

Keys to Success on the Academic Clinician Track

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Chair PSOM Committee on Appointments and Promotion,
Subcommittee for Academic Clinician and Clinical Tracks
(PSOM COAP – ACC)

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The Academic Clinician Track

The major emphases of the Academic Clinician (AC) track are clinical care, quality and safety, and education, including leadership roles in these domains.

<https://www.med.upenn.edu/oaa/faculty-career-development/academic-clinician.html>

Overview

- ▶ General Strategies for Success
- ▶ Success on the AC Track
 - Clinical Success
 - Teaching Success
 - Area of Concentration
- ▶ Getting Ready for Promotion
- ▶ Conclusion

Success of the Track to Date

Total Full-Time Faculty: 3003

Track	Full Professor	Associate Professor	Assistant Professor	Total (for track)
Tenure	325	105	169	599
Clinician Educator	333	248	362	943
Research	25	48	95	168
Academic Clinician	185	397	711	1293
Total for Rank	868	798	1337	3003

Faculty totals updated: 09/07/2022 09:44

The Academic Clinician Track: General Principles

- ▶ Allocation of an Academic Clinician's time determined by the department chair (or designee) to align with strategic and programmatic needs of the department and school
- ▶ Typically, about 90% of time engaged in clinical work; balance of time in teaching and other local activities
 - Percentages may be adjusted to accommodate performance of administrative or educational duties as well as engagement in clinical research including clinical trials activities
 - Over time as other roles develop, clinical effort usually decreases (leadership, administrative or other supported effort)

AC Track: Appointment and Promotion Criteria

The major criteria for appointment, reappointment and promotion for Academic Clinicians is excellence in:

- Clinical care
- Teaching
- In the candidate's selected area of concentration
- Sustained professionalism

The PSOM CoAP ACC weighs the evidence

<https://www.med.upenn.edu/oaa/faculty-career-development/metrics-for-promotion-academic-clinician.html>

General Strategy for Success in Academic Medicine

- ▶ Know your role – what is expected of you (Academic Plan)
<https://www.med.upenn.edu/oaa/faculty-career-development/academic-clinician.html#GettingStarted>
- ▶ Identify mentors who understand your personal career goals, what you are passionate about and Penn's expectations
- ▶ Be an engaged mentee!
- ▶ Be organized
- ▶ Clinically – find your passion
- ▶ Teaching – find your passion (develop your niche)
- ▶ Be a good citizen; follow through and do a good job

Clinical Success

- ▶ Take care of patients you enjoy caring for
- ▶ Develop a niche
- ▶ Stay current clinically
- ▶ Get to know your patients and families
- ▶ Consider if/how you can address department or division needs
- ▶ Be responsive: patients, families, colleagues, staff and leaders
- ▶ Find joy in your work; embrace the privilege of caring for patients

Teaching Success

- ▶ Embrace teaching; be enthusiastic
- ▶ Find your niche – what do you have to contribute
- ▶ Don't be afraid of TED – look at your data and learn from it
- ▶ Accept opportunities, follow through, do a good job
- ▶ Teach trainees you respect and in whom you see potential
- ▶ Share the privilege and love you have for providing outstanding care with the next generation of our colleagues
- ▶ Foster the careers of others (be an engaged mentor)

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The PSOM CoAP ACC weighs the evidence

- ▶ <https://www.med.upenn.edu/oaa/faculty-career-development/academic-clinician.html#Resources4>
- ▶ <https://www.med.upenn.edu/oaa/assets/user-content/documents/Academic%20Review/COAP/Academic%20Clinician%20Criteria.pdf>

Assistant Professor Appointment and Reappointment

- ▶ For appointment at this rank, the department will assess the potential for a faculty candidate to achieve excellence as a teacher and clinician
- ▶ Reappointment at this rank will involve demonstration of ongoing teaching and clinical excellence and a sustained record of professionalism.

