Academic Clinicians: Preparing for Promotion

Lisa Bellini, MD
Professor of Medicine
Senior Vice Dean for Academic Affairs

James Callahan, MD
Professor of Clinical Pediatrics
Chair of AC Advisory Committee

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The major criteria for appointment, reappointment and promotion is:

- excellence in clinical care
- excellence in teaching
- excellence in the candidates selected area of concentration
  - Areas of concentration can be clinical or nonclinical such as education, quality and safety, community service, etc.
- sustained professionalism
Assistant Professor

- 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.
Associate Professor

- Faculty are eligible for promotion after 2 reappointments…so earliest is 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.)
Professor

- For promotion at this rank, there must be evidence that the candidate has attained recognition outside their primary practice.
- Reappointment will involve demonstration of ongoing teaching and clinical excellence, sustained professionalism and ongoing engagement in their area of concentration or significant accomplishments in a new area of concentration reflecting new duties, responsibilities or leadership roles.
Appointment/Promotion Criteria

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Recognition of Clinical Excellence

- There must be evidence that the candidate has attained clinical excellence at their primary practice site (associate) or beyond their primary practice site (professor).
Evaluating 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.

❖ Assessment of clinical performance:
  • Patient evaluations using Penn Medicine or CHOP Provider satisfaction tool results must be included, if available
  • Clinical Performance Evaluation
Evaluating Clinical Excellence

- Clinical Performance Evaluation
  - Evaluation sent to 15 Faculty peers + Division Chief/Chair
  - Selected from EPIC Clinical Care Network Analysis or independently proposed when EPIC data unavailable
    - peers with whom candidate has numerous patient interactions
    - familiar with this candidate’s clinical expertise and professionalism
    - broadly distributed (not all from candidate’s division or department)
  - Responses collected electronically and anonymously, reported in aggregate
Evaluating Clinical Excellence

- Form topics
  - Medical knowledge, clinical judgment, and 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
Possible Additional Metrics of Clinical Excellence

- 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 in the area of clinical expertise
- Contribution to the development of innovative approaches to diagnosis, treatment or prevention of disease.
- Engagement/collaboration in clinical trials
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Evaluating Teaching Excellence

- All ranks:
  - No evaluated domain (Lectures/Facilitated Learning Activities, Clinical teaching) with ratings of 0 or 1 and
  - Meets the minimum 100 credits of teaching/year as defined by PSOM and
  - 50% of the teaching occurs within the Penn Medicine Community
Evaluating Teaching Excellence

♦ 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.
Possible Metrics of High Quality Engagement

- Lectures/Facilitated Learning Activities
  - Teaching in courses, professional development programs etc
  - Innovative teaching/novel application of existing methods

- Clinical teaching
  - Teaching in clinical skills courses

- 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
Educational Database - EDB

- Record of the past three years teaching activities

- Key Contents:
  - Teaching Activities Workbook
  - Evaluation Data - TED, HAMSTER, & other
  - Education Officer Letter
  - Personal Statement
  - CV

- Key Reviewers:
  - Academic Programs Evaluation Committee
  - AC Advisory Committee of PSOM COAP
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Evaluating Excellence in AOC

Associate Professor:
• Invitations to share expertise through invited talks, book chapters, clinical reviews.
• Leadership roles
• Service on committees that develop guidelines or evaluate programs
• Awards for teaching or mentoring
• Engagement in clinical trials

* Assistant Professors should be prepared to identify their AOC by the second reappointment
Evaluating Excellence in AOC

Professor:

- Development of innovative approaches to AOC including the application of technologies and/or models of delivery that influence that area beyond ones 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.
Peer References

**Assessment of teaching, AOC and reputation**

- Candidate identifies referees
- Must be higher rank than the candidate’s current academic rank
- Up to 2 may be from non-faculty, distinguished in their fields
- For promotion to Professor, 3 must be from outside candidate’s primary practice site
  - individuals outside one’s primary practice site are always strongly encouraged
- Responses are confidential and not shared with candidate
Peer References

Questions

• Insight on the candidate’s skill and effectiveness as a teacher, particularly related to direct observation of his/her teaching

