

# Faculty Life & Professional Development

## | First Few Years Series |

### Program

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#### Fall

- September: Faculty Tracks
- October: Teaching Expectations & Evaluations
- November: Research Resources & Support
- December: Research & Conflicts of Interest

#### Spring

- January: Your Well Being
- February: Working with Industry
- March: Mining Clinical Data
- April: Networking Virtually
  - May: Mentoring Up
  - June: Perks Mash-Up

# Faculty Life & Professional Development

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Overview of Faculty Tracks, Reappointments & Promotions

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Jessica Dine, MD, Associate Dean of Faculty Development; Associate Professor of Medicine



David Margolis, MD, PhD Chair, COAP, Professor of Dermatology; Biostatistics, Epidemiology, and Informatics

Session Date: Monday, 9/28, 12PM-1

# Faculty Life & Professional Development

## | First Few Years Series |

### Agenda

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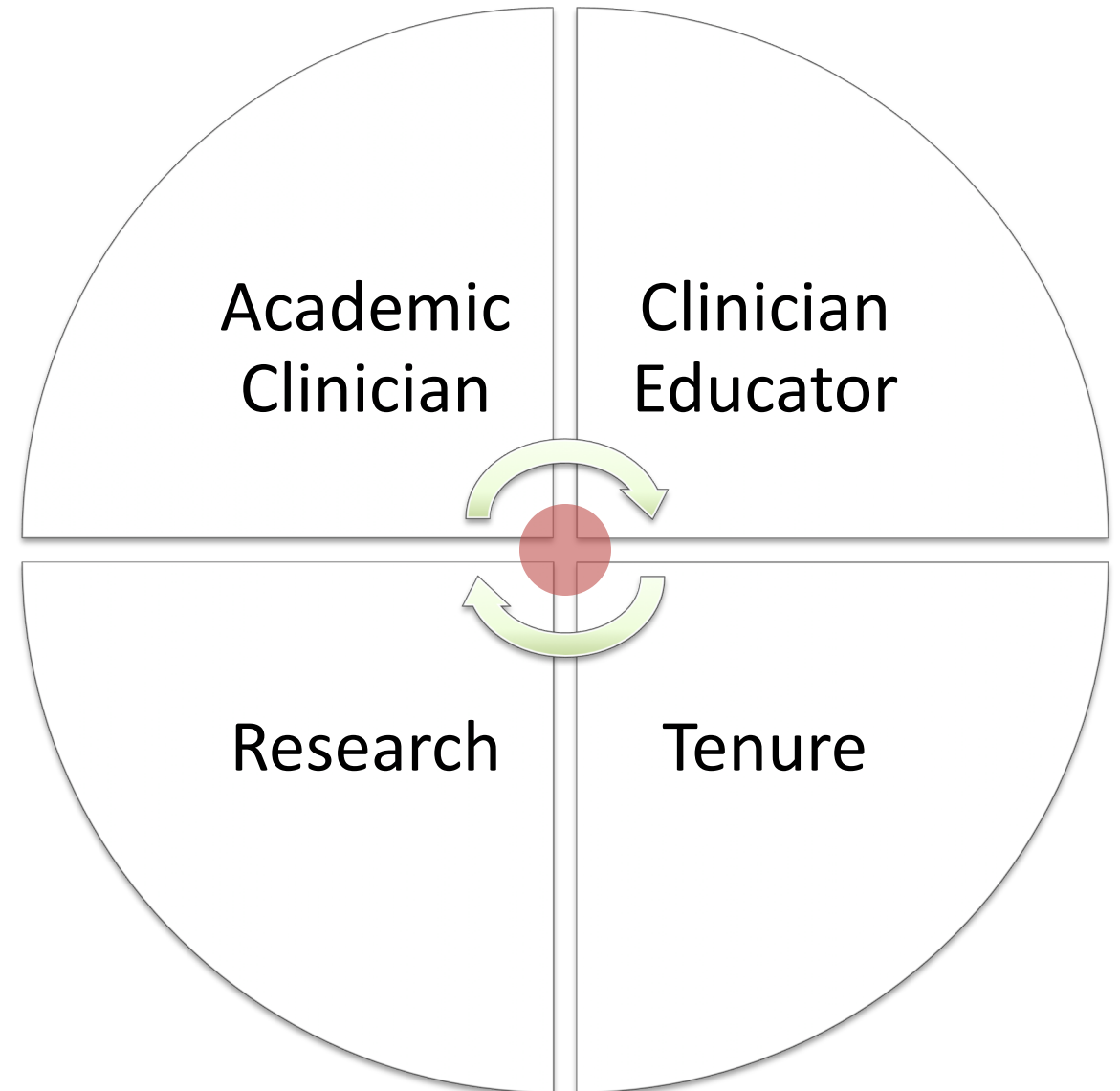
- Overview of Faculty Tracks
- Track Timelines
- Reappointment Considerations
- Best Practices
- Career Track Myths

Q & A

**Please use the chat box for questions. We will address them at the end (as time allows) and email responses to all.**

## MISSION STATEMENT

Our mission is to advance knowledge and improve health through **research, patient care, and the education of trainees** in an inclusive culture that embraces diversity, fosters innovation, stimulates critical thinking, supports lifelong learning, and sustains our legacy of excellence.

