Dear Faculty Colleagues,

One common feedback item we often hear from faculty is that it can be time consuming to locate the many resources we are fortunate to have across the university, the school, and the health system. To address this issue, we have created the Faculty Life and Professional Development web site to not only house a variety of content related to key career skills and milestones, but to also operate as a portal through which you can access opportunities and resources for faculty professional development and well-being.

Additionally, and as a result of a year-long pilot, during the 2017-2018 academic year, you will increasingly find enduringly available e-learning modules; scheduled, asynchronous, online courses; just-in-time, short video tutorial presentations; streaming live sessions; and opportunities for at-a-distance mentoring.

We hope the Faculty Life and Professional Development web site and this catalog make it easy for you to find your way to these for faculty, by faculty offerings.

Our Best,

Jennifer Kogan, MD
Assistant Dean
Faculty Development
Professor of Medicine
jennifer.kogan@uphs.upenn.edu

Stephanie Taitano, MS
Associate Director Faculty Leadership and Development
staitano@upenn.edu
Faculty Professional Development Contacts

**Faculty Affairs and Professional Development**

Lisa Bellini, MD  
Vice Dean, Faculty Affairs  
Lisa.bellini@uphs.upenn.edu

Jennifer Kogan, MD  
Assistant Dean of Faculty Development  
jenennifer.kogan@uphs.upenn.edu

Victoria Mulhern  
Executive Director  
vmulhern@upenn.edu

Stephanie Taitano  
Associate Director  
Faculty Professional and Leadership Development  
staitano@upenn.edu

**Penn Medicine Academy**

Cindy Morgan  
Vice President Learning and Organization Development  
cindy.morgan@uphs.upenn.edu

**Office of Organization Effectiveness**

Charles Houghton  
Director  
haughton@mail.med.upenn.edu

**Continuing Medical Education and Interprofessional Education**

Mila Kostic  
Director  
mkostic@upenn.edu

**Biomedical Library**

Barbara Cavanaugh  
Director  
bbc@pobox.upenn.edu

**Center for Teaching and Learning**

Bruce Lenthall  
Executive Director  
Lenthall@upenn.edu
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment Instructions</td>
<td>6</td>
</tr>
<tr>
<td><em>A Key to Advance</em> Modalities</td>
<td>7</td>
</tr>
<tr>
<td><strong>Attaining Teaching Excellence</strong></td>
<td>8-17</td>
</tr>
<tr>
<td><strong>Core Competencies</strong></td>
<td>8</td>
</tr>
<tr>
<td>The Digital Welcome to Teaching</td>
<td>9</td>
</tr>
<tr>
<td>Teaching at the Perelman School of Medicine 101</td>
<td>10</td>
</tr>
<tr>
<td>Providing Effective Feedback II</td>
<td>11</td>
</tr>
<tr>
<td><strong>Teaching Specialties</strong></td>
<td>12-17</td>
</tr>
<tr>
<td>The Art of Speaking Science Series</td>
<td>12</td>
</tr>
<tr>
<td>Clinical Teaching at the Bedside</td>
<td>13</td>
</tr>
<tr>
<td>Incorporating Teaching Moments into High Value Care</td>
<td>13</td>
</tr>
<tr>
<td>Incorporating Quality and Safety Teaching Moments into Patient Care</td>
<td>13</td>
</tr>
<tr>
<td>Effective Lecturing</td>
<td>14</td>
</tr>
<tr>
<td>Facilitating Small Groups</td>
<td>15</td>
</tr>
<tr>
<td>Providing Effective Feedback I</td>
<td>16</td>
</tr>
<tr>
<td>Mentoring I</td>
<td>17</td>
</tr>
<tr>
<td><strong>Educational Leadership</strong></td>
<td>18</td>
</tr>
<tr>
<td>Constructing Written Test Questions for the Basic and Clinical Sciences</td>
<td>18</td>
</tr>
<tr>
<td>Fundamentals of Curriculum Development</td>
<td>18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contents</th>
<th>#</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Career Development</strong></td>
<td>19-24</td>
</tr>
<tr>
<td>General Overview of the Promotion Process</td>
<td>19</td>
</tr>
<tr>
<td>What does COAP Look For? Series</td>
<td>20</td>
</tr>
<tr>
<td>Ask COAP Anything Blog Event</td>
<td>21</td>
</tr>
<tr>
<td>The EDB, Tracking Teaching, and Career Success</td>
<td>21</td>
</tr>
<tr>
<td>Promotion Workshop (By Invitation)</td>
<td>21</td>
</tr>
<tr>
<td>The Track Strategies Series</td>
<td>22-23</td>
</tr>
<tr>
<td>Planning for Retirement</td>
<td>24</td>
</tr>
<tr>
<td>Planning for Sabbatical</td>
<td>24</td>
</tr>
<tr>
<td>Faculty Search Committee Training</td>
<td>24</td>
</tr>
<tr>
<td><strong>Research and Scholarship</strong></td>
<td>25-26</td>
</tr>
<tr>
<td><em>Effective Poster Design and Production</em></td>
<td>25</td>
</tr>
<tr>
<td><em>Writing and Article for Publication Series</em></td>
<td>26</td>
</tr>
<tr>
<td>Lynda.com at Penn</td>
<td>27</td>
</tr>
</tbody>
</table>
ENROLLMENT INSTRUCTIONS

