

Preparing for Academic Promotion DOM P&T workshop

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Chair, DOM P&T Committee
March 13, 2024

Overview

- Timeline – deadlines
- Criteria
- Requirements/documents
- Tips
- Resources
- Q&A



Department of Medicine
Promotion and Tenure Timeline
 AY 2025

SOM P&T Timeline

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 13
<u>CANDIDATE DEADLINE</u> 1. OHSU formatted Curriculum Vitae 2. OHSU formatted Educator's Portfolio <u>DIVISION HEAD / INSTITUTE DIRECTOR DEADLINE</u> 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
Required DoM P&T workshop for candidates	July 10
<u>CANDIDATE DEADLINE - final documents</u> (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 <u>FOUR</u> Annual Reviews (provided by Division Head/Institute Director)	August 16
DOM P&T Committee meeting	November 4
Feedback from DOM P&T Chair to Division Heads / Institute Directors and to candidates	mid-November
<u>CANDIDATE DEADLINE</u> Submission of requested revisions - final documents (PDF version, entitled with appropriate nomenclature)	December 2

- All documents from DOM → SOM: early January
- SOM P&T deliberation: February – June
- P&T announcements: late June





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Promotion and Tenure for Faculty

In general, candidates for the rank of associate professor and professor will have been in rank for at least five years. If you believe that 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 indefinite tenure process.

Review policies, criteria and guidelines

Review the [School of Medicine Procedures and General Guidelines for Promotion and Tenure](#). The guidelines for advancement in rank and obtaining indefinite 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.

Annual evaluations

You are required to submit annual evaluations for the last four 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 to answer questions about promotion - staff in the [School of Medicine Faculty Affairs](#), your [Department Chair](#), and your [Department Promotion and Tenure Chair](#).

Begin the application process for promotion and/or indefinite tenure

When you are ready to request promotion and/or Indefinite Tenure, work with your department promotion and tenure coordinator to learn more about your department's requirements and deadlines.

Quick links

- [Promotion and tenure](#)
 - [For faculty](#)
 - [For department promotion and tenure chairs](#)
 - [For administrators](#)
- [List of promotion and tenure chairs](#)
- [Templates and guides](#)

Contact

School of Medicine
Office of Faculty Affairs
✉ sompandt@ohsu.edu

[NEXT: Templates and guides for advancement](#)

Advancement Templates and Guides

Procedures, policies, and criteria

SoM Procedures and General Guidelines for Promotion and Tenure

[View in .pdf format](#)

- [Appendix A - Primary Faculty Series Matrix](#)
- [Appendix B - Criteria Reference for Promotion and Tenure](#)

Document	Promotion and/or tenure (Professorial)	Promotion (Research)	Instructor advancement	Document provided by
Curriculum Vitae (CV)	Required	Required	Required	Faculty member
Educator's Portfolio (EP)	Required	Not Applicable	Required	Faculty member
Personal Statement	Required	Required	Required	Faculty member
Time and Effort Statement	Required	Required	Not Applicable	Faculty member
Impact Statement	Optional	Optional	Not Applicable	Faculty member
Academic Position Description	Required	Required	Not Applicable	Department
Annual Faculty Evaluations	Required	Required	Required	Department
Department Chair Letter	Required	Required	Required	Department
Department P&T Chair Letter	Required	Required	Not Applicable	Department
Internal and External Support Letters	Required	Required	Not Applicable	Department
Joint Department Chair Letter(s)	Required if hold joint appointment(s)	Required if hold joint appointment(s)	Not Applicable	Department

Document templates and guides

Curriculum Vitae (CV)

Educator's portfolio

[Annotated Guide to the Educator's Portfolio](#)

[Educator's Portfolio Guidelines](#)

[Tips for Developing a CV and Educator's Portfolio](#)

[Educator's portfolio template](#)

Personal statement

Time and effort statement

[Document templates and guides – OHSU intranet](#)

CRITERIA

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 ↓ Associate Professor ↓ Professor ↓	Research Assistant Professor ↓ Research Associate 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	

DOMAINS:

- 1) scholarship
- 2) teaching
- 3) service

Tenure: Please reach out to me individually, after you review your candidacy with Division Head or Institute Director, if you are intending to seek tenure.

