

Preparing for Academic Promotion DOM P&T workshop

Lynne Strasfeld, MD – Chair (outgoing), DOM P&T Committee

Janice Jou, MD MHS – Chair (incoming), DOM P&T Committee

March 9, 2026

Introductions

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



- Janice Jou, MD MHS – jou@ohsu.edu
- Lynne Strasfeld, MD – strasfel@ohsu.edu



Overview

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



Department of Medicine
Promotion and Tenure Timeline
AY 2027

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 9
CANDIDATE DEADLINE 1. OHSU formatted curriculum vitae 2. OHSU formatted mentoring and coaching profile (<i>STRONGLY RECOMMENDED</i>) 3. OHSU formatted health policy and advocacy service profile (<i>OPTIONAL</i>) DIVISION HEAD / INSTITUTE DIRECTOR DEADLINE 4. Division Head / Institute Director Candidate Promotion Request Form	June 1
Feedback from P&T Chair / DOM Chair on provisional readiness for promotion or tenure	mid/late June
Required DoM P&T workshop for candidates	July - date TBD
CANDIDATE DEADLINE – final documents (PDF version, entitled with appropriate nomenclature) 1. OHSU formatted curriculum vitae 2. OHSU formatted mentoring and coaching profile (<i>STRONGLY RECOMMENDED</i>) 3. OHSU formatted health policy and advocacy service profile (<i>OPTIONAL</i>) 4. Candidate Personal Statement 5. Teaching evaluation “source documents” 6. Referee form (list of internal & external letter writers) 7. Copy of most recent FOUR Annual Reviews (provided by Division Head/Institute Director)	August 17
DOM P&T Committee meeting	date TBD
Feedback from DOM P&T Chair to Division Heads / Institute Directors and to candidates	mid-November
CANDIDATE DEADLINE Submission of requested revisions - final documents (PDF version, entitled with appropriate nomenclature)	Early December - date TBD

SOM P&T Timeline

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



School of Medicine

Office of the Dean

Faculty

Welcome

Development

Advancement

Promotion and Tenure >

Instructor Advancement

Transition

Education

Research

OHSU Practice Plan

Administration, Operations, and
Faculty Administration

Promotion and Tenure

The promotion and indefinite tenure review process occurs annually. Awards of promotion and tenure take effect on July 1st of the submission year deadline. Faculty are evaluated for appointment, promotion, and/or tenure based on established criteria set by the SoM Promotion and Tenure Committee.

The promotion and tenure process is for faculty who are requesting a senior rank of associate professor, professor, research associate professor or research professor. If an individual is in an approved tenure-track status for a minimum of five years, not to exceed nine years, indefinite tenure may be requested.

Direct links

[Department promotion and tenure chairs](#)

[Promoted and tenured faculty](#)

[Provisional at hire](#)

[Templates and guides](#)

Contact

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

I am a:

[Faculty member >](#)

[Department promotion and tenure chair >](#)

[Department administrator or coordinator >](#)


[SoM P&T committee member >](#)

Advancement Templates and Guides

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 Procedure and General Guidelines for Promotion and Tenure](#)  in .pdf format.

Direct links

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

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
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

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

CRITERIA

APPENDIX A - PRIMARY FACULTY SERIES

Series	PROFESSORIAL	RESEARCH
Pay Source	OHSU/VA/Shriners	
Track	Standard*	Non-Doctoral (e.g. APP's & NP)
Title	Assistant Professor	Research Assistant Professor
	Associate Professor	Research Associate Professor
	Professor	Research Professor
	QUALIFICATIONS	QUALIFICATIONS
Assistant Professor	Based on job description	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"> • Obtain institutional, regional, or national 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			
	Satisfactory	Substantial	Outstanding
	<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			
	Satisfactory	Substantial	Outstanding
	<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)

Peer Publications Total by Scholarship Assessment (Median values)

