



# New Faculty Foundation: Building for Success

## Paths to Advancement

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February 25, 2026



# Instructor Advancement

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DATE: February 25, 2026 PRESENTED BY: Serena Kelly, CPNP, FNP, CCRN, CPEN, Sophia Lichenstein-Hill, DNP, FNP, Adapted from the Instructor Advancement webpage on O2

# Two Pathways Toward Appointment

- Instructor Advancement Committee
- Faculty Status Request (FSR): [https://ohsuitg-my.sharepoint.com/:w:/g/personal/chenxin\\_ohsu\\_edu/EbF6fY6bLJ1PhOy6STMSwQ0BvTgNYeg3CM\\_2zC0FaUdo8A?e=NXLsXN](https://ohsuitg-my.sharepoint.com/:w:/g/personal/chenxin_ohsu_edu/EbF6fY6bLJ1PhOy6STMSwQ0BvTgNYeg3CM_2zC0FaUdo8A?e=NXLsXN)

# Subcommittee on Instructor Advancement

- Is advisory to the SoM Dean & Provost
- Rolling application process – subcommittee to meet quarterly

## **Submission Deadline**

February 15th

May 15th

August 15th

November 15th

## **Subcommittee Meeting**

Early March

Early June

Early September

Early December

## **Effective Date of Approval**

May 1st

August 1st

November 1st

February 1st

- After review, a recommendation will be either returned to the chair (if an unfavorable assessment) or reviewed with the Provost's Office following the meeting. The department chair will communicate the outcome to the faculty member.

# Two Required Elements: Point + Likelihood to Advance

# Requirement #1: Point

## Satisfactory (1 point)

- “DOES” – participates with quantity and quality
- Impact a wider audience, local/community reputation
- Contribute to the creation of new knowledge
- Demonstrate consistent pattern of high commitment to academic pursuits

## Substantial (2 points)

- “LEADS” with sustained quantity and quality
- Regional impact and outcomes
- Clear unique area and contributions to scholarship, teaching, or service

## Outstanding (3 points)

- “NATIONAL” level achievement
- Reputation, impact, leadership, dissemination



- Satisfactory (1 point) contributions to **scholarship** or **teaching** (Appendix B)
- Achieving Satisfactory in Scholarship is not easy, nor is it easy to get to Satisfactory in Teaching. (Teaching is not an easier path.)
- Appendix B provides examples of ways to demonstrate achievement but should not be viewed as a checklist.

LEVEL	POINTS ACHIEVED
Outstanding	3
Substantial	2
Satisfactory	1



# Teaching

- Teaching more than one's peers (~ norm across the institution) • Developing & delivering curriculum
- Educational contributions implemented at institutions outside of the home department/institute/School/or OHSU
- Recognition for educational contributions outside of OHSU • Site director for educational offerings
- Course director
- Invited regional talks (based on educational contributions)
- Developing infrastructure for mentorship, coaching, or educational offerings

# Scholarship

- First author manuscripts (avg # of publications for satisfactory ~ 12-15, with several first authorships)
- First author presented abstracts/poster
- First author dissemination of curriculum, QI/PI work
- Invited local, regional talks (based on scholarly work)
- Service or educational contributions implemented at institutions outside of the home department/institute/ School/or institution (OHSU) • Actively writing for grant funding

# Requirement #2: Likelihood to Advance

- A portfolio demonstrating sustained commitment to the academic mission, and likelihood for academic advancement beyond assistant professor - suggesting that obtaining 4 points prior to their next promotion effort is attainable
  - Sustained pattern of commitment to scholarly work or teaching over time in various methods (not just bedside teaching)
  - Evidence of quality work
  - Participation in the creative aspects of educational scholarship or peer-reviewed publications/grants
  - Sustained duration of educational service or scholarly service

# Service

- Instructors that are demonstrating satisfactory contributions to scholarship or teaching are eligible for consideration. Service is considered as an APPs demonstrated likelihood to advance further on the track but is not considered for points from instructor to assistant

# Submission Documents

- The submission portfolio must include:
  - OHSU-formatted SoM Curriculum Vitae
  - OHSU formatted Mentoring and Coaching Profile (CRITICAL: quantity and quality of teaching)
  - Personal statement • Use this opportunity to describe your satisfactory contributions in scholarship or teaching, and how the level of contributions predicts your future academic success.
  - Department Chair letter of support
  - **Two annual reviews** (by chair, institute/center director, or division head)



Thank You

[app@ohsu.edu](mailto:app@ohsu.edu)



# SoM Promotion and Tenure New Faculty Orientation

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PRESENTED BY:

V. Liana Tsikitis, MD, MBA, Co-chair, SoM Promotion and Tenure Committee  
Professor and Division Head, Gastrointestinal and General Surgery, Surgery

and

Elena Korngold, M.D. Co-chair, SoM Promotion and Tenure Committee  
Professor and Vice Chair of Clinical Operations, Diagnostic Radiology



## AGENDA

- Promotion and Tenure Season Timeline
- SoM Promotion and Tenure Packet Requirements
- Website Navigation
- Frequently asked Questions

# PROMOTION AND TENURE TIMELINE

## **January – May** *[current year]*

Departments may begin working with faculty to schedule meetings with their chair to go through the appointment, promotion, and/or tenure review in the next promotion and tenure cycle.

Faculty interested in promotion and tenure:

- Consider scheduling a time with their chair or supervisor to discuss promotion and tenure for the upcoming cycle.
- Check with the appropriate department contact for department deadline(s).
- Prepare and submit all required documents to the department.

## **July – August** *[current year]*

The School of Medicine coordinates with departments for training and access to submit P&T candidate documents.

## **September – December** *[current year]*

Submission for the next promotion and tenure cycle begins. Departments submit the promotion and tenure candidate's documents and request letters of evaluation.

## **January (second Monday, 11:59 p.m.)** *[next year]*

Deadline for all promotion and tenure candidate submissions

## **June** *[next year]*

Notifications for promotion and tenure requests submitted in January of current year will be distributed to department chairs or division heads of free-standing divisions on or before July 1st.

## **July 1** *[next year]*

Approved promotion and tenure are effective.

# PACKET REQUIREMENTS

Document	Promotion and/or tenure (Professorial)	Promotion (Research)	Document provided by
Curriculum Vitae (CV)	Required	Required	Faculty member
Personal Statement	Required	Required	Faculty member
Annual Faculty Evaluations	Required	Required	Department
Department Chair Letter	Required	Required	Department
Department P&T Chair Letter	Required	Required	Department
Internal and External Support Letters	Required	Required	Department

## Minimum LOR Requirements

Rank Request	External LORs	Internal LORs	Total
Associate Professor	3	2	5
Professor and/or Indefinite Tenure	5*	2	7

\*At least two of the external letters must come from unbiased references who have not been a past colleague, collaborator or mentor.





- School of Medicine
- Office of the Dean
- Faculty
- Education
- Research
- OHSU Practice Plan
- Administration, Operations, and Faculty Administration

Group operations [Add Basic Page](#) ▾

# Advancement Templates and Guides

[View](#) ▾ [Edit Content](#) [Edit Metadata](#) [Remove](#)

## Procedures, policies, and criteria

### SoM Procedures and General Guidelines for Promotion and Tenure

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

View and download [SoM Procedures and General Guidelines for Promotion and Tenure](#)  in .pdf format.