LEVEL	POINTS ACHIEVED
Outstanding	3
Substantial	2
Satisfactory	1

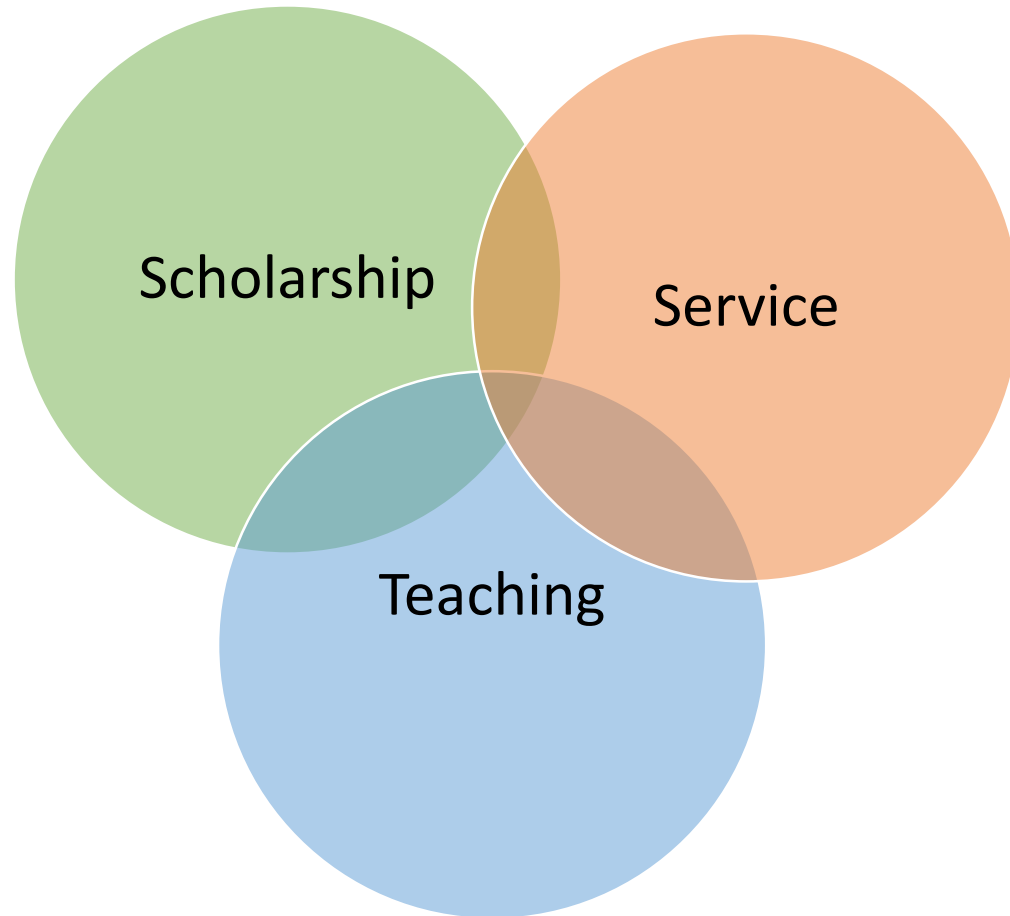
RANK	POINTS REQUIRED
Professor	6
Associate Professor	4
Research Professor	3
Research Associate Professor	2