Recognition of Clinical Excellence

▶ All ranks

- Ongoing board certification or equivalent, if applicable
- Generally, a minimum of 20% clinical effort
- Minimal founded peer, patient and staff concerns
- Absence of active remediation plan for clinical skills

PSOM Teaching Standards

- ▶ High quality engagement and demonstrated impact in a primary category of education:
 - Teaching
 - Learner Assessment
 - Curriculum/Course Development
 - Mentoring and Advising
 - Educational Leadership and Administration
 - Education Scholarship

Teaching Data (Scores and Comments)

- Data for teaching categories collected in TED, Blue etc. will continue to be included for review at appointment (if available), reappointment and promotion
- Currently, evaluation forms are set up so 2 = meets expectations. Faculty with scores ≤ 3 will receive outreach from the dept with the goal of improving teaching
- While there will be no minimum score(s) for promotion eligibility, low scores must be contextualized and any performance improvement plans discussed

Area of Concentration (AOC)

- ▶ Candidates will identify an area of concentration
- ▶ AOC represents a depth and focus chosen by the individual
- ▶ Clinical or nonclinical:
 - Clinical expertise, specialization and leadership, or
 - Education, community service, advocacy, quality and safety, health policy, global health, diversity and inclusion
- ▶ Required for all actions at Associate and Full Professor Ranks as well as reappointments from the 2nd reappointment on at the rank of Assistant Professor
- ▶ Contributions and excellence at the local level (Associate Professor) or beyond (Professor)

Area of Concentration (AOC)

- ▶ What do you do that really gets you excited
- ▶ Compliments your clinical and teaching efforts
- ▶ May be clinical or non – clinical
- ▶ Discuss what you are interested in with your mentors and departmental/divisional leadership
- ▶ Get involved, volunteer, do a good job
- ▶ Look for and accept leadership roles
- ▶ Enjoy it!

Area of Concentration (AOC)

- ▶ Share your work and your knowledge
- ▶ Develop guidelines, curriculum, new models of care
- ▶ Innovate
- ▶ Speak and/or write
- ▶ Contribute to research
- ▶ Develop others' skills
- ▶ Leadership roles
- ▶ Awards

Professionalism

- ▶ PSOM Statement on Professionalism
- ▶ RISE (Respect – Integrity – Self-care – Etiquette)
- ▶ Respect for patients, colleagues and learners
- ▶ Evidence of continuous learning
- ▶ Encouragement of questions and debate; tolerance of diverse viewpoints
- ▶ Recognition and management of personal biases
- ▶ Departmental attestation is required in the Chair's Recommendation