## Faculty readiness for advancement

### Promotion and tenure

[Assessing Faculty Readiness for Promotion](#) (*updated version coming soon*)

### Instructor advancement

[Assessing Likelihood for Academic Advancement](#)

## Direct links

- [Instructor advancement](#)
- [Promotion and tenure](#)
  - [For faculty](#)
  - [For department promotion and tenure chairs](#)
  - [For administrators](#)
- [Templates and guides](#)
- [Provisional at hire](#)

## Contact

School of Medicine  
Office of Faculty Affairs  
[✉ sompandt@ohsu.edu](mailto:sompandt@ohsu.edu)



# FREQUENTLY ASKED QUESTIONS

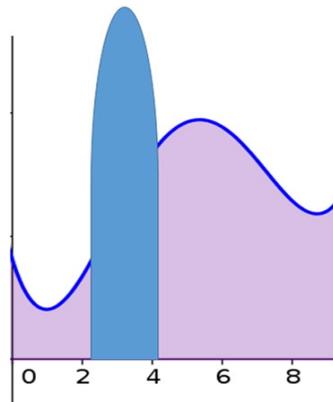
## Why Time in Rank is important - Quality, Quantity, Level, Duration

### Time In Rank

- SoM: “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 promotion, ie: July 2025)
- SoM Committee considers faculty who *start the process* at 4+ years in rank (5 years as of July 2025, so prior promotion or hire was on or before July 2020)
- Faculty with truly remarkable accomplishments and strong portfolios may achieve successful promotion earlier than 5 years
- If <5 years in rank as of time of Promotion in July, evaluate for clear evidence of *significantly* exceeding criteria and detail in the chair/dept letter

### PATTERNS of achievement are considered

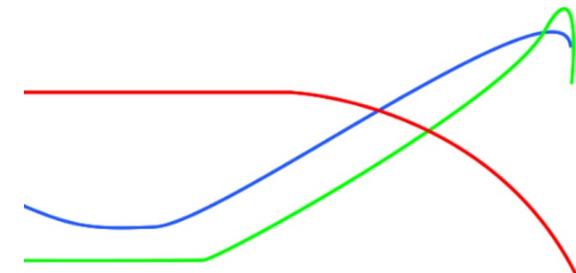
“Area Under the Curve” is considered rather than solely the height of achievement (duration of the work)



Demonstrate Growing Contribution:  
Past work should lead to future opportunity and collaborations

Only showing past productivity suggests the work has less impact

Trajectory and pattern are considered: impact over time, duration of commitments, continual contributions



Blue and green lines are favorable



# FREQUENTLY ASKED QUESTIONS

## Scholarship – How many Publications are needed?

"It depends" - A. Hunter

Peer-reviewed publications are essential for evidence of Satisfactory Scholarship

- Little/no peer-reviewed publications - not likely to meet Satisfactory

No set number that defines each level of achievement

- Eg: Overlapping ranges for Satisfactory/Not-yet-satisfactory achievement

Other factors considered that may mitigate lower numbers:

- High journal quality (impact factors, and type of journal), first/senior author trend
- Strong patterns of publication (upward trajectory/recent publications/author position, etc.)
- Evidence of impact or outcomes (H index, relative citation ratio, etc.)
- Other types of scholarship with high impact/evidence of outcome

Cautionary Tale of Ranges - More than # publications matter

### Low Range of # vs High Range

- 1st/Sr Author
- Higher impact journals
- National involvement
- [Major] PI Grants, renewals
- Publications generated by grant work
- Invited talks
- ‘Other’ well-recognized scholarship (curriculum, major books, etc.)
- Innovations (and patents)
- Continued publications since prior promotion

Assessment	AY2025 Peer Publications Total
<b>Not Yet Sat.</b>	<b>2</b> <b>(0-11)</b>
<b>Satisfactory</b>	<b>20</b> <b>(2-72)</b>
<b>Substantial</b>	<b>42</b> <b>(14-86)</b>
<b>Outstanding</b>	<b>73</b> <b>(49-188)</b>

# FREQUENTLY ASKED QUESTIONS

## Curriculum Vitae (CV)

- Limit abbreviations
- Make sure CV is complete and organized.
- Please number all pubs, abstracts, talks, grants, etc.
- PI has clear definition
  - Site PI is not the same thing
  - Be very accurate about grant info
- Student does NOT = mentee

## Personal Statements

- Limit abbreviations
- Do not exceed recommended length

## Evidence of Effectiveness

- Counsel faculty to document the true evidence of effectiveness for as many contributions in which they engage.
  - The measurable impact of an activity is far more compelling than just engaging in an activity.
  - Avoid lists of titles/activities without explanation

## Other

- Nobody aside from the candidate fully understands what the candidate does. Explain it! SOM P&T committee spans a huge range of specialties and activities, includes MDs, PhDs, PAs etc...
- REMINDER: A well-structured promotion portfolio is important  
Make sure that all submitted documents are organized and easy to follow. There is wide variability in the organization of portfolios, to the point where it may place a promotion at risk for some faculty.

Next: Thank You





# Thank You

If you have any additional questions after this meeting, please email: [sompandt@ohsu.edu](mailto:sompandt@ohsu.edu)

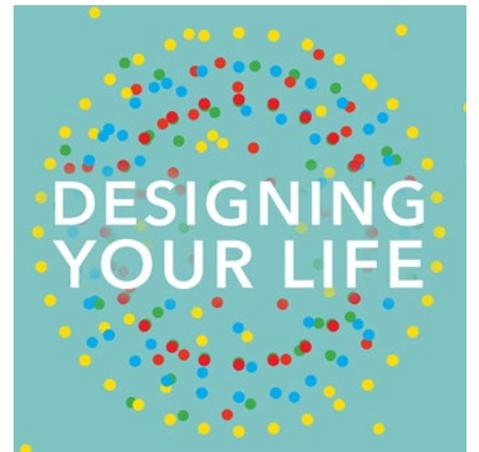


# An Introduction to Mentorship & Career Design

Seth Igarta, MA  
Brenda Martinez, PhD



Mentorship  
and  
Career Design



# VALUES

A close-up photograph showing several pairs of hands of different skin tones, each gently cradling a small green seedling with dark soil. The hands are arranged in a circular pattern, creating a sense of unity and collective care. The background is dark, making the green plants and the skin tones stand out.

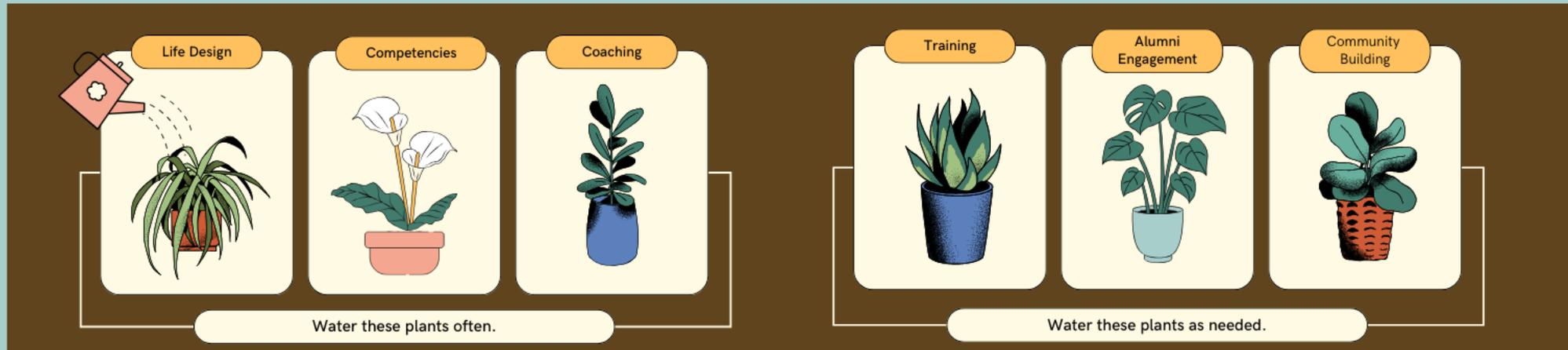
**The Mentorship and Career Design team is committed to equity, focused on outcomes, powered by innovation, and driven by our care for people.**



# MENTORSHIP & CAREER DESIGN ECOSYSTEM

Breaking new ground: cultivating a mentorship and career design ecosystem

Nourishing the soil!