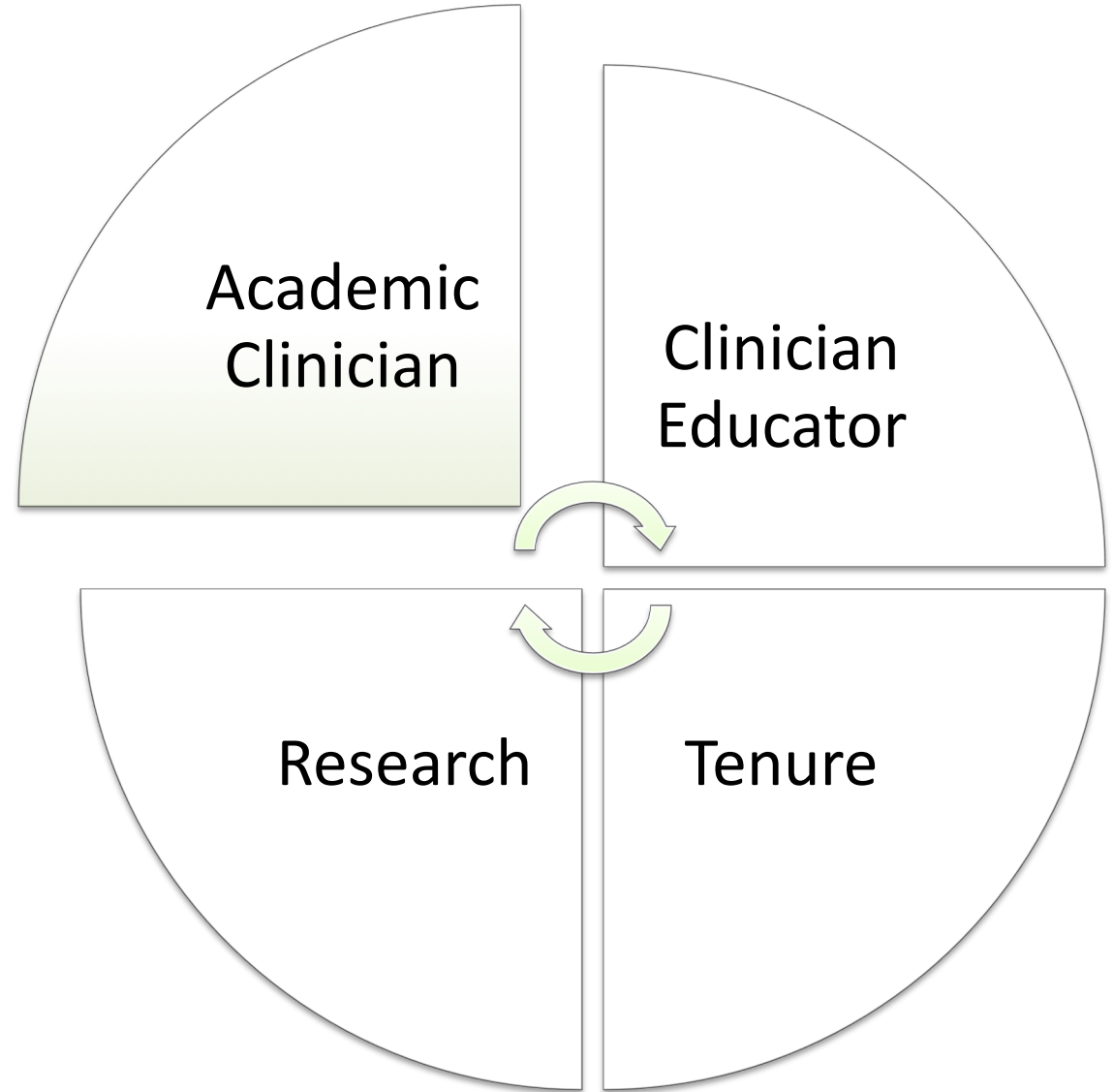


# Full Time Faculty Tracks



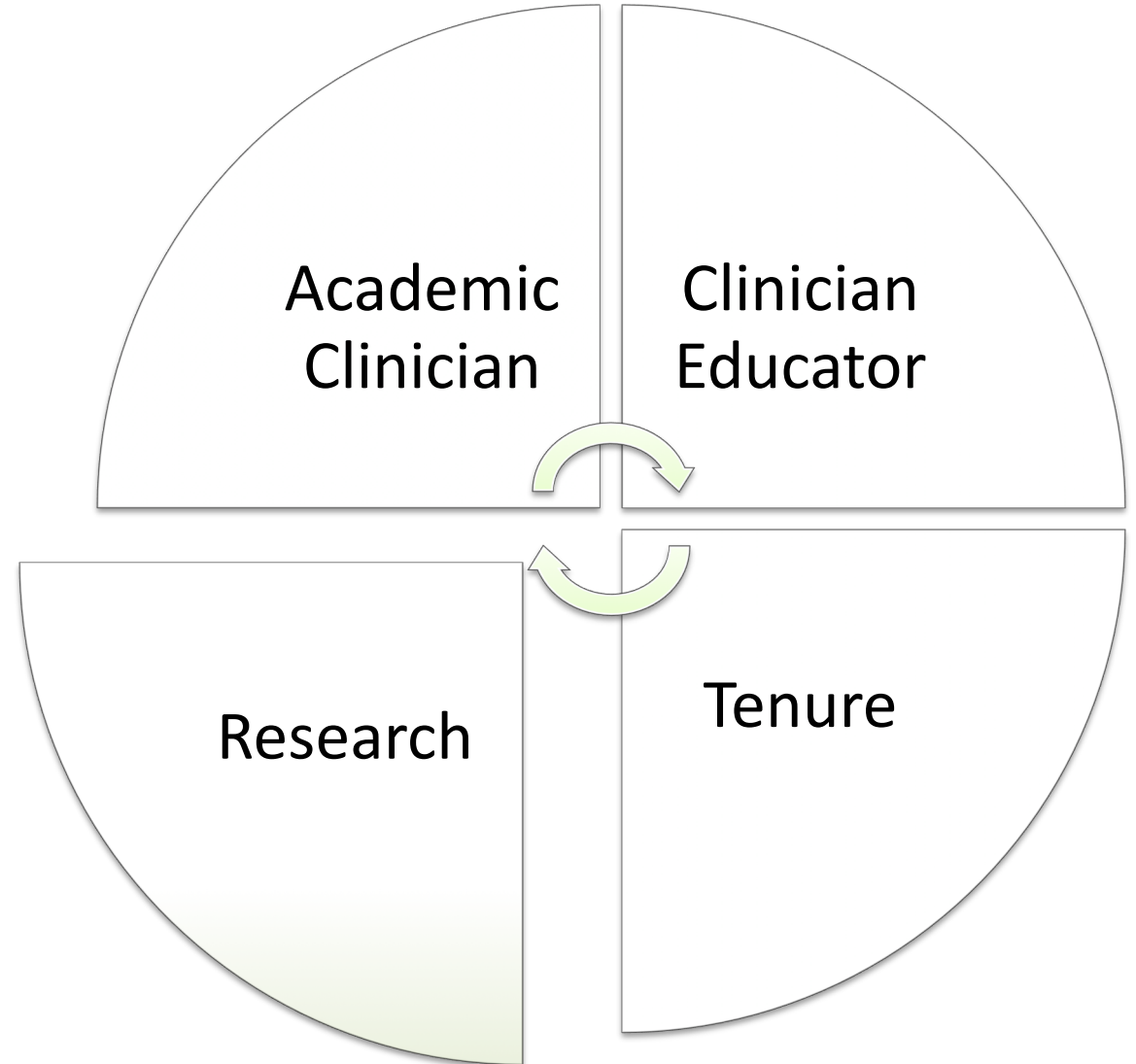
# Academic Clinicians

The major emphases of the Academic Clinician (AC) track are clinical care, quality and safety, and education, including leadership roles in these domains. Although research is not a required focus for this track, ACs may participate in, and in some circumstances lead, clinical trials.



# Research

The major focus for faculty on the Research track is scholarship. As Research faculty, you spend most your time conducting collaborative or independent research with a distinctive, original, expert contribution. Research faculty may have independent research grant support from federal sources or from participating in program project or other group grants.