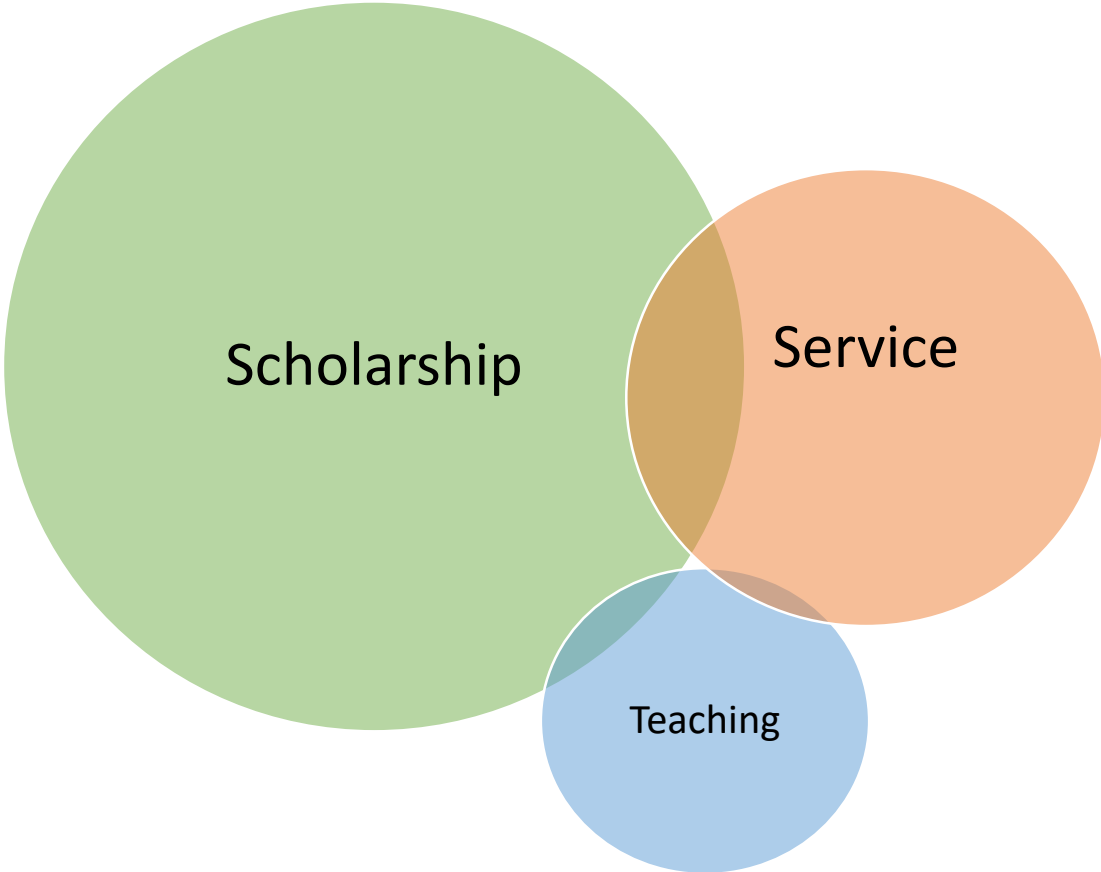
TEACHING/EDUCATIONAL EXCELLENCE			
	<u>Satisfactory</u>	<u>Substantial</u>	<u>Outstanding</u>
	LOCAL PARTICIPATION AND/OR IMPACT	REGIONAL LEADERSHIP AND/OR IMPACT	NATIONAL REPUTATION, LEADERSHIP, AND/OR IMPACT
Teaching/Education	<ul style="list-style-type: none"> • Demonstrate a consistent teaching commitment pattern • Show an increasing pattern of 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"> • Teach at a sustained (years) level which consistently exceeds peers • Obtain departmental teaching awards • 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"> • teaching awards • Receive consistently excellent learner, 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
Diversity, Equity, Inclusion, Social Justice, and Advocacy	<ul style="list-style-type: none"> • Participates in delivering advocacy curriculum 	<ul style="list-style-type: none"> • Leads, develops and implements curriculum to improve advocacy 	<ul style="list-style-type: none"> • Disseminates advocacy curriculum to national platform • National reputation for advocacy education

