Faculty Affairs and Professional Development

A New Prescription for Learning

2016-2017

Faculty Professional Development Catalog
A Note to Faculty

Dear Faculty Colleagues,

Over the last eight years, the FAPD Advance program has offered development in the core areas that support achievement here: teaching, career processes for promotions, leadership and management, scholarly writing, and research and technology skills. It’s exciting to note that more than two thousand faculty members participated in one or more of the five hundred sessions that ran during this period. However, since 2008, our full time faculty numbers have increased over 30% and our faculty are now practicing medicine, engaging in research, and teaching not only on campus, but across the entire region and all over the world.

Therefore, it is time for Advance to grow as well.

Beginning this year, Advance will include increased digital modalities, continuing to offer the traditional by faculty and for faculty workshop venues, but adding options such as e-learning modules, asynchronous, online courses, video presentations, live streaming sessions, and opportunities for online collaboration and mentoring. We recognize many faculty still prefer face-to-face sessions, so we will continue with traditional workshops and also offer “road show” versions of workshops customized for grand rounds and department meetings.

These new offerings represent a great deal of change, which is rarely easy, so please bear with us as we build our digital library and support structure.

As always, we value your feedback and look forward to your participation as content contributors, facilitators, and participants.

Our Best,

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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 Knowledge Link with your PennKey or launch a video or other resource (via Knowledge Link, which ensures credit).

For all other items, please use the FAPD Professional Development Interest Form (which is on the header or footer of each page) to submit your interest, or reach out directly:

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FAPD Advance

Advance is an institutional, competency-based faculty professional development and mentorship program for fostering the essential skills needed to advance at the Perelman School of Medicine.

Advance Program Content Areas

- Attaining Teaching Excellence
- Career Development and Achievement
- Leadership and Management
- Research
- Scholarly Writing
- Technology

About 5 on Faculty Development 2016-17 (Video)

Stephanie Taitano
Associate Director, Faculty Professional and Leadership Development
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A key to ...

Advance Modalities

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Digital Options

- Collaborative Online Courses (scheduled)
- E-learning Modules (independent learning)
- Live Online Forum Sessions (scheduled)
- Video (available enduringly)
- Print-and-go Best Practices Tip Sheets

Individualized Support

- Colleague Coaching
- Career Mentoring

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Traditional Venues

- Face-to-Face Workshops
  - 1/2-Day Mini-Conferences for core competencies coverage
  - Customized “Road Shows” for grand rounds, department meetings, or off-campus centers

Professional Development Interest Form: https://upenn.co1.qualtrics.com/SE/?SID=SV_8bOLtVtjk0pGHT3
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 Competencies in Teaching

Click to Access: The Digital Welcome

New Teaching Reference

Features
- Digital Option
- Addresses Teaching Core Competencies!

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 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.

Professional Development Interest Form: https://upenn.co1.qualtrics.com/SE/?SID=SV_8bOLtVtJk0pGHT3
NEW!

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
- Longitudinal Mentoring

Features
- Digital and Traditional Options
- Addresses Teaching Core Competencies!

Teaching at the Perelman School of Medicine Modality Options

Face-to-Face Workshop Version
(2.5 Hours/LOC: PSOM)
- Wednesday, 12/7, 3-5:30 PM
- TBD March date, 8-10:30 AM
- Tuesday, 5/9, 4-6:30 PM

Online Canvas Course Version

A new way to deliver faculty development!

Collaborate with colleagues, discuss approaches to teaching and assessment, exchange ideas and resources. Participation is asynchronous: go online during the session when it is most convenient for you. Click here for more information about Canvas courses.

(2.5 Hours/Course, Asynchronous)

Sessions:
- 9/26-10/16 (full)
- 1/9-1/29
- 6/5-6/25

Professional Development Interest Form: https://upenn.co1.qualtrics.com/SE/?SID=SV_8bOLtVtjk0pGHt3
Professional Development for Attaining Teaching Excellence

Core Competencies in Teaching

Providing Effective Feedback to Trainees
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.

NEW Modality Options!
Providing Effective Feedback to Trainees

On-Site, Customizable Workshop Version
This year we are featuring Providing Effective Feedback to Trainees as a customizable “Road Show” option. A limited number of departments can request to have this workshop delivered during department meetings or grand rounds. Submit the FAPD Interest Form for more information.

NEW Online Canvas Course Version
This Canvas version of Providing Effective Feedback will build upon the content presented in Teaching at the Perelman School of Medicine 101, and include opportunities for faculty participants to practice providing feedback to trainees, to collaborate with colleagues, and to receive feedback from the course faculty facilitator. Participation is asynchronous: go online during the session when it is most convenient for you. Click here for more information about Canvas courses.

- Session: 4/17-4/30 (space may be limited)

Features
- Digital and Traditional Options
- Addresses Teaching Core Competencies!

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Professional Development Interest Form: [https://upenn.co1.qualtrics.com/SE/?SID=SV_8bOLtVJk0pGHT3](https://upenn.co1.qualtrics.com/SE/?SID=SV_8bOLtVJk0pGHT3)

These Sessions will be offered in Spring, 2017. Please indicate your interest on the Professional Development Interest Form.

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.

Features
- Traditional Venues Option
- Addresses Teaching Core Competencies!

Honing lecture and presentation skills benefits faculty in their roles as teachers and as speakers. Developing a positive reputation through speaking engagements in one’s discipline is a critical component for success in all faculty tracks.

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.”

Features
- Traditional Venues Option
- Addresses Teaching Core Competencies!

