



New Faculty Foundation: Building for Success Paths to Advancement

February 10, 2025

Discuss with Lunch Neighbor:

What is one takeaway from New Faculty Foundations?

Who or what resource do you plan to follow up with?

Where will you go (or stay) for your next vacation?

Quality Mentorship

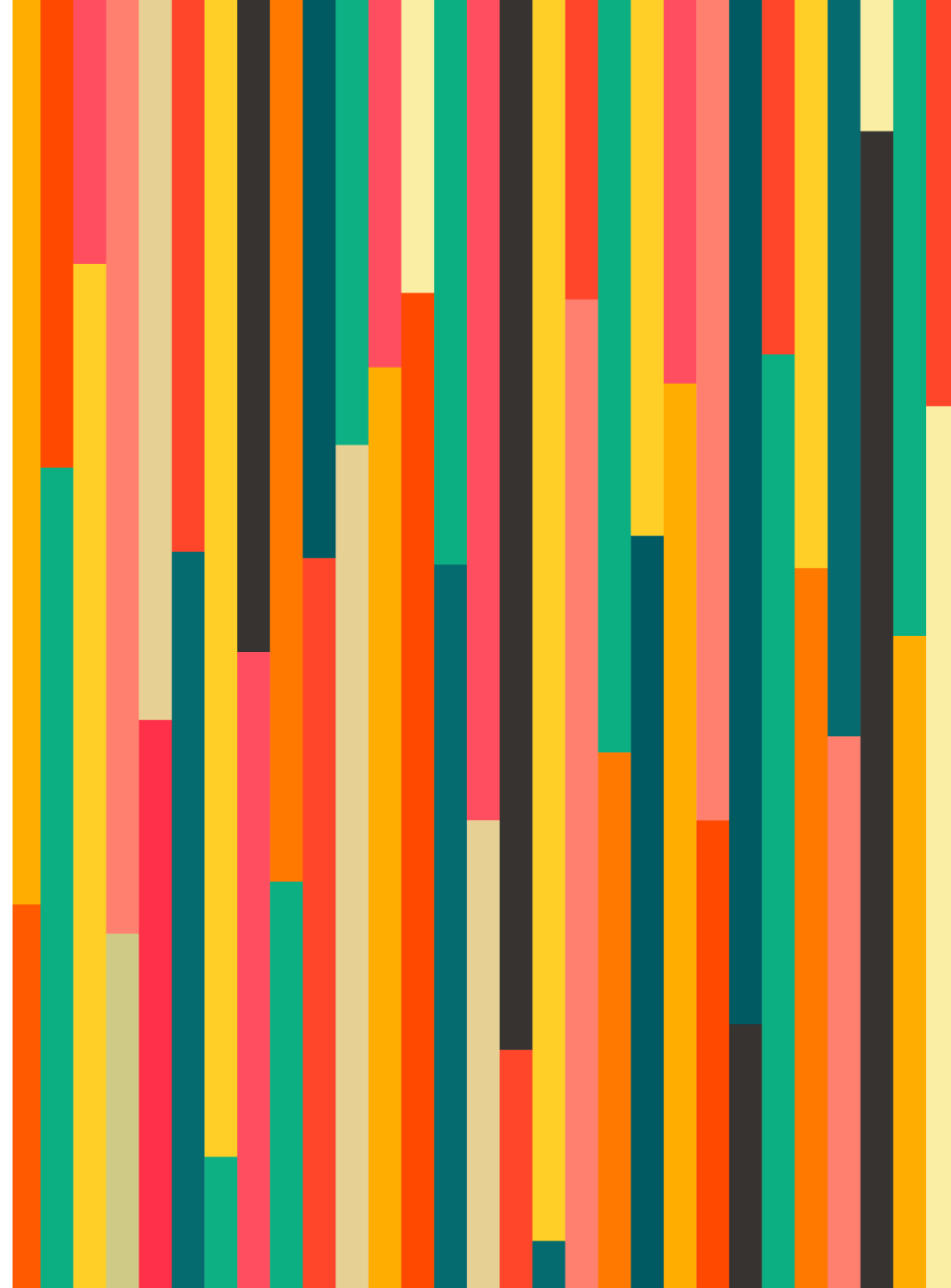
Leah Reznick, MD

Associate Professor of Ophthalmology

February 10, 2025

Objectives

- Articulate the value and importance of mentorship in career support
- Understand the differences between mentorship, coaching, and sponsorship
- Outline your own current areas of quality professional mentorship, coaching, sponsorship
- Determine mentorship needs from mentorship mapping exercise

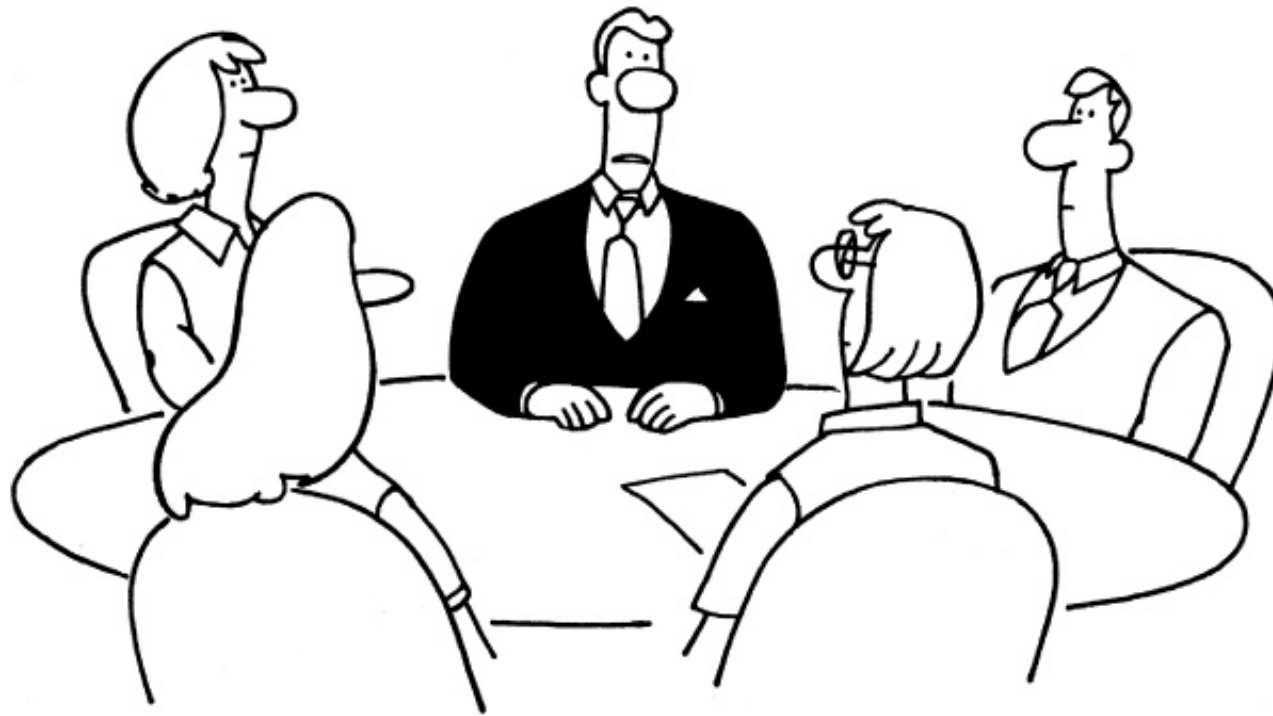


Beginning of Career



First 18-24 months





“Whew! That was close!
We almost decided something!”

