

P&T workshop

completing your dossier + next steps

Lynne Strasfeld, MD

Chair, Department of Medicine Promotions and Tenure Committee

July 10, 2024

Introductions



Marian Clark
Executive Specialist, DOM
DOM P&T Coordinator



C Terri Hough
Chair, DOM
Ex-officio member



Rebecca Harrison
Vice Chair Faculty
Development
Ex-officio member



Lynne Strasfeld
Chair, DOM P&T Committee
Associate VC Faculty Development

Goals and Objectives

- Ensure your promotion packet is optimized and completed by August 16th
 - Advice, tips & pearls
 - Time for Q&A



Department of Medicine
Promotion and Tenure Timeline
 AY 2025

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	May 31 ✓
<u>DIVISION HEAD / INSTITUTE DIRECTOR DEADLINE</u> 3. Division Head / Institute Director Candidate Promotion Request Form	
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 ("Impact Statement") 4. Referee form (list of internal & external letter writers) 5. 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	by November 11
<u>CANDIDATE DEADLINE</u> Submission of requested revisions - final documents (PDF version, entitled with appropriate nomenclature)	November 25 ←

SOM P&T Timeline

All documents due to SOM: December
 SOM P&T deliberates: February – June
 P&T announcements: late June
 Effective date: July 1





- School of Medicine
- Office of the Dean
- Faculty
- Education
- Research
- Clinical
- Administration, Operations, and Faculty Administration

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

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



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

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.
- Current faculty may use their existing CV and Educator's Portfolio through P&T Cycle 2024-2025. The prior CV and Educator's Portfolio will not be accepted for the 2025-2026 P&T Cycle.

[OHSU curriculum vitae template](#)

[OHSU curriculum vitae annotated guide](#)

[Mentoring and coaching profile template](#)

[Mentoring and coaching profile annotated guide](#)

Your documents will “speak” on your behalf



- To internal referees
- To external referees
- To DOM P&T committee reviewers
- To SOM P&T committee reviewers

Document editing reminders:

- Do your best to ensure neat and consistent formatting and avoidance of typos.
- Consistent chronologic ordering.
- Ensure consistency between documents.
- IMHO, define ALL non-standard abbreviations. TYSM 😊
- There is no requirement for [embedded links](#), but if you use them please ensure they are functional.
- Consider removing template headers for which you have no content.
- Highlight **judiciously** (e.g., authorship, leadership roles, etc.).
- Notate year(s) +/- month(s) of advising/mentoring, roles, leadership, etc. (be specific).
- Represent your role accurately.
 - PI = co-PI
 - PI ≠ site PI, co-I, sub-I or collaborator
- Teaching contributions belong in the EP *AND* in the CV (complementary documents).
- **Engage a proofreader(s) before the final submission deadline!**

VI. TEACHING

*** Avoid "See Educator's Portfolio" as the only entry for TEACHING. The CV should be a stand-alone document. ***

*** For portability of the CV, summarize faculty teaching work using this section IN ADDITION TO the Educator's Portfolio (EP). ***

*** In addition to the CV, it is critical for faculty who teach to have an EP. The purpose of an EP is to capture details of quality and quantity of the educational work. Think of the CV as a brief list of every type of teaching/mentoring/curriculum development faculty do and the Educator's Portfolio captures the details (the actual teaching events, audience descriptions, faculty evaluations, and names of mentees, etc.) Hard Data is beneficial towards the promotion process. Pull that data from conference attendee reviews, student or resident evaluations of faculty teaching, learner data, etc. ***

***On the CV, list general categories of teaching, level of learner, and approximate number of times or hours per year. ***

Direct Clinical and Didactic Teaching (See OHSU Educator's Portfolio for details)

***On the CV list courses or clinical environments generally taught, number of learners, frequency, and duration. ***

Teaching Activities - Medical Students

Physician Observer. Objective Structured Clinical Exam (4 to 8 per year). 1997 – Present

Clinical Teaching: 8 clerkship students per year, Duration: 6 weeks, 4-6 clinics per week. 2000 - 2014

Teaching Activities- Family Medicine Residents

Clinical Precepting. 1-4 clinics per week. 2000-Present

Resident Conference Didactic Lectures. 2-4 per year. 2000-Present

Mentoring and Advising (See OHSU Educator's Portfolio for details)

***On the CV list types of advisees (students, residents, faculty, etc.), years, and ~ number per year for each. ***

OHSU Medical Students.

Advising and Mentoring. 2-5 Students per year. (10-50 hours/year). 2000-Present

OHSU Residents, Department of Blah Blah

Advising 1 to 3 residents per year. 2000 – 2010

OHSU Faculty

Advising and Mentoring 1 to 4 faculty per year. 2009 – Present

*** Alternatively, list the type of mentoring activity and estimate number per annum and a small descriptive sentence of the activity: For example, subheadings of: Individual Mentorship Activities focused on career advancement &/or fulfilment, letter writing and residency application, letter writing and employment application, Resulting in Publication or Presentation, etc. ***

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.