Honing lecture and presentation skills benefits faculty in their roles as teachers and as speakers. Developing a positive reputation through speaking engagements in one’s discipline is a critical component for success in all faculty tracks.

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.

Features
- Traditional Venues Option
- Addresses Teaching Core Competencies!
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 participant in, bedside rounds; and create a plan for improving bedside rounds.

- **Tuesday, 10/25, 3:30-5 PM**

**How Do I Teach the Interprofessional Team, Residents and Clerkships Students to Manage Conflict in the Clinical Setting?**

- Faculty with clinical duties will be introduced to the mediation process, dynamics of the patient/provider relationship, and categories of clinical ethics disputes, as well as strategies for signposting for trainees and interprofessional team members when methods are applied.

- **Friday, May 12, 3:30-5 PM**

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NEW!

Incorporating High Value Care Teaching Moments into Clinical Teaching

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 differences 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, 2017 session TBD.

Features
- Traditional Venues Option
- Addresses Specialized Teaching

Incorporating Quality and Safety 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 quality and safety education into daily clinical practice.

Features
- Thursday, 1/26, 3:30-5 PM
- Monday, 5/15, 3:30-5 PM

We heard your requests. Look for more opportunities to learn, reflect on, and practice new clinical teaching strategies and methods with respected colleagues.
Teaching Surgical Procedures

While surgical skills are often further developed via the health system, department-level training, and/or other CME, the teaching of surgical procedures may not be.

This workshop will cover best practices for the efficient teaching of surgical procedures to trainees at multiple levels.

This session will be offered spring, 2017. Please indicate your interest on the Professional Development Interest Form.
Sim Center Opportunities

These sessions are offered by the Faculty and Staff at the Simulation Center, Penn Medicine at Rittenhouse. To inquire:

Email: simulationcenter@uphs.upenn.edu

Introduction to Simulation and Debriefing

This one-day course is an introductory workshop for faculty who use, or plan to use, simulation-based educational efforts such as in-situ simulations, procedural, and team training. Using lectures, demonstrations and interactive exercises, we will introduce participants to the basic techniques and nomenclature of simulation, including types of simulation, available equipment, audiovisual aids, logistics, challenges of simulation, and debriefing. As a group, participants will design, perform and debrief a simulation-based team-training exercise.

Features
- Traditional Venues Option
- Addresses Specialized Teaching Competencies

Debriefing for Healthcare Simulation

This one-day course is an interactive workshop for those who participate in any simulation-based education either at Simulation at Penn Medicine or in-situ (unit based). Experienced facilitators will expand upon the basics of debriefing discussed in “Introduction to Medical Simulation,” including goals and methodologies of debriefing, as well as an understanding of the principles of Crisis Resource Management (CRM). In pairs or individually, participants will conduct a pre-designed simulation starting with the pre-brief, facilitating, and finally debriefing the event under the guidance of an experienced facilitator.

Features
- Traditional Venues Option
- Addresses Specialized Teaching Competencies
Promoting Active Learning in Clinical Teaching, Small Group, and Lecture Settings

A faculty panel will present specific tools and strategies for promoting active learning techniques applicable to clinical and non-clinical teaching. Presentations will include how to translate slide decks into dynamic, user-specific learning programs, techniques to engage learners, and strategies for higher order and scaffolding questions.

- Thursday, 2/23, 3:30-5 PM
Small Group Teaching

Small group teaching is widely recognized as both incredibly challenging and rewarding. Most faculty need specific training to be successful with this type of teaching. If you are or will be scheduled to teach a small group, it is recommended that you attend this workshop to learn to increase interaction, pose artful questions, and provide helpful observations. This workshop will be offered in spring, 2017.

Please indicate your interest on the Professional Development Interest Form.

Features
- Traditional Venues Option
- Addresses Specialized Teaching Competencies

Best Practices Note

10 Steps to Facilitation Success

1. Review the learning objectives, content, format, and technology.
2. Determine audience, their level of training, background knowledge, and prior lectures.
3. Introduce yourself and the session objectives.
4. Offer an advance organizer.
5. Eavesdrop on small group discussions, clarifying misconceptions as needed.
6. Ensure distributed discourse.
7. Model critical questioning, allowing about 10 seconds of post-question thinking time.
9. Employ scaffolding and question expansion.
10. Summarize key points, referring back to objectives.

Professional Development Interest Form: https://upenn.co1.qualtrics.com/SE/?SID=SV_8bOLtVJk0pGHT3
Educational Leadership


Specialized Teaching Competencies


Core Competencies


Developing a New Curriculum

Faculty will learn a six-step process for developing new curriculum. Session time will focus on writing effective goals and objectives. Participants are encouraged to bring their curriculum projects. This offering will be delivered in spring, 2017.

Please indicate your interest on the Professional Development Interest Form.

Features
- Traditional Venues Option
- Addresses Educational Leadership Competencies

If you are an Educational Officer, Vice Chair, Program Director, Course Director, Clerkship Director, or operating in a similar capacity, your leadership is critical to the success of our mission of intellectual achievement and compassion in education. The Advance Educational Leadership courses are designed for you, and for those of you planning to step into these roles. Interested? Reach out: staitano@upenn.edu.
Developing Test Questions in the Clinical and Basic 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.

Features
- Digital Options Available Spring, 2017
- Addresses Educational Leadership Competencies!
- Complete the Interest Form to have the link sent when it is ready.

Writing Letters of Recommendation for Trainees

Faculty are frequently asked to write letters of recommendation for medical students applying for residency, residents applying for fellowships, or graduate or postgraduate trainees applying for jobs and research positions. In this workshop faculty will learn to write letters of recommendation that include essential features, are accurate, and that avoid unnecessary liabilities.

