

Perelman School of Medicine Faculty Track Descriptions

Quick Reference Guide Revised 10/1/16

Distinguishing Features	Academic Clinician	Clinician Educator	Research	Tenure
Major Emphasis	Clinical care, quality and safety, education including leadership roles in these domains	<ul style="list-style-type: none"> Focus of scholarly activity with effort that can vary over time. Clinical effort over the course of a career that approximates 50% effort. Robust educational presence. 	Scholarly activity	Scholarly activity
Role in research	Not required but if occurs will be predominantly collaborative	Collaborative and sometimes investigator-driven	Collaborative and sometimes investigator-driven	Investigator driven, most as PI or one of multiple PIs
Research effort	<ul style="list-style-type: none"> May serve as PI/co-PI/sub-investigator for non- federally sponsored clinical research, PCORI grants and cooperative group trials. May not be PI/co-PI/sub-investigator on federally sponsored research. 		90-95%	Research is primary focus of position.
Research Autonomy*	<ul style="list-style-type: none"> Generally collaborative 	Collaborator and sometimes leader	Collaborator and sometimes leader	Leader
Type of research funding	Federally funded research activity limited to 10% effort/funding otherwise can accept role specific support.	Funding from nonoperational sources (Federal, foundation, industry, gifts, etc. after year 3)	Non institutional	Extramural. Federal and/or foundation, peer reviewed funding expected
Type of research	Clinical research that extends existing observations in a field or drives a field in new directions.	Research can include new observations or extend existing observations in a field.	Research that extends existing observations in a field, or that drives a field in new directions.	Research must define a new field or drive an existing field forward, as evidenced by the development of new principles, methods, or technology that substantially alters the genesis or application of information in that and/or other fields. **
Research outcome Types of scholarship	Not required	Original papers in peer-reviewed journals with identifiable focus and impact, as either collaborator or lead author. Chapters, reviews, alternative media etc can support but not substitute for above.	Original papers as either a project leader or collaborator.	Original papers that must clearly highlight the individuals' role in advancing the field.
Level of external citation	Not required	++	++	+++
H index	Not required	++	++	+++
First/Last Author emphasis	Not required	++	++	+++
International/ National/Regional reputation	Associate-Regional Full- National/International	Associate-Regional Full- National/International	Associate- National Full- International	Associate- National Full- International

*Papers that include the name/names of senior faculty members provide evidence of leadership if the junior faculty candidate for promotion is recognized from the comments of extramural reviewers or Penn faculty members as the intellectual leader of the research effort. Promotion considerations should not inhibit junior faculty members from using/seeking productive collaborations with others.

** Any type of research can qualify, e.g., laboratory-based research, clinical research, public health research, bioethics research, or educational research. The branch or type of science (e.g., clinical vs basic research) represented by a faculty member's research program is not related to a specific track. What is important is the role they play in novel work that has a defined impact.