

# Faculty Life & Professional Development

## | First Few Years Series |

### Program

---

#### Fall

- September: Faculty Tracks
- October: Education: Expectations, Evaluations, & Opportunities
- November: Diversity, Inclusion, & Health Equity Initiatives to Join
- December: Research Resources and Support

#### Spring

- January: Penn Perks & Your Well Being
  - February: Professionalism
- March: Preparing for Reappointment
  - April: Networking Virtually
    - May: Mentoring Up

# Faculty Life & Professional Development

## | First Few Years Series |

### Overview of Faculty Tracks, Reappointments & Promotions

---

David Margolis, MD, PhD, Professor of Dermatology, Professor of Epidemiology, Chair of PSOM COAP

- Jim Callahan, MD, Professor of Pediatrics, Chair of PSOM COAP ACC
- Roderic Eckenhoff, MD, Professor of Anesthesiology, Co-Chair of PSOM COAP, starting Jan 2023
- Erica Thaler, MD, Professor of Otorhinolaryngology, Co-Chair of PSOM COAP, starting Jan 2023

Session Date: Wednesday, 9/14, 12PM-1

# Faculty Life & Professional Development

## | First Few Years Series |

### Agenda

---

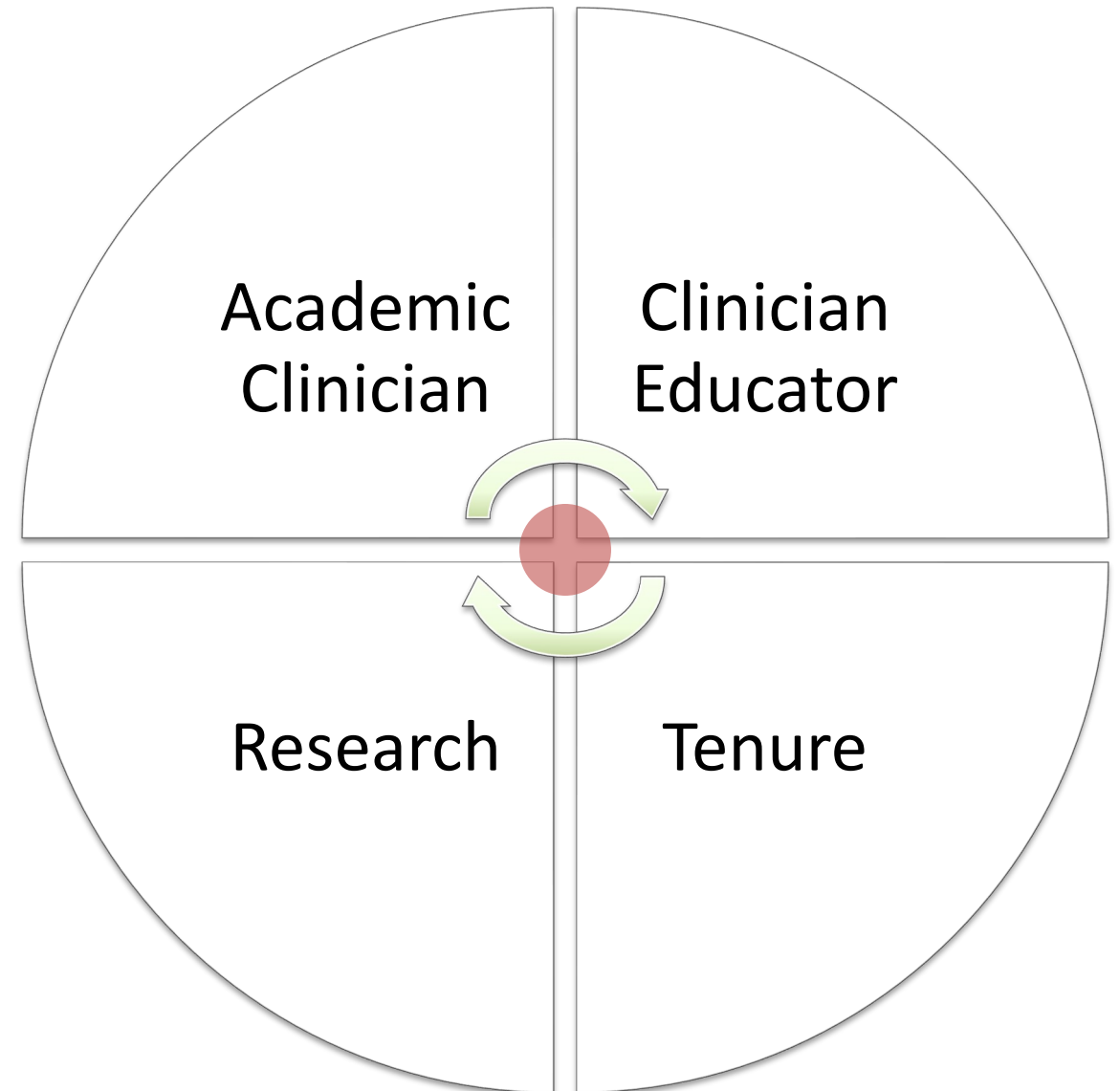
- Overview of Faculty Tracks
- Track Timelines
- Reappointment Considerations
- Best Practices
- Career Track Myths

