OHSU Hospital Medicine	Associate Professor
11	Maier, Marissa	VA Infectious Diseases	Associate Professor
12	Cohen, David	VA Nephrology	Professor
13	Chesnutt, Mark	VA Pulmonary-Critical Care	Professor
14	Fryer, Allison	OHSU Pulmonary-Critical Care	Professor
15	Gold, Jeffrey	OHSU Pulmonary-Critical Care	Professor
16	Kahl, Leslie	OHSU Rheumatology	Professor
*	Gurley, Susan	<i>ex officio</i>	Professor
*	Hough, Terri	<i>ex officio</i>	Professor
*	Clark, Marian		DOM Administration

Other Resources

- C. Terri Hough, MD MSc – DOM Vice Chair for Faculty Development, DEI
- Andrea Cedfeldt, MD FACP – SOM Associate Dean, Faculty Development





School of Medicine
Faculty Development

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Early Career Advancement Program

Faculty Development Fridays

Mid-Career Clinical Leadership Development Program

Paths to Leadership

P&T Peer Mentorship Program

Stepping-In for Respect

Additional Resources

P&T Peer Mentorship Program



The School of Medicine Office of Faculty Development and the Faculty Advancement & Development Committee recognize that mentorship is crucial in academic development, particularly for faculty in smaller departments that may not have formal mentorship arrangements. The SOM recognizes that the recruitment, retention and advancement of a diverse faculty is essential to addressing the needs of underserved, racial/ethnic communities and other diverse communities. A diverse workforce that represents the patient population ensures better understanding of the barriers to care that need to be addressed in order to decrease health disparities. The promotion of all faculty is critical as we advance the next generation of physicians, scholars and educators to reflect those we serve.

Interested in participating?

If you would like to sign up for the 2023 cycle, as either a prospective mentee or mentor, please use the below linked form.

Initial mentee/mentor matches will be communicated later this

[P&T Peer Mentorship Program](#)

Questions?

- Marian Clark, DOM Executive Specialist,
Administrative Coordinator for DOM P&T
Committee – DOM@ohsu.edu
- Lynne Strasfeld, MD – strasfel@ohsu.edu



Thank you and good luck!