Dr. Rosenbaum
invited me to be
on the
Ophthalmology
P&T Committee

Haves versus Have-nots



Over the past 15 years...



- My interest combined with the help of mentors, coaches, and sponsors led me to:
 - Create a peer mentoring program for ophthalmology
 - Create a dyadic mentorship program for ophthalmology
 - Create mentorship training program that has been shared with a number of OHSU departments and leadership programs
 - Start and maintain a professional development program for ophthalmologists
- I have a true niche and passion that has given me tremendous satisfaction and meaning from my work

Types of Career Support



MENTORSHIP



COACHING



SPONSORSHIP

Mentor

An experienced and
trusted advisor



Mentorship versus Coaching



institute - Center for Excellence in Coaching & Mentoring

Sponsorship



- Sponsor
 - Senior leader or other person who uses their influence and connections to help you obtain projects, roles, promotions, etc.
 - Advocates for sponsoree openly and behind closed doors.
 - Expends social and organizational capital on sponsoree's behalf
- Sponsoree
 - Provides insight to sponsor about their perspective, goals, and desired opportunities
 - Accountable, trustworthy

Your
Mentoring
Team





The Inspirational Mentor



Stanley Chang



Michael Chiang

“How are you going to change the world?”

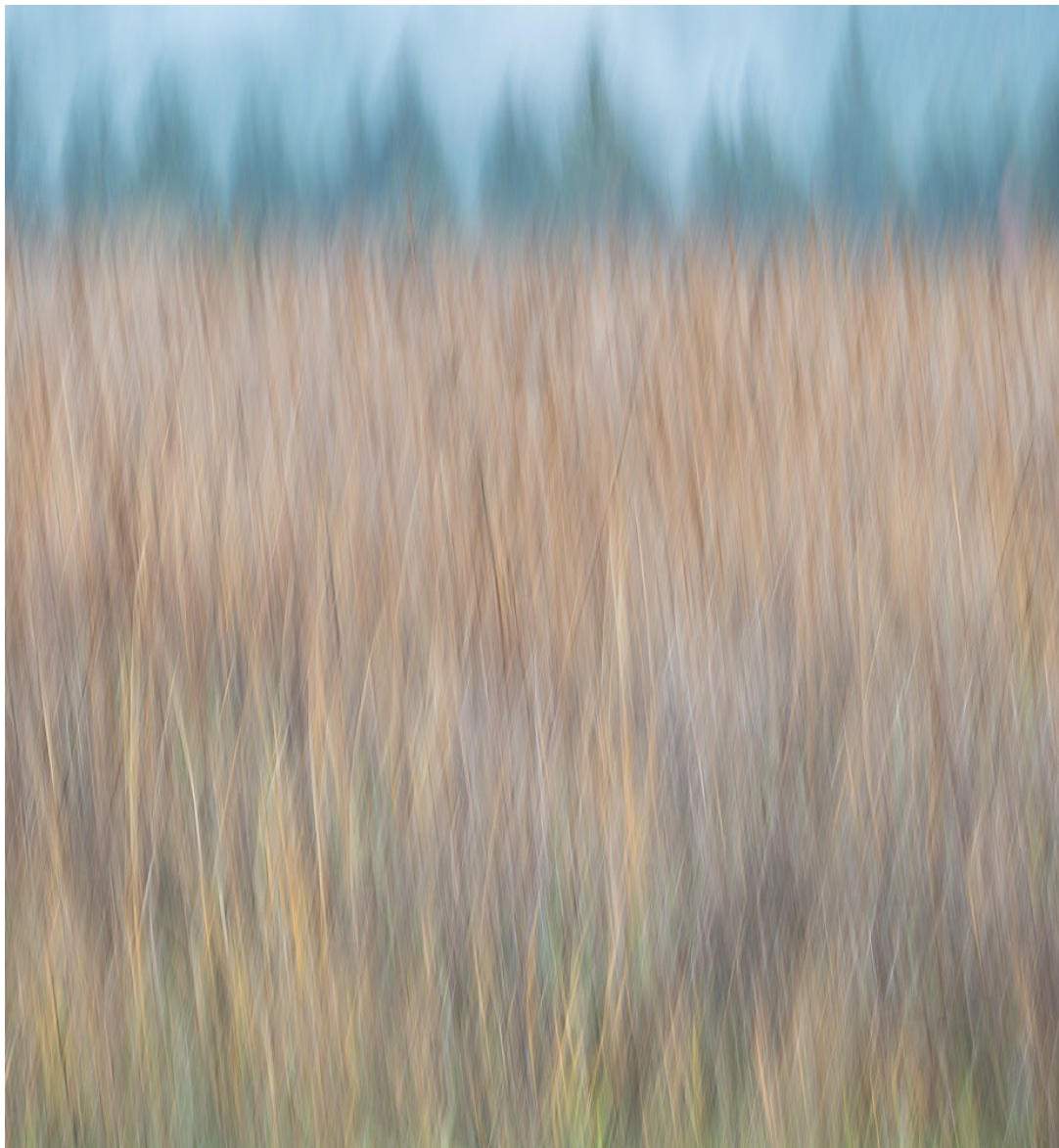




The Challenging Mentor









THE PEER MENTOR



A dark blue, irregular ink splatter shape centered on a white background. The splatter has a textured, painterly appearance with some lighter blue and white areas around its edges. The text "Mentorship Mapping" is written in white, sans-serif font, centered within the dark blue area.

Mentorship Mapping

Mentorship Map Exercise

- Place the name(s) of current mentors in each of the following areas.
- Identify areas for which you lack sufficient mentorship.

“Making the Most of the Mentors: A Guide for Mentees”

- Plan & Manage Up!
- Zerzan et al:
- In advance consider areas of mentorship
 - What are you currently trying to accomplish?
 - Are you making any big decisions?
 - Are there current strengths and obstacles?
- Be prepared with your story
 - Clarify your goals
 - Identify your work style and habits

Mentorship Map Exercise

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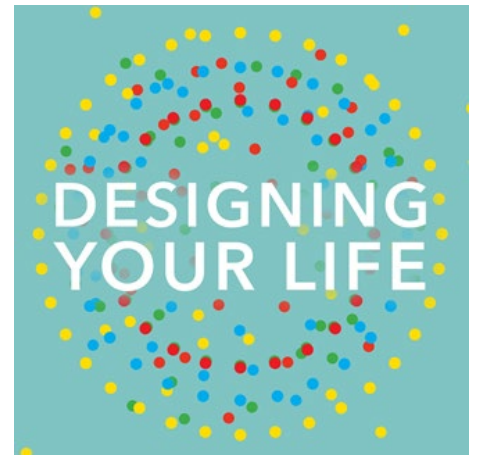
Thanks!