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

Reminders on citing peer-reviewed publications and invited presentations:

Peer-reviewed (Standard format)

- Any publication that is peer-reviewed should be listed under the peer-reviewed section. If faculty do many types of peer-review publications it may be helpful to segregate these further into sub-headings such as “Peer-Reviewed Original Research”, “Peer-reviewed Reviews”, etc.

Peer-reviewed publication metrics

Total number	<input type="text"/>	Total 1 st author (n)	<input type="text"/>	Total senior author (n)	<input type="text"/>
In-rank (n)	<input type="text"/>	In-rank 1 st author (n)	<input type="text"/>	In-rank senior author (n)	<input type="text"/>

International and National Invited Presentations

- Consider adding “Invited Presentations” to the subheading, so reviewers know these are invited presentations.
 1. **Milano CE.** National Perspectives on Policy and Practice Implementation: Lessons from the Field. Building a Coordinated System of Care for Persons With Co-occurring Medical and Behavioral Health Conditions. Keynote Address: California Innovations Summit on Integrated Care, Jun 2014, Sacramento, CA

Regional and Local Invited Presentations

- Differentiate local (i.e. community – Outside OHSU) from presentations done at OHSU (below)
 - 1.
 - 2.

Institutional Invited Presentations

- This does not include student/resident lectures, which are better filed in Teaching, with their evidence of effectiveness.

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)

- Remove direct quotes or narrative feedback from Quality.
- Do NOT refer to teaching source document (e.g., MedHub).

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 <u>Outset</u>	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

APPENDIX A - PRIMARY FACULTY SERIES

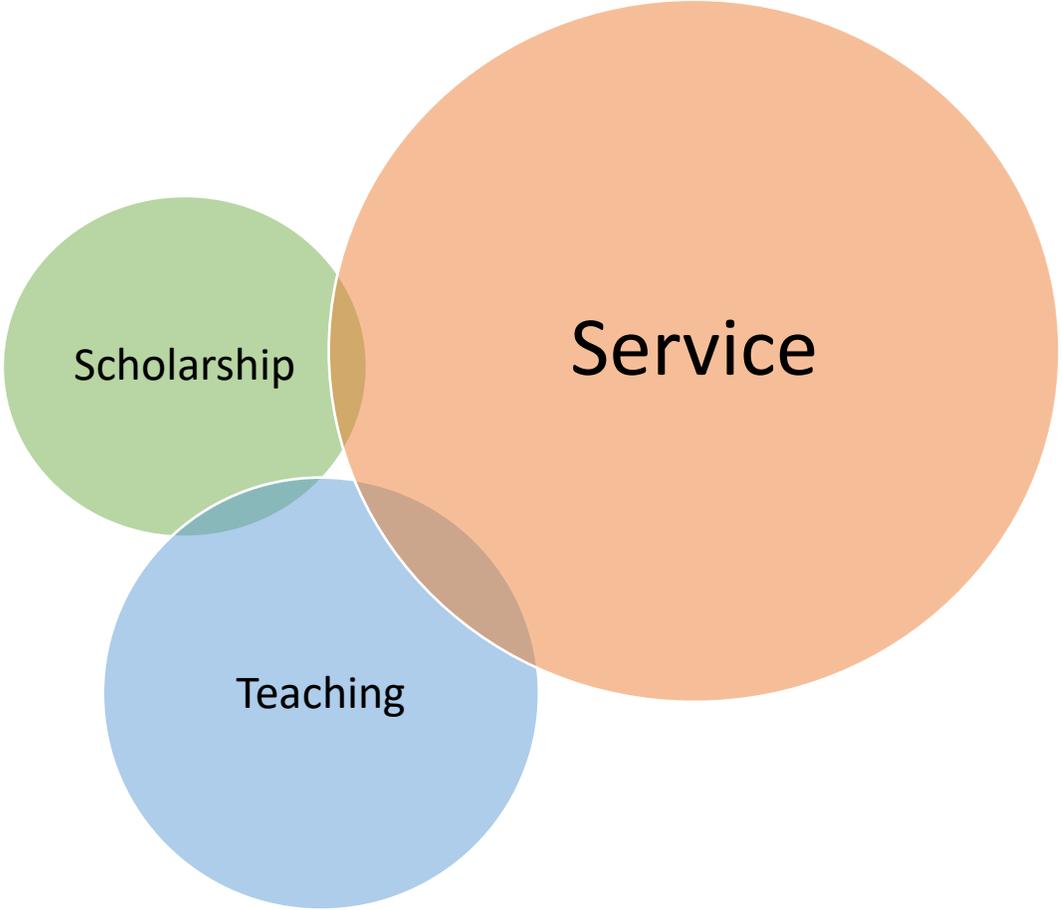
Series	PROFESSORIAL		RESEARCH
Pay Source	OHSU/VA/Shriners		OHSU/VA/Shriners
Track	Standard*	Non-Doctoral (e.g. APP's & NP)	
Title	Assistant Professor		Research Assistant Professor
	↓	↓	↓
	Associate Professor		Research Associate Professor
	↓	↓	↓
	Professor		Research Professor
	↓	↓	↓
	QUALIFICATIONS		QUALIFICATIONS
Assistant Professor	Based on job description	Satisfactory Scholarship or Teaching + Approval	Based on job description
Associate Professor (scholarship, teaching, service)	4 points		Substantial Scholarship
Example	1 Substantial and 2 Satisfactory OR 2 Substantial OR rarely 1 Outstanding and 1 Satisfactory		
Professor (scholarship, teaching, service)	6 points (requires Outstanding in at least one area)		Outstanding Scholarship
Example	1 Outstanding, 1 Substantial, and 1 Satisfactory OR 2 Outstanding		

