

QUESTIONS DURING SESSION? staitano@upenn.edu

Strategies for Success on the Academic Clinician Track

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to the
Committee on Appointments and Promotion
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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>

Overview

- ◆ General Strategies for Success
- ◆ Success on the AC Track
 - Clinical Success
 - Teaching Success
 - Area of Concentration
- ◆ Getting Ready for Promotion
- ◆ COVID-19 Impact
- ◆ Conclusion

Success of the Track to Date

Total Full-Time Faculty: 2866

Track	Full Professor	Associate Professor	Assistant Professor	Total (for track)
Tenure	328	122	154	604
Clinician Educator	334	257	354	945
Research	26	50	93	169
Academic Clinician	142	310	696	1148
Total for Rank	830	739	1297	2866

The Academic Clinician Track: General Principles

- ◆ 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, spend about 90% of their time engaged in clinical work; balance of time engaged in teaching and other local activities.
 - 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](http://www.med.upenn.edu/flpd/metrics-for-promotion-(academic-clinician).html)

General Strategy for Success in Academic Medicine

- ◆ Know your role – what is expected of you (Academic Plan)
- ◆ Identify mentors – understand your personal career goals, what you are passionate about and Penn's expectations
- ◆ Be an engaged mentee!
- ◆ Be organized
- ◆ Clinically – find your passion
- ◆ Teaching – Find you passion (develop your niche)
- ◆ Be a good citizen; follow through and do a good job

Clinical Success

- ◆ Take care of patients you like to care for; develop a niche
- ◆ Stay current clinically
- ◆ Get to know your patients and families
- ◆ Consider if/how you can address department or division needs
- ◆ Be responsive: patients, families, colleagues, staff
- ◆ Find joy in your work; embrace the privilege of caring for patients

Teaching Success

- ◆ Embrace teaching; be enthusiastic
- ◆ Find your niche – what do you have to contribute
- ◆ Don't be afraid of TED – look at your data and learn from it
- ◆ Accept opportunities, follow through, do a good job
- ◆ Teach trainees you respect and in whom you see potential
- ◆ Share the privilege and love you have for providing outstanding care with the next generation of our colleagues
- ◆ Foster the careers of others (be an engaged mentor)

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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

◆ 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:

- Clinical Performance Evaluations (CPE) - peer references
- Uses PSOM Clinical Performance Evaluation tool

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: Other Possible 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

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

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 ≥ 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 ≥ 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

- ◆ Dossier within your dossier – documents your teaching
- ◆ 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
- ◆ Clinical or nonclinical:
 - Clinical expertise, 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 2nd reappointment on at the rank of Assistant Professor
- ◆ Contributions and excellence at the local level (Associate Professor) or beyond local practice site (Professor)

Area of Concentration (AOC)

- ◆ What do you do that really gets you excited
- ◆ Compliments your clinical and teaching efforts
- ◆ May be clinical or non – clinical
- ◆ Discuss what you are interested in with your mentors and departmental/divisional leadership
- ◆ Get involved, volunteer, do a good job
- ◆ Look for and accept leadership roles
- ◆ Enjoy it!

Area of Concentration (AOC)

- ◆ Share your work and your knowledge
- ◆ Develop guidelines, curriculum, new models of care
- ◆ Innovate
- ◆ Speak and/or write
- ◆ Contribute to research
- ◆ Develop others' skills
- ◆ Leadership roles
- ◆ Awards

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 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

AOC's for Recently Promoted Faculty

- ◆ Out-of-OR Anesthesia
- ◆ Clinical care and developing interdisciplinary standards of care for pediatric vascular malformations
- ◆ Adolescent substance use evaluation and treatment
- ◆ Specialized care for pediatric craniofacial abnormalities
- ◆ Clinical care and program direction – lobular breast cancer and care of patients at high risk for breast cancer
- ◆ Clinical care and program leadership – interstitial lung disease
- ◆ Information technology for diagnosis and early warning in cardiology

AOC's for Recently Promoted Faculty

- ◆ Residency Program Director – emphasis on increasing diversity and inclusion
- ◆ Development of multidisciplinary airway management curriculum for trainees
- ◆ Medical Informatics leadership
- ◆ Critical Care Quality Improvement
- ◆ Development of peer mentorship program
- ◆ Enhancing physician communication skills
- ◆ Medical Administration – CMO
- ◆ Development of genomic diagnostics