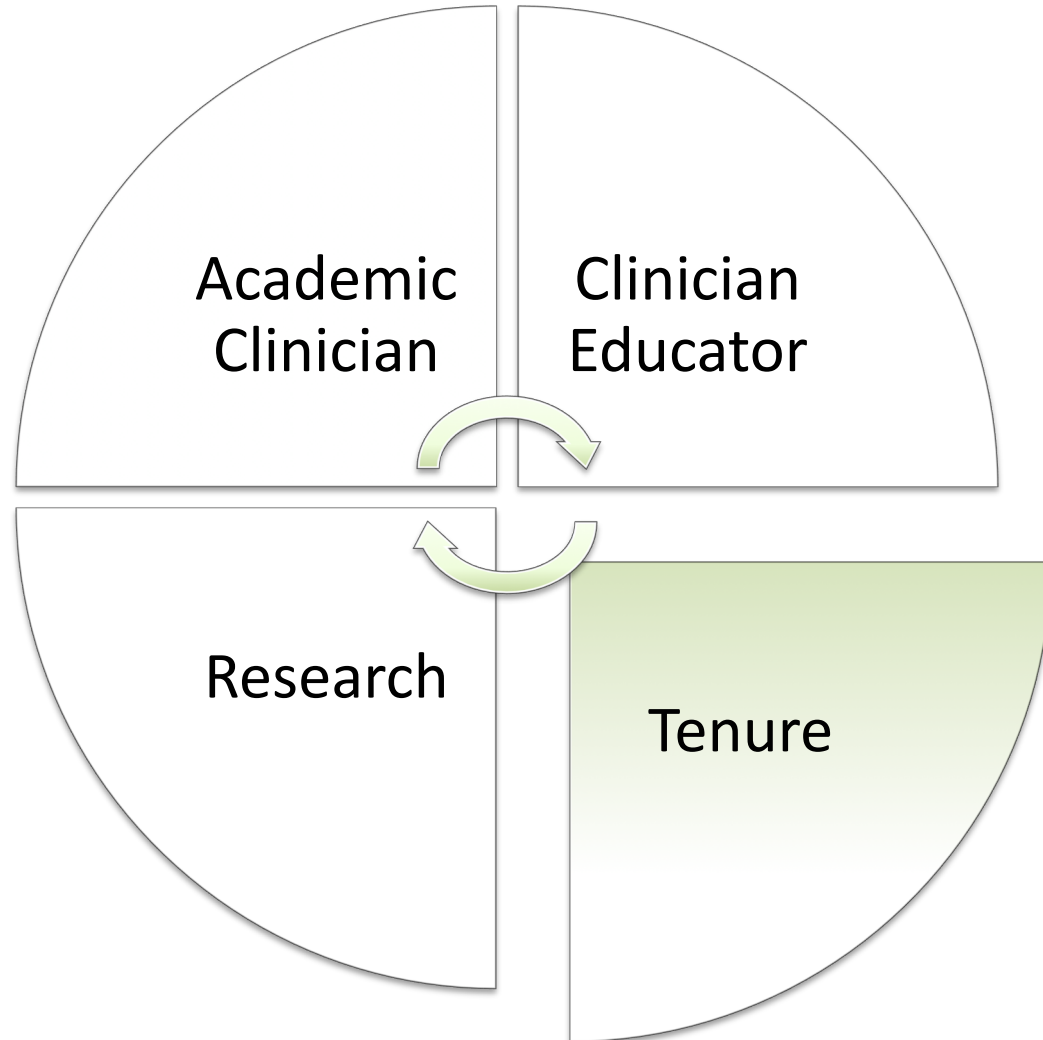
# Clinician Educators



The major responsibilities of the Clinician Educator (CE) track are clinical duties, conducting or collaborating on clinical/translational research, scholarly activity, and teaching. While some faculty on the CE track, such as biostatisticians and clinical epidemiologists, do not have direct patient care responsibilities, they do provide essential contributions to clinical programs. Although a CE may at times be a PI, the CE's research primarily extends existing observations or generates new observations through collaborations.



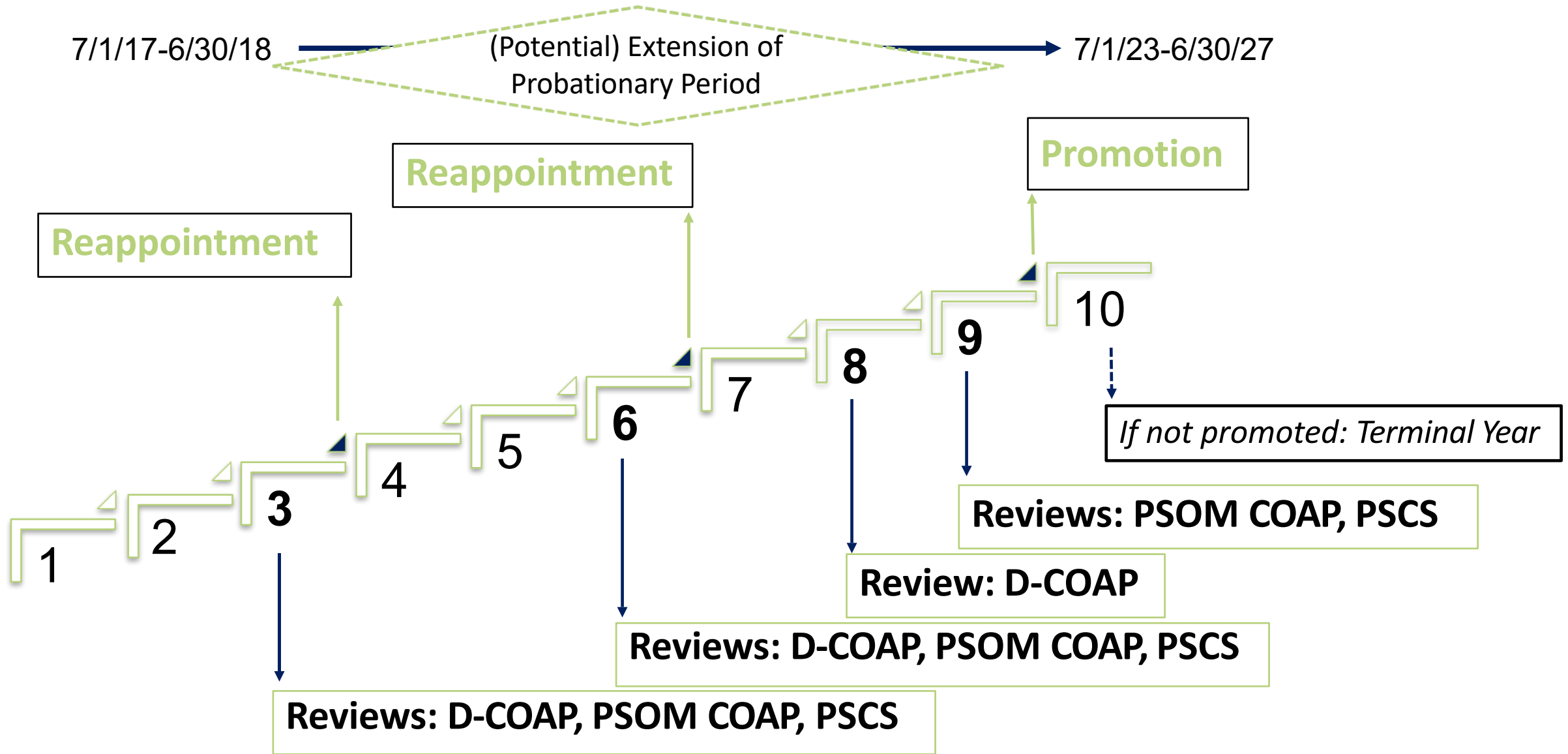
# Tenure



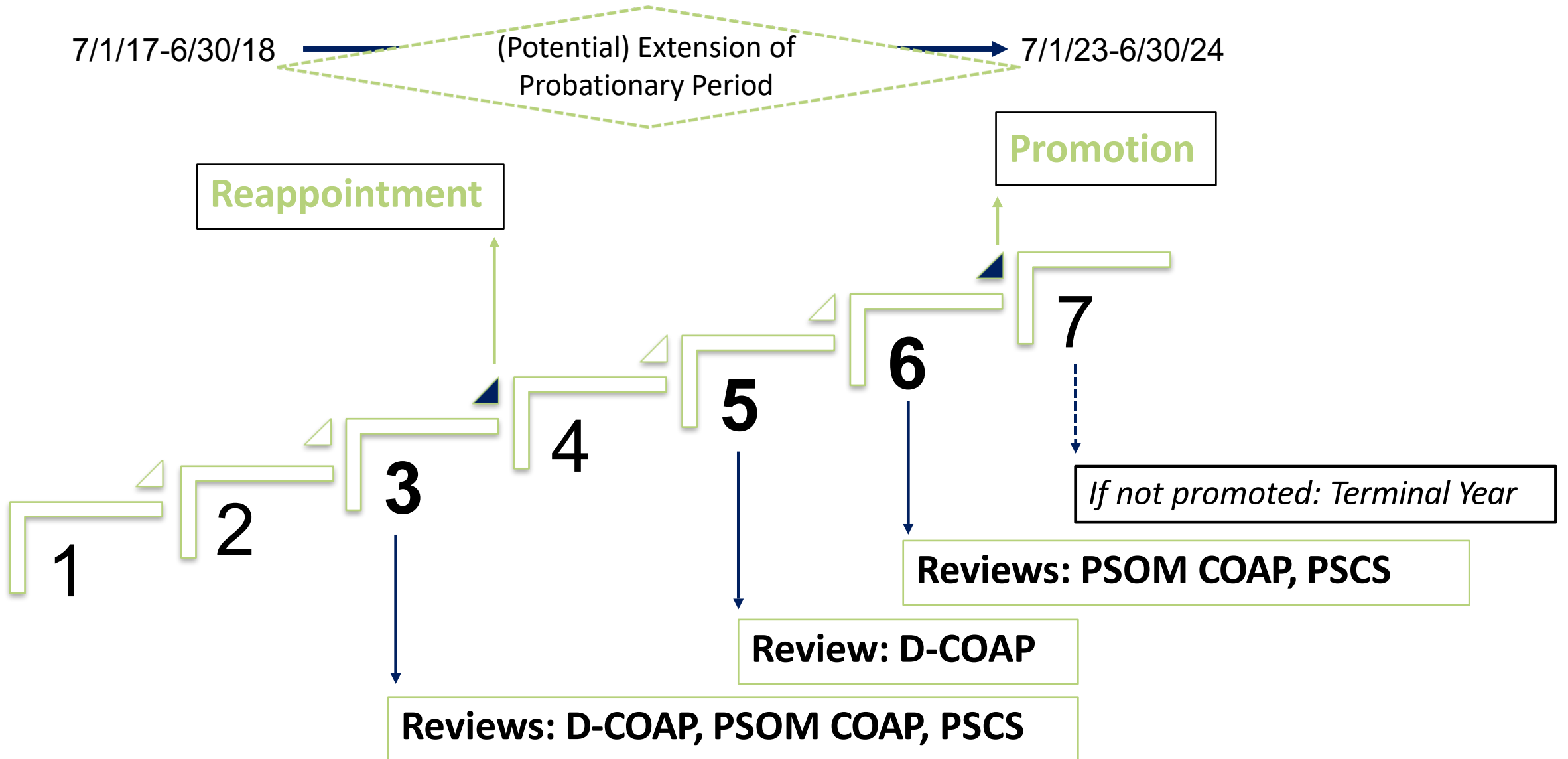
Tenure track faculty lead novel, independent, investigator-driven research that defines a new field or drives an existing field forward, as evidenced by the development of new principles, methods, or technology that substantially alters the genesis or application of information. Tenure track faculty produce original scholarship that highlights their role in advancing their field, resulting in national (for Associate rank eligibility) and international (for Professor rank eligibility) recognition.