Features
- Digital and Traditional Venue Options
- Addresses Educational Leadership Competencies

The Education Officer and Vice Chair for Faculty Development Forums

During these briefings, we will communicate the products and services available and in development for you to use to foster your department talent, as well as new policies and procedures for reappointments and promotions. Most importantly, we will listen to you. It is from you we understand what is needed for the coming year. If you would like to attend, please let us know on the Interest Form.

Next Session: TBA
Spring, 2017

Features
- Traditional Venues Option
- Addresses Educational Leadership Competencies
Key Questions to Prepare for your First Reappointment

1. What does my offer letter state?
2. What is my Academic Plan?
3. Does my schedule and progress reflect my Academic Plan?
4. Am I seeking mentorship?
5. Do I understand expectations for Reappointment in my track?
6. Do I need to complete the Professional Development Teaching Requirement?
7. Do I understand the Reappointment Review Process?
8. Do I understand my Reappointment timeline?
9. Do I need or am I eligible for an extension?
10. Where do I go for answers, and when the answers are nuanced judgment calls, who do I seek for guidance?

The purpose of the Advance Career Development and Achievement domain is to assist faculty in understanding the institutional expectations for Reappointment and Promotion along each of the four full time faculty tracks: Tenure, Clinician Educator, Academic Clinician and Research.

Regardless of your track, at each stage of your career, you will want to know how to answer key questions of career process, procedures, and milestone timelines.

Accordingly, this section of the catalog is organized by key questions to ask yourself. If you don’t know the answers, please seek out listed contacts, attend a workshop, watch a video source, or participate in one of the online forum sessions with the school Committee on Appointments and Promotions.
The Mentorship Series

The Mentor Roundtable

How long has it been since your promotion? If longer than three years, much has changed in procedures and policies. This session will be a round table discussion with PSOM COAP members and award-winning mentors led by Victoria Mulhern, Executive Director of FAPD.

Features
- Digital Options Available Spring, 2017
- Addresses Institutional Knowledge
- Complete the Interest Form to have the link sent when it is ready.

Participants will address how to effectively guide junior faculty at PSOM. Available via video late fall.

Mentoring Up

This program will present a round-table discussion on best practices for selecting your mentors, and for getting the most out of relationships with mentors. Participants will share their experiences and provide a framework for “mentoring up.” Available via video late fall.

Features
- Digital Options Available Spring, 2017
- Addresses Institutional Knowledge
- Complete the Interest Form to have the link sent when it is ready.
The Track Strategies Series

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. This video resource will be available late spring 2017.

Features
- Digital and Traditional Venue Options
- Addresses Institutional Knowledge
Strategies for Success on the Clinician Educator Track

Features
- Traditional Venues Option
- Addresses Institutional Knowledge

Clinician 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.

- Tuesday, 11/8 3:30-4:30 PM

While every faculty member’s career path is unique, and is evaluated as such by the Committee on Appointments Promotions (COAP), the Strategies for Success Series provides opportunities to learn about track expectations, listen to colleague career narratives, and reflect upon professional goals.

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.

- Tuesday, 11/22, 3:30-5 PM

Features
- Traditional Venues Option
- Addresses Institutional Knowledge

Strategies for Success on the Tenure Track

Tenure-track faculty attend to discern how PSOM COAP evaluates 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.

- Tuesday, 12/13, 3:30-5 PM

Features
- Traditional Venues Option
- Addresses Institutional Knowledge
“PSOM COAP on Call”
An Online Forum Event

Forum Week: ANYTIME March 20-March 24
Forum Site

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.

Features
- Digital Option
- Addresses Institutional Knowledge
The Early-Mid Career Series

AC Track: Preparing for Reappointment

New Streamlined Process
Highly recommended for all AC reappointment candidates, their mentors, and Education Officers in departments with ACs. Video resource on the streamlined process available late fall.

Features
- Digital Options Available Fall, 2016
- Addresses Institutional Knowledge
- Complete the Interest Form to have the link sent when it is ready.

Ideal for Mentors, Too

Penn Medicine is a dynamic organization. Policies and procedures are therefore updated to reflect changes. Mentors who attend these sessions will provide the most accurate guidance for mentees.

Ask COAP: Preparing for Reappointment on the Tenure, Clinician Educator, and Research Tracks

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

- Wednesday, 9/28 3:30-5 PM

Features
- Traditional Venues Option
- Addresses Institutional Knowledge

Attendee questions form the discussion and ensure an engaging session.
Professional Development for Career Development and Achievement

Overview of the Promotion Process

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. Available late fall. There are two editions coming:

- Overview Video for AC Track
- Overview Video for T, CE, and R Tracks

Features

- Digital Option
- Addresses Institutional Knowledge
- Complete the Interest Form to have the link(s) sent when ready.

The promotion process begins at appointment. Work with your mentors to create a strategic plan with milestone goals leading up to your review year.

Key Questions to Prepare for Promotion

1. Do I understand expectations for Promotion to Associate / Full Professor in my track?
2. Do I understand the Department Committee on Appointments and Promotions Review Process?
3. Do I understand the School Committee on Appointments and Promotions Review Process?
4. Do I understand my timeline?
5. Have I adequately developed my national or international professional reputation?
6. How are Extramural Consultants selected? How many do I need?
7. Do I need or am I eligible for an extension? A sabbatical?
8. Should I go up early?
9. How many times can I go up for promotion?
10. Do I need to be promoted at all?