APPENDIX B – Reference Guidelines for Promotion & Tenure

SCHOLARSHIP EXCELLENCE			
	<u>Satisfactory</u>	<u>Substantial</u>	<u>Outstanding</u>
	<ul style="list-style-type: none"> • A Local Level reputation with contribution outside of immediate professional work environment • Active participation: quality & quantity 	<ul style="list-style-type: none"> • A Regional Level reputation/ expertise/ dissemination • Leadership with evidence of impact or outcomes 	<ul style="list-style-type: none"> • A National or International Level reputation/ leadership/ impact/outcomes/dissemination • Maintain contributions with the department and institution
Individual Scholarship	<ul style="list-style-type: none"> • Publish peer-reviewed high-quality publications (required) • Acquire individual local or institutional funding • Obtain mentored career development awards (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"> • Sustained and increasing publishing in peer-reviewed journals of high quality with substantial role (e.g. 1st or Senior author) • 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 invited national grant study sections (NIH, NSF, VA, etc.) • Publish peer-reviewed publications of educational materials in repositories • Lead the creation/dissemination of clinical guidelines or evidence reviews with evidence of being implemented regionally • Invited regional presentations 	<ul style="list-style-type: none"> • Be recognized for scholarship at the national or international level • Maintain sustained extramural funding in independent or collaborative grants • Demonstrate sustained contributions to national professional society committees • Lead innovation in national collaborative research • Lead development of novel educational materials disseminated nationally and implemented at other institutions • Serve in leadership roles in national scientific committees, organizations • Maintain contributions with the department and institution • Be invited to present at national or international presentations • Achieve national recognition/awards from professional or public groups • Serve a critical role in the creation dissemination of national clinical guidelines or evidence reviews
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"> • Lead extramural funding of collaborative grants • Lead publishing of team science in peer-reviewed journals of high quality • Invited national or international presentations
Innovation	<ul style="list-style-type: none"> • Create inventions, methodology advances • 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"> • Demonstrate translation of invention into practice • Develop sustained industry partnerships, license patents
Diversity, Equity, Inclusion, Social Justice, and Advocacy	<ul style="list-style-type: none"> • Presents/ disseminates products of advocacy locally • Letters to the editor/commentary published in local online or print media • Participation in local online or broadcast media based on expertise and reputation, including podcasts • Testifying at local or municipal policy-making bodies, boards or commissions • Providing written testimony for local or state legislation 	<ul style="list-style-type: none"> • Presents/ disseminates products of advocacy at state or regional venues • Obtain independent Funding for DEI, justice or advocacy scholarship activities • Sustained efforts in publishing Letter to the editor/commentary published in local online or print media • Invited commentary in local or state online or print media • Sustained efforts in local online or broadcast media based on expertise and reputation, including podcasts • Testifying at state/regional policy-making bodies (e.g. house/senate) 	<ul style="list-style-type: none"> • Evidence for maintaining sustained and on-going funding for DEI, justice or advocacy scholarship activities • Sustained efforts in publishing Letter to the editor/commentary published in local online or print media at the national level • Sustained contributions in providing invited commentary in national online or print media • Sustained efforts in national online or broadcast media based on expertise and reputation, including podcasts • Sustained demonstrated leadership in passing successful state level legislation or regulation • Providing invited testimony as an expert at the State, Regional or Federal level