Assessment (Chair)	2018 (Biagioli)	2019 (Biagioli)	2020 (Biagioli)	2021 (Hunter)	2022 (Hunter)	2023 (Hunter)	2024 (Hunter- Tsikitis)	2025 (Tsikitis- Korngold)
Not Yet Sat.	4 (0-13)	2 (0-6)	3 (1-35)	6 (0-14)	4 (0-16)	4 (0-11)	4 (0-15)	2 (0-11)
Satisfactory	15 (3-37)	12 (3-32)	20 (0*- 59)	15 (2-53)	15 (2-81)	17 (3-64)	14 (6-48)	20 (2-72)
Substantial	34 (14-145)	34 (19-72)	33 (17-59)	33 (14-100)	44 (0-122)	37 (3-186)	34 (13-81)	42 (14-86)
Outstanding	45 (29-103)	53.5 (32-121)	63 (28-147)	47.5 (12-105)	79 (25-191)	53 (27-92)	75 (34-216)	73 (49-188)



1st & Senior Author Total by Scholarship Assessment (Median values)

Assessment (Chair)	2022 (Hunter)		2023 (Hunter)		2024 (Hunter-Tsikitis)		2025 (Tsikitis- Korngold)	
	1st	Sr	1st	Sr	1st	Sr	1st	Sr
Not Yet Sat.	1	0	1	0	1	0	1 (0-3)	0 (0-1)
Satisfactory	4	1	4	2	5	1	4 (1-19)	2 (0-16)
Substantial	10	5	9	6	9	4	9 (3-21)	7 (1-23)
Outstanding	18	15	9	12	15	12	17 (6-41)	22 (7-67)

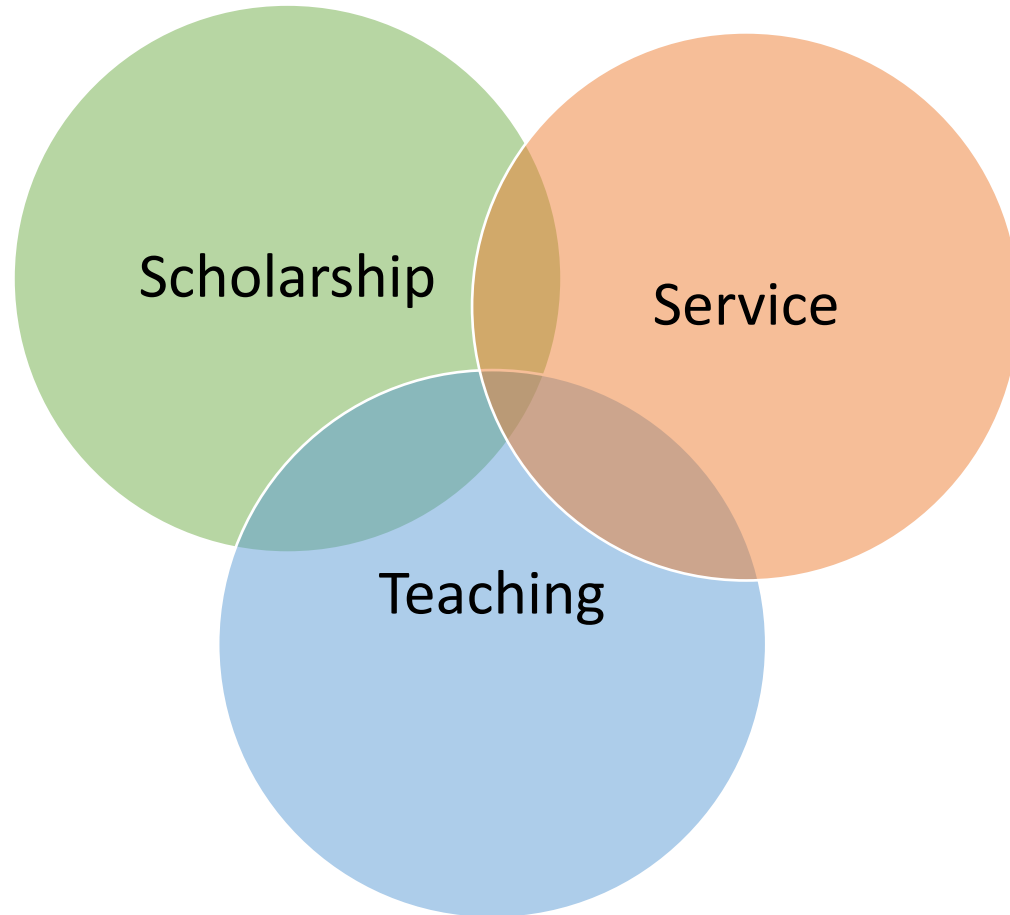
From VL Tsikits and E Korngold, SOM P&T Co-chairs, July 2025