- DOMAINS:
SCHOLARSHIP
- TEACHING
- SERVICE

LEVEL	POINTS ACHIEVED
Outstanding	3
Substantial	2
Satisfactory	1

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

For example,



Harmonize your dossier with [Appendix B](#) as a guide.

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 standing 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 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 department clinical, educational, research program Lead development of a new institutional shared scientific resource Participate in leadership in regional committees/ health organizations Serve with national health organizations with increasing levels of responsibility or significant outcomes Serve consistently in national credentialing work (board exam questions) Receive regional/local awards for clinical expertise Receive invitations to present regionally Lead development of innovative clinical initiatives with evidence of regional impact/outcomes Receive institutional funding for innovative or complex clinical initiatives or shared scientific resources 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)

Document templates and guides

Annual reviews	▼
Curriculum Vitae (CV) and Educator's Portfolio	▼
Department chair letter	▼
Department promotion and tenure chair letter	▼
Personal statement	▲
<p>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.</p> <p>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.</p> <p>Guide to Writing a Personal Statement </p> <p>Personal statement template </p>	
Internal and external letters	▼

Personal Statement OHSU School of Medicine

Name:		Degree (s):	
Rank:			
Department:			
Division:			
Last Promotion Date:		Completion Date:	

➤ Stylized, strategic self-promotion

Getting started...

Dear Dr. Strasfeld:

I respectfully request consideration for promotion to Assistant/Associate Professor. I believe my contributions in scholarship are (sat/sub/out), in teaching are (sat/sub/out), and in service are (sat/sub/out). I have been in my current rank of Assistant/Associate Professor for X years.



Guide to Writing Personal Statements

School of Medicine Promotion and Tenure

Recommendations:

The average CV does not speak for itself, the personal statement is used to augment the CV. The personal statement should demonstrate **why you meet the criteria for appointment or promotion:**

- Utilize the personal statement to **explain unusual aspects of your job that are not evident in the CV or Educator Portfolio.**
- Utilize the personal statement to demonstrate **the impact your work has had** locally, regionally, or nationally – provide examples.
- Explain the impact of the scholarship especially if it is not the traditional peer-reviewed type (how have others utilized the products of your scholarship? what changes occurred as a result of the product? etc.)
- The majority of the writing should **focus on the area that is key for promotion.** For example, if promotion is to associate and there really is no doubt that two of the categories are satisfactory, then the emphasis in the statement should be on why the third is substantial.
- Use and be consistent with the language and wording of the OHSU guidelines for promotion to evaluate levels of accomplishment (“My accomplishments in teaching are substantial, because...”). Thus if one is appraising oneself as Substantial in a domain, avoid superlative language (e.g. outstanding), as that language is more aligned with the Outstanding-level assessment. This will make it easy for the committee member to reconcile your points with the guidelines for promotion.