To enroll or access a digital file, please click on the hyperlinked text within this catalog and you will be able to register via LiveWhale, the PSOM calendar system, launch a video, or access other resources.

For all other items, please use the FAPD Professional Development Interest Form.

Advance Program Content Areas

- Attaining Teaching Excellence
- Career Development and Achievement
- Leadership and Management
- Research
- Scholarly Writing
- Technology
A Key to *Advance* Modalities

**E-Learning Modules**
E-Learning modules are enduringly available resources designed for autonomous, discrete learning experiences. Most e-learning modules are designed to be completed in one sitting, although the Digital Welcome, see below, is also an enduring reference for teaching data and recommended pedagogical strategies.

**Online Courses**
Online Courses are usually offered in scheduled sessions, led by faculty facilitators, and provide such advantages as asynchronous participation, collaboration with faculty peers, and opportunities for reflection and content application.

**Traditional Venues**
Traditional Workshops via the *Advance* program are instructor or faculty-led, face-to-face, 90-minute offerings located at the Perelman School of Medicine or, in customized versions, at your department or division grand rounds or meetings. These sessions offer opportunities to network with colleagues, engage in lively discussion, and benefit from faculty/instructor expertise.

**Media Gallery**
The Media Gallery is enduringly available: just-in-time video tutorials on a variety of topics, including career tracks and teaching strategies.
Professional Development for Attaining Teaching Excellence

All offerings under Attaining Teaching Excellence count toward the Professional Development Teaching Requirement for Assistant Professors (Tenure, CE, and AC).

Core Sequence in Teaching

- The Digital Welcome
- Teaching at the Perelman School of Medicine 101
- Providing Effective Feedback to Trainees II (Advanced)
Core Sequence in Teaching:  
**The Digital Welcome**

**The Digital Welcome** is an e-learning module developed to provide new and existing faculty with information about institutional and learner expectations for teaching. Major sections include Learner Populations, The Evaluation System, Teaching Types, and Professionalism and Supervision. The Digital Welcome fulfills a component of the Professional Development Teaching Requirement for Assistant Professors (AC, CE, Tenure).

**The Digital Welcome Objectives**

After reviewing the Digital Welcome e-learning module, faculty will be able to:

- anticipate learner and institutional expectations for teaching in clinical and non-clinical settings.
- understand recommended best practices for clinical teaching, facilitating small groups, and lecturing.
- access their teaching evaluations and document talks and presentations for the promotion dossier.
- demonstrate understanding of standards for professionalism.
- demonstrate understanding of standards for effective clinical and non-clinical supervision, including the responsibility to monitor trainees for wellness and suitability for duty.
Core Sequences in Teaching: Teaching at the Perelman School of Medicine 101

Teaching at the Perelman School of Medicine 101 covers best practices and recommended pedagogical strategies for teaching and providing effective feedback to trainees. All course content is developed by Perelman School of Medicine faculty with expertise in specialty teaching and assessment domains. Topics Include: Providing Effective Feedback, Clinical Teaching, Facilitating Small Groups and Seminars, Lecturing, and Longitudinal Mentoring. This course fulfills a component of the Professional Development Teaching Requirement for Assistant Professors (AC, CE, Tenure).