Q & A

**Please use the chat box for questions. We will address them at the end (as time allows) and email responses to all.**

# PSOM MISSION STATEMENT

Our mission is to advance knowledge and improve health through **research, patient care, and the education of trainees** in an inclusive culture that embraces diversity, fosters innovation, stimulates critical thinking, supports lifelong learning, and sustains our legacy of excellence.

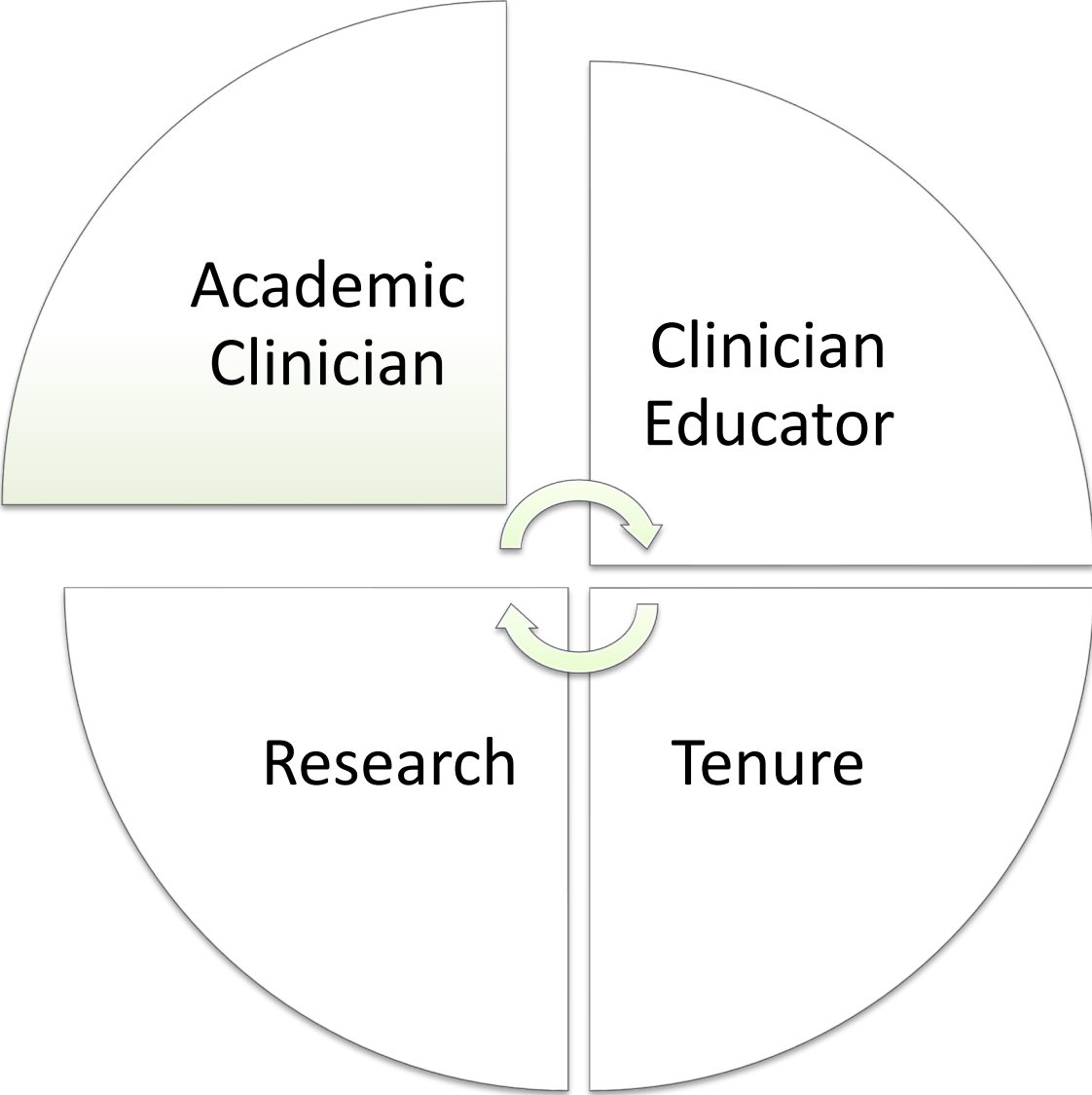


# Full Time Faculty Tracks



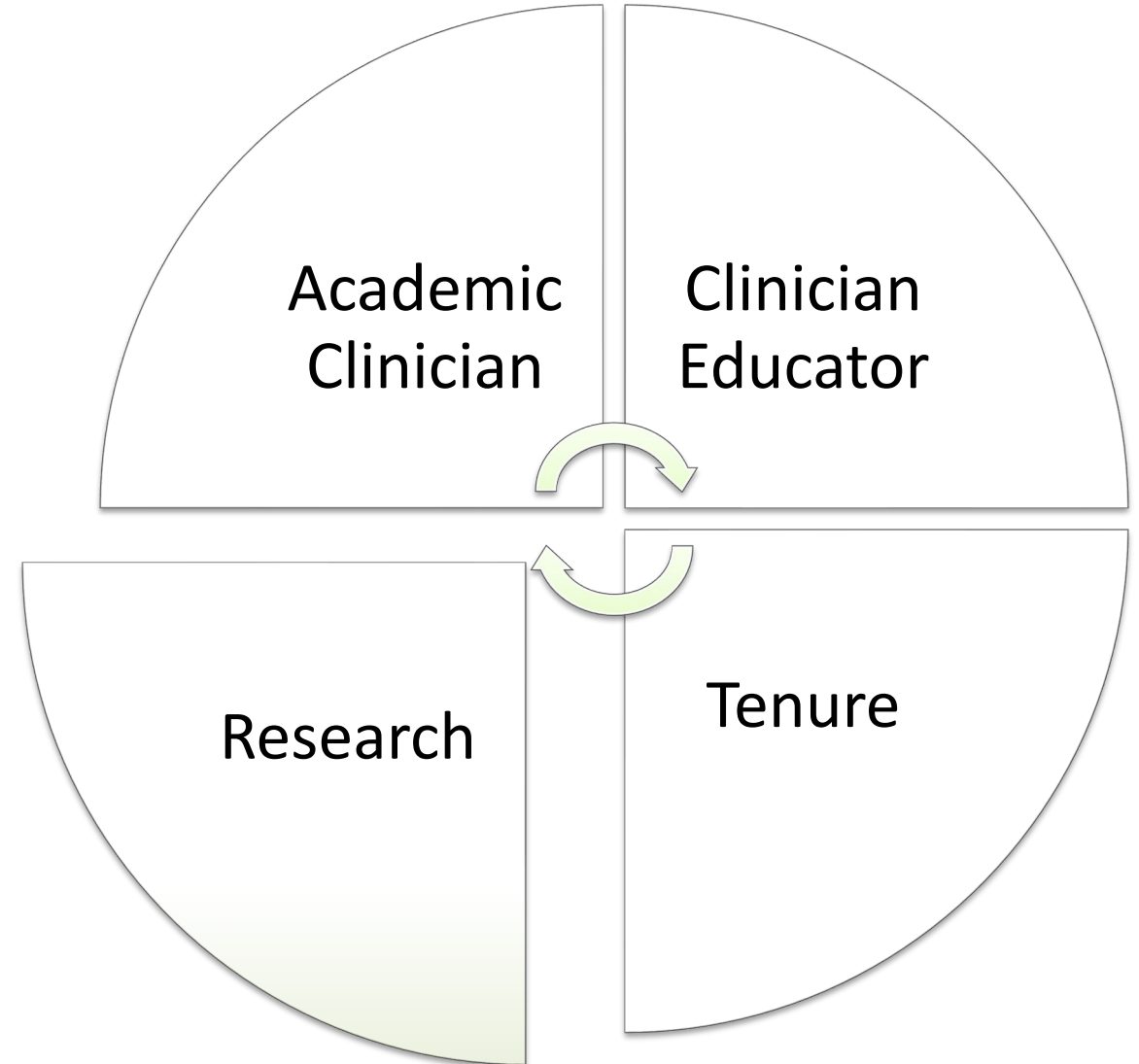
# Academic Clinicians

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.