Professional Development Interest Form: [https://upenn.co1.qualtrics.com/SE/?SID=SV_8bOLtVtjk0pGHT3](https://upenn.co1.qualtrics.com/SE/?SID=SV_8bOLtVtjk0pGHT3)
The Art and Science of Selecting Extramural Consultants for Yourself and Others.

Who can and should write your extramural consultant letters? How are extramural consultants selected? What is policy and what is nuance? Whether you are thinking about your own career or mentoring another’s, this video presentation by the PSOM Chair of the Committee on Appointments and Promotions is an important resource. Video resource available early fall.

Promotion Workshop

During this hands-on workshop, faulty development leadership will provide a step-by-step guide for preparing your dossier for submission. You are encouraged to attend with any support staff who will be assisting you in this process (e.g., your department Education Officer or Faculty Coordinator). This is an invitation only workshop for those whose dossier submission is imminent, but please inquire if you are interested in attending.

Features
- Traditional Venues Option
- Addresses Institutional Knowledge

Mentors are encouraged to view resources and/or attend these sessions with their mentees.

Promotion to Full Professor

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.

- Wednesday, 2/15, 3:30-5 PM

Features
- Traditional Venues Option
- Addresses Institutional Knowledge
Professional Development for Career Development and Achievement

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.

This session will be delivered in late fall. Please indicate interest on the Faculty Development Interest Form.

Features
- Traditional Venues Option
- Addresses Institutional Knowledge

Professional Development Interest Form: https://upenn.co1.qualtrics.com/SE/?SID=SV_8bOLtVkJ0pGHT3
Career Development Resources and Roles

**Do You Know Your Education Officer?**

Along with your mentors, your Education Officer (EO) will play a critical role in supporting your career development and advancement.

The Education Officer has basic knowledge of policies and procedures relating to faculty appointments and promotions and supports department faculty in terms of teaching activities.

While your EO will review faculty and course specific data in the Housestaff and Medical Student Teaching Evaluation Record system (HAMSTER) to determine if there is a need for individual faculty development related to education, you should feel free to reach out to him or her if at any point you would like to find resources for improving clinical teaching, facilitating, or lecturing.

Professional Development Interest Form: [https://upenn.co1.qualtrics.com/SE/?SID=SV_8bOLtVtJk0pGHt3](https://upenn.co1.qualtrics.com/SE/?SID=SV_8bOLtVtJk0pGHt3)
Professional Development for Career Development and Achievement

Spotlight on COAP

The Committee on Appointments and Promotions (COAP) represents the Perelman School of Medicine faculty and seeks to maintain and enhance the scholarly excellence of the medical faculty as a whole. The COAP works through the chairs to guide individual faculty members as they develop their academic careers. In addition, the COAP acts as an advisory committee to the dean on issues related to faculty development. The COAP reviews every faculty appointment, reappointment and promotion in the Perelman School of Medicine. The members evaluate each dossier and vote to recommend in favor or against the proposed action or to defer for additional information.

Approved recommendations for are sent to the dean. The dean presents the approved recommendations for appointments at or promotions to associate and full professor in the Standing Faculty (Tenure and Clinician Educator) and Research Track to the Provost’s Staff Conference (PSC) where the final decision is made by the Provost.

The PSC members composed of deans and other senior-level university officials, who are advisory to the Provost, review the dossiers independently.

In most but not all cases, the decision of the Provost agrees with the recommendations of the COAP. The Provost also may decline to approve a recommendation, or may defer decision until additional information is provided.

Approved recommendations for appointments and reappointments at the level of assistant professor and promotions in the Academic Clinician track are presented to the Provost’s Staff Conference Subcommittee.

All COAP business is confidential.
Professional Development Interest Form: https://upenn.co1.qualtrics.com/SE/?SID=SV_8bOLtVtjk0pGHT3

Reappointments and Promotions Process

PSOM COAP Reviews a Dossier and Makes a Decision

PSOM Dean Presents the Case for the Provost’s Staff Conference

Provest Makes Final Decision

Senior Vice Dean of Faculty Affairs Presents the Case for the Provost's Staff Conference Subcommittee (AC Track)

Provost Makes Final Decision

Reappointment or Promotion

Spotlight on COAP
Professional Development for Leadership and Management

The purpose of the Leadership and Management domain is to present opportunities to foster and develop the behaviors and skills leaders and good managers exhibit in professional as well as personal settings.

The Clinician Leadership Academy

The intent of the CLA is to enhance the culture of leadership and collaboration across Penn Medicine and foster interprofessional teams. The program pairs external and internal UPHS speakers to ignite dialogue among our physician and nurse leaders to achieve the following Blueprint goal: improve the health of our patients and assure safe care. Participants for the CLA are nominated by senior leaders.

Features
- Traditional Venue
- Addresses Leadership Skills
- Penn Medicine Academy Offering

Spotlight on the Penn Medicine Academy

Penn Medicine Academy (PMA) seeks to drive change across Penn Medicine in support of the organization’s strategy, including building a more agile culture and growing workforce capabilities. By investing in our people, PMA strives to enable a culture that

- develops transformational leaders skilled at adapting to and effectively driving change at all levels
- engages the workforce to deliver the highest level of care to patients at every touchpoint of the patient experience
- builds employee capacity, increasing productivity and maximizing performance

The PMA team delivers both strategic consultation and implementation to solve our most complex challenges. PMA integrates a broad range of talent and skills—including strategic planning, leadership and workforce development, change management, process improvement, simulation, learning solutions and communication design—to help everyone from individuals up to the enterprise achieve unparalleled success.