# Roles

Mentors	Coaches	Sponsors
<ul style="list-style-type: none"><li>● Offer guidance, stories, and advice based on their lived experience.</li><li>● Come from a familiar industry, geography or career background.</li><li>● Provide direct feedback, advice, and practical solutions to day-to day-challenges.</li><li>● Derive benefits from the relationship by developing communication skills and growing their leadership equity.</li><li>● Mentorship is a mutually beneficial relationship.</li></ul>	<ul style="list-style-type: none"><li>● Ask powerful questions to people so that they can come up with the answers themselves.</li><li>● Take a more holistic approach (relational).</li><li>● Provide less “advice” and more impartial, non-judgmental feedback which should be taken as a constructive criticism for achieving better results.</li></ul>	<ul style="list-style-type: none"><li>● Are more senior stakeholders, willing to use their reputation and credibility in service of their mentee.</li><li>● Advocates for mentee by using their influence, power and networking to help give them exposure to better career opportunities.</li><li>● Are involved in long-term relationships as trust and credibility builds over time.</li></ul>

<https://www.mentorshipmoment.com/blog/mentorship-vs-coaching-vs-sponsorship-finally-explained>





# DEFINITIONS

## Mentorship

A collaborative relationship between individuals who work together to facilitate personal and professional growth, development, and success through career and/or psychosocial support.

## Career Development

The total constellation of psychological, sociological, educational, physical, economic, and chance factors that combine to influence the nature and significance of work in the total lifespan of any given individual (NCDA, 2003)

## Professional Development (Faculty Development)

A wide variety of specialized training, formal education, or advanced professional learning intended to help individuals improve their professional knowledge, competence, skill, and effectiveness (HERC, 2013)

## Life Design

MCD follows life design - a **proactive** approach that invites individuals to follow meaningful **career pursuits and curiosities** through **mentorship** and immersive **experiences** to construct **work life wellness**. (Adapted from JHU, Integrative Learning & Life Design)



# MENTORSHIP





# OHSU Mentorship Academy

The OHSU Mentorship Academy provides CIMER training for educators from across the institution to develop mentoring competencies that foster mentee success. The target audience includes faculty, staff, and postdocs in long-term mentoring relationships with learners.



1

Introduction +  
Maintaining Effective  
Communication



2

Aligning Expectations +  
Assessing  
Understanding



3

Enhancing Cultural  
Awareness



4

Cultivating Mental  
Health and Disability  
Support



5

Promoting Professional  
Development + Fostering  
Work-Life Integration



6

Fostering Independence +  
Articulating Your  
Mentoring Philosophy

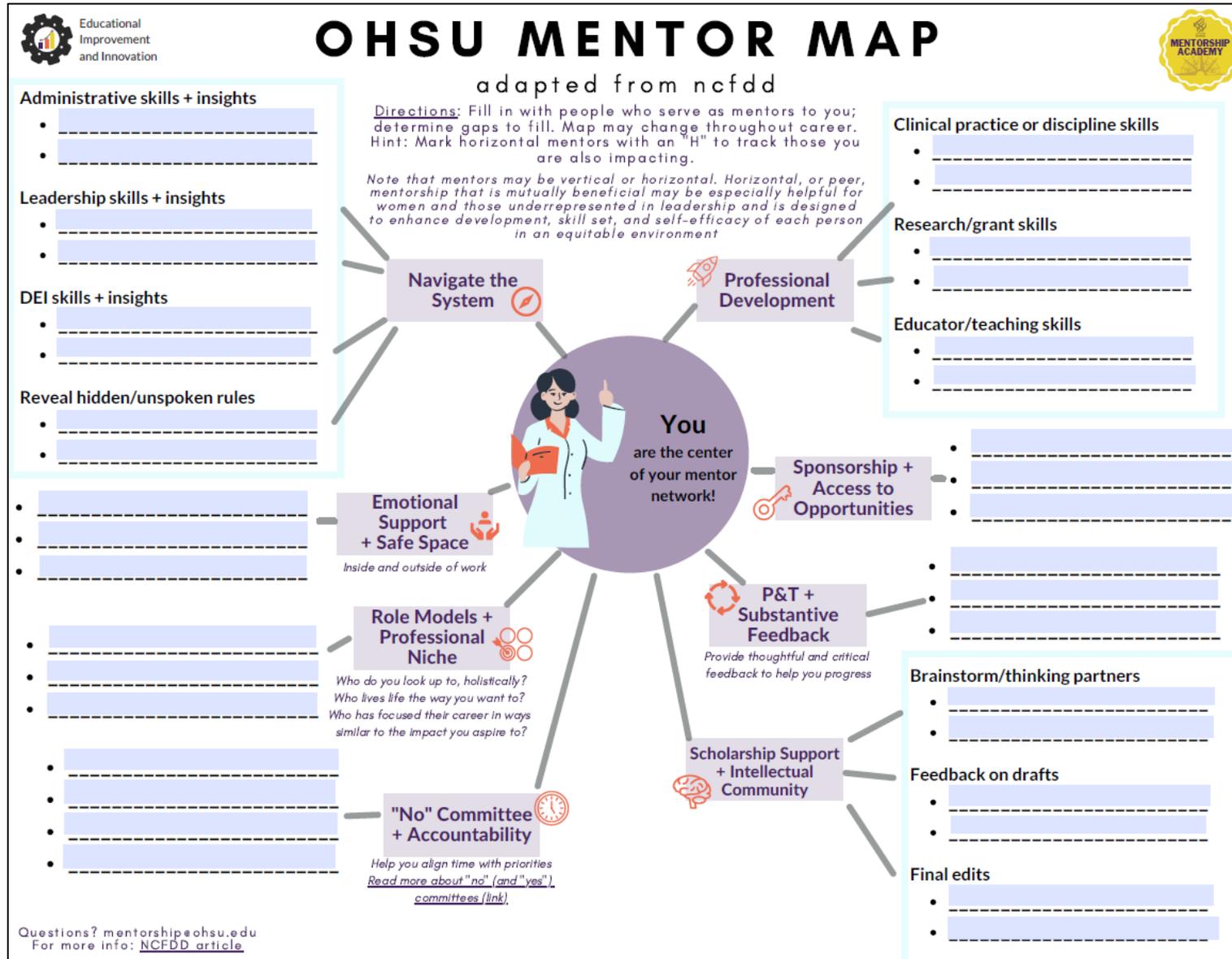


120-minute: Modules focused  
on peer-to-peer discussion



90-minute: Modules focused  
on resource, strategies, and  
content

# YOUR MENTORING ECOSYSTEM



# ADDRESS LIMITING BELIEFS

To help normalize this, here are several types of limiting beliefs that are common for **faculty** to have.