# Track Timelines

# Assistant $\longrightarrow$ Associate Professor CE, Research, Tenure (Physician-Scientist): 10 Years

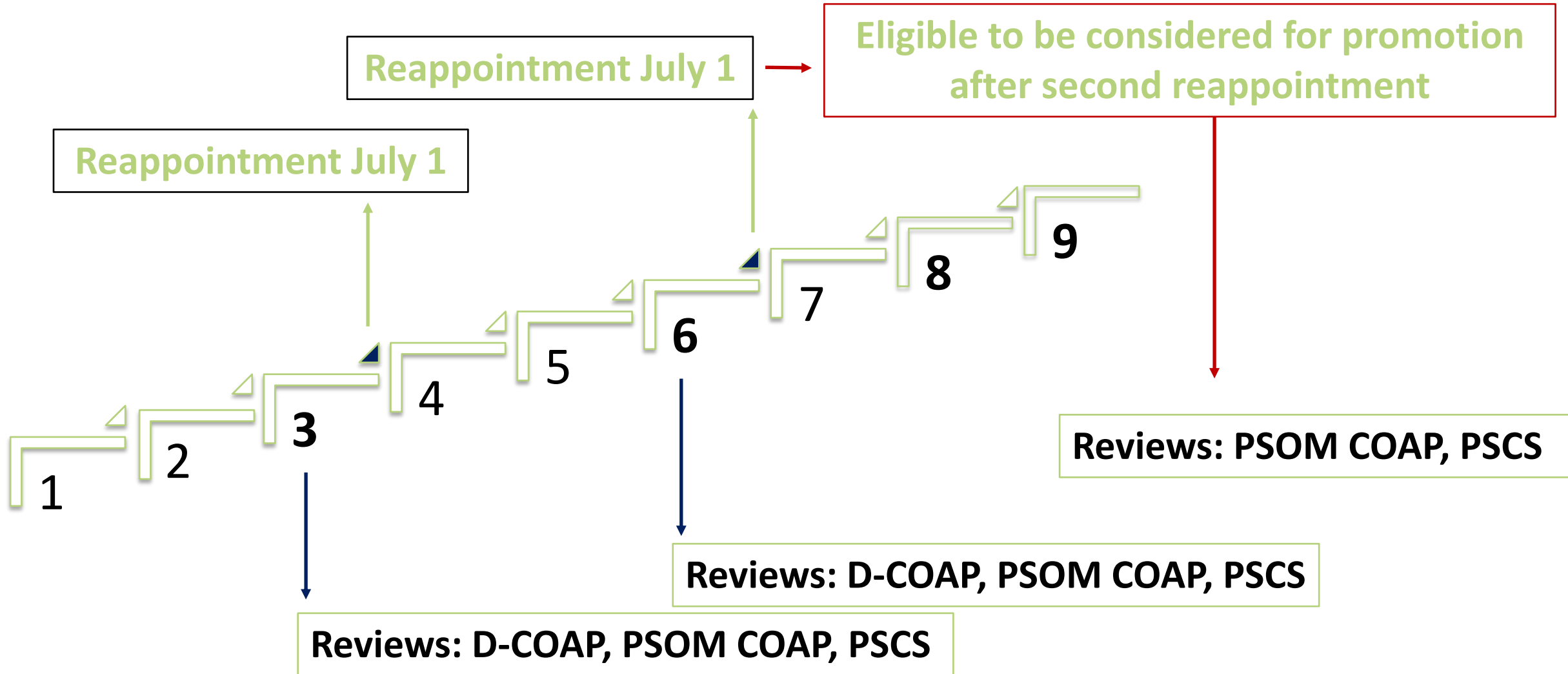


# Assistant → Associate Professor (Tenure-Basic Scientist: 7 years)

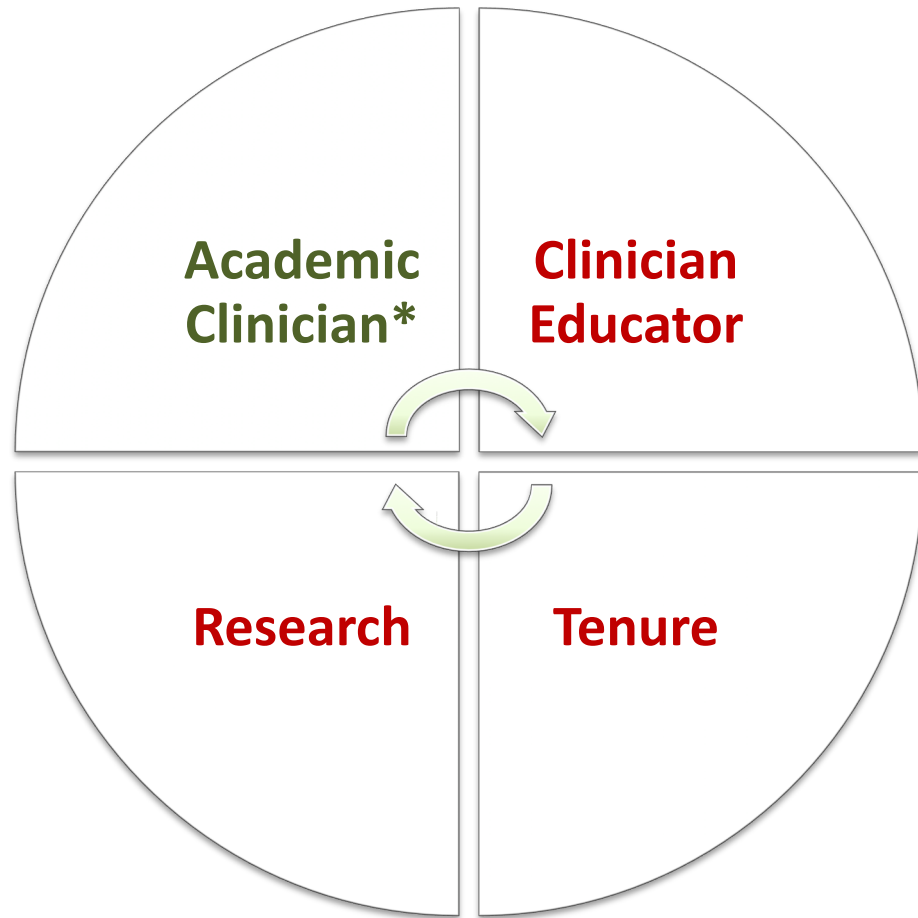


Assistant → Associate Professor

## Academic Clinician: *Sample* Timeline (No Mandatory Review)



# **Probationary Period Reappointment Considerations**



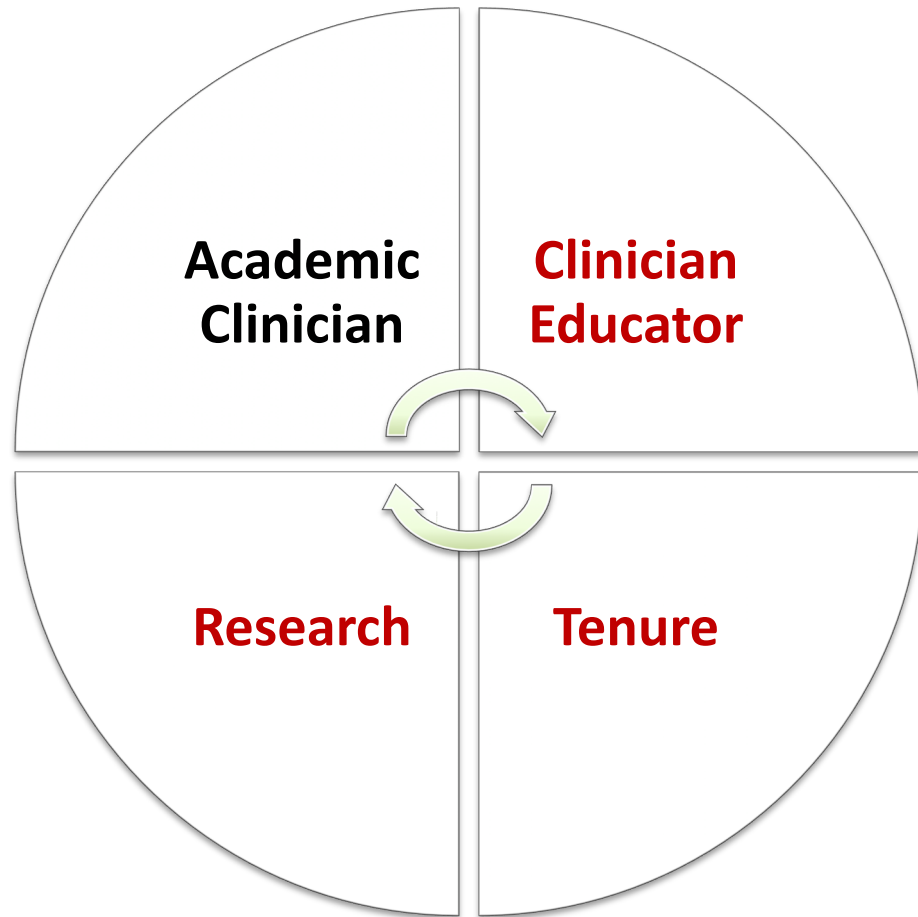
## Reappointment Considerations

### PSOM COAP

- evaluates Academic Plan to ensure that candidate's distribution of effort is consistent with his/her track and that goals are realistic and achievable