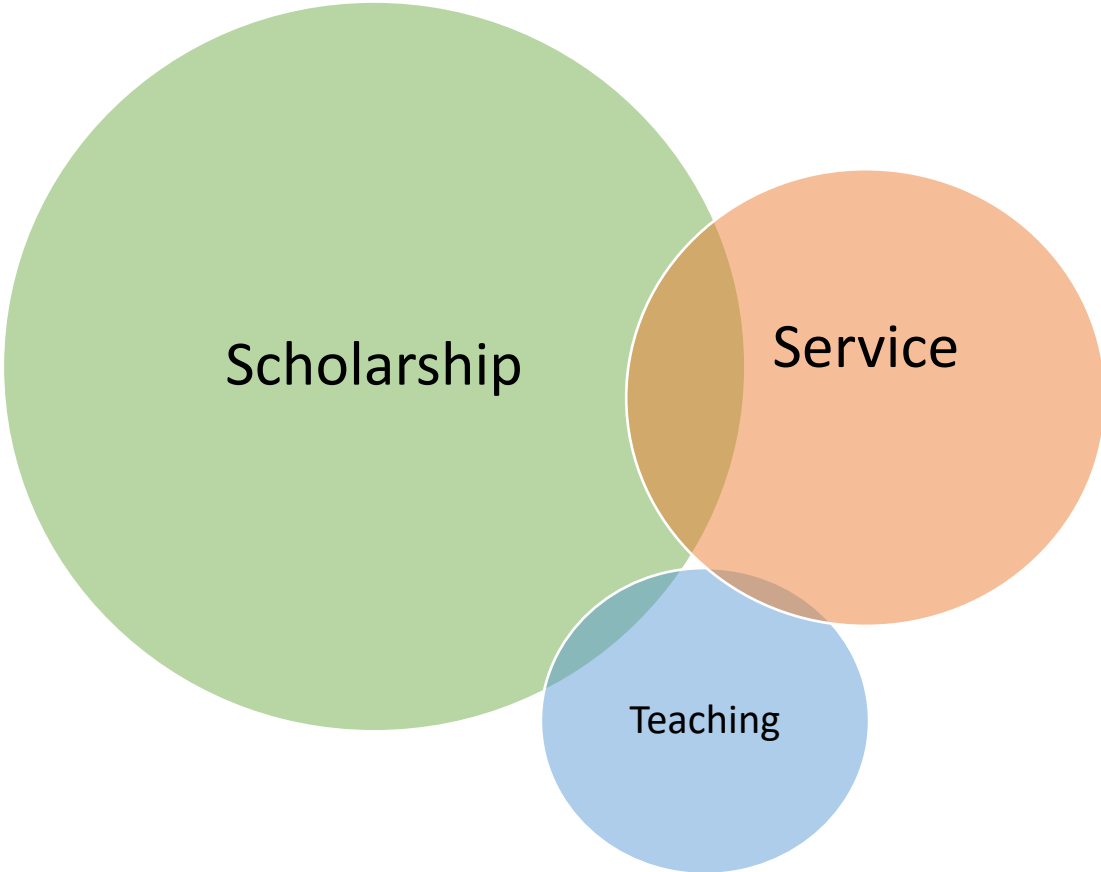


Themes for Department Feedback

- Scholarship – Publications
 - 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 outcomes



