

From: School of Medicine Full Time Faculty Announcements <SOM-FAC-ANNOUNCE@LISTS.UPENN.EDU> on behalf of Victoria A. Mulhern <vmulhern@EXCHANGE.UPENN.EDU>
Sent: Monday, September 26, 2016 6:50 AM
To: SOM-FAC-ANNOUNCE@LISTS.UPENN.EDU
Subject: Announcement from Dr. Bellini: Faculty Affairs Update: revision in teaching standards and AC research definition

Importance: High

Faculty Affairs Update: revision in teaching standards and Academic Clinician research definition

There are a couple of important revisions that I would like to share with you:

1. Revised definition for research in the AC track

Rationale for policy change: AC faculty are important members of the academic community and their support of clinical research either through participation or referral of patients is important to Penn Medicine's academic success. AC's have historically been limited to 10% effort for research and not permitted to serve in a PI role. While there remains a need to retain a distinction between the academic activities of AC and CE faculty, clarification of the AC role with respect to research is necessary as Penn Medicine continues to build its reputation in academic medicine. Effective 9/1/16, the definition for research in the Academic Clinician track will be revised as follows:

- AC Faculty may serve as PI/co-PI/sub-investigator and accept role specific support for non- federally sponsored clinical research and cooperative group trials.
- Generally, may not be PI or have a leadership role on federally sponsored research.
- Total research activity on NIH awards or their equivalent is limited to 10%.
- Referring patients for enrollment in clinical trials can be counted towards "other activities".

2. Revised Academic plan for AC's

Rationale for policy change: The revision in research definition requires a revision to the academic plan. The new form will include the following:

Allocation of Effort

___ % Clinical Service

___ % Teaching/ Other Activities (not to exceed a total of 10% combined effort unless funding is available for specific roles and responsibilities)

_____% Teaching (minimum 5%)

_____% Other (may include referring patients for clinical trials, committee work, assigned duties)

___ % Administrative Role(s) (exclude education related roles)

___ % Research (must satisfy the following conditions):

- May serve as PI/co-PI/sub-investigator and accept role specific support for non- federally sponsored clinical research and cooperative group trials.

- Generally, may not be PI or have a leadership role on federally sponsored research.
- Total activity on NIH awards or their equivalent is limited to 10%.

3. Revision of absolute standards for teaching

Rationale for policy change: In Fall 2009 Education Officers from all departments were invited to participate in a standard setting process for HAMSTER. Three principles guided their work: 1) develop absolute (as opposed to relative) standards, 2) set separate standards for clinical and nonclinical teaching given different underlying distributions, and 3) create 2 standards that separate faculty into three groups: does not meet expectations, meets expectations, and exceeds expectations. Results have been monitored over time. A primary observation is that, on average, mean HAMSTER scores for PSOM faculty increased from 2009 through 2015. On balance, the change is a strong signal that teaching performance has improved. At the same time, the creep up required the standards to be revisited. To that end, a group of 10 Education Officers and other education dossier experts reset standards in Winter/Spring 2016. The process mirrored the original procedures. A set of 22 clinical and 21 nonclinical blinded dossiers were prepared, representing the distribution of observed scores across all faculty tracks and ranks. Separately for clinical and nonclinical teaching, the experts individually placed each dossier into one of three groups: does not meet expectations, meets expectation, exceeds expectations. For each expert, the mean and median of the observed scores was computed for dossiers in each of the three groups. These values were aggregated over 10 experts. The cutpoint for 'does not meet expectations' is the median of the medians across experts of the dossiers assigned to the middle group and for 'exceeds expectations' the median of the medians across experts of the dossiers assigned to the upper group.

The standards below are effective as of 7/1/17. They do not apply to cases already in process.

	CLASSROOM TEACHING	CLINICAL TEACHING
Below expectations	< 3.9	< 4.1
Meets expectation	≥3.9 - <4.5	≥4.1 - <4.8
Exceeds expectations	≥ 4.5	≥ 4.8

Please feel free to reach out if there are any questions or concerns.

Thank you.

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