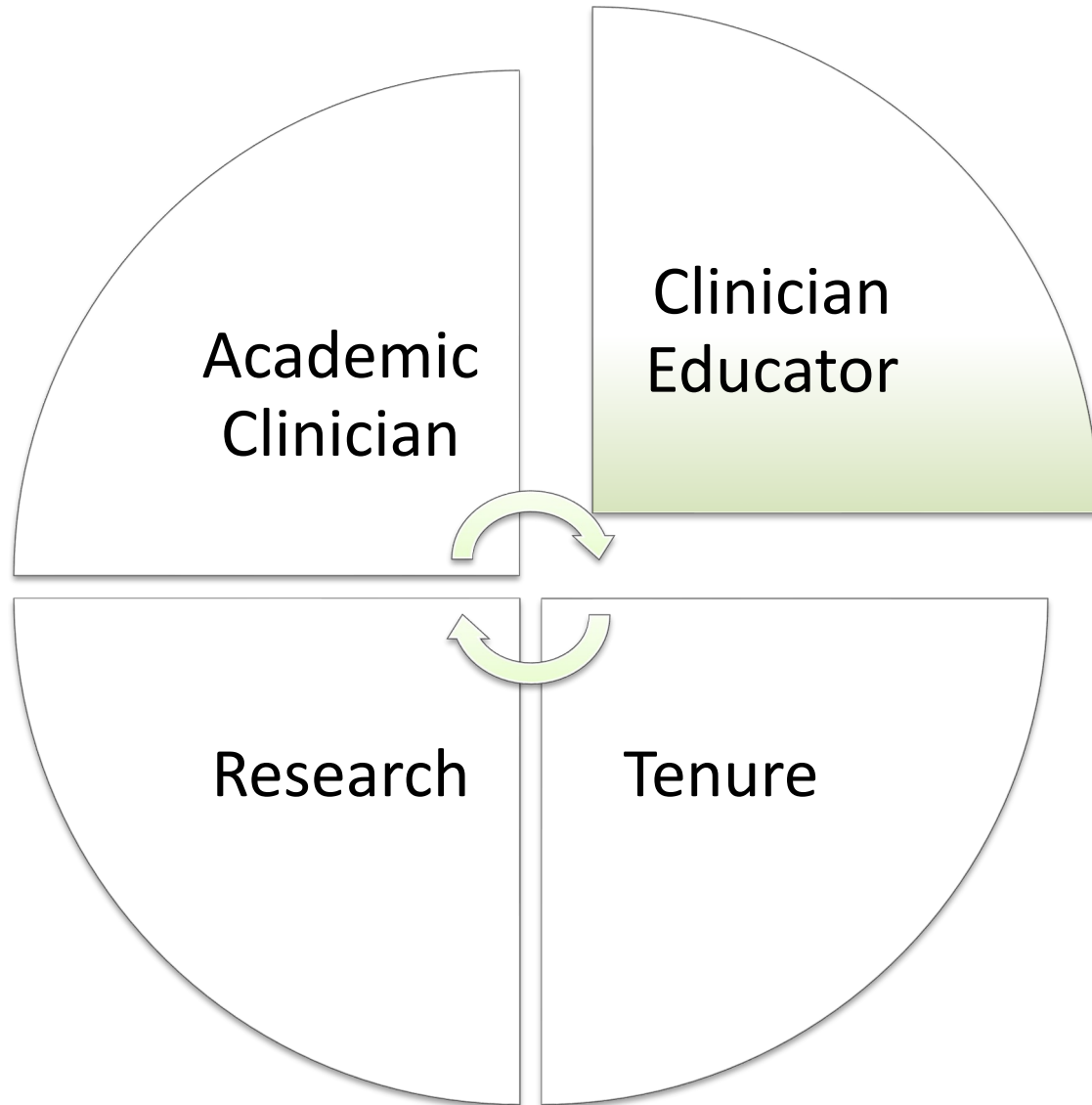


# Research

The major focus for faculty on the Research track is scholarship. As Research faculty, you spend most your time conducting collaborative or independent research with a distinctive, original, expert contribution. Research faculty may have independent research grant support from federal sources or from participating in program project or other group grants.