Professionalism

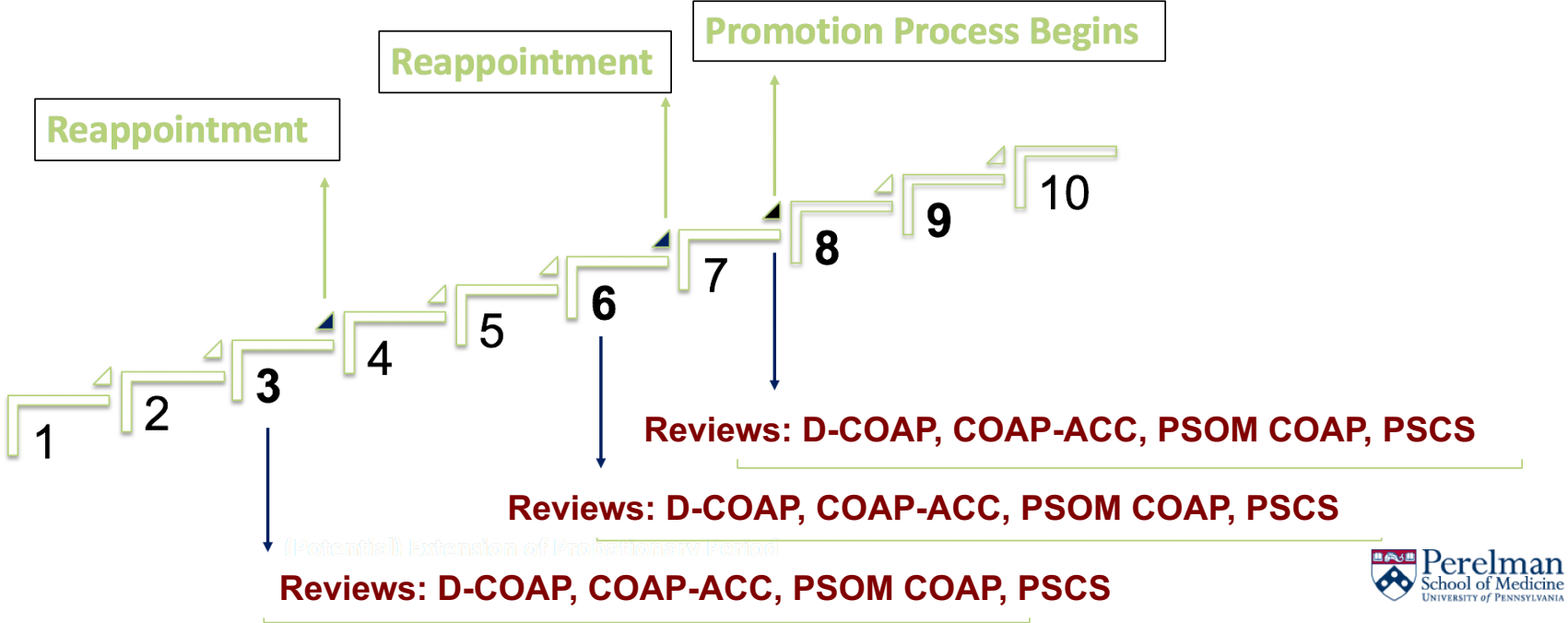
- ▶ Department attestation of sustained professionalism as evidenced by:
 - Lack of state board sanctions
 - Minimal founded patient or staff complaints
 - Minimal concerns regarding professionalism that might be captured in learner evaluations, Penn Safety Net
 - Absence of **active remediation** plan for professionalism
- ▶ Departments may wish to add metrics such as:
 - Sustained compliance with chart closure
 - Timely completion of trainee evaluations
 - Timely completion of required compliance related training

Getting Ready for Promotion

- ▶ This starts at appointment
- ▶ We all want to advance – be mindful of how to get there
- ▶ First three years – try on new things
- ▶ **Keep track of what you do; be organized**
- ▶ Keep your FEDS updated
- ▶ Keep your teaching workbook updated
- <https://www.med.upenn.edu/oaa/assets/user-content/documents/Academic%20Review/COAP/Academic%20Clinician%20Criteria.pdf>

AC Promotion Timeline

7/1/2020 - - - - Effective 7/1/2023 - - - - Effective 7/1/2026 – 7/1/2026 Begin Promotion Process if qualified



Appointment at or Promotion to Associate Professor

- ▶ Faculty are eligible for promotion after 2 reappointments
 - Start process beginning of year 7
 - Earliest promotion would be start of year 8
- ▶ Requires declaration of an “area of concentration”
- ▶ There must be evidence that the candidate has attained recognition within their primary practice location
(HUP, PPMC, PH, CHOP, VA etc.) as a:
 - superior clinician and
 - superior teacher and
 - made contributions to their area of concentration and
 - exhibited sustained professionalism

Appointment at or Promotion to Professor

- ▶ Evidence the candidate has attained recognition beyond the local level (regionally or even nationally) as a:
 - superior clinician and
 - superior teacher and
 - has made contributions to their area of concentration and
 - exhibited sustained professionalism
- ▶ Impact and Trajectory