- evaluates candidate's progress toward promotion at an acceptable rate
- identifies and addresses any areas of deficiency and mentoring opportunities, including faculty professional development sessions

**\*ACs are reviewed by the all-AC, AC Advisory Committee**

## PSOM COAP Advisory Letters

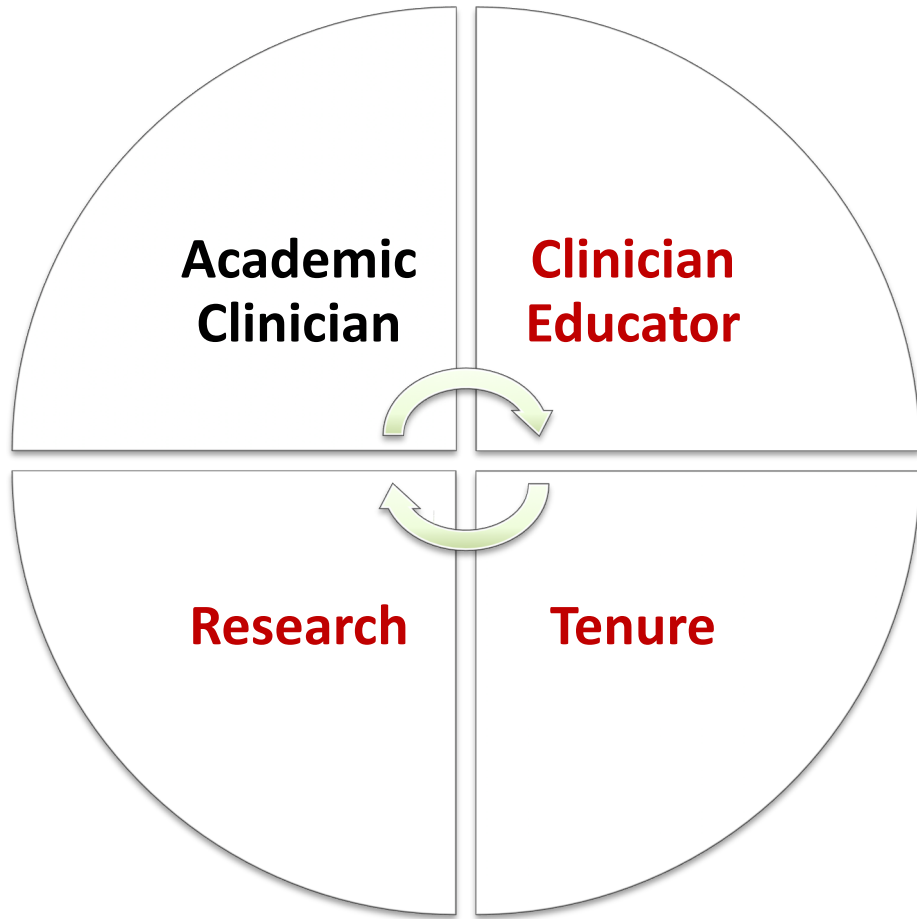


These letters are written after reappointment review by the PSOM COAP to **provide advice about promotion**

- Lack of publications
- Lack of invited lectures
- Lack of funding
- Lack of independence
- Quality of teaching / Quantity of teaching
- Combination of reasons