Are any of these in your way?

<b>Differentiating the ideal from what's real</b>	"It's really all about the work, so if I just do great work I'll be successful."
<b>Reactive vs. proactive stance</b>	"Everyone's so busy, I don't want to bother anyone with _____..."
<b>Hyper-individualism</b>	"I can figure everything out myself."
<b>Perfectionism</b>	"I hold on to work until it's perfect..."
<b>Staying Safe/Playing Small</b>	"I only connect with people in my department that I like."
<b>Super ____ Syndrome</b>	"I take care of everyone else's needs (while ignoring or neglecting my own)." "Taking care of my needs is selfish".



# OHSU Greenhouse Supports YOUR Mentoring Network



- TESTIMONIAL -



*No one can go at it all alone; we all go further, together. These principles have certainly been true for my own professional identity, as mentors in my own life have been foundational to any constructive impact I've had in my career. The opportunity to now support others on their own unique career journey is one of the most fulfilling aspects of my work.*

**Brian Park, M.D., M.P.H.**

Family Medicine Physician  
Director, RELATE Lab

[OHSUmentors.com](http://OHSUmentors.com)



- TESTIMONIAL -



*The best mentoring relationships are those that are mutually beneficial. These life-giving relationships provide a strong sense of purpose to both mentors and mentees, allowing us to reflect on our unique experiences and inform our decision-making. I am grateful for this mentorship space to support and inspire each other.*

**Constance Tucker, M.A., Ph.D.**

Vice Provost for Educational Improvement and Innovation  
OHSU Provost Office

[OHSUmentors.com](http://OHSUmentors.com)

**Greenhouse**

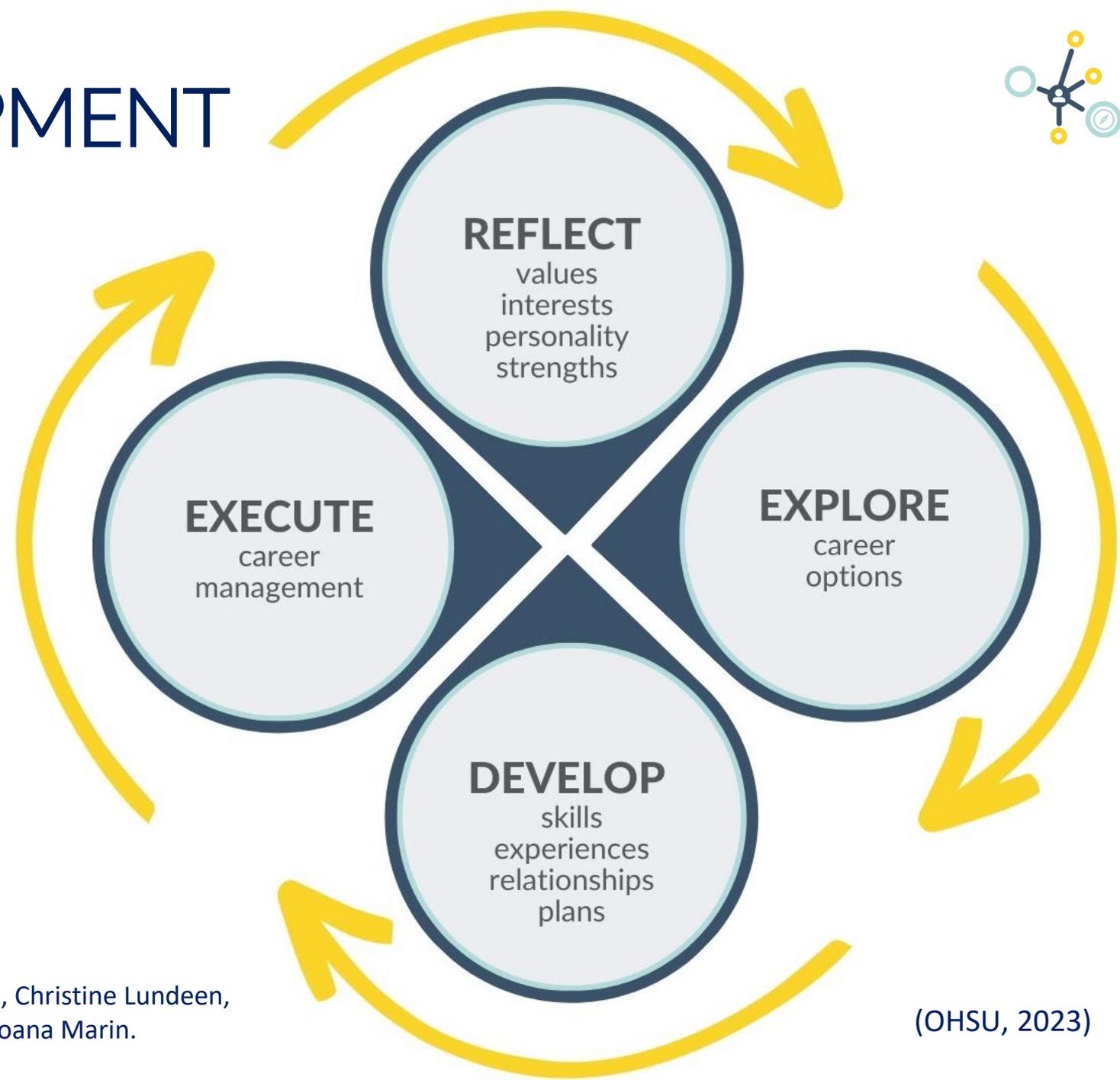
A place to grow, together.





# CAREER DEVELOPMENT FRAMEWORK

Based in career development theory, the framework identifies four themes of development: 1) Reflect, 2) Explore, 3) Develop, and 4) Execute.



\*OHSU Career Development Workgroup  
Framework Committee: Seth Igarta, Andrea Cedfelt, Christine Lundeen,  
Jessica Walter, Kimbree Brown, Amy Forester, and Ioana Marin.

(OHSU, 2023)