Guide to Writing Personal Statements

School of Medicine Promotion and Tenure

Things to avoid:

- The personal statement should not just be a re-iteration of the CV. Give the highlights, and **explain why entries are important. Explain the nuances of what you contributed** to a project rather than just listing all the committees you performed.
- Keep it **brief, focus on highlighting your specific and notable contributions** in each domain, with an emphasis on **why your work meets the specific performance assessment for each domain.**
- Avoid rambling and regurgitation. Organize your story within the 3 categories. Alternatively, candidates can choose the story method or the bulleted "Power Point" like points.
- Avoid bitterness or statements regarding the politics of the institution/department.
- Do not assume that the reader understands abbreviations or highly technical terms. Either define them, or leave them out.
- **Use the criteria to define your achievements honestly.** (For example: if you meet the criteria for 'satisfactory' achievement avoid phrasing your work as 'outstanding')
 - **This is NOT the time to be modest - Don't undersell your work.**
 - **Avoid arrogance - Don't over sell your work.**

Refer to [Appendix B!](#)

TEACHING/EDUCATIONAL 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
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

Conclusion paragraph

- In summary, based on the above noted contributions to teaching (**Outstanding**), service (**Substantial**), and Scholarship (**Satisfactory**), I respectfully submit my application for consideration of promotion to **Associate Professor/Professor** of Medicine .

Total length guidelines (approximate):

Assistant → Associate: 3 pages

Associate → Professor: 3-5 pages

Final word on the personal statement
("impact statement"):

Engage proofreaders and reviewers!



Candidate's Referee List

School of Medicine Promotion and Tenure

Promotion candidates may use this form to suggest names of referees who will be contacted to write letters of reference. Submit this form to your department promotion and tenure administrator.

Candidate Name:	Click here to enter text.
Rank Requested:	Choose an item.

CANDIDATE'S SUGGESTED REFEREES:

CANDIDATE'S SUGGESTED REFEREES:	
1	Referee Name: _____ Degree: _____ Rank or Title: _____ Institution and Department: _____

PLEASE provide more suggested referees than the required # of letters

2	Referee Name: _____ Degree: _____ Rank or Title: _____ Institution and Department: _____ Email address: _____ Referee's relationship to candidate: _____ Comments: _____
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3	Referee Name: _____ Degree: _____ Rank or Title: _____ Institution and Department: _____ Email address: _____ Referee's relationship to candidate: _____ Comments: _____
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4	Referee Name: _____ Degree: _____ Rank or Title: _____ Institution and Department: _____ Email address: _____ Referee's relationship to candidate: _____ Comments: _____
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5	Referee Name: _____ Degree: _____
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NUMBER OF REQUIRED REFEREES					
Faculty Rank Type	Rank of Proposed Promotion	# Referees			
		Total (minimum)	Internal	External (minimum)	External Referee Requirements
Primary	Associate Professor or Research Associate Professor	5	No minimum requirement	3	Unbiased letters are highly recommended
	Associate Professor with tenure	7	No minimum requirement	5	At least 2 unbiased
	Professor or Research Professor	7	No minimum requirement	5	At least 2 unbiased
	Professor with tenure	7	No minimum requirement	5	At least 2 unbiased
Provisional Status	Associate Professor	3	No minimum requirement	1	Unbiased letters are highly recommended
	Associate Professor with tenure	7	No minimum requirement	5	At least 2 unbiased
	Professor	3	No minimum requirement	3	Unbiased letters are highly recommended
	Professor with tenure	7	No minimum requirement	5	At least 2 unbiased
Adjunct	Adjunct Associate Professor	3	No minimum requirement	1	Unbiased letters are highly recommended

Associate Professor

At least 5 letters, of which at least 3 should be external

Desirable to include letters from individuals at other institutions who are unconflicted*

Professor and/or Indefinite Tenure

At least 7 letters, of which at least 5 should be external

At least 2 letters from individuals at other institutions must come from unconflicted* referees

P&T referees

External referees

Someone who can appraise your contributions based on familiarity + review of your portfolio (*conflicted*) or by reputation and portfolio alone (*unconflicted*)

➤ **UNCONFLICTED:** not a former or current colleague, collaborator, mentor

Should be *at or above rank sought*

Good external letters assess and communicate whether the candidate meets:

- OHSU's P&T requirements
- +/- their institution's P&T requirements

Internal referees

Someone who can appraise your contributions based on familiarity with your work/impact + review of your portfolio

Should be *at or above rank sought*

From any OHSU Division/Department



Department of Medicine
Promotion and Tenure Timeline
 AY 2025

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	May 31 ✓
<u>DIVISION HEAD / INSTITUTE DIRECTOR DEADLINE</u> 3. Division Head / Institute Director Candidate Promotion Request Form	
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 ("Impact Statement") 4. Referee form (list of internal & external letter writers) 5. 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	by November 11
<u>CANDIDATE DEADLINE</u> Submission of requested revisions - final documents (PDF version, entitled with appropriate nomenclature)	November 25 ←

SOM P&T Timeline

All documents due to SOM: December
 SOM P&T deliberates: February – June
 P&T announcements: late June
 Effective date: July 1



Questions????

- Lynne Strasfeld, MD – strasfel@ohsu.edu
- Marian Clark, Executive Specialist, P&T Coordinator – dom@ohsu.edu

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