For more information about our services, please email: pma@uphs.upenn.edu
Professional Development Interest Form: [https://upenn.co1.qualtrics.com/SE/?SID=SV_8bOLtVJkOpGHT3](https://upenn.co1.qualtrics.com/SE/?SID=SV_8bOLtVJkOpGHT3)

Essentials of Project Management

The Essentials of Project Management is an interactive, performance based 2-day workshop to enhance your project management education. Learn how to be a successful project manager by applying basic tools for your project, building skills that deliver products and services on time and within budget, understanding key roles associated with managing projects, and establishing standards and procedures for managing projects. Chair approval is mandatory. Please confirm attendance with your chair before enrolling in a course.

Focus on Performance Management

The morning portion of the class focuses on learning the foundational practices of good performance management, such as ongoing feedback and discussion, setting performance goals and standards, and assessing an individual’s specific performance barriers. The afternoon component is held in simulation format, using actors from the Perelman School of Medicine standardized participant program playing the role of employees in individual one-on-one structured experiences, with participants serving in the role of the manager. These scenarios are fully debriefed in person as well as videotaped to be viewed privately after the class through a password protected process.

Focus on Quality, Performance Improvement, and Innovation

This course begins with a two-hour executive overview of Penn Medicine’s quality and safety strategy, with particular focus on the Blueprint for Quality. Participants then learn about Penn Medicine’s improvement methodology and a toolkit for continuous improvement, including techniques such as the 5 Whys/Lean Tools, Root Cause Analysis, Flow Charting and Process Mapping, Run Charts/Control Charts, Histograms, Cause and Effect Diagrams, and Spaghetti Diagrams. Participants also learn about the manager’s role in leading change and continuous improvement.

For more information about PMA services, please email: pma@uphs.upenn.edu
Professional Development for Leadership and Management

Management Fundamentals

Features
- Traditional Venue
- Addresses Management Skills
- Penn Medicine Academy Offering

This one-day course covers foundational management skills presented in an interactive forum of discussion, group work, and mini-projects. The topics addressed include the role of the manager, coaching for performance, setting goals, motivating, delegating, active listening, and providing feedback. This course is an excellent option for faculty who are newly managing employees or trainees or members of the interprofessional team.

To Enroll Now:
- 11/8
- 12/1

Performance Improvement in Action

Penn Medicine’s Performance Improvement In Action (PIIA) is a learning lab facilitated by performance improvement (PI) specialists across Penn Medicine. The PIIA model is designed to improve patient care by teaching clinical and non-clinical teams to use scientific methods and Quality/PI tools to problem solve, address system issues, discover patient safety opportunities, establish process metrics, engage in continuous improvement, and ultimately improve patient care. Projects are identified by faculty and selected by entity leadership teams based on strategic alignment. Projects initiate from corporate services, inpatient, ambulatory, and Penn homecare. Teams go through structured 90 day training sessions with the mentorship of a PI facilitator. The PIIA program is a highly visible and strategic component of Penn Medicine’s “Blueprint for Quality and Patient Safety” initiative which emphasizes patient-centered care throughout the health system and strives to improve continuity, engagement, and value. All PIIA teams are nominated and sponsored by a Senior Leadership Team and must participate in all sessions.

Features
- Traditional Venue
- Addresses Organizational Dynamics Skills
- Penn Medicine Academy Offering
Organizational Development and Change Consulting
When a department or team is experiencing a significant change in strategy, leadership or direction, Penn Medicine Academy’s consulting services can help the leadership team through:
- Identifying the type and magnitude of the expected change.
- Building the value proposition and case for change.
- Developing a comprehensive change management strategy to address the expected impact, increase the overall readiness for the change and drive the desired results.
- Driving towards a high-performing workforce that is aware, engaged, skilled, motivated and bought into the success of the program.
- Achieving top-level buy-in and alignment.
- Building an even stronger team through the change process.

Simulation
Penn Medicine’s Simulation Center provides training to physicians, students and healthcare professionals from all across the Health System, the School of Medicine, neighboring institutions, and the global healthcare field with the goal of improving patient safety and satisfaction with increased efficiency. The facility is located at Penn Medicine at Rittenhouse and offers state-of-the-art medical simulation technology in an approximately 22,000 square foot facility. Some of the applications for simulation include:
- Building Communication Skills through Standardized Patient Interactions
- Surgical Skills Development, focusing on decision making, team interaction and communication.
- OR Team Training
- Robotics Training
- Unit or department based “In Situ” Training

Coaching
New physician leaders or those experiencing some level of role transition often benefit from partnering with an executive coach. Penn Medicine Academy works with a cadre of certified coaches and identifies best fit for the potential coachee, with specific attention to the individual’s professional and career development goals.
Clear Communication

This workshop outlines the communication process and presents techniques that can make a dramatic change in your ability to communicate effectively and competently while interacting with others. Topics include barriers to effective communication, recognizing the importance of non-verbal communication, understanding and practicing effective listening, and developing tools for more effective communication.

Features
- Traditional Venue
- Addresses Communication Skills
- OOE Offering

Crucial Conversations: Tools for Talking When Stakes Are High

This is a two-day course that teaches skills for creating alignment and agreement by fostering open dialogue around high-stakes, emotional or risky topics—at all levels. Learn how to
- speak and be heard and encourage others to speak and be heard
- make the highest-quality decisions
- act on decisions with unity and commitment

Features
- Traditional Venue
- Addresses Communication Skills
- OOE Offering

Spotlight on the Office of Organization Effectiveness (OOE)

The Office of Organization Effectiveness provides training, development, and consulting resources to help Perelman School of Medicine faculty, staff and their organizations work at their fullest potential.