SERVICE & CLINICAL EXCELLENCE			
	<u>Satisfactory</u>	<u>Substantial</u>	<u>Outstanding</u>
	<ul style="list-style-type: none"> • A Local Level reputation with contribution outside of immediate professional work environment • Active participation: quality & quantity 	<ul style="list-style-type: none"> • A Regional Level reputation/ expertise/ dissemination • Leadership with evidence of impact or outcomes 	<ul style="list-style-type: none"> • A National or International Level reputation/ leadership/ impact/outcomes/dissemination • Maintain contributions with the department and institution
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 departmental 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, innovative interdisciplinary practice-related activities • Lead the development of clinical guidelines with regional impact/implementation 	<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 • 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 • Lead the development of clinical guidelines with national impact/implementation • Demonstrate substantial role in practice initiatives with national impact on quality
Diversity, Equity, Inclusion, Social Justice, and Advocacy	<ul style="list-style-type: none"> • Participate in the development of innovative changes in social, economic, educational, and political systems (advocacy) beyond immediate professional work environment • Testifying at local or municipal policy-making bodies, boards or commissions • Providing written testimony for local or state legislation • Implements local programs/activities to improve health &/or welfare of populations • Leadership on community health or population service organizations • Advocacy resulting in institutional quality or accessibility of health care or social service resources. 	<ul style="list-style-type: none"> • Testifying at state/regional policy-making bodies (e.g. house/senate) • Demonstrated leadership in passing successful state level legislation or regulation • Community or regional awards for service/advocacy • Implements Regional programs/activities to improve health &/or welfare of populations • Leadership on regional health or population service organizations • Advocacy resulting in community or regional quality or accessibility of health care or social service resources. • Lead the development of regional innovative changes in social, diversity, economic, educational, and political systems (advocacy) 	<ul style="list-style-type: none"> • Serving on state or federal elected or appointed office • Sustained demonstrated leadership in passing successful state level legislation or regulation • Demonstrated leadership in passing successful federal level legislation or regulation • Providing invited testimony as an expert at the State, Regional or Federal level • Implements national programs/activities to improve diversity or health &/or welfare of populations • Leadership on national health or population service organizations • Advocacy resulting in national quality or accessibility of health care or social service resources. • Lead the development of national or international innovative changes in social, economic, educational, and political systems (advocacy)