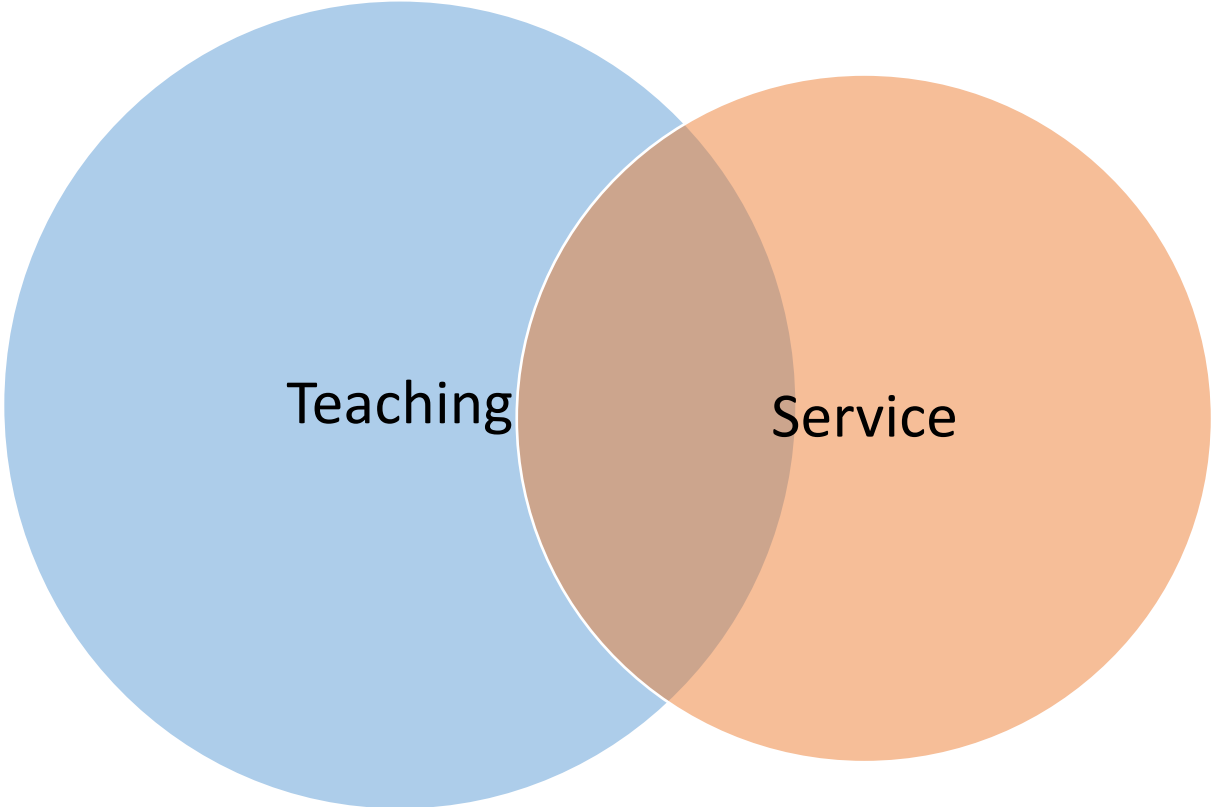




Scholarship

Service

Teaching



Teaching

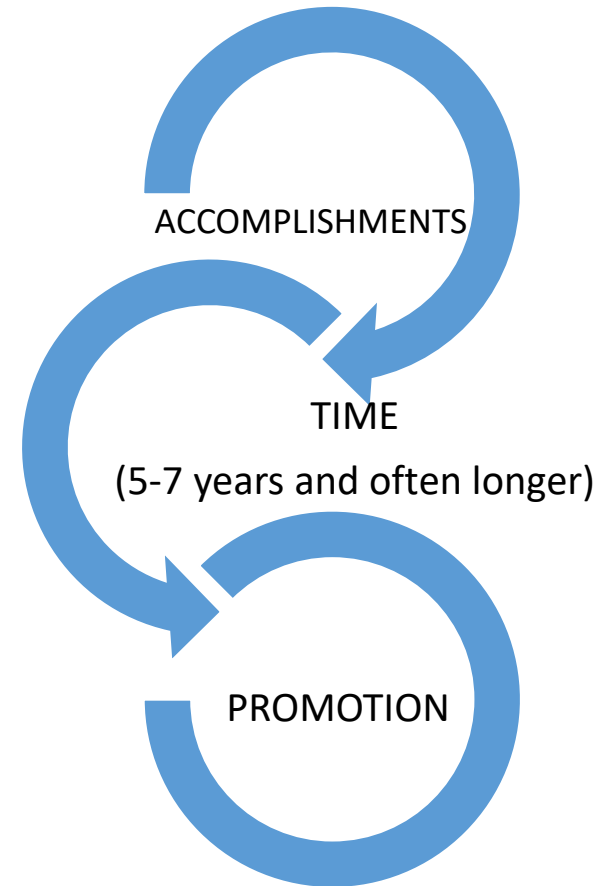
Service

“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



Time-in-Rank (Median values)

Assessment (Chair)	2012-2019	2020 (Biagioli)	2021 (Hunter)	2022 (Hunter)	2023 (Hunter)	2024 (Hunter- Tsikitis)	2025 (Tsikitis- Korngold)
Assoc Prof	(Not abstracted)	5.99	6.1	6.9	6.25	6.1	6
Professor		6	7	7.1	6.25	6	7

From VL Tsikits and E Korngold, SOM P&T Co-chairs, July 2025



Themes for Department Feedback

- 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 2027)
 - SoM Committee considers faculty who *start the process* at 4+ years in rank (5 years as of July 2027) so prior promotion or hire was on or before July 2022
 - Faculty with truly remarkable accomplishments and really 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




Advancement Templates and Guides

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](#)


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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

Document templates and guides

Annual reviews 

Curriculum Vitae (CV) and Educator's Portfolio 

Effective July 1, 2024, an updated CV template is available that combines the previous CV and Educator's Portfolio with an optional Mentoring and Coaching Profile.

New curriculum vitae template and guide (*effective July 1, 2024*)

- All new faculty should begin using the new template(s) immediately.
- **UPDATE 8/19/2024:** Current faculty may use their existing CV and Educator's Portfolio through P&T cycle 2025 and 2026. The prior CV and Educator's Portfolio with not be accepted for the 2027 P&T cycle [*promotion effective date of 7/1/2027*].
- Please note that the CV-EP template is a framework to be used as a guideline to demonstrate your hard work and accomplishments and is intended to be a dynamic document where you may remove areas that are not relevant or add sections to display activities that may not be represented on the template.


[OHSU curriculum vitae template](#) 

[OHSU curriculum vitae annotated guide](#) 