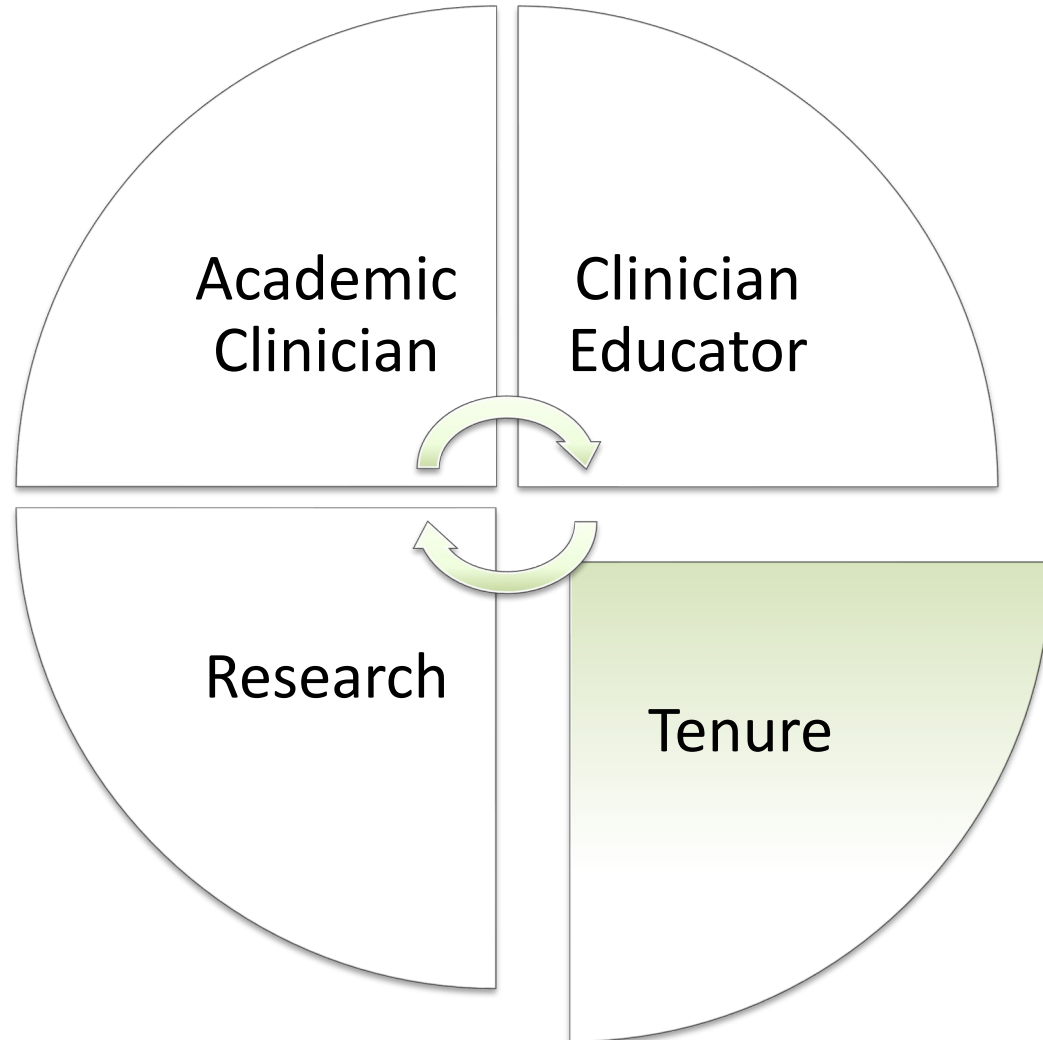
# Clinician Educators



The major responsibilities of the Clinician Educator (CE) track are clinical duties, conducting or collaborating on clinical/translational research, scholarly activity, and teaching. While some faculty on the CE track, such as biostatisticians and clinical epidemiologists, do not have direct patient care responsibilities, they do provide essential contributions to clinical programs. Although a CE may at times be a PI, the CE's research primarily extends existing observations or generates new observations through collaborations.