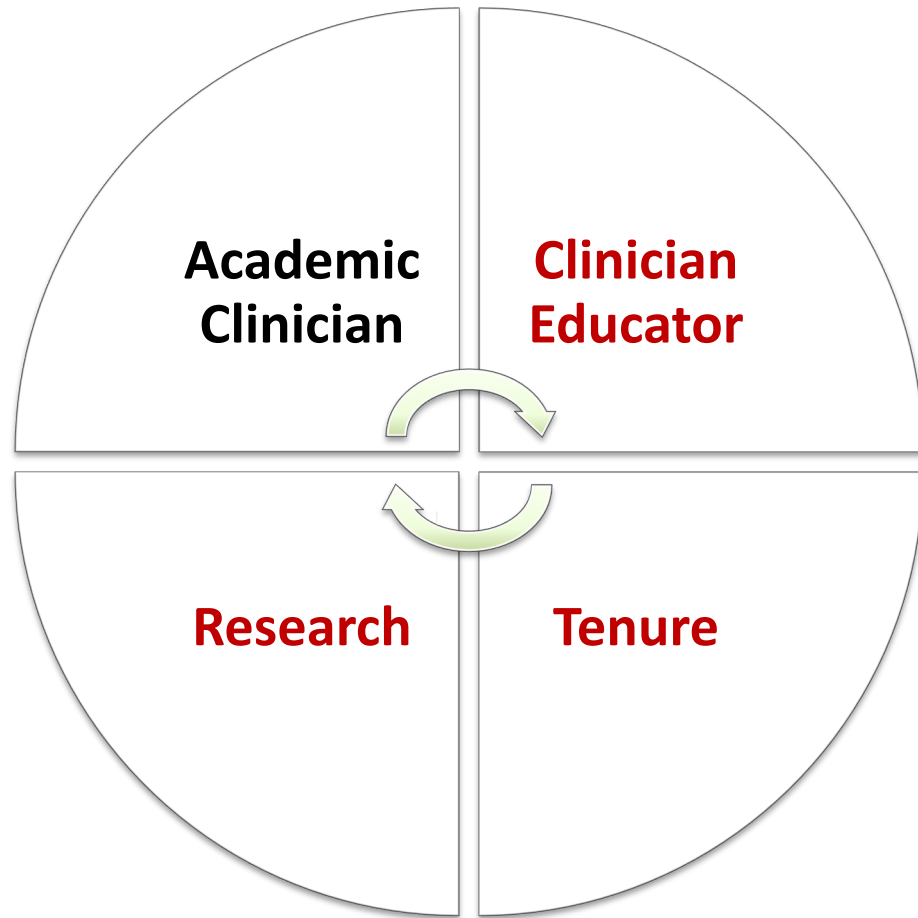
# Extension of the Probationary Period



## Eligible Events

- Birth and adoption of a child
- Serious medical condition of faculty member or family member/domestic partner
- Catastrophic event

# Extension of the Probationary Period



## Extension Conditions

- One year at a time, max 3 years
- Applies to current appointment cycle
- Requires *timely* written notification to Chair, Dean, Provost

## COVID Extension Conditions

- Does not count as a regular extension

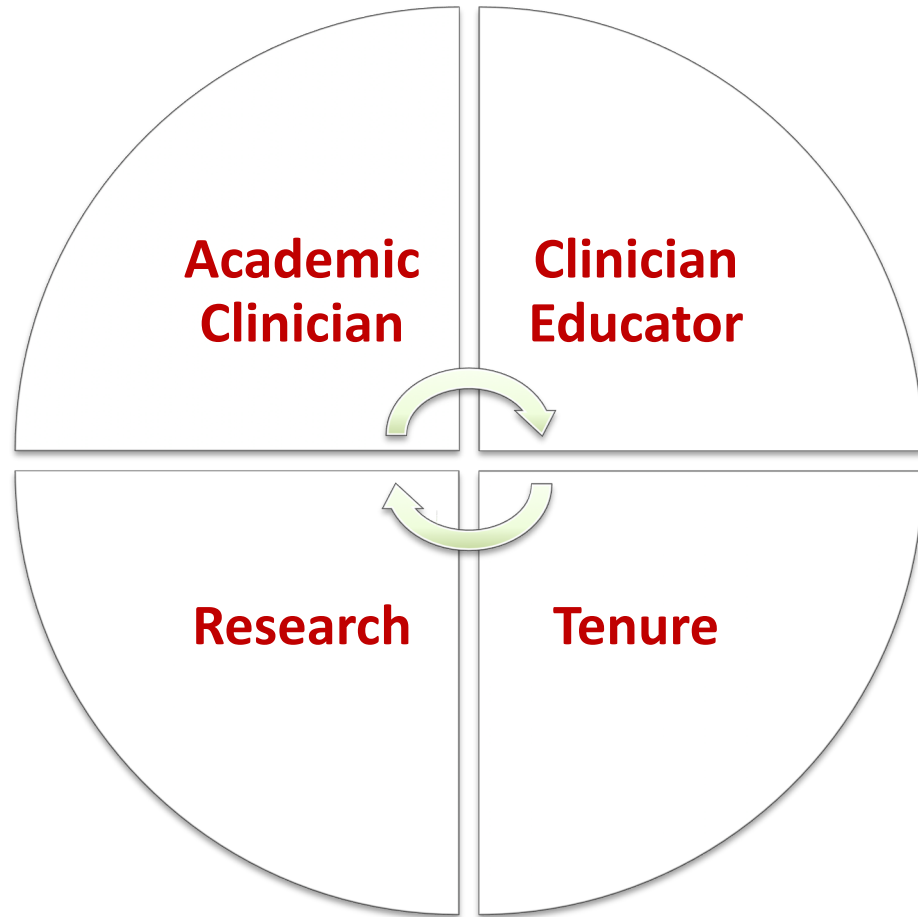
# Best Practices

# Best Practices for Getting Started on Track



## 1. Re-Review Your Offer Letter

- Academic Plan
- Professionalism Expectations
- Onboarding for Teaching Program
- Mentor Assignment



## 2. Stay Organized

- Keep FEDs updated
- Track ALL talks, teaching in the Teaching Workbook
- Read TED Evaluations and address issues promptly