AC Track Promotion Guidelines

- <https://www.med.upenn.edu/oa/assets/user-content/documents/Academic%20Review/COAP/Academic%20Clinician%20Criteria.pdf>

Recognition of Clinical Excellence for Promotion

▶ All ranks

- Ongoing board certification or equivalent, if applicable
- Generally, a minimum of 20% clinical effort
- Minimal founded peer, patient and staff concerns
- Absence of active remediation plan for clinical skills

▶ Assessment of clinical performance:

- Clinical Performance Evaluations (CPE) - peer references
- Uses PSOM Clinical Performance Evaluation tool

Clinical Performance Evaluation (CPE) Domains

- ▶ Medical knowledge, clinical judgment, clinical skills
- ▶ Communication with other health professionals
- ▶ Compassion and respect for and communication with patients
- ▶ Dedication and enthusiasm for patient care
- ▶ Professionalism and respect for colleagues, trainees and allied health professionals
- ▶ Overall clinical performance

Clinical Excellence: Other Possible Metrics

- ▶ Service on committees in area of clinical expertise
- ▶ Leadership roles in professional organizations related to clinical expertise; including leadership roles in courses or programs
- ▶ Invitations to share expertise through invited talks, book chapters, clinical reviews
- ▶ Awards for contributions/innovation related to clinical expertise
- ▶ Contribution to the development of innovative approaches to diagnosis/treatment/prevention of disease, applications of technologies and/or models of care delivery that influence care
- ▶ Engagement/collaboration in clinical trials
- ▶ Local clinical leadership roles

PSOM Teaching Standards

- ▶ Promotion to Associate Professor requires high quality engagement and demonstrated impact in a primary category of education:
 - Teaching
 - Learner Assessment
 - Curriculum/Course Development
 - Mentoring and Advising
 - Educational Leadership and Administration
 - Education Scholarship

Defining High Quality Engagement

- All faculty must meet the minimum required teaching effort (100 credits for T, CE and AC Faculty; 50 for Clinical Faculty)
- ▶ [https://www.med.upenn.edu/oaa/faculty-career-development/education-expectations/PSOM Education Activities Workbook](https://www.med.upenn.edu/oaa/faculty-career-development/education-expectations/PSOM_Education_Activities_Workbook) [**Updated for Spring 2022**]
- Examples of high-quality engagement:
 - Leadership roles in teaching or educational programs
 - Innovation in teaching methods/novel application of methods
 - Development of educational products (curriculum, assessment tools or programs, policy statements, technologies etc.)
 - Leading/substantive participation in education committees
 - Involvement in local mentoring programs, particularly related to DEI
 - Participation in development of education related scholarly products

PSOM Teaching Standards

- Impact - direct effect of one's work on science, medicine, health care, patient care and/or our community; assessed by a variety of metrics
- Trajectory - momentum in pursuit of one's career path
 - Promotion anticipates continued upward trajectory/growth (including response to feedback)
 - Interpreted within context of mitigating life circumstances

Measuring and Documenting Impact and Trajectory

- Internal and external evaluations of teaching (TED, Blue, CHOP Teaching Evaluations [RedCap], CME evaluations, etc.)
- Outcomes of successful mentorship: trainee scholarly products, regional/national presentations, trainee career trajectory, etc.
- If needed, letters from current and former trainees and mentees
- Course/program evaluations reflecting educational leadership roles
- Awards for teaching, mentoring, or other awards related to education
- Invited lectures to disseminate knowledge related to education
- Funding or scholarship specifically related to education
- National leadership roles in education/training committees and professional societies

Recognition of Teaching Excellence

▶ All ranks:

- Meets established Teaching Standards

▶ Associate:

- High quality engagement in primary teaching domain (Lectures/Facilitated Learning Activities, Clinical teaching, Supervised Scholarship, Longitudinal Mentorship, Educational Service and Leadership)