**REFLECT:** *Self-Awareness*

- Clarify personal factors
- Values, Interests, Personality, Strengths

**EXPLORE:** *Career Options*

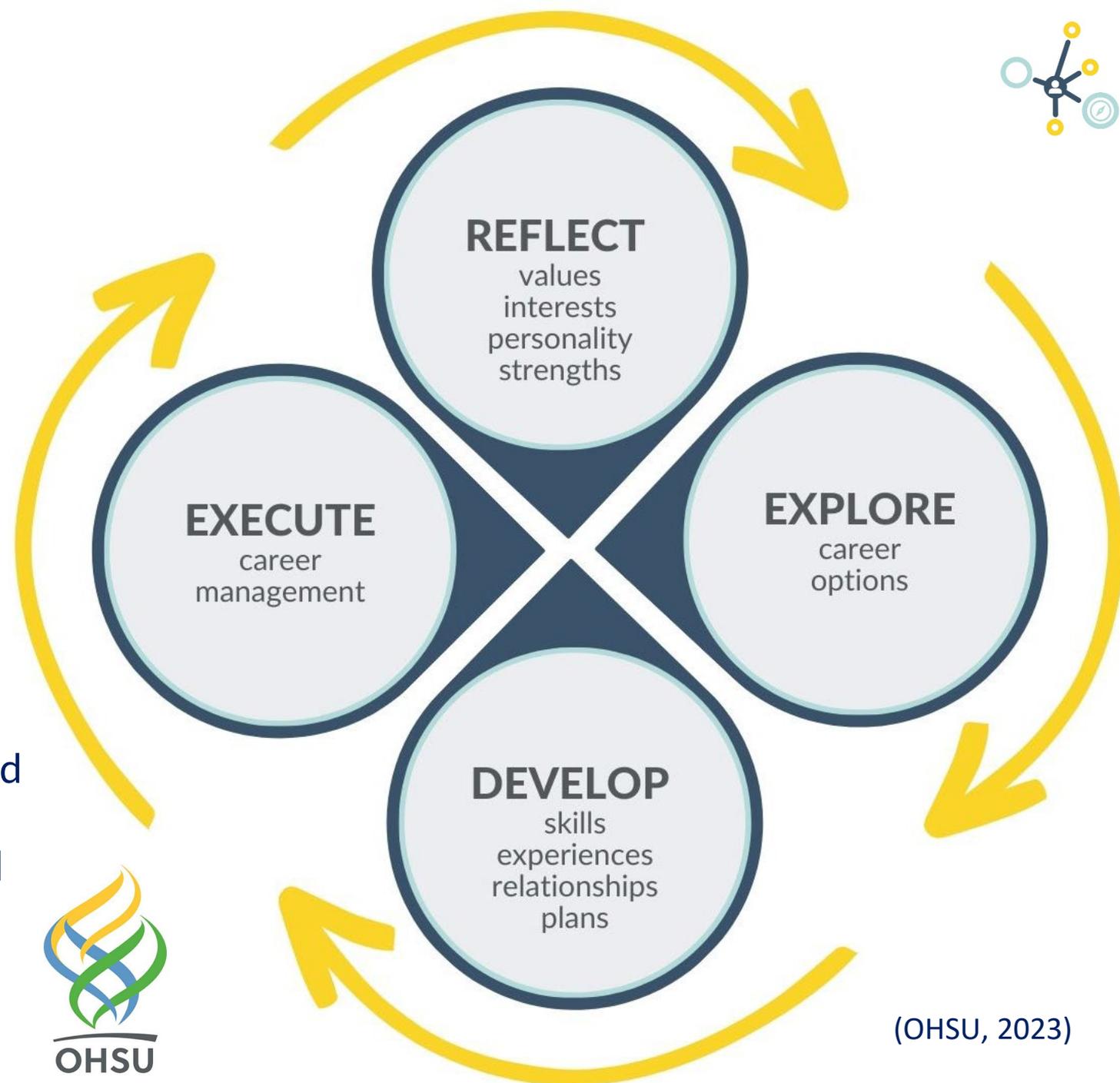
- Follow curiosity
- Apply knowledge of self to career plans

**DEVELOP:** *Competencies & Relationships*

- Grow skills and experience in professional settings
- Navigating networks and searches

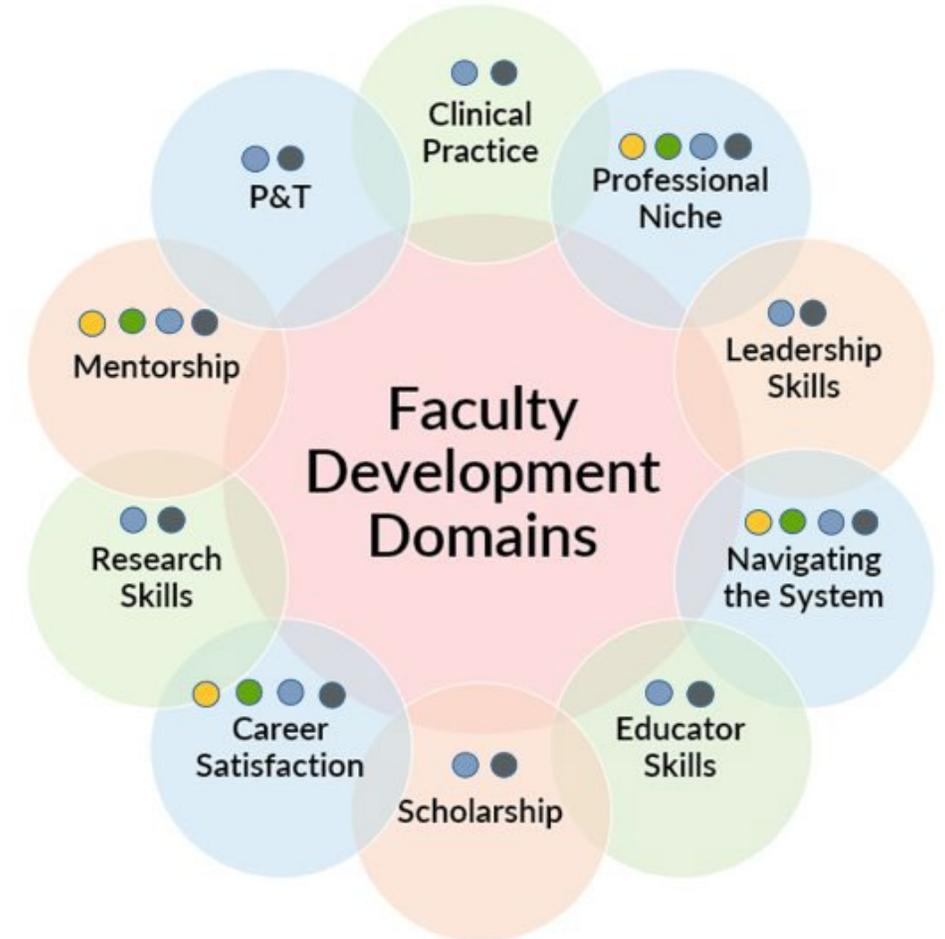
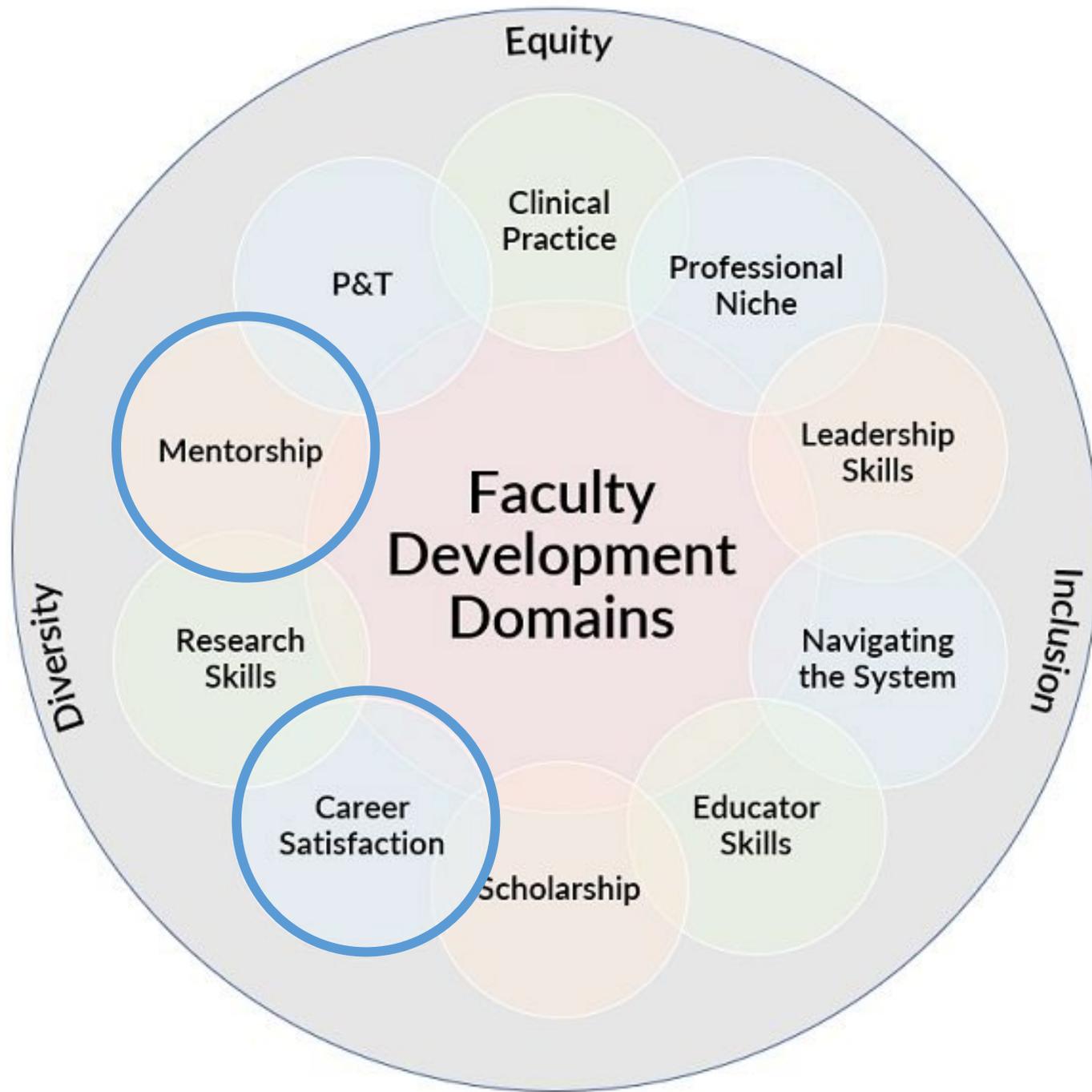
**EXECUTE:** *Career Management*