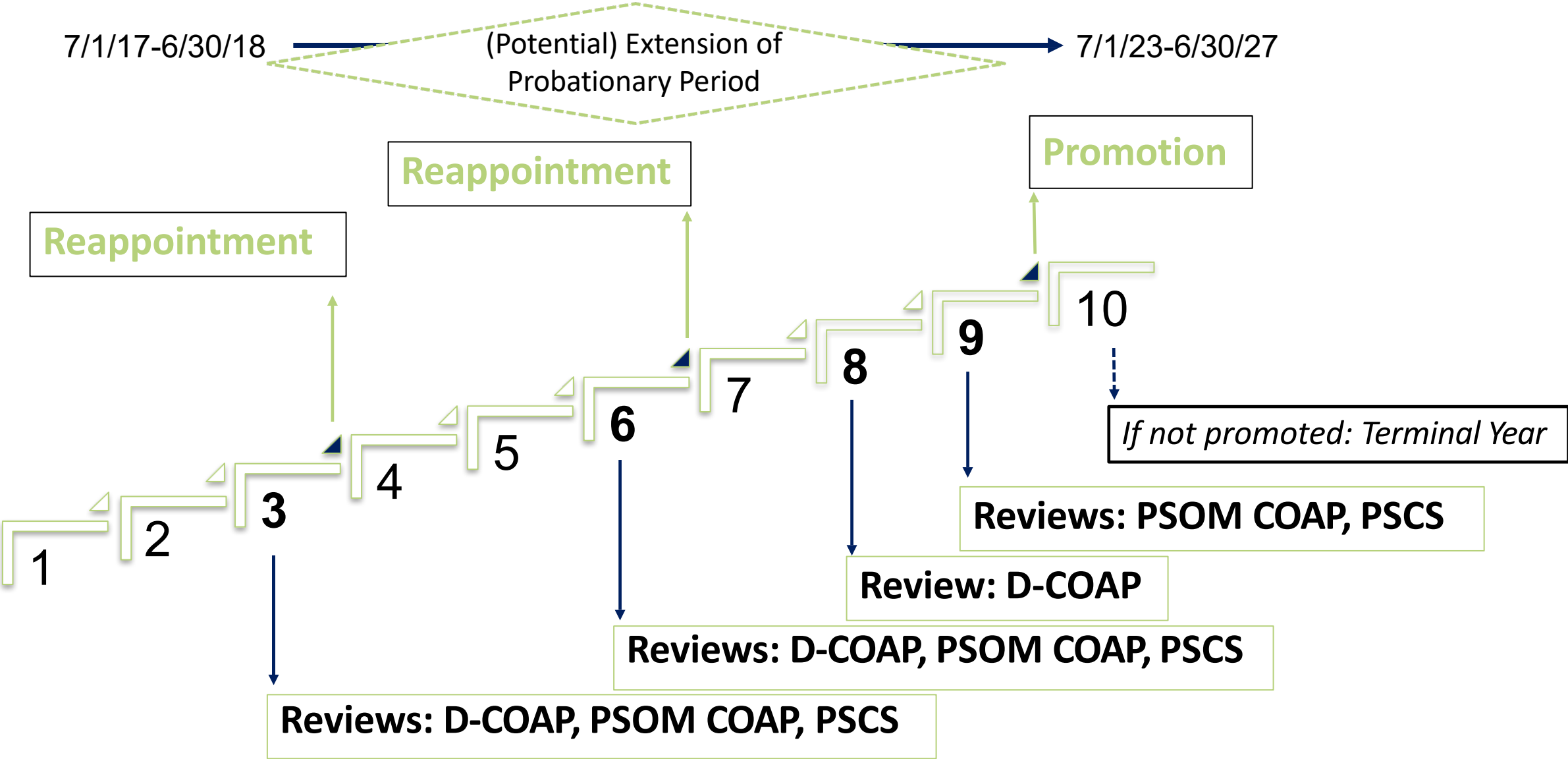
# Tenure



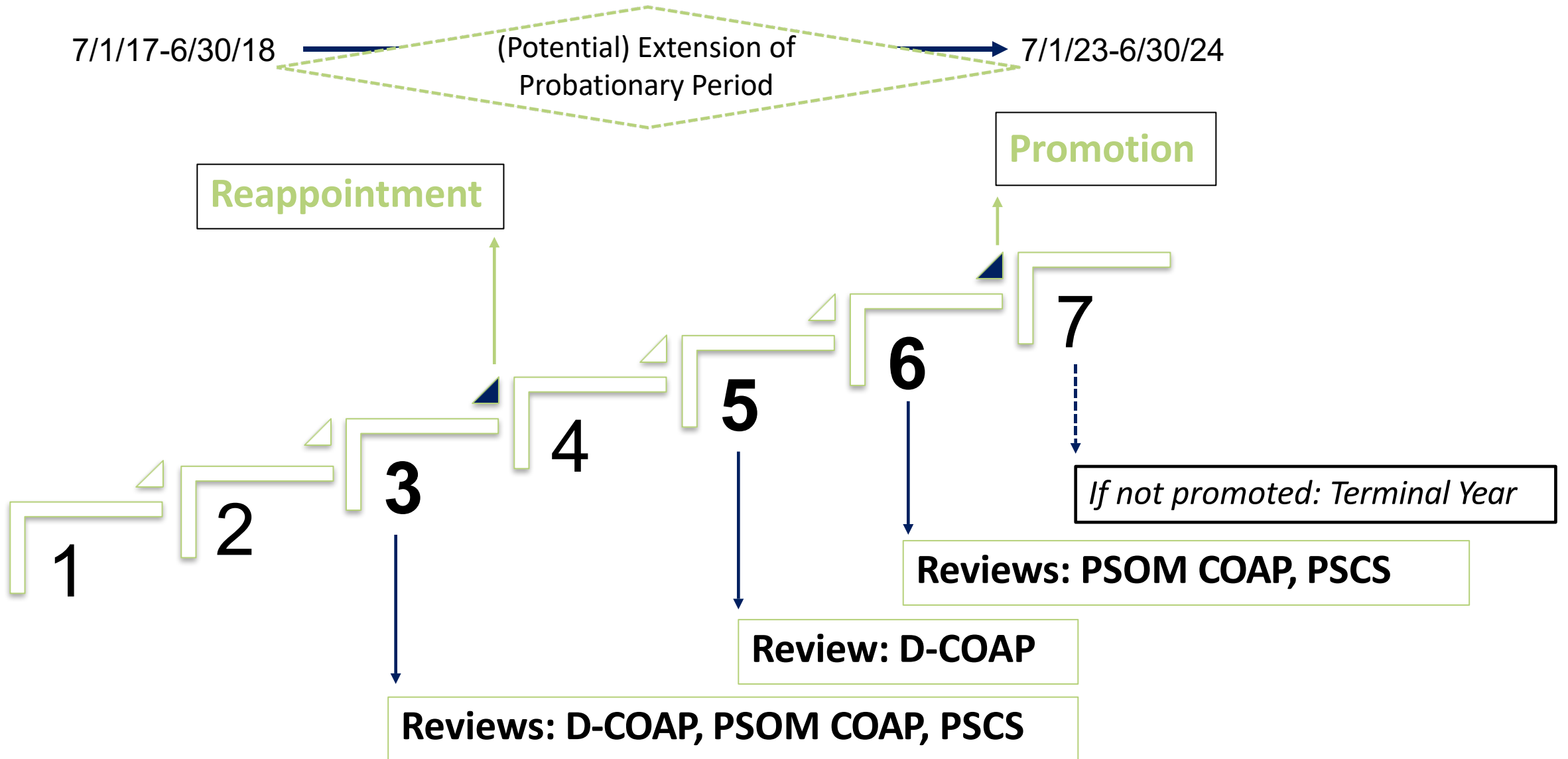
Tenure track faculty lead novel, independent, investigator-driven research that defines a new field or drives an existing field forward, as evidenced by the development of new principles, methods, or technology that substantially alters the genesis or application of information. Tenure track faculty produce original scholarship that highlights their role in advancing their field, resulting in national (for Associate rank eligibility) and international (for Professor rank eligibility) recognition.

