

**Summary of Faculty Support During COVID 19**

**CULTURE**

Institutional values

* + Action for Cultural Transformation
	+ Professionalism: RISE Respect, Integrity, Self-Care, Etiquette

Dependent support programs and partnerships:

* + Bright Horizons University City-daycare to support Penn employees with onsite childcare from infants to preK.
	+ Care.com subscription through Penn that enables one to search for and hire caregivers, tutors and babysitters. <https://penn.care.com>
	+ Komae- cooperative childcare app providing flexible care management options for parents; allows parents to manage and coordinate childcare within their own trusted networks. <https://www.mykomae.com/penn/>
	+ ThePupilPod- Philly based start up from a former teacher that provides online or in person education for small pods of children (4-6 children) by a certified teacher. [www.thepupilpod.com](http://www.thepupilpod.com)
	+ Primrose school of Center City- offering virtual learning programs, after school and days off programming. [www.primrosecentercity.com](http://www.primrosecentercity.com)
* The Penn COVID-19 Childcare Grant helps faculty, staff, and postdoctoral trainees at the University who incur childcare expenses for care during the academic year (<https://penntoday.upenn.edu/news/penn-announces-covid-19-childcare-grant>)
	+ Penn Caregiver Connections- ([Caregiver Connections](https://provost.upenn.edu/caregiver-connections)) community bulletin board to find and share services.

**WORKING ENVIRONMENT**

Academic Support

* Appointment, promotion and tenure process
	+ Partnered with the University to extend the promotion timeline for those with probationary periods.
	+ Currently evaluating how to best mitigate the impact of COVID19 on the promotions and tenures process.
	+ Introduced CV annotation to allow for listing of canceled invited lectures.
	+ Introduced annotation of teaching workbooks to enable listing of canceled teaching opportunities.
	+ Acceptance of virtual participation in lectures and teaching for the promotion process.
	+ In the process of defining how “engaged scholarship” for civic engagement will be considered in the promotion and tenure process.
	+ Re-organizing the CV format to allow for listing of civic engagement activities.
* Research support
	+ Research recovery program supports scholars impacted by the pandemic (<https://research.upenn.edu/research-recovery-program-supports-scholars-impacted-by-the-pandemic/>)
	+ President’s PhD Initiative, a six-year $30 million commitment above and beyond the funds already dedicated for doctoral education, to begin this year.
	+ Bridge funding support for gaps in funding (<https://www.med.upenn.edu/evdresearch/psom-bridge-funding.pdf>)
	+ COVID funding opportunities (<https://www.med.upenn.edu/penncovresources/funding-sources.html>)
	+ Promotion of NIH’s flexibility polices that allow for supplemental funding, no-cost extensions, extensions of training time, etc.  <https://grants.nih.gov/faqs#/covid-19.htm?anchor=alphaHeader4208>
	+ Promotion of information for NIH Applicants and Recipients of NIH Funding <https://grants.nih.gov/policy/natural-disasters/corona-virus.htm>”
	+ Support staff - During this phase of our recovery, the University Hiring Freeze remains in place as well as the moratorium on reclassifications and equity salary adjustments.  However, the PSOM has expedited the exception review and approval of new and replacement staff positions that are 100% funded by grants.

Policies/Programs/Administrative Support

* + University Special Incentive Program-a policy to promote retirement for standing faculty to enable the university to reinvest resources to support existing faculty and new hires.
	+ LOA guidance- guidance document to handle requests for time off, leave, or reassignment for faculty with clinical responsibilities during the COVID-19 pandemic.
	+ Promotion of Reduction in Duties policy- enables reduction in faculty duties for a maximum of 6 years, accompanied by a proportional reduction in salary and salary-based benefits.
	+ Academic Clinician Reduced Effort Policy-allows Academic Clinicians to remain in full time status if they continue 80% or more of regular duties; accompanied by a proportional reduction in salary and salary-based benefits.
	+ CME office has launched support for mandatory training requirements for state licensure.

**SELF CARE**

Penn COBALT- Web-based platform that provides curated mental health and wellness content, live groups, and individual virtual support; uses targeted assessments to streamline content and triage to the right level and type of support with embedded scheduling and telehealth capabilities to provide HIPAA-compliant mental healthcare

Professional development

* + New programming with CME on best practices for virtual interactions and interviewing
	+ Development of new learning opportunities related to virtual collaboration including virtual networking, virtual mentoring and virtual teaching
	+ Updating existing courses to include teaching in the virtual environment
	+ Developed series of virtual sessions focusing on university-wide resources to help junior faculty succeed in research, teaching and clinical efforts

Peer Support and Mentorship

* FOCUS Chats- Open discussions provide an opportunity for faculty to reflect with peers about timely topics of importance in our workplace and communities, careers and lives. Challenges and strategies for success are shared in a safe setting of respectful discourse.
* FOCUS Lunchtime Seminar Series-Seminars highlight faculty doing new, innovative research or leading programs that address key challenges facing medicine and healthcare
* FOCUS Leadership Series-Seminars and workshops provide leadership training on relevant topics of interest to faculty
* Focused chats to provide peer community building through the Anna T. Meadows Society (in process)
* Microlearnings on how to mentor and be mentored in a virtual environment
* Penn Libraries are assembling networking and mentorship resources