Topics Include:
• Providing Effective Feedback
• Clinical Teaching
• Facilitating Small Groups and Seminars
• Lecturing
• Longitudinal Mentoring

10/2—10/21/2017
1/8—1/26/2018
4/9—4/28/2018

Attaining Teaching Excellence
Core Sequences in Teaching: Providing Effective Feedback II

Faculty will learn to increase the effectiveness of their feedback to trainees through this workshop, which addresses types of feedback, barriers to providing feedback, steps to providing effective feedback, and recommendations for managing difficult feedback situations. Faculty will discuss topics in online forums and use video exchange technologies to practice techniques, self-evaluate, and peer-evaluate. This session builds upon the introductory feedback content addressed in Teaching at PSOM 101 (see previous page). This course fulfills a component of the Professional Development Teaching Requirement for Assistant Professors (AC, CE, Tenure).

11/27—12/15/2017
3/5—3/23/2018
The Art of Speaking Science: Clear, Concise, Compelling Presentations

Faculty will learn how to apply researched-based techniques of organization, design, body language, pacing, etc., to their lectures and presentations.

Spring 2018

The Art of Speaking Science: From Stress to Success

Faculty learn to cope with speaker apprehension, manage the Q&A, overcome presentation disasters, and respond professionally when asked, “Tell me about your work.”

Spring 2018

Mediocre to Memorable: Effectively Designing and Using Slides for Science Presentations

Faculty who teach and present complex scientific data with slide presentations will learn to design and deliver slides that enhance learning and maximize engagement.

Spring 2018

Note: Click here to be added to the interest list for these Spring workshops.
Clinical Teaching at the Bedside

Attending physicians who teach bedside will learn to model the effective interpersonal communication; identify and understand the multiple roles played by the attending physician as a leader of, and participation in, bedside rounds; and create a plan for improving bedside rounds.

10/24/2017, 3:00-4:30PM
5/8/2018, 3:00-4:30PM

Incorporating Teaching Moments into High Value Care

Being able to provide high value care is an emerging physician competency. Faculty who teach fellows, residents and students in the clinical setting will learn about the difference between high value care and low value care and will learn about approaches that can be used to teach and model high value care.

Spring 2018

Incorporating Q&S Teaching Moments into Patient Care

Faculty will learn how to identify opportunities for quality and safety teaching moments in the clinical learning environment. Using interactive methods and real clinical scenarios, faculty will learn to use a variety of microteaching techniques to engage learners at every level and integrate q&s education into daily clinical practice.

2/5/2018, 3:00-4:30PM
6/26/2018, 3:00-4:30PM
Effective Lecturing I*

From planning to delivery, this interactive workshop will help participants identify best practices for the particular contexts of their lecturing and avoid common pitfalls. Topics include structure and organization, rhetorical strategies, visuals and tips for providing lectures that will be recorded.

11/16/2017, 3:00—4:30PM

5/14-5/18/2018

*Note: This content is covered as part of Teaching at PSOM 101. Not recommended for those who have completed Teaching at PSOM 101.
In facilitation, the instructor should be a “guide on the side,” encouraging and helping learners to take ownership of the learning session. This differs from traditional lecturing where the instructor is often a “sage on the stage,” controlling the content, organization, and pace of the learning session. Learners in seminars, small groups, and in some clinical settings will expect you to facilitate learning by providing goals and objectives, cases or scenarios, prompts or questions, and question extensions, rather than straight lecturing.

5/28—6/1/2018

*Note: This content is covered as part of Teaching at PSOM 101. Not recommended for those who have completed Teaching at PSOM 101.
Faculty will learn to increase the effectiveness of their feedback to trainees through this workshop, which addresses types of feedback, barriers to providing feedback, steps to providing effective feedback, and recommendations for managing difficult feedback situations.

11/9/2017, 3:00-4:30PM

5/21-5/25/2018

*Note: This content is covered as part of Teaching at PSOM 101. Not recommended for those who have completed Teaching at PSOM 101.
Teaching Specialties: 
Mentoring I*

Faculty participants will be able to:
- Understand the responsibilities of mentor/mentee
- Understand communication impact and styles
- Learn how to develop a mentoring agreement and Individual Development Plan (IDP)

*Note: This content is covered as part of Teaching at PSOM 101. Not recommended for those who have completed Teaching at PSOM 101.