To enroll in these OOE workshops, email: oe@mail.med.upenn.edu

Professional Development for Leadership and Management

Professional Development Interest Form: https://upenn.co1.qualtrics.com/SE/?SID=SV_8bOLtVtJk0pGHT3
The LeadingSuccess® Program

Features
- Traditional Venue
- Addresses Leadership Skills
- OOE Offering

The LeadingSuccess® Program is an introductory leadership skills development program targeted to faculty and staff in management roles who are motivated to increase their current effectiveness and learn how to prepare themselves for more complex or senior positions in the future. Participants must be nominated by their chair.

The Supervisory Certificate Program

The Supervisory Certificate Program provides an introduction to the skills and information necessary to being an effective supervisor within the Perelman SOM. Instructors for the program represent a variety of offices across the SOM and University, including the Office of General Counsel, the Office of International Programs, the Office of Affirmative Action and Equal Opportunity Programs, Perelman SOM Human Resources, and the Office of Organization Effectiveness. To receive the certificate, participants must complete a core series of classes and two additional “elective” courses.
Professional Development for Leadership and Management

1:1 Coaching

Coaching is an excellent way to attain a variety of work skills and behaviors that will improve leadership, employee accountability, teamwork, communication, goal setting, strategic planning and more. OOE works with faculty and staff through a one-on-one, confidential process to bridge skill gaps and develop strategies for addressing a variety of leadership challenges.

Consulting Services

The OOE provides consulting services to help with a variety of challenging organizational issues. They provide a variety of services such as “on-the-fly” coaching for urgent or emerging issues when you need an objective sounding board. They can assist with in-depth projects requiring assessment, action planning and implementation support.

The OOE will help department leadership address issues including:

- Change management
- Employee morale and engagement
- Leadership effectiveness
- Performance problems
- Restructuring
- Talent management
- Team cooperation

Interested in these OOE Services?
email: oe@mail.med.upenn.edu

Features
- 1:1
- OOE Offering

Features
- Traditional Venue
- Addresses Leadership Skills
- OOE Offering
Did You Know?

The Office of Organization Effectiveness can administer assessments to help individuals and teams understand their work styles and play to their strengths.

Voices® 360 Feedback. Voices® is an assessment that provides feedback about an individual’s skills and attributes from supervisors, peers, direct reports, and others.

Myers-Briggs Type Indicator®. The Myers-Briggs Type Indicator is a nonjudgmental personality inventory that allows people to gain an understanding of their differences, particularly with respect to energy source, information gathering, decision making, and lifestyle/work patterns.

StrengthsQuest™. An essential component of helping people feel engaged and committed in their work is helping them understand and leverage their strengths.

Office of Organization Effectiveness

Contacts

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Ryan Frasch
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Patrizia Salani Platt
Program Coordinator
psalani@mail.med.upenn.edu
Managing Bullies in the Workplace

Faculty leaders are responsible for helping to create and foster a culture of professionalism that does not tolerate rude, aggressive, or abusive language or behaviors. This session will address the phenomenon of bullies in the medical profession and provide strategies for addressing bullying at the personal and institutional level.

Features
- Traditional Venue
- Addresses Professionalism

- Tuesday, 3/7, 3:30-5 PM

“‘I'm right there in the room, and no one even acknowledges me.’”

Managing the Disruptive Clinician

The Professionalism Program at Penn Medicine offers this workshop to provide guidance and support for those who may encounter clinicians who behave in ways that undermine a culture of safety, reliability, and accountability. The purpose of this workshop is to empower attendees to support professionalism across Penn Medicine.

- Monday, 2/13, 3-4 PM

FAPD Presents Professionalism and Issues of the Profession
New! The Litigation Forum

Features
- Traditional Venue
- Addresses Professionalism

This session will provide case-specific legal perspectives on malpractice suits. Faculty attendees will hear first hand accounts from colleagues who have been through the experience. This forum is recommended for all clinicians, but especially those who might in turn share this knowledge with residents and fellows.

- Tuesday, 12/6, 3:30-5 PM

Preventing and Managing Physician Burnout

Physicians are at high risk for a range of conditions that may affect health and wellness. This session will focus on research related to causes, career point stressors, and recommended preventative measures.

- Thursday, 3/20, 3:30-5 PM

Retiring from Academic Medicine

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.

- Thursday, 11/10, 3:30-5 PM

Features
- Traditional Venue
- Addresses Professionalism

The Professionalism Program at Penn Medicine

Whether it’s working with a disruptive employee, quelling tension among work groups, helping employees reach their potential, or any other workplace issue that negatively impacts the organization, the team of behavioral health experts in the PPPM can help.

Email: pppmed@upenn.edu
FOCUS on Health & Leadership for Women (FOCUS) is a dean-funded program at the Perelman School of Medicine at the University of Pennsylvania designed to improve the recruitment, retention, advancement and leadership of women faculty, and to promote education and research in women’s health and leadership.

FOCUS collaborates with other medical schools, universities, national committees, and Women in Medicine (WIM) programs in order to explore institutional change that fosters a more diverse faculty in the community of academic medicine.