An Introduction to Mentorship & Career Design

Seth Igarta, MA
Brenda Martinez, PhD



Mentorship
and
Career Design





Show of hands: On a scale from 1-4, how intentional have you been about building professional relationships ?

- 1** Not at all. I don't think about building professional relationships
- 2** I know professional relationships are helpful, but I don't have time
- 3** I have at least one mentor and/or one mentee
- 4** I have several mentors and mentees supporting my network



Show of hands: On a scale from 1-4, how often do you have career conversations (discussions about your personal career goals) in your current role at OHSU?

- 1 Not at all: I don't talk much about my career goals in my role
- 2 I know career conversations are helpful, but I don't have them often
- 3 I have annual review conversations about my career goals
- 4 I integrate career conversations into many aspects of my role

VALUES

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!

Mentorship Education



Career
Education



DEI
A&B



Daily maintenance

Life Design



Competencies



Coaching



Water these plants often.

Training



Alumni
Engagement



Community
Building



Water these plants as needed.



WHAT WE'LL TALK ABOUT

- 1) Intro to Mentorship and Career Design (MCD)
- 2) Mentorship
- 3) Career Design
- 4) MCD Programs
 - Mentorship Academy Training
 - Work Life Design Coaching
 - Consultations
- 5) Questions



(Mac Hall, 1182)

Roles

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

<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)



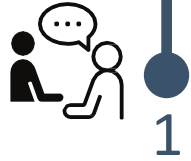
MENTORSHIP





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

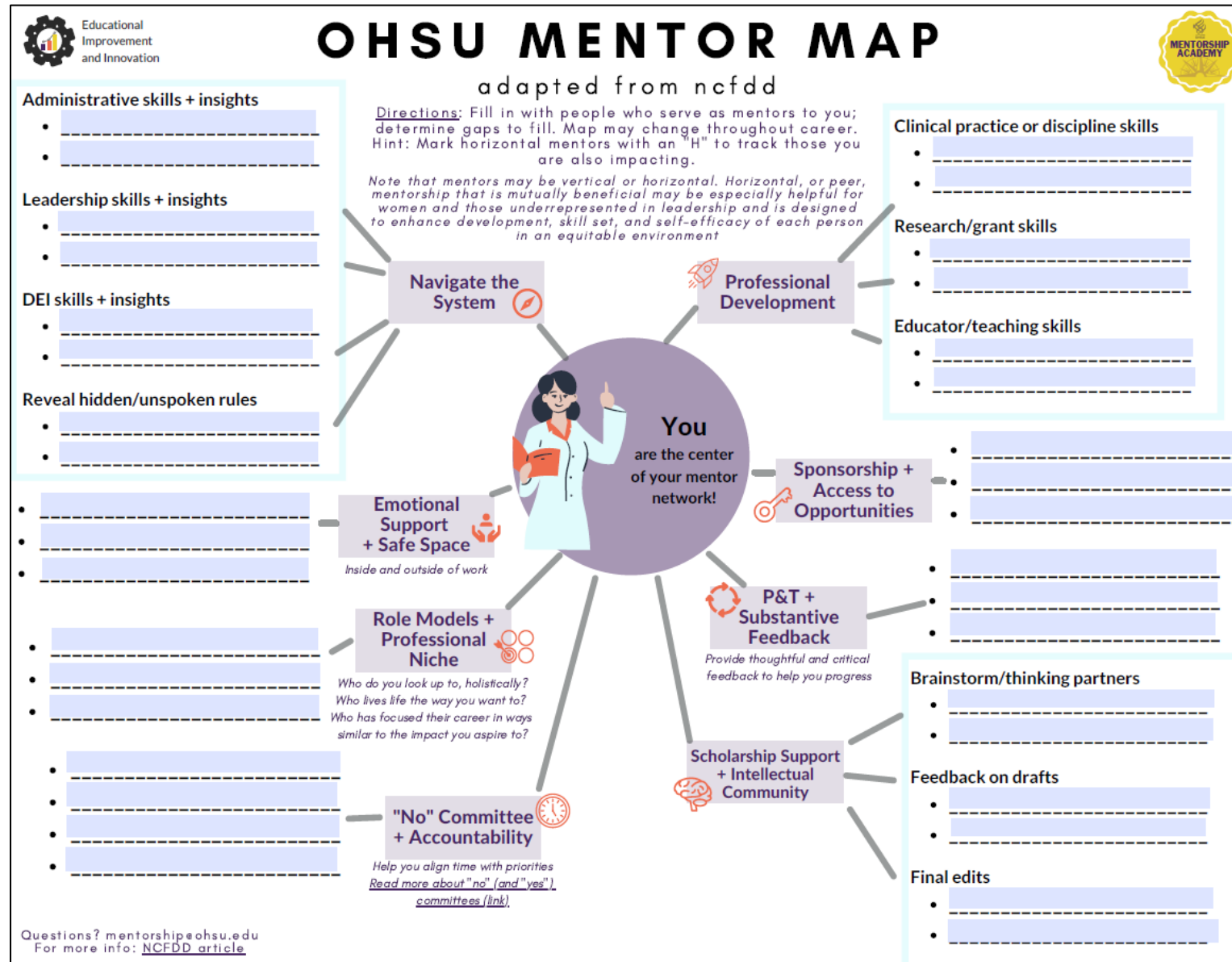


120-minute: Modules focused
on peer-to-peer discussion



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?

Differentiating the ideal from what's real	"It's really all about the work, so if I just do great work I'll be successful."
Reactive vs. proactive stance	"Everyone's so busy, I don't want to bother anyone with _____..."
Hyper-individualism	"I can figure everything out myself."
Perfectionism	"I hold on to work until it's perfect..."
Staying Safe/Playing Small	"I only connect with people in my department that I like."
Super ____ Syndrome	"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



- 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.

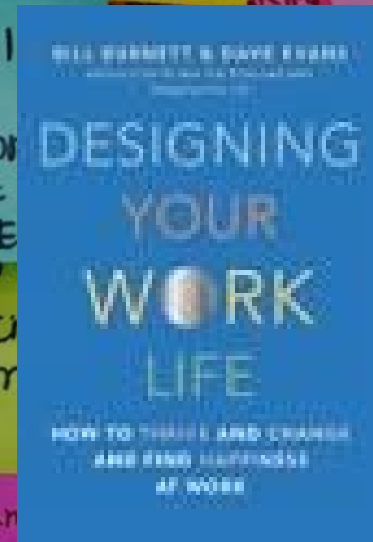
Vice Provost for Educational Improvement and Innovation
OHSU Provost Office