4/30—5/4/2018
Conducting Written Test Questions for the Basic and Clinical Sciences

Faculty with test development responsibilities will learn to write valid, reliable, and effective multiple choice questions in the National Board of Medical Examiners (NBME) format.

Enduringly Available

Fundamentals of Curriculum Development


5/17/2018, 3:00-4:30PM
Career Development: Promotion and Reappointment

General Overview of the Promotion Process: AC

School Committee on Appointments and Promotions (COAP) members present criteria for promotion to Associate and Full Professor on the Academic Clinician Track. Faculty are encouraged to attend and to use this session to seek clarification of any promotion-related process or expectation.

3/27/2018, 3:00-4:30PM

In this video resource, the Chair of the Committee on Appointments and Promotions (COAP) provides an overview of the review process, the dossier, and school COAP expectations.

Enduringly Available

General Overview of the Promotion Process: CE, R, T

In these video resources, the Chair of the Committee on Appointments and Promotions (COAP) provides an overview of the review process, the dossier, and school COAP expectations.

Enduringly Available
Preparing for Reappointment: What Does COAP Look For?

For faculty preparing for reappointment, PSOM COAP members discuss the review process, expectations, faculty progress evaluation, and the Education Officer Report.

- 9/27/2017, 3:00-4:30PM
- 6/12/2018, 3:00-4:30PM

Promotion to Associate Professor (CE, R, T): What Does S-COAP Look For?

It is never too early to prepare for promotion. Learn what is involved in the review process, what is included in your dossier, what the PSOM COAP members assess during the review process.

- 10/25/2017, 3:00-4:30PM
- Enduringly Available

Promotion to Professor (CE, R, T): What Does S-COAP Look For?

The content covered in the Overview of the Promotion Process videos (see above) becomes more granular in this offering wherein school Committee on Appointments and Promotions (COAP) members present criteria for promotion to Full Professor. Faculty are encouraged to attend and to use this session to seek clarification of any promotion-related process or expectation.

- 4/10/2018, 3:00-4:30PM
- Enduringly Available
Career Development:
Promotion and Reappointment

The EDB, Tracking Teaching, and Career Success

Learn about compiling and assembling your “Educational Database”, the collection of evaluation data, records and information that documents your teaching activities in the School of Medicine, in preparation for going up for promotion. This workshop is recommended for any faculty member in the Academic Clinician, Clinician Educator, or Tenure Track who will be going up for promotion within the next year.

1/16/2018, 3:00-4:30PM

Promotion Workshop (CE, R, T) By Invitation

When your department chair proposes you for promotion, you will be contacted by Faculty Affairs and Professional Development with a letter inviting you to attend this workshop. Workshop panelists will present on the promotion process, components of your dossier, and milestones. Please attend with your department faculty coordinator.

TBD

ASK COAP Anything Blog Event

Members of the PSOM Committee on Appointments and Promotions (COAP) will be “on call” for your questions via an asynchronous online forum event that will last for one week. Ask anything about extramural consultant letters, track strategies, the reappointment and promotion processes, publication impact factors, You can post questions anonymously, if you prefer. COAP members will post responses and correspond with participating faculty. Of course, you don’t have to wait for this event: PSOM COAP members always welcome your questions.

3/19–3/23/2018

Online Blog
Career Development: Strategies for Success

Strategies for Success on the AC Track

AC faculty are encouraged to view this resource and to seek clarity on how PSOM COAP evaluates clinical and teaching excellence. Promoted AC faculty and the Chair of the AC Advisory Committee tell their career narratives and provide advice on career advancement.

Enduringly Available

TBD

*Open AC Meeting
Please attend one or both of these open town hall meetings to learn about and provide your input on the revised promotional criteria for Academic clinicians. Lisa Bellini, Vice Dean of Academic Affairs, working with a committee of senior faculty on the AC track has developed a new working evaluation framework that incorporates excellence in clinical care, teaching, the candidates selected area of concentration, where areas of concentration can be clinical or nonclinical, such as education, quality and safety, community service, etc., and sustained professionalism. Please attend and let us know what you think.

