Promotion on the Academic Clinician Track

James M. Callahan, MD
Chair, Academic Clinician Advisory Committee
to the Committee on Appointments and Promotion
29 October 2019
The Academic Clinician Track

The major emphases of the Academic Clinician (AC) track are clinical care, quality and safety, and education, including leadership roles in these domains. Although research is not a required focus for this track, ACs may participate in, and in some circumstances lead, clinical trials.

http://www.med.upenn.edu/flpd/academic-clinician.html
Success of the Track to Date

Total Full-Time Faculty: 2671

<table>
<thead>
<tr>
<th>Track</th>
<th>Full Professor</th>
<th>Associate Professor</th>
<th>Assistant Professor</th>
<th>Total (for track)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenure</td>
<td>326</td>
<td>114</td>
<td>145</td>
<td>585</td>
</tr>
<tr>
<td>Clinician Educator</td>
<td>317</td>
<td>271</td>
<td>338</td>
<td>926</td>
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<tr>
<td>Research</td>
<td>24</td>
<td>51</td>
<td>83</td>
<td>158</td>
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<tr>
<td>Academic Clinician</td>
<td>121</td>
<td>283</td>
<td>598</td>
<td><strong>1002</strong></td>
</tr>
<tr>
<td>Total for Rank</td>
<td>788</td>
<td>719</td>
<td>1164</td>
<td>2671</td>
</tr>
</tbody>
</table>

Faculty totals updated: 10/07/2019 09:19
The allocation of an Academic Clinician’s time is determined by the department chair (or designee) in light of the strategic and programmatic needs of the department and school.

Typically, Academic Clinicians will spend about 90% of their time engaged in clinical work with the balance of their time engaged in teaching and other local activities.

- These percentages may be adjusted to accommodate the performance of administrative or educational duties as well as engagement in clinical research including trials activities.
AC Track: Appointment and Promotion Criteria

The major criteria for appointment, reappointment and promotion for Academic Clinicians are:

- Excellence in clinical care
- Excellence in teaching
- Excellence in the candidate’s selected area of concentration
- Sustained professionalism

The AC Advisory Committee to CoAP weighs the evidence

http://www.med.upenn.edu/flpd/metrics-for-promotion-(academic-clinician).html
Revised Criteria for Reappointment and Promotion now being used for All AC Reviews

- **Promotion to Associate Professor**
  - Have completed 6 academic years in track (after 2\textsuperscript{nd} reappointment)
  - Sustained evidence of professionalism
  - Teaching Excellence (evaluations) – new Teaching Standards
  - Clinical Excellence – clinical performance evaluation by peers
  - Have developed area of concentration (broadly defined)

- **Promotion to Professor**
  - At least 5 years at the Associate level or equivalent (after reappointment)
  - Sustained evidence of professionalism
  - Teaching Excellence (evaluations) – new Teaching Standards
  - Clinical Excellence – clinical performance evaluation by peers
  - Accomplishment in area of concentration (broadly defined)
  - Reputation clinically/area of concentration beyond primary practice site

[http://www.med.upenn.edu/flpd/metrics-for-promotion-(academic-clinician).html](http://www.med.upenn.edu/flpd/metrics-for-promotion-(academic-clinician).html)
Assistant Professor: Appointment and Reappointment

- 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.
Recognition of Clinical Excellence

- Evidence that the candidate has attained clinical excellence at their primary practice site (Associate Professor) or beyond the primary site (Professor)

- 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, if available, must be reviewed by department (looking for outliers)
  - Clinical Performance Evaluations (CPE - peer references) using revised PSOM Clinical Performance Evaluation tool collected electronically
Clinical Performance Evaluations: Form Topics

- Medical knowledge, clinical judgment, 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
Clinical Excellence: Possible Additional Metrics

- 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 related to clinical expertise
- Contribution to the development of innovative approaches to diagnosis/treatment/prevention of disease, applications of technologies and/or models of care delivery that influence care
- Engagement/collaboration in clinical trials
- Local clinical leadership roles
New PSOM Teaching Standards – All Tracks (effective 7/1/2019)

- To be considered for promotion on all tracks, a faculty member must not have a mean teaching score of < 2.0 (meets expectations) in any teaching domain (UME Clinical, GME Clinical, Lecture or Facilitated Learning Activity[FLA])

- A mean score of < 2.0 in any domain requires remediation and/or coaching. The remediation/coaching must be documented by the Education Officer and included in the Chair’s Recommendation Letter for Reappointment or Promotion

- Departments may identify faculty with scores ≥ 2.0 for whom coaching or remediation may be offered or required
New PSOM Teaching Standards: Promotion to Professor (AC)

- To be considered for promotion to Professor on the Academic Clinician Track, the faculty member must have a mean teaching score of $\geq 3.0$ (exceeds expectations) for any teaching domain in which they spend significant time.