[Mentoring and coaching profile template](#) 

[Mentoring and coaching profile annotated guide](#) 

Previous curriculum vitae templates and guides (*prior to July 1, 2024*)

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


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

[Curriculum vitae template](#) 

Previous educator's portfolio templates and guides (*prior to July 1, 2024*)

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

[Educator's Portfolio Guidelines](#) 

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

[Educator's portfolio template](#) 

The promotion packet – documents

- CV +/- mentoring and coaching profile +/- health policy and advocacy service profile + 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)

This CV-EP template is a framework to be used as a guideline to demonstrate your hard work and accomplishments and is intended to be a dynamic document where you may remove areas that are not relevant or add sections to display activities that may not be represented on the template.

The annotated OHSU School of Medicine Curriculum Vitae Guide provides a brief summary and information to assist faculty in capturing the impact or tangible outcome of that activity (e.g. a publication, service-line growth, change in policy or legislation, change resulting from a committee or service work, etc.). Be succinct.¹

Name: E.g. V. Liana Tsikitis
[insert name in header beginning on page 2] **Date:** _____

Phonetic Spelling: Lee-awna (T)see-kee-tees

Preferred Pronouns: _____

I. PRESENT POSITION AND ADDRESS

Academic Rank: _____

Department and/or Division: _____

Joint Appointment(s) (if applicable): _____

Professional Address: _____

E-mail Address: _____

Items to note prior to beginning:

- List in chronological OR reverse chronological order – be consistent throughout entire CV.
- The formal name for OHSU is “Oregon Health & Science University”.

II. EDUCATION

- Faculty who graduated with honors/scholarships may add them here.
- REMINDER - List in chronological OR reverse chronological order.