OHSUmentors.com

Greenhouse

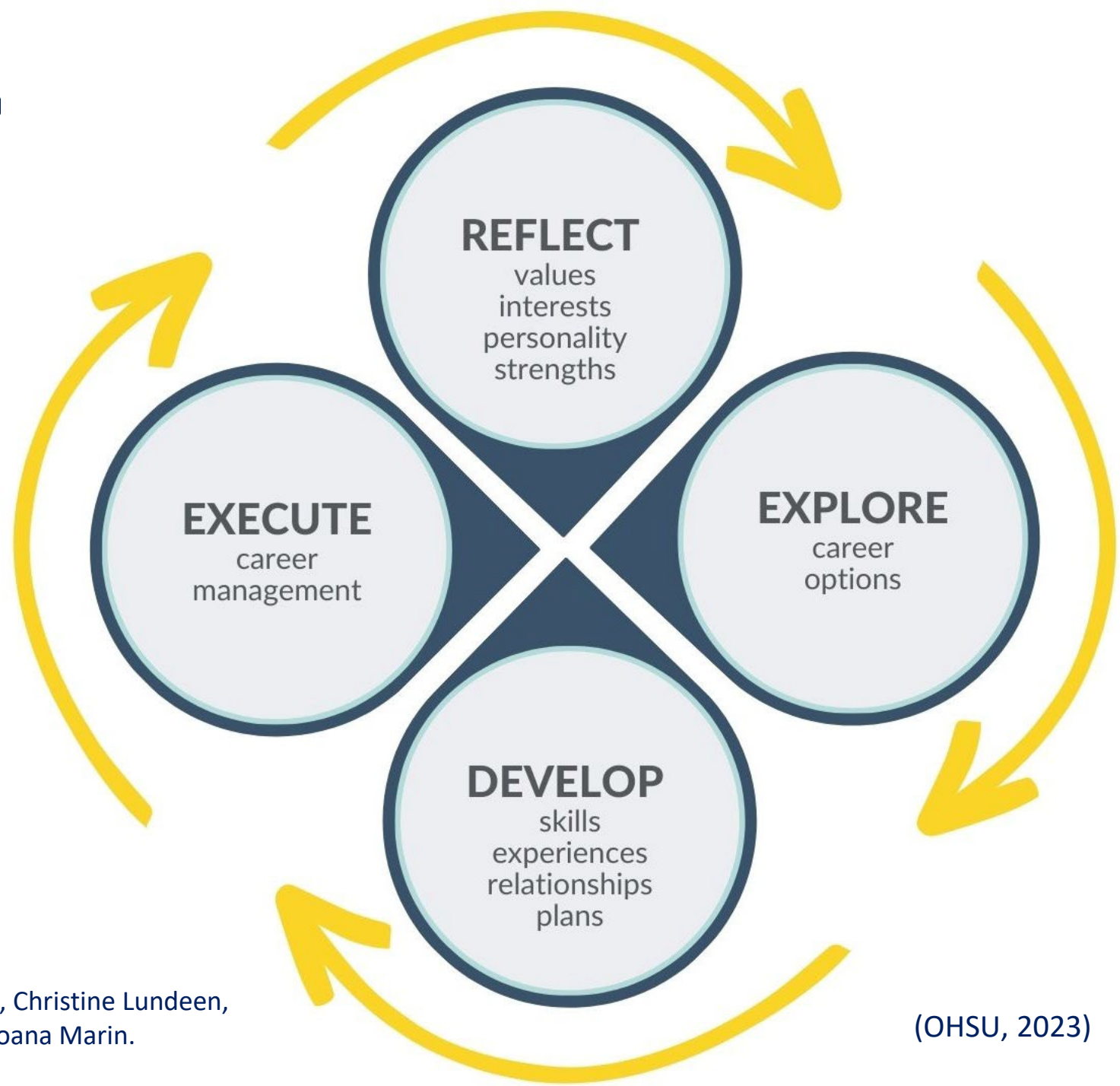
A place to grow, together.





CAREER DEVELOP 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*

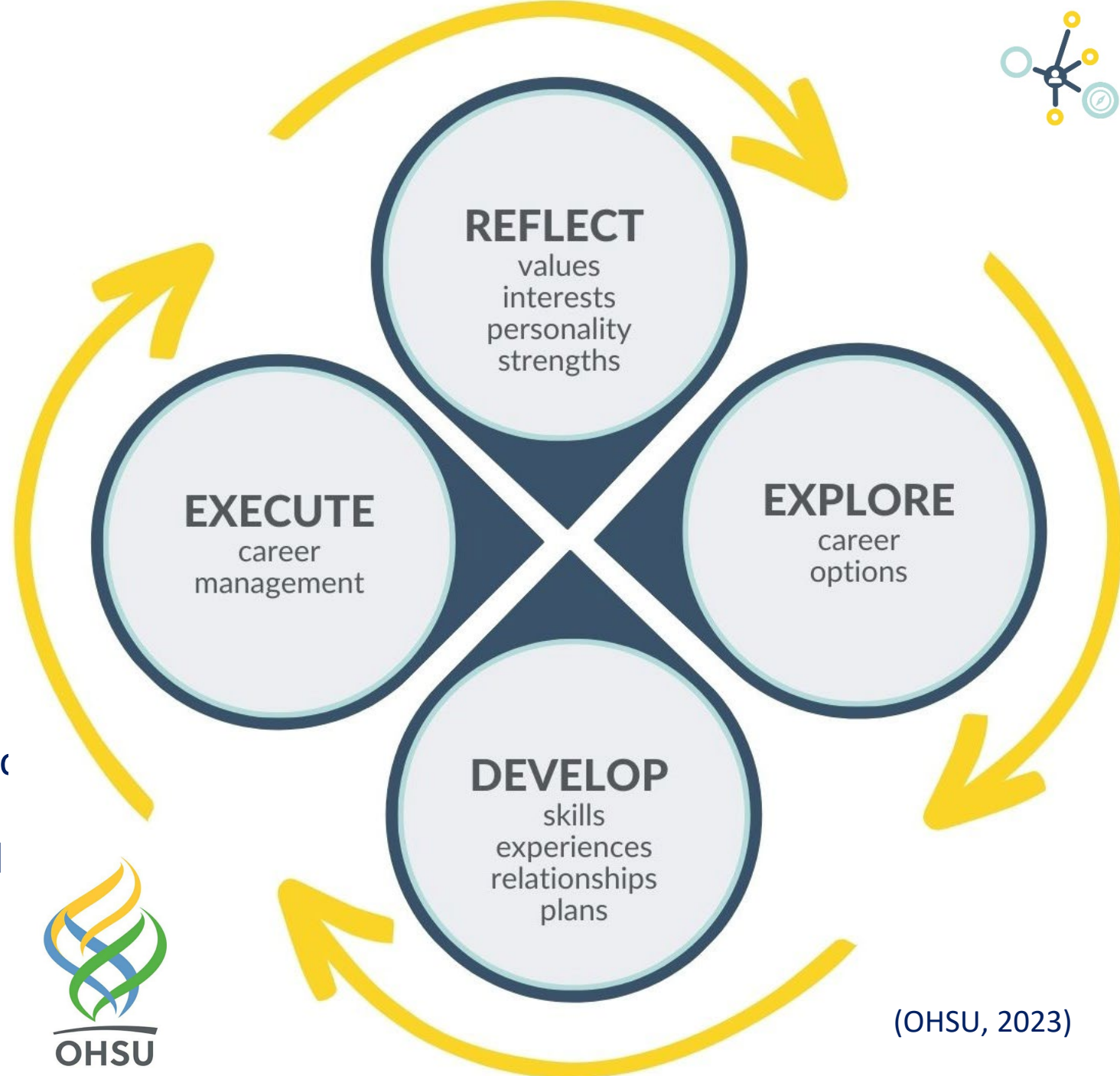
- Follow curiosity
- Apply knowledge of self to career plans