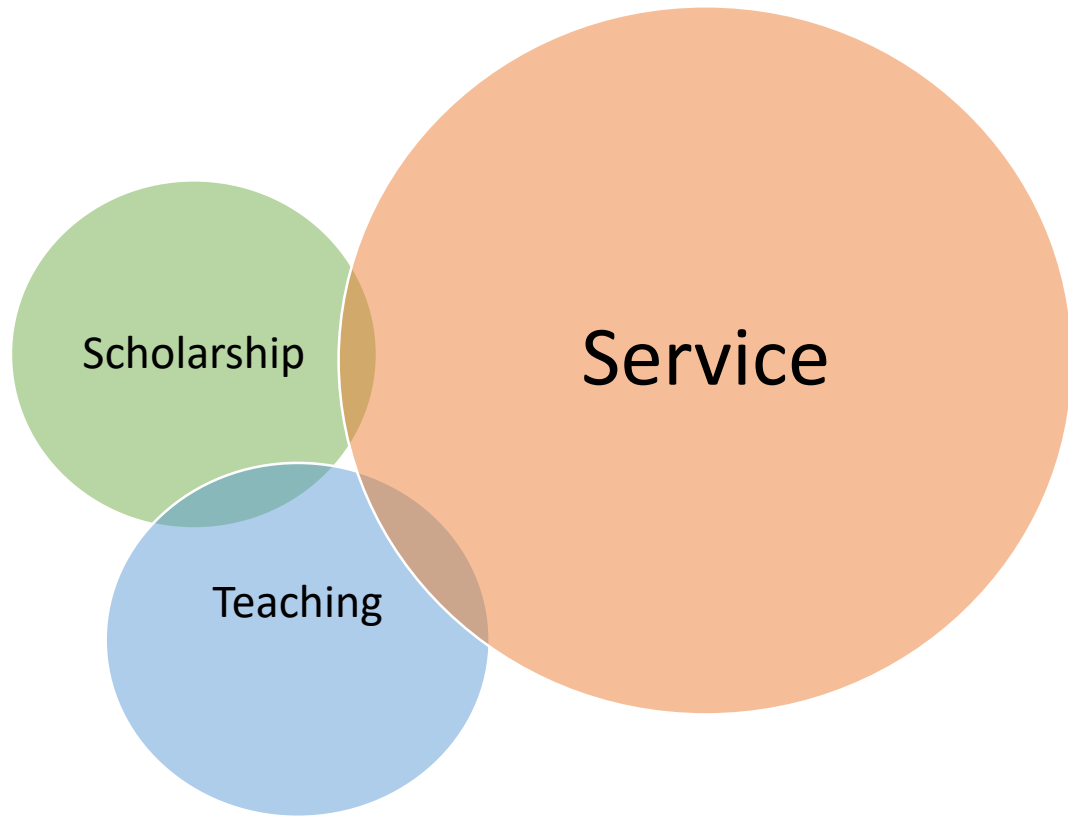




Scholarship

Service

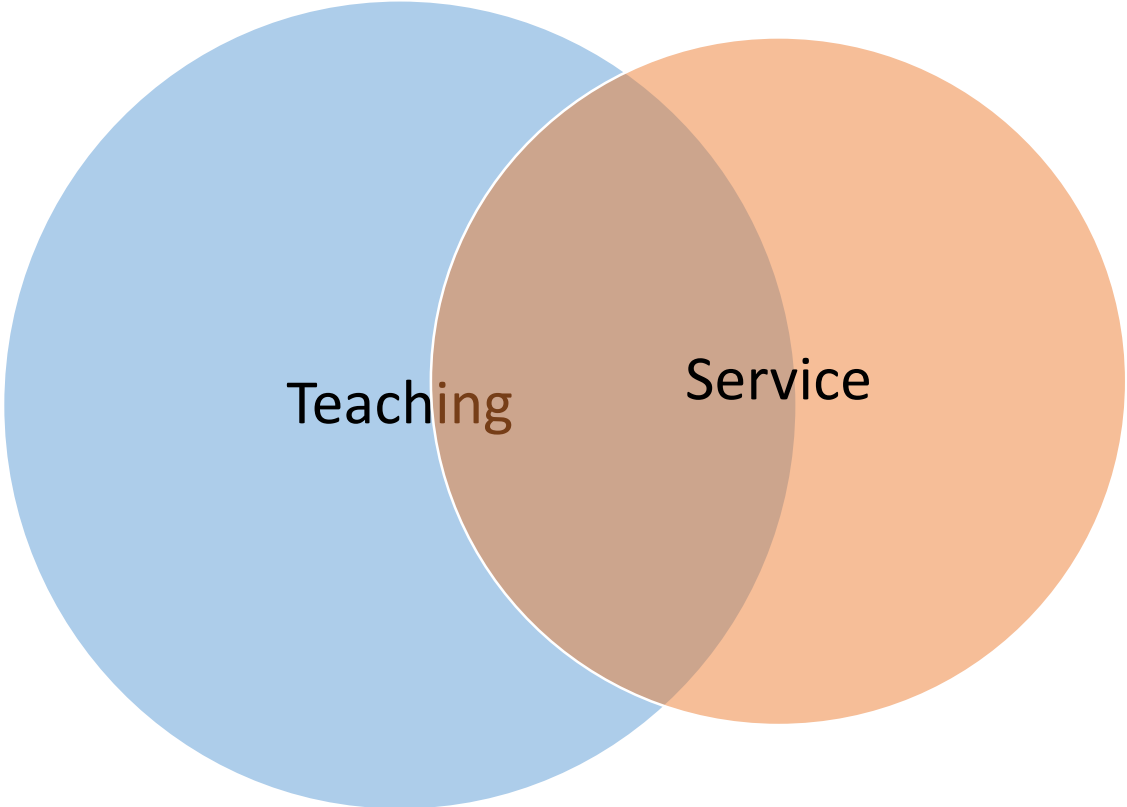
Teaching



Scholarship

Service

Teaching



Teaching

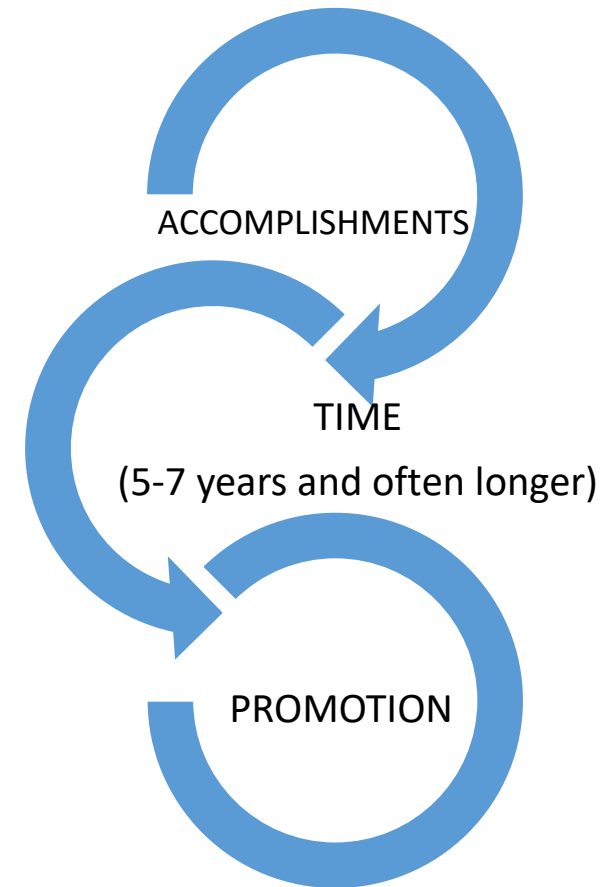
Service

“Time in rank”

*“In general, candidates for the rank of associate professor or professor will have been in rank for at least five years” **at the time of next promotion, if granted.***

“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



The promotion packet – documents

- 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.

**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 [REDACTED] **DATE** [REDACTED]

I. PRESENT POSITION AND ADDRESS

Academic Rank: [REDACTED]
Department/Division: [REDACTED]
Professional Address: [REDACTED]
E-Mail Address: [REDACTED]

II. EDUCATION

****List in chronologic or reverse chronologic order – with the exception of the entire CV on which the order chosen. If faculty graduated from OHSU, list OHSU first. If you wish to add them here as well. ***
***NOTE: the format for OHSU is "Oregon Health & Science University" (no "and" and no "s")*

Undergraduate and Graduate (Include 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 for final submission

• Ensure it is neat and organized.

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

• Use italics for 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.

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

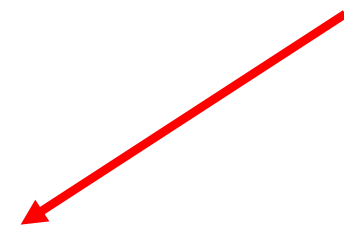


Learner Assessment



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
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"> • 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
				<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. Wisner 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**

Anticipated changes to document requirements/templates

- This cycle (promotion effective date July 1, 2025): no changes
- Anticipated for next cycle: option to use single CV/EP document