Undergraduate and Graduate (include year, degree, and institution):

Learner Assessment Tool Development:

- Include educational program, years implemented.
- COMPLETE** and **INCLUDE** the **Mentoring and Coaching Profile**

Mentoring and Coaching (see Mentoring and Coaching Profile for evidence of impact)

- Pulling and adapting from Sampson’s manuscript, they define mentorship &/or advising as “A developmental relationship in which an educator facilitates the accomplishment of a learner’s or colleague’s (academic, clinical or leadership development) goals”, (Med Educ 2007; above). This can include sponsorship, but should be labeled accordingly.
- To further refine and sort this section, if one is engaged in a lot of mentorship, it is recommended to sub-divide this into different mentorship foci & relationships into those focused primarily on;
 - Scholarly projects (curriculum, presentations, publications, QI dissemination, etc.)
 - Developing or involvement in formal mentorship infrastructure
 - Professional advancement/advising (Grants, career advancement, etc.)
- On the CV list types of advisees (students, residents, faculty, etc.), years, and ~ number per year for each.

Individual Mentor Activities

Expansion of mentorship contributions and impact should be included in the Mentoring and Coaching Profile. It is important in that appendix to not only demonstrate how your work was directly attributable to the result, rather than listing an outcome that’s hard to assign to any one intervention (e.g. completed medical school; successfully matched into residency/fellowship). However, if the volume and focus of the mentorship/coaching activity was more than routine (e.g. struggling learner; remediation, etc), that the prior outcomes are significant.

Mentorship focused on career and professional advancement

I have worked with 15 residents, junior and senior faculty during my career thus far. I average about 4-6 mentees per year; meeting quarterly. To date 7 have been successful in their objectives (residency, promotion, employment) and I am actively involved with 8 currently (See Mentoring and Coaching Profile for expansion)

Mentorship focused on academic products (papers, grants, curricula, etc.)

I have worked with 84 students, residents, and junior & peer faculty in support of their scholarly pursuits. I average about 4-8 per year. This has resulted in 37 posters/abstracts; 35 peer-reviewed publications, and 22 invited oral presentations. (See Mentoring and Coaching Profile for expansion)

Other Coaching or Advising Activities

I am working with 3 residents (names anonymous) working on individual learning plans, that require\ intensive assessment, problem solving, learning plan development, and review and feedback of their progress. I average about 3-4 of such relationships per year, (now totaling 24) and all have met their desired outcome successfully. (See Mentoring and Coaching Profile for expansion)

Efforts to build infrastructure of mentorship

This entry specifically relates to efforts to develop mentorship models, structures or programs. As with all entries, these entries should highlight the activity/title; sponsor; aim; deliverable; and evidence of impact or effectiveness. If one has substantial mentorship impacting the regional or national stage, we recommend this be highlighted.

Please ensure documents are in OHSU Format

Resources:

- Template
- Annotated CV

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

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

- Highlight authorship – *italicize*

- Flag leadership roles – **BOLD**

- Organize with sub-headings - GROUP

- Accurately classify

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

- Do not include “submitted” or “in preparation” manuscripts. “In press” okay!

- Define or avoid non-standard abbreviations.

- Teaching contributions belong in the CV, with individual mentoring and coaching activities + impact in profile.

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

School of Medicine

Mentoring and Coaching Profile (Annotated)

Use this document to create a profile of individual mentoring and coaching activities. Refer to the annotated document for directions on how to complete the Mentoring and Coaching Profile.

Name: _____ Date: _____

Academic Rank: _____

Department: _____

Mentorship

Definition of mentorship and/or advising: “A de colleague’s (academic, clinical, or leadership) go evidence associated with educational scholarship

If one is engaged in a lot of mentorship, it is rec primarily on:

- a. Scholarly projects (curriculum, presen
- b. Developing or involvement in formal
- c. Professional advancement/advising (G

- The **blue text** is entered to provide an example. Delete the **blue text** prior to turning in your profile.
- If you have a high-volume in a particular focus or strength, consider sub-sorting the sections by ‘Focus’
- Focus e.g.: Scholarship; Advocacy; Education; Diversity, Equity and Inclusion (DEI/B); Quality; Clinical skills; Administration; etc.
-

Mentorship focused on scholarly projects

- e.g. curriculum, presentations, publications, QI, DEI/B, advocacy, etc.