DEVELOP: *Competencies & Relationships*

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

EXECUTE: *Career Management*

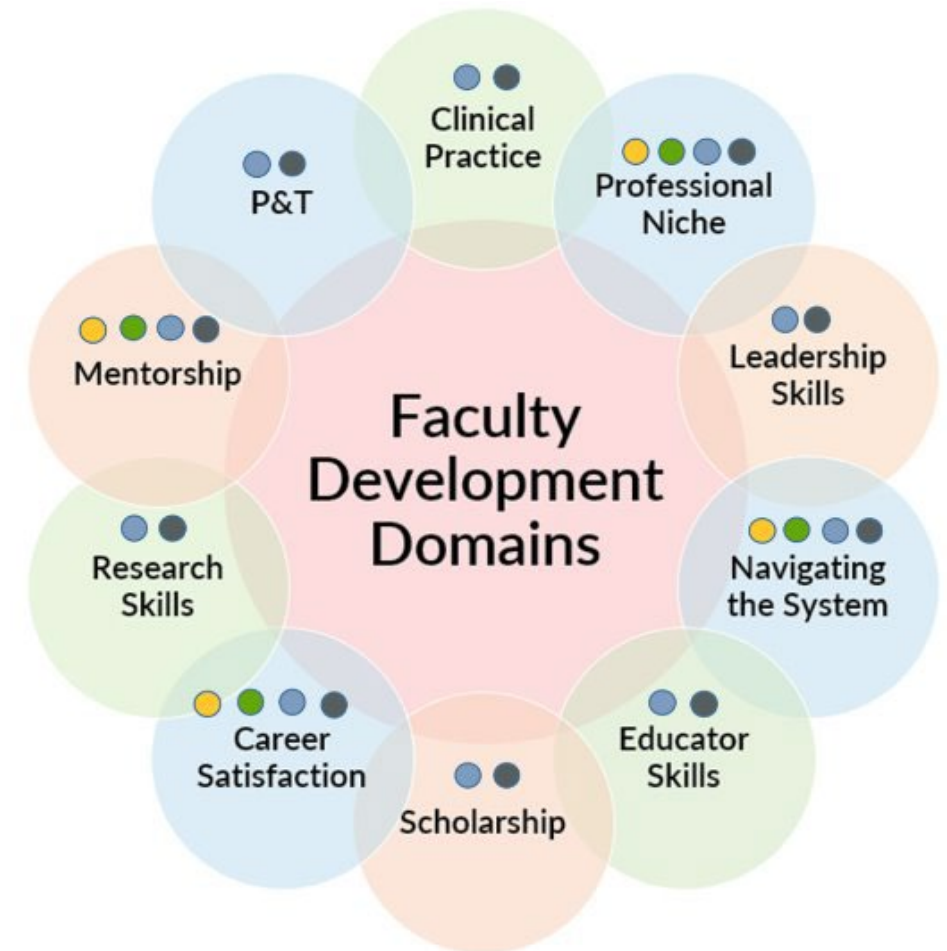
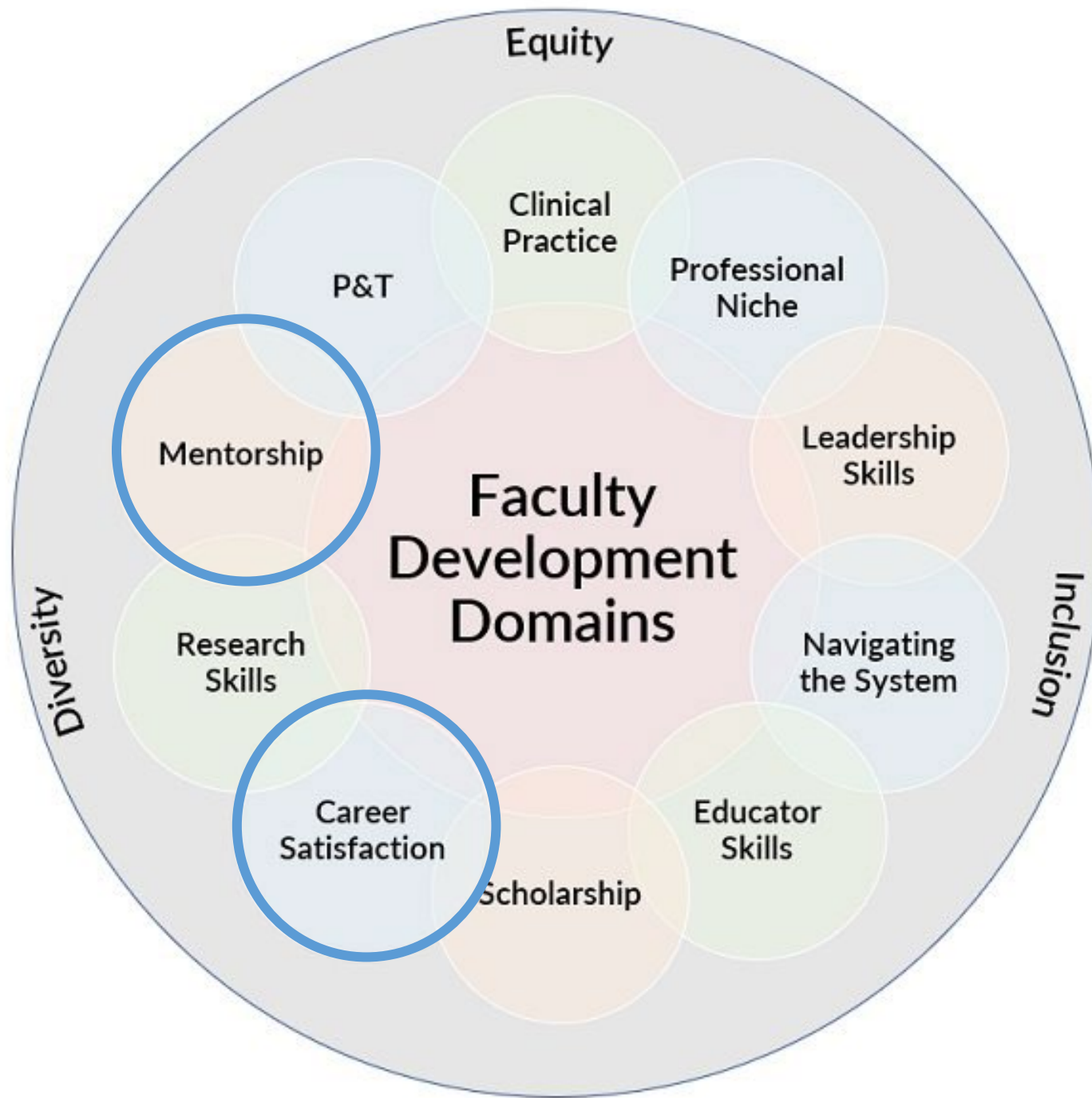
- Carry out meaningful career pursuits and transitions
- Cultivate professional development and relationships
- Navigate work-life integration and wellness