Please see the FOCUS web site for a comprehensive list and descriptions of programs.
Successful Strategies for Women in Academic Medicine Conference

Date: October 28, 2016 (Friday)
Time: 8:00 AM - 3:45 PM
Location: Hall of Flags, Houston Hall

This leadership mentoring conference, is open to all women in academic medicine at the University of Pennsylvania: MDs, PhDs, faculty, fellows, instructors, lecturers, and residents. Women in any rank or track or department are welcome to attend. In addition to providing a daylong opportunity to learn from nationally renowned experts and leading women in academic medicine about professional development and career strategies, this forum also provides opportunities for skill building and facilitates networking and mentoring relationships.

Register Here
Professional Development for Research and Scholarship

This year we are performing a formal needs analysis in this area to determine the best ways to support skill and competency development for researchers. Please check back next year to see the resulting programming.

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.

- Thursday, 10/20, 3:30-5 PM
- Wednesday, 2/8, 3:30-5 PM

The Mobile Researcher: Apple HealthKit and Data Liberation at Penn

Faculty will learn about the technology behind Medicine Apple HealthKit and Apple ResearchKit and discuss their current and potential uses at Penn Medicine. User adoption, clinician acceptance, reliability, liability and other topics will be covered in this talk.

- Tuesday 12/28, 12-1 PM

NIH Grant-Writing Strategies

This session will cover tips and strategies for NIH grant writing success, such as selecting the best funding institute and/or study section to review your proposal and techniques for selling your scientific ideas to reviewers.

- This session will be offered in spring, 2017.

Features
- Traditional Venue
- Addresses Clinical Translational Research Technical Skills
Writing an Article for Publication: The Results Section

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 session will focus on relating the results text to the figures in a way that tells a compelling scientific story.

- Friday, 10/7, 3:30-5 PM
- Monday, 1/23, 3:30-5 PM

Writing an Article for Publication: The Discussion Section

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.

- Friday, 11/18, 3:30-5 PM
- Monday, 3/20, 3:30-5 PM

Writing Series Features

- Traditional Venue
- Scientific Writing and Scholarship Skills
- This 4-part series is offered twice a year.
Professional Development for Research and Scholarship

**Spotlight on the Office of Clinical Research**

The Office of Clinical Research seeks to promote human research for the advancement of healthcare while ensuring the highest level of research participant safety and facilitating the highest quality research by:

- Realizing the best research standards through adherence to university and government research policies and regulations;
- Supporting investigators and research teams through process improvement, innovative technologies, and education and training initiatives;
- Propagating best operational practices to maximize the efficiencies of research activities;
- Collaborating with University organizations involved with human research.

Register for an Office of Clinical Research Workshop

Professional Development Interest Form: [https://upenn.co1.qualtrics.com/SE/?SID=SV_8bOLtVtJk0pGHT3](https://upenn.co1.qualtrics.com/SE/?SID=SV_8bOLtVtJk0pGHT3)
Required Training for all Clinical Research Personnel

Penn Clinical Research (CR): Onboarding and Certification Program

University policy mandates that all research staff engaged in human subjects research are appropriately trained in human research protections. Also, all staff having contact with patient information are required to complete training on the protection of personal identifiable information. Research staff performing CRC functions are hired using different HR titles, any staff member performing function(s) related to human subjects research for which the IRB would require CITI and/or HIPAA training are required to complete the Penn CR: Onboarding and Certification Program.

Benefits of the Penn CR: Onboarding and Certification Program:
- Convenient online format
- Designed to meet the needs of new and experienced research staff at Penn
- Provides required comprehensive training and education within 2 weeks of hire
- Experienced research staff will be permitted to attempt the Penn CR: Opt Out Exam

The onboarding program will provide comprehensive training in accordance with Good Clinical Practices (GCP) for investigator-initiated, industry-sponsored and grant-funded clinical research. It will present best standards of practice and regulatory requirements for critical job functions of the Clinical Research Coordinator and methods for achieving these standards and requirements.
Spotlight on the Biomedical Research Core Facilities

The Perelman School of Medicine is committed to advancing the research and academic endeavors at Penn and neighboring scientific communities. The 24 research cores offer a wide variety of services, ranging from molecular profiling to cell sorting to high resolution electron microscopy. Through these diverse resources, faculty are able to access state-of-the-art equipment and instrumentation, technical expertise and training and education all designed to support innovative, cutting-edge research.

PSOM Biomedical Research Cores Fair

**Event:** PSOM Biomedical Research Cores Fair  
**Date:** Wednesday, September 14th  
**Time:** 10am to 2pm  
**Location:** BRB II/III Lobby

Please plan to attend the annual Biomedical Research Cores Fair on Wednesday, September 14th from 10am to 2pm, in the BRB II/III Lobby.

This will be an opportunity to enjoy food and refreshments as you learn about the wealth of novel services and state-of-the-art technologies that our many cores offer to support your research efforts and continued excellence in the research community.

For more information, please contact: Jenna Roberg  
robergj@mail.med.upenn.edu.
The Cores

See the Biomedical Research Cores web site for core descriptions.

Bioinformatics Core
Biostatistics and Analysis Center
CDB Microscopy Core
Cell Center Services Facility
Cell Center Stockroom
Clinical Cell and Vaccine Production Facility
Clinical Research Computing Unit
DNA Sequencing Facility
Electron Microscopy Resource Laboratory
Flow Cytometry and Cell Sorting Facility
High-Throughput Screening Core
Human Immunology Core
Mixed Methods Research Lab (MMRL)
Molecular Profiling Facility
Neurobehavior Testing Core
Next Generation Sequencing Core
Penn Gene Targeting Core and Laboratory
Penn Gnotobiotic Mouse Facility
Proteomics Core Facility
Recruitment, Outcomes and Assessment Resource (ROAR), of the Abramson Cancer Center
Research Instrumentation Shop
Small Animal Imaging Facility
Stem Cell and Xenograft Core
Transgenic and Chimeric Mouse Facility
Translational Core Laboratory
Vector Core

Biomedical Research Cores Contacts

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As a faculty member, you (and your support staff) now have free access to Lynda.com, an online professional development library organized in full Playlists, Learning Paths, and Courses, as well as in short, as you need them, Video Tutorials.