- Carry out meaningful career pursuits and transitions
- Cultivate professional development and relationships
- Navigate work-life integration and wellness





# School of Medicine FACULTY DEVELOPMENT



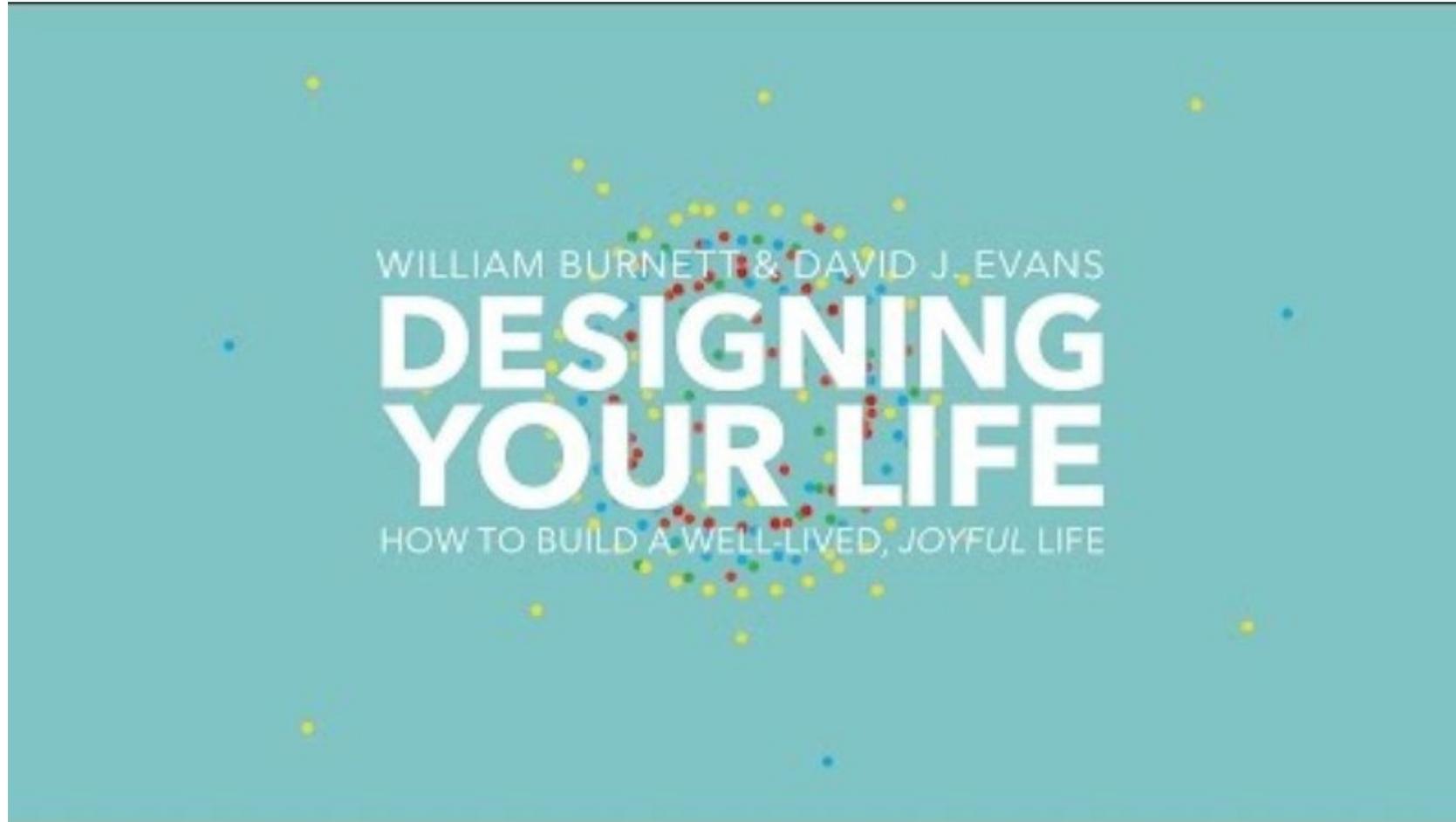


# PROFESSIONAL DEVELOPMENT

- [National Center for Faculty Development & Diversity \(NCFDD\)](#)
  - Institutional Membership – Resources
  - Programs – Faculty Success Program and Post-Tenure Pathfinders
  
- [Educator Success Grants \(ESG\)](#)
  - Awarded twice a year (Summer/Winter) only open to educators (faculty and education mission staff).
  - Training to support mentoring, career development, leadership, education research, and teaching skills.