▶ Professor

- High quality engagement and demonstrated excellence* in primary teaching domain

*Examples include exceeding expectations in centrally collected data, robust and sustained list of mentees and/or scholarship, and/or longstanding commitment to education and leadership

Teaching Excellence: High Quality Engagement – Beyond Scores

▶ Lectures/Facilitated Learning Activities

- Courses, professional development programs, seminars, Grand Rounds
- Innovation in teaching methods/novel application of existing methods
- Trainee evaluations
- External evaluations

▶ Clinical teaching

- Teaching in local clinical skills courses
- Evaluation of local courses for which the candidate was a leader
- Trainee evaluations

Teaching Excellence: High Quality Engagement – Beyond Scores

▶ Longitudinal Mentorship

- # of trainees upon whom the candidate had a major influence
- Supervised scholarship with trainees
- Involvement in local mentoring programs

▶ Awards for local teaching or mentoring

Using Scores as Promotion Criteria

- ▶ Biases and equity issues
- ▶ Are learners the best to evaluate faculty?
- ▶ Multiple reasons for a score (rotation, location of rotation, team composition, etc.)
- ▶ Small n (increasing number of faculty without increase in number of students/trainees)
- ▶ Rate of return
- ▶ Non-normal distribution of scores
- ▶ Shifting target for faculty
- ▶ Rounding of scores made this confusing for faculty

Education Portfolio (EP) – Why?

Holistic Presentation of Education Impact

- Great breadth and depth of faculty contributions at PSOM
- Faculty member's impact on the education mission will be evaluated within the context of their overall career focus
- Consideration of impact in recognized Education Categories
- Rather than a single evaluative standard, a holistic evaluation of the totality of the impact of a candidate's educational activities measured by high-quality engagement and a trajectory of excellence over time

Teaching Data (Scores and Comments)

- Data for teaching categories collected in TED, Blue etc. will continue to be included for review at appointment (if available), reappointment and promotion
- Currently, evaluation forms are set up so 2 = meets expectations. Faculty with scores ≤ 3 will receive outreach from the dept with the goal of improving teaching
- While there will be no minimum score(s) for promotion eligibility, low scores must be contextualized and any performance improvement plans discussed

Revised Education Assessment at Promotion

- Education Portfolio (EP) replaces EDB
- EP will not go to PSOM Academic Programs Office
- List of upcoming promotions will be shared with leads of UME, GME and BGS to insure no concerns
- Departmental COAP must have the draft EP for case discussion
- EO's should be participating in Departmental COAPs

Education Portfolio (EP)

- 2 components from the faculty candidate
 - **Education Activities Workbook (minor revisions)**
 - Documents teaching credits earned over the previous 3 years
 - **Education Impact Statement** (brief – may be one page; slightly longer if Education is the focus of your professional activities – AOC)
 - Candidate identifies and describes relevant categories of education.
 - For each category chosen there will be:
 - a description of high-quality engagement.
 - a brief reflection on how one has incorporated feedback from teaching evaluations and/or other sources to evolve as an educator.
 - for promotion to Professor, specific examples demonstrating impact in the categories identified must be provided.

Education Portfolio

- 2 components provided by the Education Officer
 - **EO Report**
 - Provides an assessment of overall education engagement and impact.
 - Description of engagement must include a review of the education activities workbook with attestation of compliance with required annual teaching effort.
 - Description of growth/impact shall include a review of available quantitative or qualitative data. Low scores must be addressed. EO's have discretion in metrics used.
 - Summary statement of the candidates' engagement and impact in teaching is required.
 - **Internal teaching data**

Education Impact Statement (EIS)

- ▶ Describe main area(s) of engagement and educational focus from among the following categories:
 - Teaching
 - Learner assessment
 - Curriculum/course development
 - Mentoring/advising
 - Education service and leadership
 - Education scholarship
- ▶ Will address impact and trajectory as well as response to feedback; latitude in presentation of one's impact
- ▶ Will be a brief statement (1 – 2 pages) to highlight impact (in addition to Personal Statement)

Education Impact Statement

For promotion (AC, CE, Tenure) and appointment of internal candidates (as applicable)

NAME	
TRACK	
PROPOSED RANK	

Indicate below (with an “X”) the category(ies) of education best aligned with your roles and responsibilities.