- For Clinical Teaching, Lectures or FLA: significant means $> 3$ events.

- Scores of $\geq 3.0$ are required for promotion to Professor on the Academic Clinician Track but alone are not sufficient for promotion.
Recognition of Teaching Excellence

- **All ranks:**
  - Meets established Teaching Standards (as above)

- **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
Teaching Excellence: Metrics of High Quality Engagement

- Lectures/Facilitated Learning Activities
  - Courses, professional development programs, seminars, grand rounds
  - Innovation in teaching methods/novel application of existing methods
  - Trainee evaluations
  - External evaluations

- Clinical teaching
  - Teaching in local clinical skills courses
  - Evaluation of local courses for which the candidate was a leader
  - Trainee evaluations
Teaching Excellence: Metrics of High Quality Engagement

- 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) for Promotion

- Record of past three years of teaching

- Key contents:
  - Teaching Activities Workbook
  - PSOM Education Data – TED
  - Education Officer Letter
  - Personal Statement
  - CV

- Key Reviewers
  - Academic Programs Evaluation Committee
  - AC Advisory Committee to PSOM CoAP
Area of Concentration (AOC)

- Candidates will identify an area of concentration; AOC represents a depth and focus chosen by the individual.
- May be clinical or nonclinical:
  - Clinical expertise or specialization and leadership, or
  - Education, community service, advocacy, quality and safety, health policy, global health, diversity and inclusion
- Required for all actions at Associate and Full Professor Ranks as well as reappointments from the 2\textsuperscript{nd} reappointment on at the rank of Assistant Professor.
- Contributions and excellence at the local level (Associate Professor) or beyond local practice site (Professor)
Excellence in Area of Concentration

- All ranks:
  - Invitations to share expertise through invited talks, book chapters, clinical reviews.
  - Leadership roles
  - Service on committees
  - Awards for teaching or mentoring
  - Engagement in clinical trials
Excellence in Area of Concentration

Professor:

- Development of innovative approaches to AOC including the application of technologies and/or models of delivery that influence that area beyond one's 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
Professionalism

- PSOM Statement on Professionalism
- RISE (Respect – Integrity – Self-care – Etiquette)
- Respect for patients, colleagues and learners
- Evidence of continuous learning
- Encouragement of questions and debate; tolerance of diverse viewpoints
- Recognition and management of personal biases
- Departmental attestation is required in the Chair’s Recommendation

https://www.med.upenn.edu/flpd/professionalism-statement/
Professionalism

- Department attestation of sustained professionalism as evidenced by:
  - 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
  - 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
Appointment at or Promotion to Associate Professor

- Faculty are eligible for promotion after 2 reappointments
  - Start process beginning of year 7
  - Earliest promotion would be start of 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.) as a:
  - superior clinician and
  - superior teacher and
  - made contributions to their area of concentration and
  - exhibited sustained professionalism
AC Promotion Timeline

July 2019  ---------  July 2022  ---------  July 2025  --  July 2026

1. Reappointment
2. Reappointment
3. Reappointment
4. Promotion Process Begins
5. Reviews: D-COAP, ACAC, PSOM COAP, PSCS
6. Reviews: D-COAP, ACAC, PSOM COAP, PSCS
7. Reviews: D-COAP, ACAC, PSOM COAP, PSCS
8. Reviews: D-COAP, ACAC, PSOM COAP, PSCS
9. Reviews: D-COAP, ACAC, PSOM COAP, PSCS
10. Reviews: D-COAP, ACAC, PSOM COAP, PSCS
Appointment at or Promotion to Professor

- For promotion at this rank, there must be evidence that the candidate has attained recognition outside their primary practice site as a:
  - superior clinician and
  - superior teacher and
  - Has made contributions to their area of concentration and
  - exhibited sustained professionalism

- 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.
Peer References

- Assessment of teaching, AOC and reputation
- Candidate and department identify referees
- Must be at the rank candidate is being promoted to or above
- Up to two (2) may be from non-faculty who are distinguished in their field
- For promotion to Professor, three (3) must be from outside the candidate’s primary practice site (this is encouraged at all ranks)
- Responses are solicited electronically, are confidential and not shared with candidate
Personal Statement

- Your opportunity to provide context to key areas of your dossier
  - AOC
  - Clinical activities
  - Teaching (learner populations, philosophy, successes and innovations)
  - Projects in progress
  - Overall goals

- Same Personal Statement is used in EDB provided to Academic Programs Evaluation Committee and in the 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
Additional Documents Required