- Anticipated for the cycle after that: standard single CV/EP document

Personal Statement (*preview*) - more to come at July meeting for those candidates moving ahead this cycle

- 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. Describe them clearly, and explain their significance and impact.
 - This is a stylized document, not an exercise in creative writing. Use the language and wording enumerated in the guidelines to evaluate levels of accomplishment (“*My accomplishments in teaching are substantial, because . . .*”)

Document templates and guides

Curriculum Vitae (CV)

Educator's portfolio

Personal statement

A written statement of personal contributions and development in the current academic rank prepared by the faculty member defining the rationale for either promotion and/or change in tenure status.

[Guide to Writing a Personal Statement](#) 

[Personal statement template](#) 



Guide to Writing Personal Statements

School of Medicine Promotion and Tenure

This guide is for faculty who are submitting personal statements to the

SoM Promotion and Tenure Committee [Professional Series] OR

Sub-Committee for Instructor Advancement [Instructional to Professional Series]

The Personal Statement summarizes a faculty member's career. It is used (along with other parts of the portfolio such as the Curriculum Vitae, Educator's Portfolio, and Letters of Support) by the OHSU School of Medicine Promotion and Tenure committee to assist with determining the level of a faculty member's accomplishment in scholarship, teaching, and service. When written well, the personal statement can significantly help the committee to understand the local, regional, or national impact of the candidate's work.

Referees - more to come at July meeting for those candidates moving ahead this cycle

Resources

- Colleagues, Division Head, Department Chair, P&T Chair, **DOM P&T Committee members**, etc.