(OHSU, 2023)



School of Medicine FACULTY DEVELOPMENT



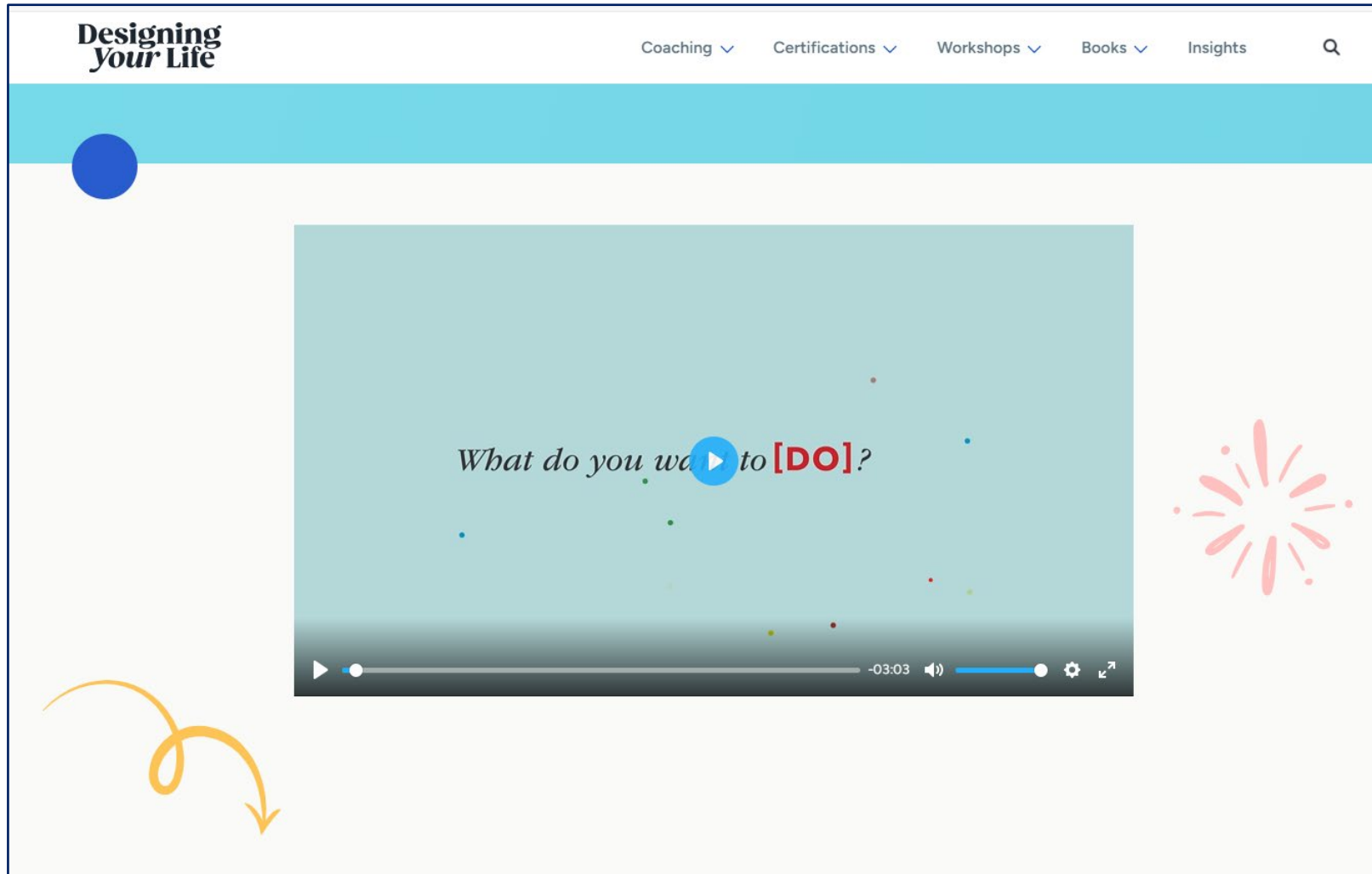


PROFESSIONAL DEVELOPMENT

- 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



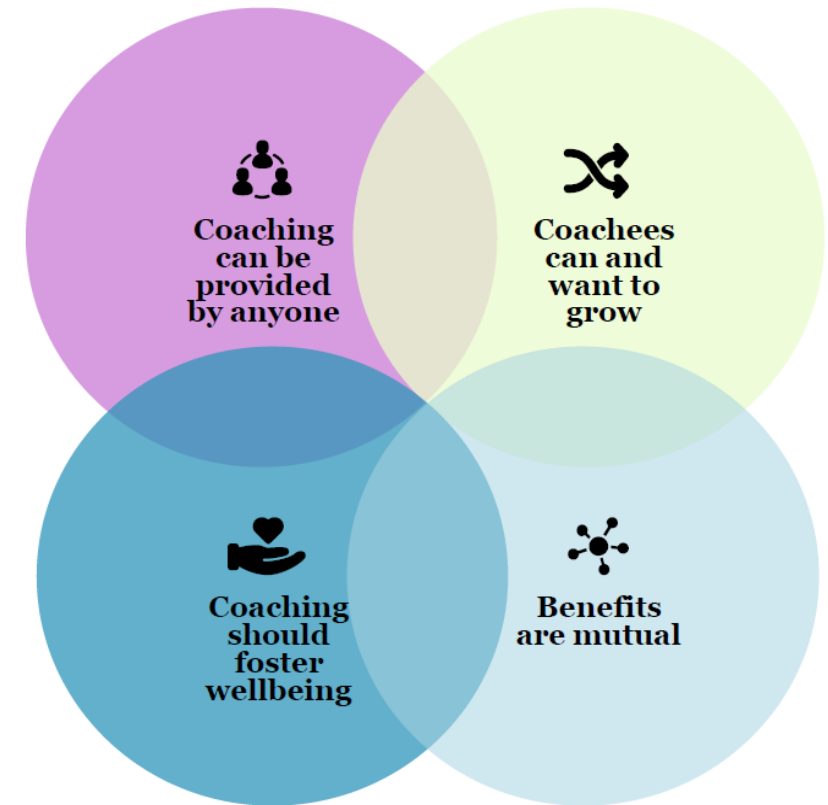
(Design Your Life, <https://designingyour.life>)



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

Coaching Circles, Spring 2025 (in-person)

- *Unique Self*
 - March 20, 10 AM–Noon, Aud 217
- *Career Opportunities*
 - April 24, 10 AM–Noon, Aud 210
- *Grow Forward*
 - May 22, 10 AM–Noon, Aud 210
- *Thrive*
 - June 12, 10 AM–Noon, Aud 211

***Register on Compass**



Work Life Design Coaching Circles

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

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

Mentorship and Career Design

Dates & Times

- Work Life Design Circle: Unique Self
Thursday, Mar. 20, 10 AM–Noon, AUD 217
- Work Life Design Circle: Possibilities
Thursday, Apr. 24, 10 AM–Noon, AUD 210
- Work Life Design Circle: Grow Forward
Thursday, May 22, 10 AM–Noon, AUD 210
- Work Life Design Circle: Work Life Wellness
Thursday, June 12, 10 AM–Noon, AUD 211

***Register on Compass**



JOIN NOW

Sign in



Welcome to Greenhouse

CULTIVATE YOUR CAREER



ohsumentors.com



OHSU



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 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!