• Perspective of scope and significance of candidate’s achievements and their importance within the Penn Medicine community related to their Area of Concentration

• Opinion on level of recognition candidate has achieved – within PPS/within Penn Med/beyond Penn Med
Personal Statement

♦ Your opportunity to provide context to key areas
  • AOC
  • Clinical Activities
  • Teaching
    – Learner populations
    – Philosophy
    – Success & innovations
  • Projects in progress
  • Overall goals
♦ SAME Statement used in
  • EDB
  • Final Dossier
Personal Statement

Personal Statement – Academic Clinician Track
(Required for appointment as and promotion to associate professor and professor on the Academic Clinician & Academic Clinician Part-time Tracks)

The Personal Statement should be 1-2 pages.

The Personal Statement should identify your contributions & achievements in the following areas, as applicable.

- Your Area of Concentration (AOC)*
- Clinical activities
- Teaching
  - Who you teach (include the types of learners)
  - Your Teaching Philosophy
  - Specific successes/innovations (include any outstanding contributions to a course or the creation of teaching materials)
- Projects in progress
- Overall goals

Be sure to also include any additional contributions to service and administration, beyond your Area of Concentration. If applicable, include plans to remedy shortfalls or problem areas.

*Area of Concentration
AOC’s represent a depth and focus chosen by the individual. It can be clinical or nonclinical such as education service and leadership, community service, quality and safety, health equity, health policy, global health, diversity and inclusion, etc.

https://www.med.upenn.edu/fapd/docurepo/personal-statement-academic-clinician-and-academic-clinician-part-time.html
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Professionalism

- Department attestation of sustained professionalism including:
  - 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, etc
  - Absence of active remediation plan for professionalism

- Departments may wish to add:
  - Sustained compliance with chart closure
  - Timely completion of trainee evaluations
  - Timely completion of required compliance related training
Additional Required Documents

• Chairs recommendation must include a statement attesting:
  – clinical excellence
  – professionalism with provider satisfaction tool results, if available

• Academic Plan

• CV
Where to get help...

- FAPD and FLPD websites
- Mentors and who can help
  - Division Chiefs and Department Chairs
  - Departmental Education Officers
  - Departmental mentors
  - Senior Academic Clinicians in your Division or Department
  - Academic Clinician Advisory Committee to CoAP
    - Jim Callahan, Chair
    - Sharon Kolasinski, Vice Chair
    - Members of the Committee
Where to get help...AC Advisory Committee

- James M. Callahan, MD, Chair
- Sharon L. Kolasinski, MD, Vice Chair
- Carolyn Cambor, MD
- Laurel Fisher, MD
- John C. Flamma, MD
- Sean Harbison, MD
- Jefferey R. Jaeger, MD
- John H. Keogh, MD
- Patrick K. Kim, MD
- Janet Lioy, MD
- Avram H, Mack, MD
- Eydie Miller-Ellis, MD
- Jill C. Posner, MD, MSCE, MSEd
- Christopher Rassekh, MD
- Iris Reyes, MD
- Prithvi S. Sankar, MD
- Philip Scribano, DO, MSCE
- Deborah Sesok-Pizzini, MD, MBA
- Corrie Stankiewicz, MD MSEd
- Joseph Teel. MD
- Professor of Clinical Pediatrics
- Professor of Clinical Medicine
- Professor of Clinical Pathology and Laboratory Medicine
- Professor of Clinical Medicine
- Professor of Clinical Emergency Medicine
- Professor of Clinical Surgery
- Professor of Clinical Medicine
- Associate Professor of Clinical Anesthesiology and Critical Care
- Associate Professor of Clinical Surgery
- Professor of Clinical Pediatrics
- Professor of Clinical Psychiatry
- Professor of Clinical Ophthalmology
- Professor of Clinical Pediatrics
- Professor of Clinical Otorhinolaryngology: Head and Neck Surgery
- Professor of Clinical Pediatrics
- Professor of Clinical Ophthalmology
- Professor of Clinical Pediatrics
- Professor of Clinical Pathology and Laboratory Medicine
- Associate Professor of Clinical Medicine
- Associate Professor of Clinical Family Medicine and Community Health