“Evidence of engagement with the community o

1. Researching content, methodologies, and
2. Sharing (disseminating) one’s work, sch to learn from and build upon: on-line re

For each mentor/coaching relationship please d

1. the duration of the relationship
2. name of the protégé (unless this was a ren
3. The role/rank of the mentee/coachee at th career-development/advice; clinical skills,
4. What was the outcome of this relationship

Duration of Relationship	Name	Rank, role, level of protégé at outset	Purpose Of Relationship	Focus	Evidence of Engagement with the Community of Educators	
					How was the activity informed by existing literature – expertise.	Outcome: How was this work disseminated/shared?
2021-2024	J. Doe, MD	Intern	Mentor for advocacy project; Develop OR State legislature testimony	Advocacy		Delivered to OR Senate (date). Resulted in bill be adopted (XXXX)
2005-2006	M Welby	Fellow	Local, national & international oral Presentations*	Scholarship	Fac. development (numerous) on lecturing, grant writing, writing; manuscript & peer review	Short term, delivered Society talk with us, then National XXX Soc. Lost contact

ANNOTATED GUIDE

CURRICULUM VITAE APPENDIX HEALTH POLICY AND ADVOCACY SERVICE

Name: _____ *[insert name in header beginning on page 2]* **Date:** _____
Academic Rank: _____
Department: _____

FORMAT: If you have large content, add subheadings of Engagement with Community Organizations, Testimony and Media, Public Health Products (Policy, Bills, etc.). Where possible, include measures of outcomes or impact on health measures.

EXAMPLE(S):

1997-2000 Gallup Safe Kids Coalition. Founder and Director
Developed and lead community-based coalition to improve access and use of car safety seats in a small, rural community. ~4-10 hours/week. Outcomes: Car safety seat use increased from 29% to 63%.

Primary Areas of Concentration for Advocacy Efforts

- 1.
- 2.
- 3.

Advocacy Leadership/administrative contributions

International/National

Years	Name of Organization	Administrative or Leadership Role	Annual time Commitment (Hours)	Outcomes

Regional

Years	Name of Organization	Administrative or Leadership Role	Annual time Commitment (Hours)	Outcomes

Institutional

Years	Name of Organization	Administrative or Leadership Role	Annual time Commitment (Hours)	Outcomes

Personal statement (*impact statement*) - 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
 - 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 . . .*”)

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.

If applicable, faculty may include an impact statement in their personal statement describing how academic productivity was impacted by COVID-19 or other significant issue or event.

[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 2027 (draft)
Faculty		Division	Rank
Jou, Janice (Chair)		VA Gastroenterology	Professor
1	Alday, Angela	OHSU Hospital Medicine	Associate Professor
2	Aslan, Joe	OHSU Cardiology	Associate Professor
3	Barton, Jennifer	VA Rheumatology	Professor
4	Boden, Elisa	OHSU Gastroenterology	Associate Professor
5	Ferencik, Maros	OHSU Cardiology	Professor
6	Gold, Jeffrey	OHSU Informatics, Clinical Epidemiology and Translational Data Science & Pulmonary/Critical Care	Professor
7	Haney, Elizabeth	OHSU General Medicine	Associate Professor
8	TBD		
9	Maier, Marissa	VA Infectious Diseases	Professor
10	Rehman, Shehzad	VA Nephrology	Professor
11	Roeland, Eric	OHSU Hematology/Oncology	Associate Professor
12	Saedi, Targol	OHSU Hospital Medicine	Associate Professor
13	Saultz, Jennifer	OHSU Hematology/Oncology	Associate Professor
14	Slatore, Chris	VA Pulmonary/Critical Care	Professor
15	Wilson, Leah	OHSU Endocrinology	Associate Professor
16	Zeigler, Claire	VA General Medicine	Associate Professor
*	Hough, C Terri	<i>ex officio</i>	Professor
*	Harrison, Rebecca	<i>ex officio</i>	Professor
*	Strasfeld, Lynne	<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