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

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 metrics such as:
 - Sustained compliance with chart closure
 - Timely completion of trainee evaluations
 - Timely completion of required compliance related training

Getting Ready for Promotion

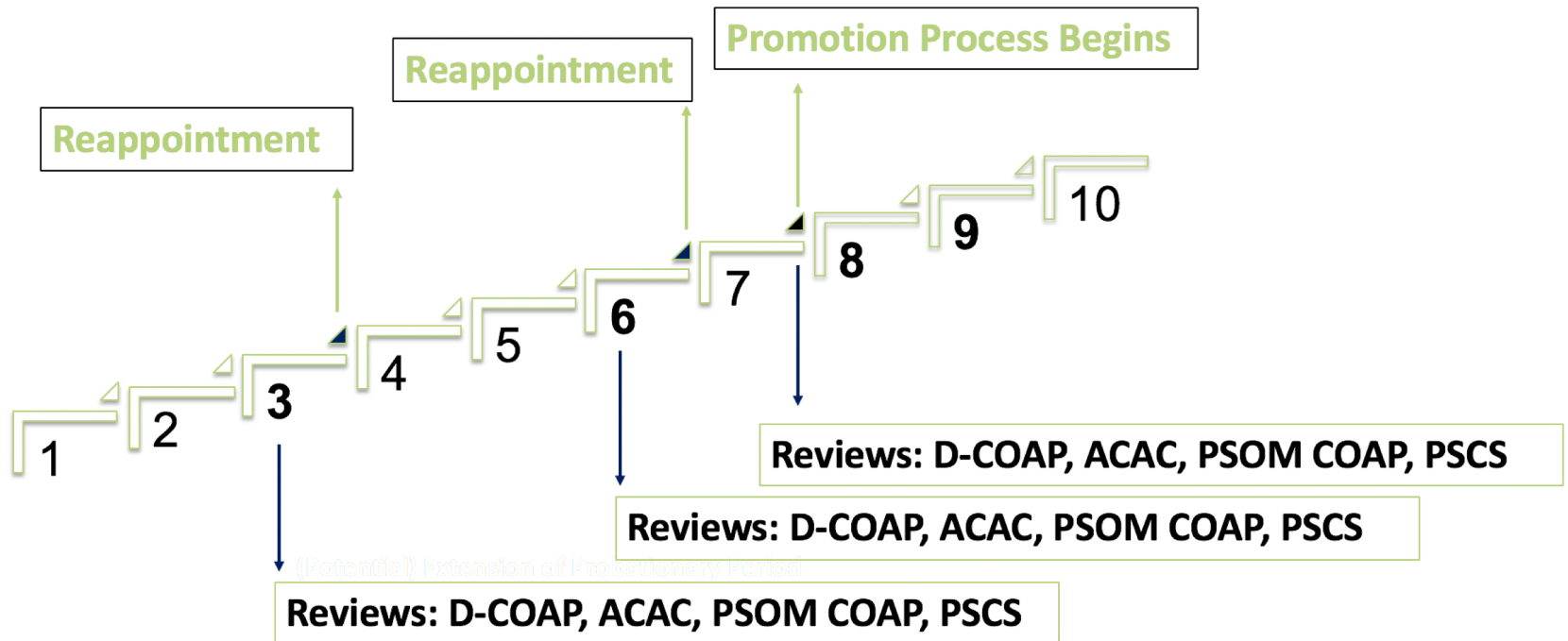
- ◆ This starts at appointment
- ◆ We all want to advance – be mindful of how to get there
- ◆ First three years – try on new things
- ◆ Keep track of what you do; be organized
- ◆ Keep your FEDS updated
- ◆ Keep your teaching workbook updated

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 2020 ----- July 2023-----July 2026--July 2027-----



Appointment at or Promotion to Professor

- ◆ 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 involves demonstration of ongoing teaching and clinical excellence, sustained professionalism and ongoing engagement in their area of concentration or accomplishments in a new area of concentration