Department of Medicine Promotion & Tenure Committee			
Academic Year			2025
Faculty		Division	Rank
Strasfeld, Lynne (Chair)		Infectious Diseases	Associate Professor
1	Cohen, David	VA Nephrology	Professor
2	Deloughery, Tom	OHSU Hem-Oncology	Professor
3	Eckstrom, Elizabeth	OHSU General Medicine	Professor
4	Ferencik, Maros	OHSU Cardiology	Professor
5	Fryer, Allison	OHSU Pulmonary-Crit Care	Professor
6	Gold, Jeffrey	OHSU Pulmonary-Crit Care	Professor
7	Jonker, Sonnet	OHSU Cards/Endo	Associate Professor
8	Jou, Janice	VA Gastroenterology	Professor
9	Kagen, David	VA Hospital Medicine	Associate Professor
10	Kahl, Leslie	OHSU Rheumatology	Professor
11	Lopez, Charlie	OHSU Hem-Oncology	Professor
12	Maier, Marissa	VA Infectious Diseases	Professor
13	Obley, Adam	VA General Medicine	Associate Professor
14	Saedi, Targol	OHSU Hospital Medicine	Associate Professor
15	Schuff, Kathryn	VA Endocrinology	Professor
16	Slatore, Chris	VA Pulmonary-Crit Care	Professor
*	Hough, C Terri	<i>ex officio</i>	Professor
*	Harrison, Rebecca	<i>ex officio</i>	Professor
Marian Clark (P&T Coordinator)			DOM Administration

Resources - DOM



C. Terri Hough, MD MSc
Department Chair
Division of Pulmonary, Allergy and Critical Care
Medicine



Rebecca Harrison, MD
Vice Chair Faculty Development
Division of Hospital Medicine



Janice Jou, MD, MHS
Associate Vice Chair Faculty Development
Division of Gastroenterology and Hepatology



Lynne Strasfeld, MD
Associate Vice Chair Faculty Development
Division of Infectious Diseases



[Home](#) > [Department of Medicine](#) > [Faculty Development](#)

Department of Medicine
About DoM
DoM Divisions
Medical Student Program
Internal Medicine Residency Program

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 Associate Dean for Faculty Development, School of Medicine.

Keep up to date on [Faculty Development opportunities](#)

Faculty resources

P&T Resources

- [OHSU SOM Faculty Development](#)
- [Educator's Collaborative](#) - some great resources and Education Grand Rounds Calendar

Use your OHSU login to view internal documents.



Resources - SOM

- Andrea Cedfeldt, MD FACP – SOM Associate Dean, Faculty Development



The screenshot shows the OHSU School of Medicine Faculty Development website. The navigation bar includes links for 'Explore by Role', 'Explore by Topic', 'Promotion and Tenure', 'Faculty Life Cycle', 'Supported Programs', 'Additional Resources', and 'About SoM FD'. The breadcrumb trail reads: Home > Faculty Development > Supported Programs > P&T Peer Mentorship Program. The main content area features a sidebar with a 'Supported Programs' menu, a large green banner for the 'P&T Peer Mentorship Program', and a text block describing the program's purpose. A 'Interested in participating?' section contains a sign-up form and a note about communication.

[P&T Peer Mentorship Program](#)

The screenshot shows the 'CV/EP Drop-in Session Registration' page. It features the OHSU logo and a title. The text states that the Office of Faculty Development is hosting drop-in sessions for faculty to update their CVs and EPs. It specifies that space is reserved for a three-hour block of time and that faculty are welcome to drop-in at any point. A section titled 'Current drop-in dates/times/location' lists the following dates and times: Thurs., Feb. 8 | 10 a.m. – 1 p.m. (AUD 217), Wed., April 10 | 1 p.m. – 4 p.m. (AUD 217), and Tues., May 28 | 7 a.m. – 10 a.m. (AUD 217). It also notes that additional dates for the Summer and beyond will be added in the future.

[CV/EP Drop-in Sessions \(SOM Faculty Development\)](#)

Which session are you planning to attend? *

Select or enter value

First Name *

Last Name *

Email address *

Please indicate your dietary preference. (Select all that apply) *

Select or enter value

Submit

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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!