For candidates with significant, exemplary internal teaching data, promotion could be considered on the basis of impact in the Teaching category alone. If the internal teaching data is less than exemplary, an additional category of education should be included for review. If no internal teaching data is available, a candidate will need to demonstrate trajectory and impact in at least 2 categories.

<input type="checkbox"/>	Teaching
<input type="checkbox"/>	Learner Assessment
<input type="checkbox"/>	Curriculum Development
<input type="checkbox"/>	Mentoring & Advising
<input type="checkbox"/>	Educational Leadership & Administration
<input type="checkbox"/>	Educational Scholarship

Engagement and impact in selected category(ies) will be described below.

Narratives provided should complement your CV, not reiterate. This is your opportunity to frame how your educational impact is reviewed. (Together, sections 1 & 2 should not exceed 1 page.)

Section 1: Engagement and Impact

The identified categories should be described *in order of overall impact*. For each category identified, describe your high-quality engagement and growth over career. For Professor proposals, specific examples demonstrating impact in each identified category is *required* For AC faculty, if identified category is your designated AOC, be sure to indicate this.

Section 2: Reflection on Feedback

Provide a brief reflection on how you have incorporated feedback from evaluations or other sources to evolve as an educator.

<https://www.med.upenn.edu/oaa/faculty-career-development/edb-preparation.html>

Education Officer Report

For Promotion on AC, CE, Tenure, and Clinical Tracks
For Appointment of Internal Candidates (as needed)

Department:
Candidate Name:
Track:
Proposed Rank:

For AC, CE, Tenure Track Faculty

I confirm that the candidate provided the required 100 credits of active and high-quality education or equivalent service *annually* over the last three years. **Initial here:**

For Clinical Track Faculty

I confirm that the candidate provided the required 50 credits of active and high-quality education or equivalent service *annually* over the last three years. **Initial here:**

Description of High-Quality Engagement

Identify and briefly describe the candidate's engagement in at least one of following categories: teaching, learner assessment, curriculum/course development, mentoring/advising, education service and leadership, education scholarship. For promotion to professor, there should be evidence of clear trajectory and growth as an educator.

Demonstration of Educational Impact

Internal evaluation data

Data will be available in TED and Blue for some Lectures, Facilitated Learning Activities, and Clinical teaching. Please summarize and assess any available quantitative or qualitative data. For those with low scores, please provide the departmental context for interpreting such scores, if a coaching plan was put in place, and if improvement has been demonstrated.

External evaluation data

Review any external evaluation data here, including CME data.

Other impact metrics

Examples of metrics include outcomes of successful mentorship; course or program evaluations that reflect educational leadership roles; awards for teaching, mentoring, contributions and/or innovation related to education; invited lectures to disseminate new knowledge related to successful education

programs, interventions, curricula generated by the candidate; funding or scholarship specifically related to education; national leadership roles in education/training committees and professional societies.

Additional Concerns (If Any)

Discuss any difficulties related to educating learners in the last 3 years, including any concerns related to professionalism that might affect the learning environment in a negative manner.

Summary

Assess overall high-quality engagement and impact in education. Promotion to the rank of Associate Professor will require that faculty have high-quality engagement and demonstrated impact in a primary education category. Promotion to the rank of Professor will require continued high-quality engagement and an **explicit demonstration of the impact** of educational activities on trainees, programs, courses etc. locally, nationally and internationally.