QUESTIONS

CONTACT US

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Educational Innovation and Improvement
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www.ohsu.edu/education/mentorship-and-career-design

Promotion and Tenure Q&A

V. Liana Tsikitis, MD, MBA

Professor, Dept of Surgery

Co-chair, OHSU SoM P&T Committee

Division Head, GI/General Surgery


Elena Korngold, MD

Professor, Diagnostic Radiology

Co-Chair, OHSU SoM P&T committee

Vice Chair Clinical Operations, Diagnostic Radiology

What are the *Academic* Ranks at OHSU?

- Assistant Professor
 - This is the OHSU School of Medicine attending hiring level
 - Associate Professor
 - Regional reputation
 - Full Professor
 - National/international reputation
- 
- The diagram consists of three teal curved arrows pointing from right to left, indicating a progression. The first arrow starts at the '5-6 years' label and points to the Assistant Professor rank. The second arrow starts at the second '5-6 years' label and points to the Associate Professor rank. The third arrow starts at the third '5-6 years' label and points to the Full Professor rank.
- 5-6 years
- 5-6 years

- (Instructor is the intro rank at some institutions, will touch on that later)

Reasons to go up for promotion:



This is how academics
recognizes achievement
and progress



Money (yes it matters)



Access to opportunities/seats
at the table



Freedom to choose
your future pursuits



Freedom in sponsorship



Portable – in case you
look for a different job

What are the 3 domains for achievement?

Scholarship

Peer-Reviewed Pubs
Grants
Journal Reviewing
Presentations/Lectures
Abstracts
Original work
Patents
Team science

Education

Teaching
Lectures
Hands-on Didactics
Teaching evals
Teaching awards
Learner assessment
Curriculum Development
Mentorship
Educational committees

Service

Dept/SOM Committees
Leadership Roles
Profess. society committees
Board Exam questions
Journal reviewer
Community engagement
Service line expansion
Modality/section lead
COVID adjustments

How does promotion work?

APPENDIX B – Reference Guidelines for Promotion & Tenure

This guide provides examples of opportunities, which may allow faculty to meet criteria for each level of achievement.

This guide is intended to be used for career planning; it is not intended to be used as a checklist.

	Satisfactory	Substantial	Outstanding
REQUIRED	<u>A Local Level</u> : reputation with contribution outside of immediate professional work environment <u>Active participation</u> : quality & quantity	<u>A Regional Level</u> : reputation/ expertise/ dissemination <u>Leadership</u> with evidence of impact or outcomes	<u>A National Level</u> : reputation/ leadership/ impact/outcomes/dissemination Maintain contributions with the department and institution
	Individual Scholarship:	Individual Scholarship:	Individual Scholarship:
	1 point	2 points	3 points

Promotion is based on achievement or involvement in the 3 areas we assess (after ~5 years time at rank):

- Scholarship
- Education
- Service

A candidate needs: 4 points to get to Associate Professor (any combo of Sat/Sub/Out)
6 points to become Full Professor (must be Outstanding in one area)

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Scholarship Research Excellence	Individual Scholarship: <ul style="list-style-type: none">Publish peer-reviewed high-quality publications (required)Create inventions, methodology advancesAcquire individual/local or institutional fundingMentor career development award (K, CDA, etc.)Serve as a journal reviewerParticipate in ad hoc grant review workPresent local or state peer presentationsDisseminate curriculum through peer reviewed abstracts and curriculum repositoriesParticipate in creation of clinical guidelines or clinical evidence reviews	Individual Scholarship: <ul style="list-style-type: none">Publish in peer-reviewed journals of high quality with substantial roleDevelop and disseminate innovative learner assessment toolsAchieve independent fundingBe invited to present regionallyLead departmental research programServe as an editorial board memberServe on national grant study sections (NIH, NSF, VA, etc.)Publish peer-reviewed publications of educational materials in journals or repositoriesLead the creation/dissemination of clinical guidelines or evidence reviews with evidence of being implemented regionally	Individual Scholarship: <ul style="list-style-type: none">Be recognized for scholarship at the national or international levelMaintain sustained extramural funding in independent or collaborative grantsDemonstrate sustained contributions to national professional society committeesLead innovation in national collaborative researchLead development of novel educational materials disseminated nationally and implemented at other institutionsServe in leadership roles in national scientific committees, organizationsMaintain contributions with the department and institutionBe invited to present at national or international presentationsAchieve national recognition/awards from professional or public groupsServe 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 publicationsObtain collaborative local or institutional funding	Team Science: <ul style="list-style-type: none">Demonstrate a specific scholarly niche/contribution that is distinct from that of their mentor/teamDemonstrate substantial roles in publishing team science in peer-reviewed journals of high qualityObtain funding for collaborative efforts	Team Science: <ul style="list-style-type: none">Lead extramural funding of collaborative grantsLead publishing of team science in peer-reviewed journals of high quality
	Innovation: <ul style="list-style-type: none">Participate in methodology advances, inventionsFile invention disclosure, patent application	Innovation: <ul style="list-style-type: none">Develop new methods or tools that add to research capacity in one or more fieldsAcquire a patent	Innovation: <ul style="list-style-type: none">Demonstrate translation of invention into practiceDevelop industry partnerships, license patents