9/12/2017, 3:00-4:00PM, Smilow 8-146
10/2/2017, 9:00AM—10:00AM, Biomedical Research Building 251

Strategies for Success on the Research Track

Research Track faculty will benefit from a representative cross-section of senior and/or experienced Research Track faculty who will present the various scholarly pathways toward promotion, providing strategies for being recognized for unique research contributions, while simultaneously collaborating on multiple projects.

2/7/2018, 3:00-4:30PM
Strategies for Success on the CE Track

Clinical Educators working toward reappointment or promotion will want to attend this session to learn how to be productive as scholars, while also meeting clinical, teaching, and administrative demands. Senior Clinician Educator faculty provide attendees insight into how they have allocated time and effort toward achieving track milestones.

11/15/2017, 3:00-4:30PM

Strategies for Success on the Tenure Track

Tenure-track faculty attend to discern how PSOM COAP evaluated the impact of publications, and to learn from already-tenured faculty specific strategies for an efficient and effective research enterprise, and for cultivating a reputation in the larger scholarly community.

5/9/2018, 3:00-4:30PM
Career Development:

Planning for Retirement
Learn about the policies and processes around phased retirement, the retirement incentive program (FIAP, the Faculty Income Allowance Program), retirement benefits (e.g., continued medical benefits), qualifying for emeritus status, and the rights and privileges of retired faculty.

11/7/2017, 3:30-5:00PM

Planning for Sabbatical
Faculty members will learn about institutional policies and procedures governing sabbaticals and how taking a sabbatical might benefit their career development and growth. Panelists will include FAPD policy experts as well as faculty who have recently taken scholarly leave.

4/24/2018, 3:00-4:30PM

Faculty Search Committee Training
The purpose of this course is to provide search committee members with the knowledge and strategies needed for initiating and conducting faculty searches that follow federally mandated requirements, generate the broadest and strongest candidate pool and that invite the attention of diverse candidates, including qualified women and minorities. This course is recommended for all faculty who plan to serve or chair a search committee.

1/29—2/2/2018

6/18—6/22/2018
Effective Poster Design and Production

Are you trying to create a poster to explain your research project to others? Are you wondering how to create a powerful visual statement without learning new software? This offering will explore how to design your poster in PowerPoint including useful tips and common DOs and DON'Ts. Basic proficiency in PowerPoint is required.

10/4/2017, 3:00—4:30PM

Spring 2018
Research and Scholarship: Writing an Article for Publication

The Results and Introduction Sections

The results text narrates the story that the figures tell visually. A well-written results section does not repeat in words what the figures or tables present; it describes the experiments that were performed and the logical connections between them. This section will focus on relating the results text to the figures in a way that tells a compelling scientific story.

The Introduction orients and motivates readers. It must also make a contract with the reader that a question will be answered. Introductions are the most structured part of a paper and readers expect certain elements in a certain order. This session will focus on constructing Introductions with the important elements in the right order.

The Discussion and Abstract Sections

The Discussion answers the question posed in the Introduction, explains how the results support the answer, and shows how the answer fits in with existing knowledge. Good discussions rely on making sound arguments. This session will focus on four elements of a sound argument: claims, evidence, warrants, and qualifications.

The Abstract provides a clear, concise overview of a paper. It presents the main story and a few essential details. A good abstract sorts readers - allows them to decide if they want to read the paper or skip the paper - by persuading them in the first few sentences. Increasingly, journal editors and reviewers are using the abstract to triage submitted manuscripts. This session will focus on writing excellent abstracts.

9/15/2017, 1:00-4:00PM
3/23/2018, 1:00-4:00PM

10/20/2017, 1:00-4:00PM
4/20/2018, 1:00-4:00PM
Did you know, faculty at the Perelman School of Medicine have free access to these recommended e-learning modules, as well as Lynda.com’s enormous database of instructional tutorials? See the Penn Computing Lynda site for more details.

The Adobe Suite
Adobe Acrobat
Adobe Dreamweaver
Adobe Illustrator
Adobe Mobile Apps: Creating Posters
Adobe Photoshop
Adobe Photoshop C3

Databases
Big Data Architecture
Database Fundamentals
Database Fundamentals: Administration

Data Visualization

Productivity Tools
Cloud Storage Data
Doodle

Google Calendar Essential Training

Google Drive Essential Training
Microsoft SharePoint

E-Learning Modules via Lynda.com@Penn