Name, Degree Date _____
Education Officer [Department]

Excellence in Area of Concentration

▶ All ranks:

- Invitations to share expertise through invited talks, book chapters, clinical reviews
- Leadership roles
- Service on committees
- Awards for teaching or mentoring
- Engagement in clinical trials
- Although research is not a required focus for this track, AC faculty may participate in and in some circumstances lead, clinical trials and contribute to other scholarly works

Excellence in Area of Concentration

► Professor:

- Development of innovative approaches to AOC including the application of technologies and/or models of delivery that influence that area beyond one's primary practice site
- Awards for contributions and/or innovation
- Contributions to scholarly products recognized as authoritative
- Contributions to clinical research efforts or clinical trials
- Leads faculty development in AOC

AOCs for Recently Promoted Faculty

- ▶ Out-of-OR Anesthesia
- ▶ Clinical care and developing interdisciplinary standards of care for pediatric vascular malformations
- ▶ Adolescent substance use evaluation and treatment
- ▶ Specialized care for pediatric craniofacial abnormalities
- ▶ Clinical care and program direction – lobular breast cancer and care of patients at high risk for breast cancer
- ▶ Clinical care and program leadership – interstitial lung disease
- ▶ Information technology for diagnosis and early warning in cardiology

AOCs for Recently Promoted Faculty

- ▶ Residency Program Director – emphasis on increasing diversity and inclusion
- ▶ Development of multidisciplinary airway management curriculum for trainees
- ▶ Medical Informatics leadership
- ▶ Critical Care Quality Improvement
- ▶ Development of peer mentorship program
- ▶ Enhancing physician communication skills
- ▶ Medical Administration – CMO
- ▶ Development of genomic diagnostics

Personal Statement

- ▶ Still part of the promotion dossier
- ▶ Faculty member's opportunity to "tell their story" including your trajectory, impact, most significant achievements and mitigating circumstances
- ▶ Brief! Usually, one to two pages
- ▶ For AC Faculty Section 2, Area of Concentration (AOC): if the faculty member's AOC is related to education and is detailed in your EIS, simply list your AOC and state "See Education Impact Statement." No need to duplicate

Personal Statement – AC Faculty

Effective July 1, 2021

(Please limit to 1-2 page)

The purpose of this statement is for you to help the Committees on Appointment and Promotion, the AC Advisory Committee, the Dean's office, and the Provost's Office understand your career path and your most significant achievements. Information provided in the Personal Statement should complement but not repeat your CV. It is your personal academic narrative.

Refer to COAP Guidelines Appendix A: Demonstrating Impact for Promotion for possible ways in which impact may be demonstrated. This document is not a checklist of necessary requirements, rather it provides examples.

Section 1: Introduction

Characterizes your career path and describe what led to your particular focus.

Section 2: Your Area of Concentration (AOC)

Describe accomplishments in your designated AOC, focusing on specific successes and innovations that have had an impact within your primary practice site, Penn Medicine, the region, or nationally as the case may be. ***If your AOC is related to education and is detailed in your Education Impact Statement as part of your Education Portfolio, simply designate your AOC here and indicate "See Education Impact Statement."***

Section 3: Clinical Expertise/Activities

(If not already addressed within AOC).

Section 4: Projects in Progress

Describe future directions and areas of planned expansion and growth.

Section 5: *Optional* Mitigating Circumstances Statement

COAP recognizes that significant events (pandemic, personal or family issues, etc.) may impact one's academic trajectory. Some candidates will choose to incorporate such mitigating factors into their Personal Statements.

Remember the Personal Statement is your opportunity to help guide your promotion review process by clearly, but concisely, describing and emphasizing your accomplishments. Education-related accomplishments will be detailed in your Education Portfolio.