	Satisfactory	Substantial	Outstanding
REQUIRED	<u>A Local Level</u> : reputation with contribution outside of immediate professional work environment <u>Active participation</u> : quality & quantity	<u>A Regional Level</u> : reputation/ expertise/ dissemination <u>Leadership</u> with evidence of impact or outcomes	<u>A National Level</u> : reputation/ leadership/ impact/outcomes/dissemination Maintain contributions with the department and institution
Teaching Educational Excellence	<ul style="list-style-type: none">Demonstrate a consistent teaching commitment patternShow an increasing pattern of breadth and roles (lectures, labs, small groups, clinic/ward, supervising research)Teach activities that extend beyond immediate professional work environmentReceive strong evaluations from learnersParticipate in educational committees in department/institutionProvide mentoring with evidence of quality and quantityParticipate in creating/improving curriculum shared with groups outside of immediate professional work environmentParticipate in improving or developing learner assessment tools in use outside of immediate professional work environmentParticipate 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 peersObtain departmental teaching awardsReceive consistently excellent learner and peer evaluationsBe invited to teach in other departmentsBe invited to present curriculum innovations regionallyServe a substantial role in innovative curriculum/course design or change with improved outcomesParticipate in a national accreditation of new training programProvide mentoring which results in significant accomplishments, awards, publications, presentationsParticipate in developing effective mentoring activities, lead improving department mentoringDemonstrate sustained service on institutional education committees with substantial contributions evidentServe as course director or lead a department education programDevelop, implement and disseminate innovative assessment toolsDisseminate educational products regionally	<ul style="list-style-type: none">Obtain institutional, regional, or national teaching awardsReceive consistently excellent learner, peer, and course evaluationsDisseminate peer-reviewed educational materials in journals or national curriculum repositoriesBe invited to present instructional materials or curriculum at national levelDisseminate instructional materials with evidence of implementation at other institutionsReceive invitations to provide curriculum consultation to other institutionsProvide mentoring exceeding most peers in quantity and effectiveness as measured by mentees' accomplishmentsImprove mentoring at the institution by being a mentoring consultant to other departments or lead initiatives to improve mentoringHold multiple sustained educational leadership roles in the institutionObtain leadership roles in national educational organizationsMaintain contributions with the department and institution
	<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 committeesParticipate as a member on institutional committeesParticipate in educational, scientific, or health-related community organizationsServe as an ad hoc journal reviewerCollaborate in multi-center clinical research studiesDemonstrate significant role in contributions to the clinical teamParticipate in clinical quality and safety efforts with impact beyond the immediate professional work environmentReceive strong clinical performance evaluationsLead development of innovative, clinical initiatives or shared scientific resourcesParticipate in clinical guidelines with impact beyond immediate professional work environmentPresent at the local or state level regarding clinical or service work	<ul style="list-style-type: none">Serve in leadership roles for departmental committeesProvide institutional committee service sustained over yearsServe in leadership of educational, scientific or healthcare community organizationLead department clinical, educational, research programLead development of a new institutional shared scientific resourceParticipate in leadership in regional committees/ health organizationsServe with national health organizations with increasing levels of responsibility or significant outcomesServe consistently in national credentialing work (board exam questions)Receive regional/local awards for clinical expertiseReceive invitations to present regionallyLead development of innovative clinical initiatives with evidence of impact/outcomesReceive institutional funding for innovative or complex clinical initiatives or shared scientific resourcesDemonstrate substantial role in practice initiatives with regional impact on qualityCollaborate in initiation of effective, innovative interdisciplinary practice-related activities	<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 outcomesLead national leadership activities in educational, scientific or healthcare related community organizationsProvide sustained administrative leadership in the institution with evidence of outstanding impact/improved outcomesHold leadership roles in national committees/ organizationsMaintain contributions with the department and institutionParticipate in high-intensity national level interdisciplinary health care-related work groups or committees with evidence of outstanding impact/improved outcomesReceive national recognition/awards for clinical expertise from professional and public groupsBe invited to present nationally or internationally novel synthesis of knowledge or new techniques and/or proceduresBe invited to consult regarding clinical programs at other institutionsProduce innovative clinical programs that are disseminated and serve as models for other institutionsObtain external funding for practice innovations, new clinical initiatives or innovative or complex shared scientific resources

Promotion stats and results are based on
WHAT GETS TO COMMITTEE
(who goes up?)

- SOM P&T committee doesn't see:
 - Faculty who elect to stay at current rank and don't go up for promotion
 - Faculty who leave before promotion
 - Faculty who wanted to go up and were told/advised not to

What do you need to do to get promoted?

1. Appropriate time at rank (“area under the curve”)
 1. 5(ish) years as Assistant Prof
 2. If coming from a place with Instructor as entry rank, that time counts
 3. If coming from Instructor as a fellowship or parallel track, it doesn’t
2. CV – in the OHSU format.
3. Personal statement telling your story, what you do, who it impacts, why it’s important
 1. Narrative of the highlights of your CV
 2. Include references to the examples in Appendix B if possible
 3. Make a case for meeting criteria for promotion in based on Scholarship, Education, Service

Internal and external letters

P&T referees

Associate Professor	Professor and/or Indefinite Tenure
At least 5 letters, of which at least 3 should be external	At least 7 letters, of which at least 5 should be external
<i>Desirable</i> to include letters from individuals at other institutions who are unbiased*	At least 2 letters from individuals at other institutions must come from unbiased* referees

*not a former or current colleague, collaborator, or mentor

P&T referees

Internal & External

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

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

How do I get the opportunities to get me promoted?

1. Become excellent at your job. That takes years and patience. This is a marathon not a sprint. START HERE.
2. Take ownership of some aspect of your practice. It might be something others don't want to do. Develop it into something.
3. Join Department and School of Medicine Committees!!!
4. Become the “point-person” in the section or department for something – a multidisciplinary conference, modality, committee, etc.
5. Get involved in your professional society. Make connections whenever you can.
6. Leverage the relationships you build through these. Offer to get involved in trials/studies/programs you hear about.
7. Support your colleagues – be collaborative and lift others!

Some facts and misperceptions:

#1: If you have partial FTE:

.

The P&T committee does not see your % FTE

- Partial FTE is a personal decision and unrelated
- your portfolio of work/CV is considered without bias

#2: It DOES NOT MATTER “how many people are going up from x dept this year”

#3: The candidate's portion of the P&T packet is manageable

a) Keep CV updated (notes app, email folder, monthly calendar appointment...

b) Personal statement should tell a story that is outlined in your CV

#4: There are **very few** people who understand exactly – or even have a vague idea about - what you do.

- Do not assume reviewers will know that something you did is a big accomplishment or was difficult to achieve.

- Do not assume readers will think anything you do is unimportant or not as perfect as you wish it was. You are your own harshest critic here.

More on #4: There are **very few** people who understand exactly what you do.

Explain what you do in clear, simple terms, focusing on
INNOVATION AND IMPACT

EVERYTHING HAS INNOVATION AND IMPACT

(Why does it matter? How are you contributing to medicine, to your institution, to the mission? How have you improved/changed/advanced XYZ?)

#5 - Impostor Syndrome is REAL

- a) Update your CV frequently.
- b) Include EVERYTHING YOU DO.
- c) Find someone you trust to read your CV and talk through your academic/clinical roles – It will help you see and frame your accomplishments and hard work. We can help with this!
- d) Be your authentic self and be honest with your trusted people.

Writing about your accomplishments is HARD

Write about yourself as if you were recommending an awesome junior faculty to someone else for a job or promotion. GUSH. Pretend it's not you if that helps but **talk it up.**

More about #5:



Questions?

Office of Advanced Practice

APP Advancement Resources



OAP WEBSITE-O2

[Home](#) / [Healthcare Portal](#) / [Departments and Programs](#) / [Office of Advanced Practice \(OAP\)](#) / [Professional Development](#)

Upcoming:

- *P&T 101: A Primer on Promotion and Tenure for Clinical Instructors*
Jessica Wright, P.A., Assistant Professor of Medicine
February 11, 2025
- *Portfolio and Potential for Continued Advancement*
Serena Kelly, CPNP, FNP, Associate Professor of Pediatrics
May 2025

Recordings:

- *APP Clinician Educators: Building the Educator's Portfolio*
Shannon Anderson, MPAS, PA-C, Associate Professor of Neurology
- *Seeking Promotion as a Commitment to Professional Advancement*
Helen Turner, DNP, PCNS
OHSU School of Nursing, Dean, APRN DNP Programs



APP Mentoring Program

- APP Mentorship Connect:
 - Dr. Andrea Cedfedlt, Professor of Medicine, Associate Dean for Faculty Development, School of Medicine
 - Dr. Cathy Emeis, Associate Professor, Senior Associate Dean for Practice, School of Nursing
- CV/EP building opportunity for mentors

Future Support

- Workshops
- Toolkits