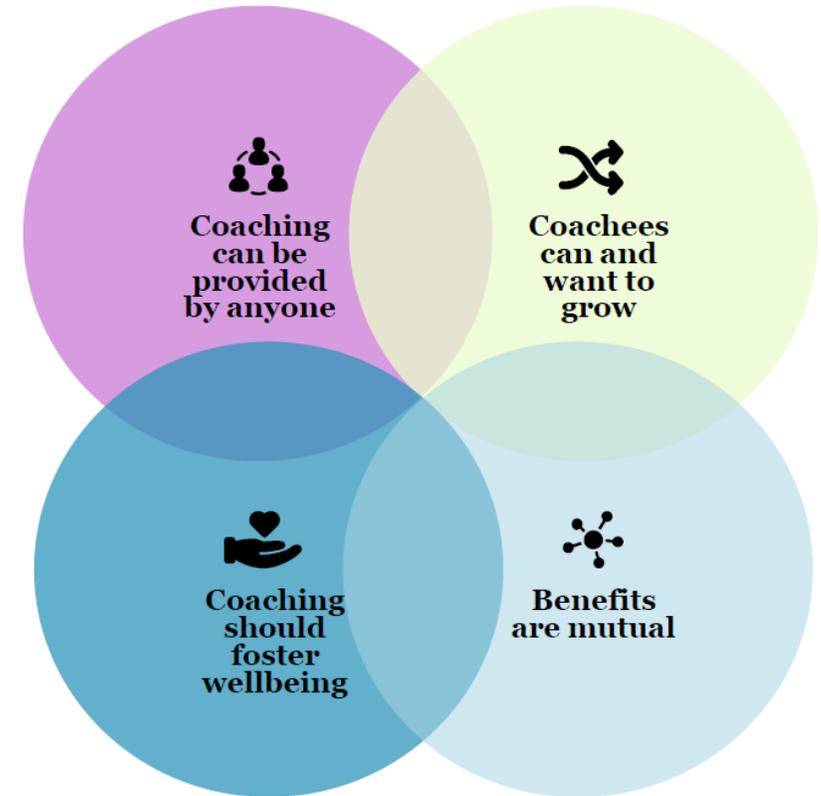
# HUMAN-CENTERED LIFE DESIGN



# COACHING

A coach is...

- a goal-oriented collaborator
- a generous listener who enables self-discovery
- judgement free
- future focused helper who can provide additional perspective



*“A coach is a very particular kind of collaborator who can bring valuable skills and intentions that offer real help to the challenge of life design.” (Design Your Life)*

**Make space, take space**

**Be willing to learn, shift, and reconsider actions and positions**

**Stories stay, lessons leave**



# WORK LIFE DESIGN COACHING SERIES

## Virtual Career Coaching Circles, Spring 2026

- **REFLECT:** *Unique Self*
  - April 14, 10 AM–Noon, Webex
- **EXPLORE:** *Career Opportunities*
  - April 16, 10 AM–Noon, Webex
- **DEVELOP:** *Grow Forward*
  - April 21, 10 AM–Noon, Webex
- **Execute:** *Work Life Wellness*
  - April 23, 10 AM–Noon, Webex

\*Register on Compass

 *Work Life Design Coaching Circles*

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**COACHING SERIES FOR EDUCATORS**  
**4 Circles: Faculty, Staff, & Trainees**

 *wld* **1: Unique Self**  
 *wld* **2: Career Opportunities**  
 *wld* **3: Grow Forward**  
 *wld* **4: Thrive**

Mentorship  
and  
Career Design 





JOIN NOW

Sign in



# Welcome to Greenhouse

CULTIVATE YOUR CAREER



ohsumentors.co

m



# Greenhouse

A place to grow, together.

## What is OHSU Greenhouse?

Greenhouse is a communication channel to connect with OHSU alumni, faculty, staff, and students around area of interest and expertise. Topics include:



### Career Navigation

*Branching out in your career*



### Lifelong Learning

*Learning outside of the classroom*



### Social Connection & Well-Being

*Engaging in meaningful connection*



### Entrepreneurship

*Empowering Entrepreneurs*



### Debt Reduction & Finance

*Navigating debt & finance management*



### Academic Health Professions

*Taking root in academic health*



### Academic & Training Support

*Supporting Academic Success*



### Location

*Finding neighborhood community*

## How do I join OHSU Greenhouse?

Visit [ohsumentors.com](https://ohsumentors.com) to sign in and join the community.

1. **CREATE A PROFILE:** Complete the registration process and let us know more about you
2. **JOIN A GROUP:** Join one or all groups that spark your interest and can provide value to you.
3. **POST OFFERING ADVICE OR SEEKING SUPPORT:** Create an introductory post where you ask what you need or offer what you have to give.
4. **FIND SOMEONE WHO CAN HELP:** Looking for an informational interview or have a specific career path you want to learn more about? Reach out using the FIND A MENTOR tab.



Scan the QR code to visit Greenhouse!

# CONTACT US

***Seth Igarta, MA*** (he/him)

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igarta@ohsu.edu

***Brenda Martinez, PhD*** (she/her)

Mentorship Specialist  
martibre@ohsu.edu

Mentorship  
and  
Career Design



Educational Innovation and Improvement  
Office of the Provost, Oregon Health & Science University  
Email: [careerdesign@ohsu.edu](mailto:careerdesign@ohsu.edu)  
[www.ohsu.edu/education/mentorship-and-career-design](http://www.ohsu.edu/education/mentorship-and-career-design)

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An aerial photograph of five people standing in a circle on a light-colored, textured floor. They are in a large, curved architectural space with a high ceiling and a curved wall. The people are dressed in casual business attire. One person in a blue jacket is shaking hands with another person in a white top. The overall atmosphere is professional and collaborative.