<https://www.med.upenn.edu/oaa/faculty-affairs/personal-statement-ac-track.html>

Peer References

- ▶ Assessment of teaching, AOC and reputation
- ▶ Candidate and department identify referees
- ▶ Must be at the rank candidate is being promoted to or above
- ▶ Up to two (2) may be from non-faculty who are distinguished in their field
- ▶ For promotion to Professor, three (3) must be from outside the candidate's primary practice site (this is encouraged at all ranks)
- ▶ Responses are solicited electronically, are confidential and not shared with candidate

Dossier at Time of Promotion

1. Chair's Recommendation Letter
2. PSOM Clinical Evaluations
 - a. Up to 15 peers – includes Division Chief or Department Chair
 - b. Require 8 replies including Division Chief or Department Chair
 - c. People you work with and can comment on your clinical skills and professionalism
 - d. List generated by candidate in discussion with department leadership
3. Peer References
 - a. List can be generated by candidate (again, in consultation with your mentors and leaders)
 - b. Seven (7) total letters needed
 - c. At or above rank to which faculty member is being promoted
 - d. Up to two (2) letters from non-faculty members distinguished in their field
 - e. Up to two (2) may overlap with Clinical Evaluations
 - f. For promotion to Professor, at least three (3) must be from outside candidate's primary practice site (other locations, other departments, other institutions)

Dossier at Time of Promotion

4. Academic Plan

5. CV

6. Education Portfolio

a. Education Activities Workbook – candidate provided

b. Education Impact Statement – candidate provided

c. Education Officer Report – EO provided

d. Evaluation Data (i.e., TED, Blue, etc. in addition to external evaluations) – EO provided

Seeking Further Help and Advice

- ▶ Mentors, Divisional and Department Leadership
- ▶ Senior AC Faculty in your Division or Department
- ▶ Department Academic Affairs Staff
- ▶ Department Education Officers
- ▶ PSOM COAP ACC Members
- ▶ PSOM Resources (OAA website)

Responsibilities of the PSOM COAP ACC

- ▶ Advisory to PSOM Committee on Appointments and Promotions (COAP)
- ▶ Reappointments
 - Members individually review reappointments at all ranks
 - Those meeting criteria are endorsed by Committee
 - If concerns, member notifies Chair and reappointments are brought to a meeting and discussed
- ▶ Review and vote to approve or not approve appointments and promotions
 - Associate Professor and Professor Ranks
 - Members vote on proposals at his/her rank and below
 - Members do not vote on candidates in their department
 - Members do not vote if there is another conflict of interest
- ▶ Chair then reviews AC promotions, senior appointments and reappointments of concern to PSOM COAP
- ▶ Taking on Clinical Track Reviews

PSOM OAA Website

The screenshot shows the top navigation bar of the website. On the left is the Perelman School of Medicine logo. To its right is the text "Office of Academic Affairs" and a search box. Below this is a horizontal menu with five items: "Office of Academic Affairs", "Faculty Affairs and Recruitment", "Faculty Career Development" (highlighted in red), "Wellness", and "Sitemap". A secondary menu below that includes "Learning Opps & Initiatives", "Tracks", "Educating", "Online Mentoring Center", "Research", and "Our Team". At the bottom of the header, a breadcrumb trail reads: Home > Faculty Career Development > Tracks > Academic Clinician.

Academic Clinician

The major emphases of the Academic Clinician (AC) track are clinical care, quality and safety, and education, including leadership roles in these domains.

Search in page



<https://www.med.upenn.edu/oaa/faculty-career-development/academic-clinician.html>

Strengths of the Track

- ▶ A home for gifted clinicians and teachers who make these domains the major focus of their careers
- ▶ Allows recognition of the breadth of skills and variety of talents that exists at PSOM
- ▶ Flexibility for career development over time
- ▶ Lack of mandatory time limits for promotion
- ▶ Allows an academically focused career for teachers and clinicians

Summary

- ▶ Newest, fastest growing and largest faculty track
- ▶ A track for **committed** clinicians and educators
- ▶ Allows for recognition of a diverse and exceedingly talented group of faculty
- ▶ Questions?