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

Academic Clinician Advisory Committee 2020 - 2021

Academic Clinician Advisory Committee 2020-2021

James Callahan, MD, Chair	Professor of Clinical Pediatrics
Sharon L. Kolasinski, MD, Vice-Chair	Professor of Clinical Medicine
Franklin Caldera, DO, MBA	Associate Professor of Clinical Physical Medicine and Rehabilitation
Carolyn Cambor, MD.	Professor of Clinical Pathology and Laboratory Medicine
Laurel R. Fisher, MD	Professor of Clinical Medicine
John C. Flamma, MD	Professor of Clinical Emergency Medicine
Emily K.B. Gordon, MD	Associate Professor of Clinical Anesthesiology and Critical Care
Sean Harbison, MD	Professor of Clinical Surgery
Patrick K. Kim, MD	Professor of Clinical Surgery
Justin L. Lockman, MD, MEd	Associate Professor of Clinical Anesthesiology and Critical Care
Janet Lioy, MD	Professor of Clinical Pediatrics
Avram H. Mack, MD	Professor of Clinical Psychiatry
Eydie Miller-Ellis, MD	Professor of Clinical Ophthalmology
Jill C. Posner, MD, MSCE	Professor of Clinical Pediatrics
Christopher H. Rassekh, MD, FACS	Professor of Clinical Otorhinolaryngology: Head and Neck Surgery
Janet R. Reid, MD	Associate Professor of Clinical Radiology
Catherine R. Salva, MD	Professor of Clinical Obstetrics & Gynecology
Prithvi S. Sankar, MD	Professor of Clinical Ophthalmology
Harish Sehdev, MD	Professor of Clinical Obstetrics & Gynecology
Philip Scribano, DO, MSCE.	Professor of Clinical Pediatrics
Joseph Teel, MD	Associate Professor of Clinical Family Medicine and Community Health
Jayne R. Wilkinson, MD, MSCE	Associate Professor of Clinical Neurology

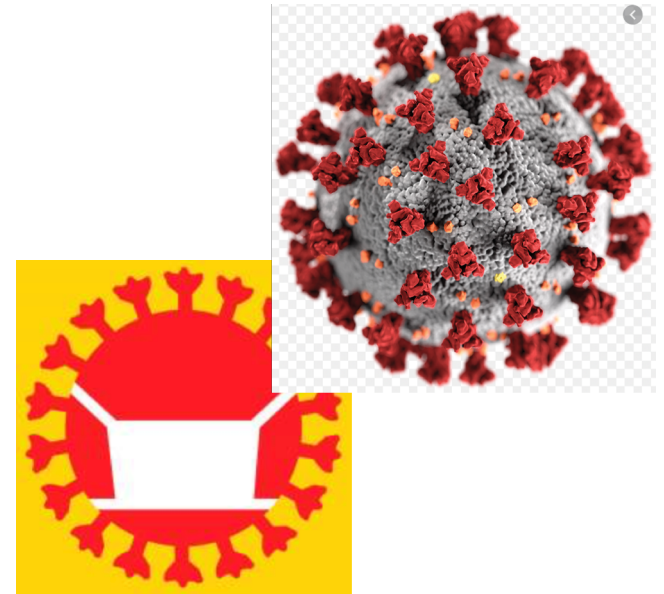
Responsibilities of the AC Advisory Committee

- ◆ 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

The COVID-19 Effect

- ◆ What effects has COVID-19 had on AC Faculty?
- ◆ Changes in how we teach
- ◆ Teaching opportunities
- ◆ Changes in how we work
- ◆ Home responsibilities
- ◆ Health effects

<https://provost.upenn.edu/sites/default/files/users/user96/COVIDFacultyGuide.pdf>



Seeking Further Help and Advice

- ◆ Mentors, Divisional and Department Leadership
- ◆ Senior AC Faculty in your Division or Department
- ◆ Department Academic Affairs Staff
- ◆ Department Education Officers
- ◆ AC Advisory Committee Members
- ◆ PSOM Resources (FAPD and FLPD websites)

ADVANCE: PSOM FLPD Website



Faculty Life & Professional Development

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Academic Clinician

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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
- ◆ A track for committed clinicians and educators
- ◆ Allows for recognition of a diverse and exceedingly talented group of faculty
- ◆ Questions?