Lynda.com content ranges from web development, IT, and presentation skills to professional growth in areas such as project management and workplace productivity. Lynda.com is accessible via web or mobile app.

1. Sign in via: http://www.upenn.edu/computing/lynda/ with your PennKey.
2. Start learning. Lynda.com will use your PennKey to recognize you and track your progress.

Adobe Courses on Lynda.com

Lynda.com includes many options for improving your software skills. Here are just a few Adobe options:

Adobe Acrobat DC Essential Training
Adobe Dreamweaver
Adobe Illustrator Essential Training
Adobe Mobile Apps for Creating Posters
Adobe Photoshop
Adobe Photoshop CS3 Extended for BioMedical Research
(a few) Lynda.com Courses for Research

- Big Data Architecture
- Database Fundamentals: Administration
- Database Fundamentals: Creating and Manipulating Data
- Data Visualization Storytelling Essentials

(a few) Lynda.com Courses for Productivity

- Fundamentals of Cloud Data Storage
- Google Calendar Essential Training
- Google Drive Essential Training
- SharePoint Essential Training
- Using Doodle for Easy Group Scheduling
Penn Medicine Ambassadors For Faculty

We recognize that Penn is a very busy and complicated place, and that it is not always clear who or where to go with your questions. The Penn Medicine Ambassadors For Faculty are here to assist you. While they may not be exactly who you are looking for, these individuals have extensive institutional knowledge and will most likely be able to point you in the right direction. Select the one who seems most closely associated with your question or need, and this person will be happy to help you.

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Teaching and Faculty Teaching Evaluations
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Faculty Career Development, Employment Issues, and Policies
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Inclusion and Diversity
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We recognize that Penn is a very busy and complicated place, and that it is not always clear who or where to go with your questions. The Penn Medicine Ambassadors For Faculty are here to assist you. While they may not be exactly who you are looking for, these individuals have extensive institutional knowledge and will most likely be able to point you in the right direction. Select the one who seems most closely associated with your question or need, and this person will be happy to help you.

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Burns, Carrie, MD. Associate Professor of Clinical Medicine: CAREER DEVELOPMENT AND ACHIEVEMENT: Strategies for Success on the AC Track.
Callahan, James, MD. Professor of Clinical Pediatrics: CAREER DEVELOPMENT AND ACHIEVEMENT: Strategies for Success on the AC Track.
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Chatterjee, Anjan, MD, Elliott Professor of Neurology: CAREER DEVELOPMENT AND ACHIEVEMENT: Ask COAP: Preparing for Reappointment on the T, CE, and R Tracks.
Chen-Plotkin, Alice S., MD, MSc. Associate Professor of Neurology: CAREER DEVELOPMENT AND ACHIEVEMENT: Strategies for Success on the Tenure Track.
Chatterjee, Anjan, MD, Elliott Professor of Neurology: CAREER DEVELOPMENT AND ACHIEVEMENT: Ask COAP: Preparing for Reappointment on the T, CE, and R Tracks.

Chen-Plotkin, Alice S., MD, MSc. Associate Professor of Neurology: CAREER DEVELOPMENT AND ACHIEVEMENT: Strategies for Success on the Tenure Track.

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Dalke, Katharine, MD, MBE, Assistant Professor of Clinical Psychiatry: LEADERSHIP AND MANAGEMENT: Managing Bullies in the Workplace.

DeRoos, Francis, MD, M.Ed. Associate Professor of Emergency Medicine: TEACHING: Teaching at the Perelman School of Medicine 101.

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Galbraith, Juliette, MD. Assistant Professor of Clinical Psychiatry: LEADERSHIP AND MANAGEMENT: Preventing and Managing Physician Burnout.

Ganguly, Arupa, PhD. Professor of Genetics: CAREER DEVELOPMENT AND ACHIEVEMENT: Mentor Roundtable.

Gorry, Thomasine, MD. Associate Professor of Clinical Ophthalmology: CAREER DEVELOPMENT AND ACHIEVEMENT: Strategies for Success on the AC Track.

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Loren, Alison, MD, MS. Associate Professor of Medicine: CAREER DEVELOPMENT AND ACHIEVEMENT: Mentee Roundtable.

Lewis, Mitchell, D.Phil. John Morgan Professor of Biomedical Research and Education: TEACHING: Active Learning.

Margolis, David, MD, PhD. Professor of Dermatology; Professor of Biostatistics and Epidemiology: CAREER DEVELOPMENT AND ACHIEVEMENT: Ask COAP: Preparing for Reappointment on the T, CE, and R Tracks, Mentor Roundtable, The Art and Science of Selecting Your Extramural Consultant, Overview of the Promotion Process, Promotion to Full Professor, Strategies for Success on the Research Track, Strategies for Success on the Tenure Track.

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Umscheid, Craig, MD, MSCE. Associate Professor of Medicine: CAREER DEVELOPMENT AND ACHIEVEMENT: Mentee Roundtable.
Veasey, Sigrid, MD, Professor of Medicine: CAREER DEVELOPMENT AND ACHIEVEMENT: Promotion to Full Professor.
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