## 3. Practice Self Care

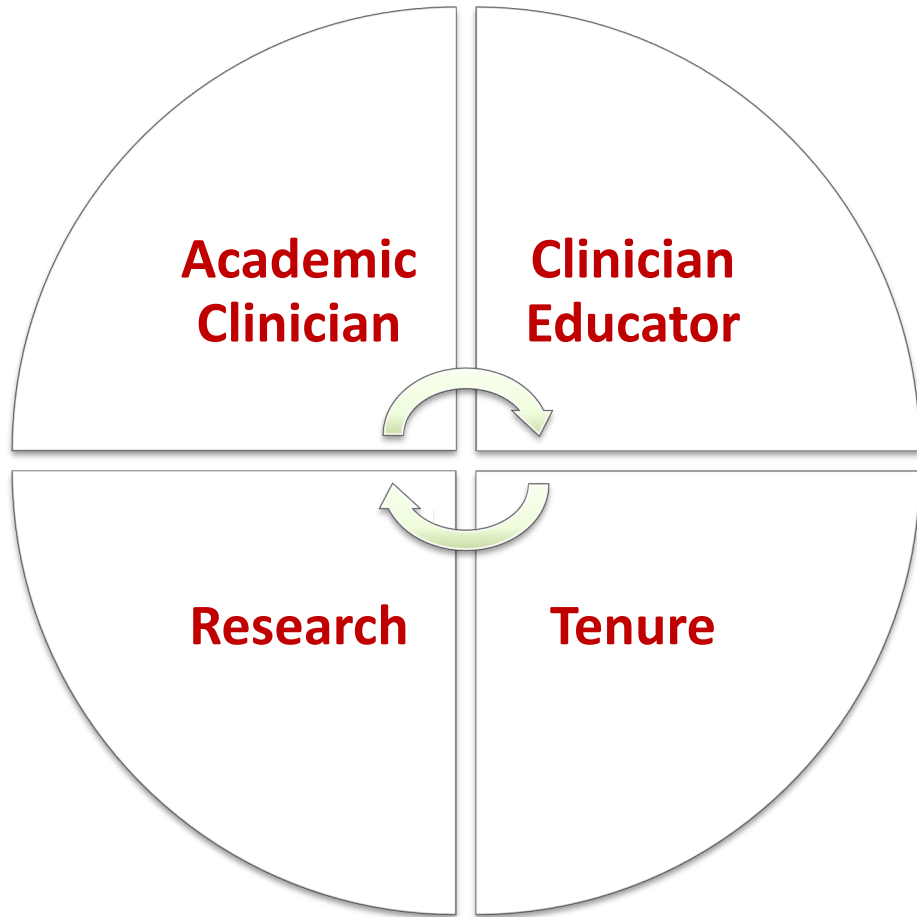
### >>> PennCobalt

#### Individual Support

- Penn PEERS
- Resilience Coaches
- Psychotherapy & Psychiatry

#### Group Support

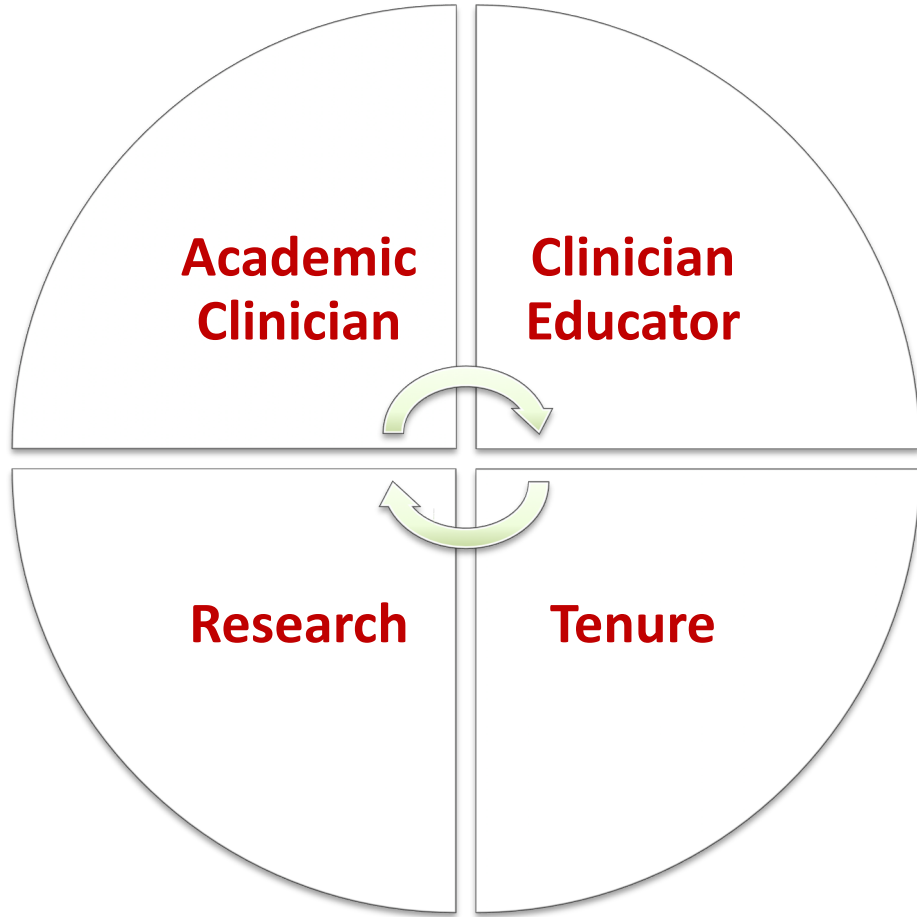
- Team-based groups support
- Topic-oriented group chats
- Mindfulness
- Pastoral care
- Recovery Friendly Workplace Group
- Coping blog



### **3. Practice Self Care (cont)**

#### **Coping Tools**

- RX/Museum Art and Reflection in Medicine
- Headspace Meditation and Mindfulness
- Inner Engineering (yoga+)
- Health and Fitness
- Nutrition
- Physician Fitness

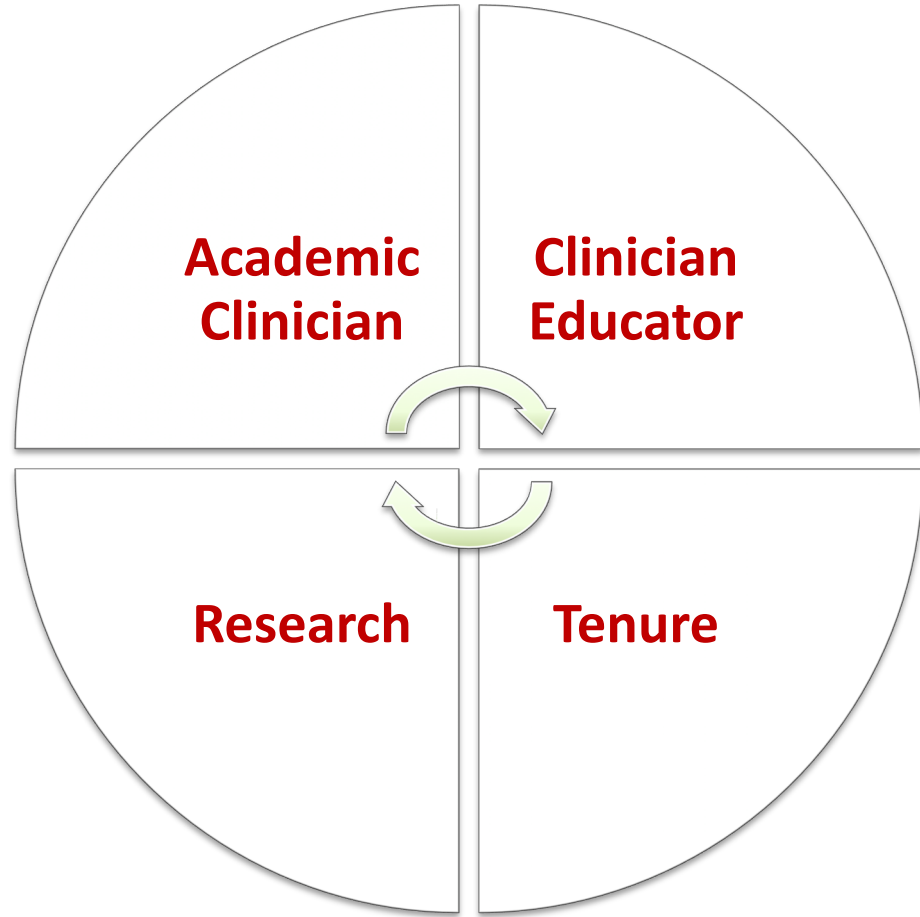


## **4. Network**

- Reviews and/or reputation are a part of the promotion process for all four tracks



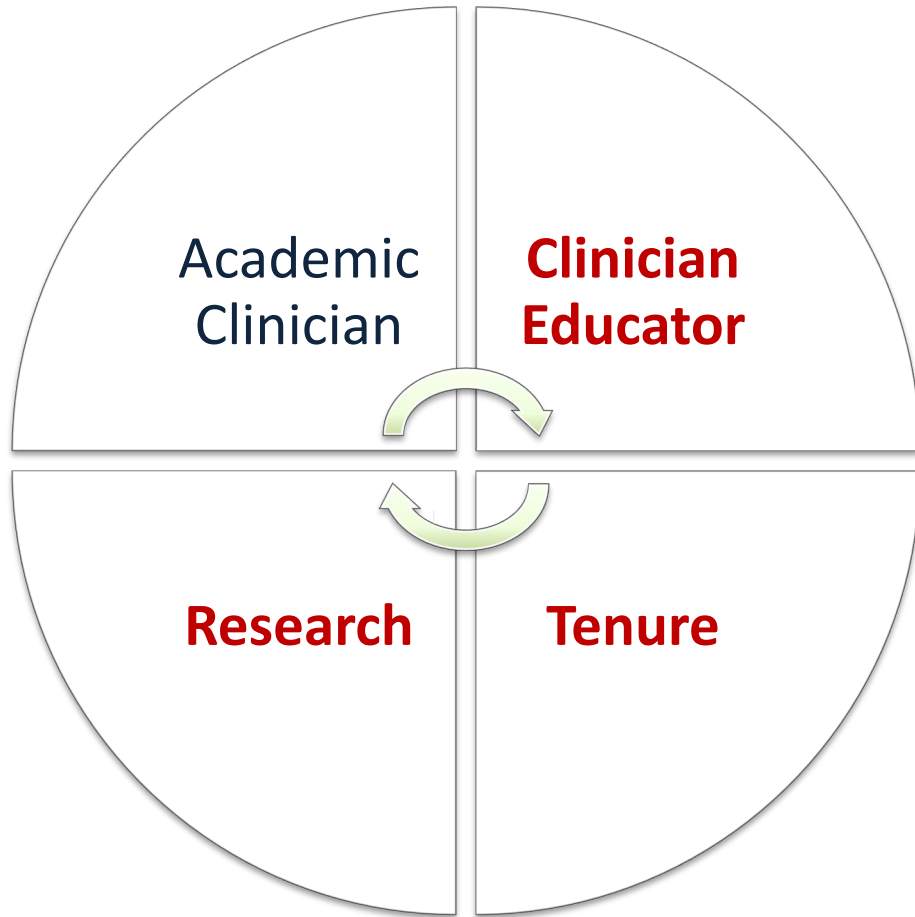
# Best Practices for Getting Started on Track