Division/Section Faculty Development Leads

	OHSU	VA
Nephrology & Hypertension	Rupali Avasare	
Allergy & Immunology	Karen Anstey	
General Internal Medicine & Geriatrics	Betsy Haney	Emily Janetos
•Addiction Medicine	Patricia Liu	
•Geriatrics	Suvi Neukam	
Pulmonary & Critical Care	Jared Chiarchiaro	Kelly Vranas
Infectious Diseases	Luke Strnad	
Hospital Medicine	Kevin Piro, James Anstey	Kyle Kent
Cardiology	<i>TBD</i>	Bhaskar Arora
Gastroenterology & Hepatology	Arnab Mitra	
Rheumatology	Gina Ferraro & Mohamad Bittar	
Endocrinology	Barb Hettinger	
Hematology & Oncology	Tom Deloughery	Selina Liu
•Palliative Care	Briana Ketterer	
DICE	Nicole Weiskopf	

DOM Faculty Development

The OHSU Department of Medicine places high priority on the development of faculty as clinicians, scholars, educators, mentors, leaders and advocates. Faculty development begins at hire and supports our faculty through the arc of their career, drawing on departmental, School of Medicine, and institution-wide resources and collaborations.



SOM faculty resources

[SOM Faculty Development resources](#)

[SOM Wellness resources](#)

[SOM Faculty Development Diversity resources](#)

P&T RESOURCES

[DOM P&T Resources](#)

[SOM P&T Resources](#)

Use your OHSU login to view internal documents.

<https://www.ohsu.edu/school-of-medicine/medicine/dom-faculty-development>

Resources - SOM



Office of Faculty Development team and close collaborators.
(Back: Kacy Kessecker, Devon Ritter. Front: Leah Reznick, M.D., Chair, Faculty Advancement and Development Committee; Andrea Cedfeldt, M.D.; Leslie Garcia, M.P.A., Ed.D., Associate Dean for Diversity, Equity & Inclusion)



School of Medicine
Faculty Development

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P&T Peer Mentorship Program



Mentorship is crucial in academic development, particularly for faculty in smaller departments that may not have formal mentorship arrangements. The School of Medicine 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.

It is with this knowledge that we have designed a mentorship program focused on promotion and tenure.

The aim of the program is to provide a P&T mentor to faculty at the Assistant Professor level who will provide the mentee with advice and assistance through the latter stages of the promotion and tenure process.

Interested in participating?

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

Matches will be communicated each week for newly signed up mentees, through the Summer, as long as mentors are available.

[P&T Peer Mentorship Program](#)



CV/EP Drop-in Session Registration

The Office of Faculty Development will be hosting a series of drop-in sessions for faculty in the School of Medicine to update their combined Curriculum Vitae (CV) and Educator's Portfolio (EP) and optional CV Appendices such as the Mentoring and Coaching Profile.

Space will be reserved for a three-hour block of time. SoM faculty who sign-up to attend are welcome to drop-in during any point and stay for as long as they would like. Sample CV's of existing OHSU faculty at different career stages will be made available.

During the last two hours of each session Andrea Cedfeldt, M.D., Professor of Medicine and Associate Dean of Faculty Development, and/or other faculty with experience with OHSU's promotion and tenure process will be in attendance to answer questions and provide feedback. If working on your Educator's Portfolio, it is recommended that you ensure you have access to teaching evaluation data in advance.

We do ask that you register for one of the specific times below, as space is limited and we will also be providing food and refreshments.

Current drop-in dates/times/location

Thursday, February 5, 2026 | 11 a.m. - 2 p.m. (AUD 217)
Wednesday, May 13, 2026 | 1 - 4 p.m. (AUD 217)

Additional dates will be added in the near future.

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

Questions?

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



- Janice Jou, MD MHS – jou@ohsu.edu
- Lynne Strasfeld, MD – strasfel@ohsu.edu



Thank you and good luck!