# NEW FACULTY DEVELOPMENT – TEACHING AND LEARNING CENTER (TLC)

Pamela Meyers, MA

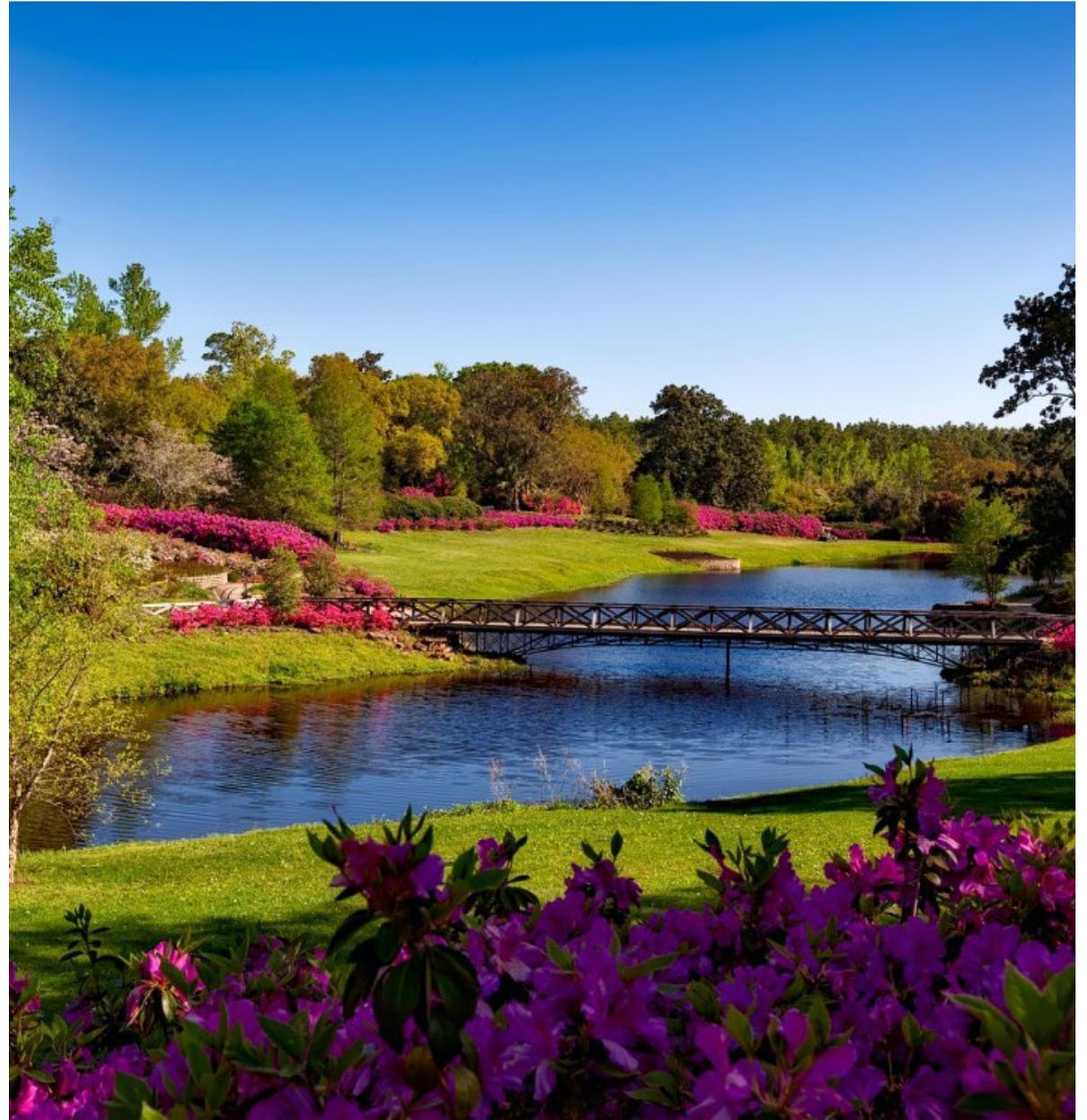
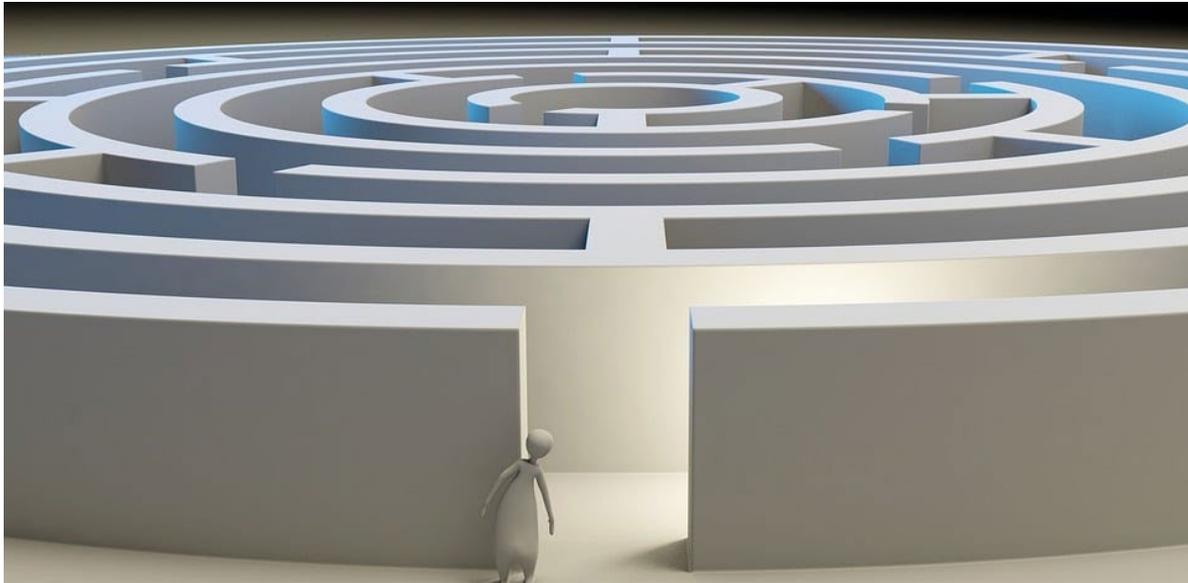
Faculty Development  
Specialist



**WHERE ARE  
YOU IN THE  
OHSU  
FACULTY  
JOURNEY?**



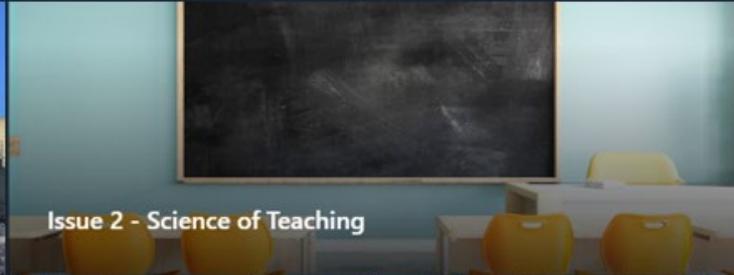
This Photo by Unknown Author is licensed under CC BY



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## New Faculty Newsletters

Welcome!



# NEW FACULTY NEWSLETTERS

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# PROFESSIONAL DEVELOPMENT SERIES

Classroom  
and  
Clinical  
Pedagogy

Student  
Affairs

Library  
Research  
and Impact  
Services

Promotion  
and Tenure

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# FUNDAMENTALS OF TEACHING AND LEARNING



Digital Teaching  
Essentials

Preparing for the  
Term

Building an Inclusive  
Learning Environment

Clinical Teaching

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# LEARNING MANAGEMENT TRANSITION



# CLINICAL TEACHING RESOURCES

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CT

## Clinical Teaching Resources

Preparing for Teaching

Teaching Strategies

Evaluation/Assessment & Feedback

Interprofessional Education (IPE)

Promoting Continued Learning & Wellness

☆ Not following



Welcome to the TLC's

Teaching Observation Program



**TEACHING  
OBSERVATIONS**

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# OHSU MENTORSHIP ACADEMY

The OHSU Mentorship Academy provides CIMER training for educators from across the institution to develop mentoring competencies that foster mentee success. The target audience includes faculty, staff, and postdocs in long-term mentoring relationships with learners.



1

Introduction +  
Maintaining Effective  
Communication



2

Aligning Expectations +  
Assessing  
Understanding



3

Enhancing Cultural  
Awareness



4

Cultivating Mental  
Health and Disability  
Support



5

Promoting Professional  
Development + Fostering  
Work-Life Integration



6

Fostering Independence +  
Articulating Your  
Mentoring Philosophy



# OHSU MENTORSHIP ACADEMY



2

Aligning Expectations +  
Assessing  
Understanding

6

Fostering Independence +  
Articulating Your  
Mentoring Philosophy

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# RESOURCES

- [New Faculty Newsletters](#)
  - [Learning Management System Transition Project](#)
  - [Clinical Teaching Resources](#)
  - [Teaching Observations](#)
  - Pamela Meyers – [meyersp@ohsu.edu](mailto:meyersp@ohsu.edu)
-



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## Faculty Development Feedback



<https://forms.office.com/r/Bvz8JA7ASM>

# Community Building Activity: Mapping Your Path Forward

## Career Compass (5 min)

- Write down your aspirations for the next 1–2 years (e.g., promotion, publication, leadership).

## Small Groups (10 min)

- Share your aspiration(s), as well as one resource, mentor, or strategy that's helped you to date.

## Closing (5 min)

- “What’s one thing you’ll carry forward from this or past sessions?”