## 5. Mentor Up

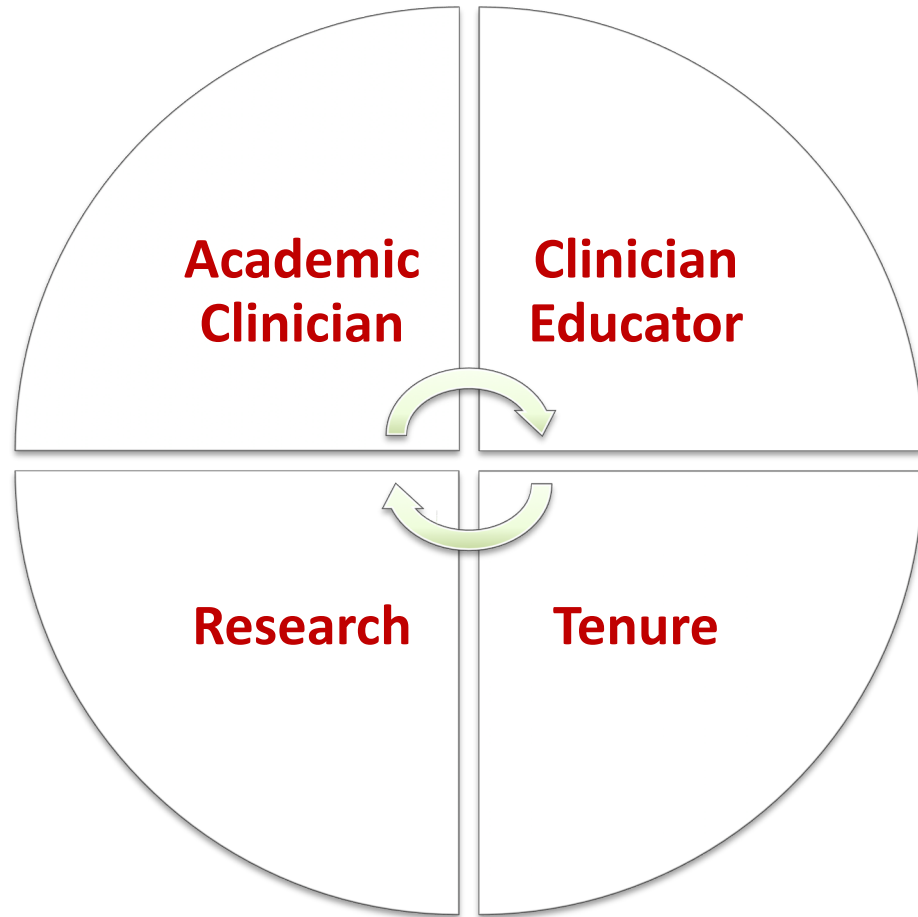
- Utilize the Faculty Mentoring Toolbox
- Seek multiple mentors

# Career Track Myths



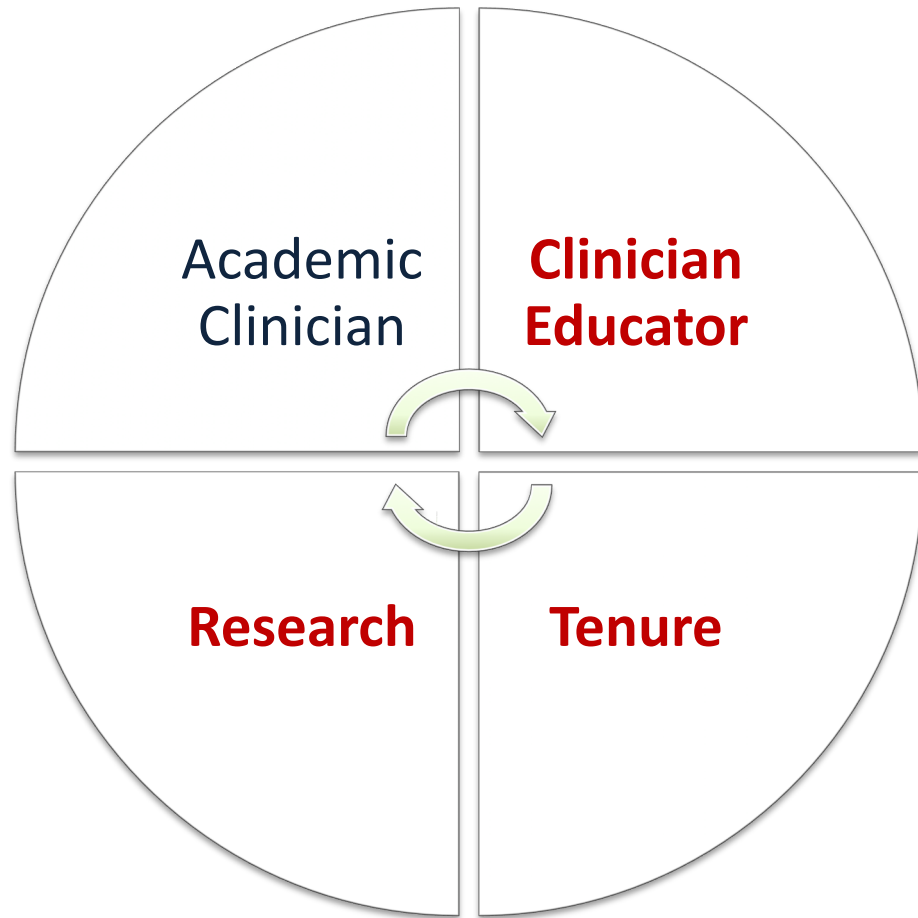
## Extension Myths

- Taking an extension DOES NOT reflect poorly on you
- If you apply for and are granted an extension, and do not need the extension, you do not need to take it.
- If you apply for an extension, and don't use it, it's NOT the same as "coming up early"
- A COVID extension does not count as a traditional/regular extension
- An extension is not "tagged on" as an extra terminal year.
- You can apply for an extension in your review year (6 or 9)



## Teaching Myths

- You do not need to teach / don't teach
- One bad eval will tank your case
- PSOM COAP values some types of teaching more than others (eg, teaching Residents is more important than Supervising Scholarship)
- Teaching externally (beyond Penn community of learners ) does not count
- CHOP Fellows and/or CHOP Residents rotating in do not count
- APP count
- You shouldn't teach medical students



## Misc Myths

- COAP is looking for a specific # of pubs at reappoints and promotion
- COAP reviews all pubs, not just the ones in first section (res. pubs peer rev.)
- If you are proposed for promotion and are turned down, you can be re-proposed a second time
- If you "go up early" and are turned down, you can try again on time
- If you are turned down on the CE or Tenure track, and are a clinician, you can change tracks to AC
- You can change tracks at any point in your career

# Career Track Colleague Support

## PSOM

- PSOM COAP members
- Vice Dean for Academic Affairs
- Assistant Dean for Faculty Affairs
- Office of Academic Programs
- Administrators
- FAPD: [med.upenn.edu/fapd](https://med.upenn.edu/fapd)
- Faculty Life and Professional Development:  
[med.upenn.edu/flpd](https://med.upenn.edu/flpd)

## Department

- Chair
- Division Chief
- COAP Chair
- Education Officer
- Faculty Coordinator
- Mentor(s)

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