- Chair’s Recommendation
  - Attestation to clinical excellence
  - Attestation to sustained professionalism
- Academic Plan
- CV in FEDS
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>James Callahan, MD</td>
<td>Chair</td>
</tr>
<tr>
<td>Sharon L. Kolasinski, MD</td>
<td>Vice-Chair</td>
</tr>
<tr>
<td>Franklin Caldera, DO, MBA</td>
<td>Associate Professor of Clinical Physical Medicine and Rehabilitation</td>
</tr>
<tr>
<td>Carolyn Cambor, MD</td>
<td>Professor of Clinical Pathology and Laboratory Medicine</td>
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<tr>
<td>Laurel R. Fisher, MD</td>
<td>Professor of Clinical Medicine</td>
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<tr>
<td>John C. Flamma, MD</td>
<td>Professor of Clinical Emergency Medicine</td>
</tr>
<tr>
<td>Emily K.B. Gordon, MD</td>
<td>Associate Professor of Clinical Anesthesiology and Critical Care</td>
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<tr>
<td>Sean Harbison, MD</td>
<td>Professor of Clinical Surgery</td>
</tr>
<tr>
<td>John H. Keogh, MD</td>
<td>Associate Professor of Clinical Anesthesiology and Critical Care</td>
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<tr>
<td>Patrick K. Kim, MD</td>
<td>Associate Professor of Clinical Surgery</td>
</tr>
<tr>
<td>Justin L. Lockman, MD, MSe</td>
<td>Associate Professor of Clinical Anesthesiology and Critical Care</td>
</tr>
<tr>
<td>Janet Lioy, MD</td>
<td>Professor of Clinical Pediatrics</td>
</tr>
<tr>
<td>Avram H. Mack, MD</td>
<td>Professor of Clinical Psychiatry</td>
</tr>
<tr>
<td>Eydie Miller-Ellis, MD</td>
<td>Professor of Clinical Ophthalmology</td>
</tr>
<tr>
<td>Jill C. Posner, MD, MScE</td>
<td>Professor of Clinical Pediatrics</td>
</tr>
<tr>
<td>Christopher H. Rassekh, MD</td>
<td>Professor of Clinical Otorhinolaryngology, Head and Neck Surgery</td>
</tr>
<tr>
<td>Iris Reyes, MD</td>
<td>Professor of Clinical Emergency Medicine</td>
</tr>
<tr>
<td>Prithvi S. Sankar, MD</td>
<td>Professor of Clinical Ophthalmology</td>
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<tr>
<td>Philip Scribano, DO, MScE</td>
<td>Professor of Clinical Pediatrics</td>
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<tr>
<td>Deborah Sesok-Pizzini, MD, MBA</td>
<td>Professor of Clinical Pathology and Laboratory Medicine</td>
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<tr>
<td>Corrie A. Stankiewicz, MD, MSe</td>
<td>Associate Professor of Clinical Medicine</td>
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<tr>
<td>Joseph Teel, MD</td>
<td>Associate Professor of Clinical Family Medicine and Community Health</td>
</tr>
<tr>
<td>**Jayne R. Wilkinson, MD, MScE</td>
<td>Associate Professor of Clinical Neurology</td>
</tr>
</tbody>
</table>
Responsibilities of the AC Advisory Committee

- Advisory to PSOM Committee on Appointments and Promotions (COAP)
- Reappointments
  - Members individually review reappointments at all ranks
  - Those meeting criteria are endorsed by Committee
  - If concerns, member notifies Chair and reappointments are brought to a meeting and discussed
- Review and vote to endorse or not endorse appointments and promotions
  - Associate Professor and Professor Ranks
  - Members vote on proposals at his/her rank and below
  - Members do not vote on candidates in their department
  - Members do not vote if there is another conflict of interest
- Chair then presents AC promotions, senior appointments and reappointments of concern to PSOM COAP
Seeking Further Help and Advice

- Mentors, Divisional and Department Leadership
- Senior AC Faculty in your Division or Department
- Department Faculty Affairs Staff
- Department Education Officers
- AC Advisory Committee Members
- PSOM Resources (FAPD and FLPD websites)
The major emphases of the Academic Clinician (AC) track are clinical care, quality and safety, and education, including leadership roles in these domains. Although research is not a required focus for this track, ACs may participate in, and in some circumstances lead, clinical trials.
Strengths of the Track

- A home for gifted clinicians and teachers who make these domains the major focus of their careers
- Allows recognition of the breadth of skills and variety of talents that exists at PSOM
- Flexibility for career development over time
- Lack of mandatory time limits for promotion
- Allows an academically focused career for teachers and clinicians
Summary

- Newest, fastest growing and largest faculty track
- Several recent changes
- A track for committed clinicians and educators
- Allows for recognition of a diverse and exceedingly talented group of faculty
- Questions?