# Track Timelines

# Assistant $\longrightarrow$ Associate Professor CE, Research, Tenure (Physician-Scientist): 10 Years

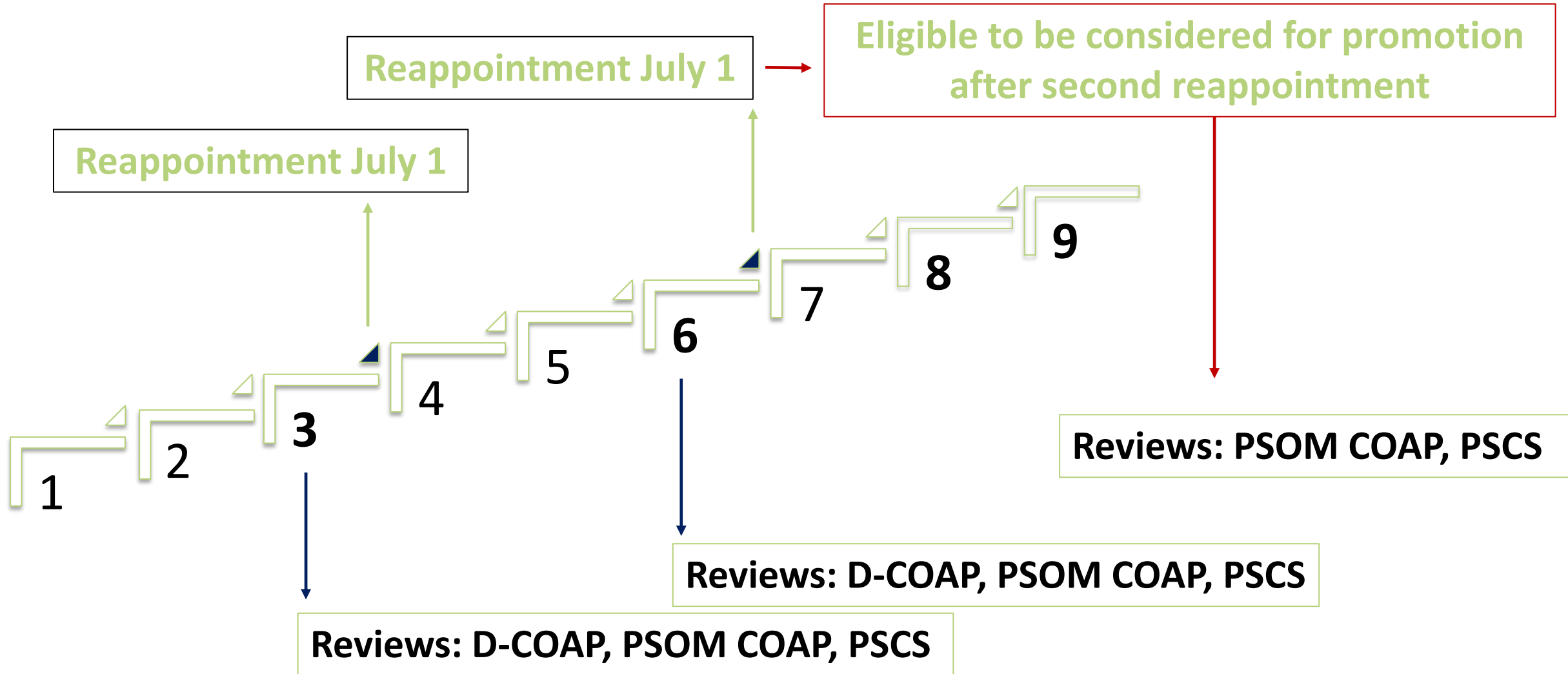


# Assistant → Associate Professor (Tenure-Basic Scientist: 7 years)

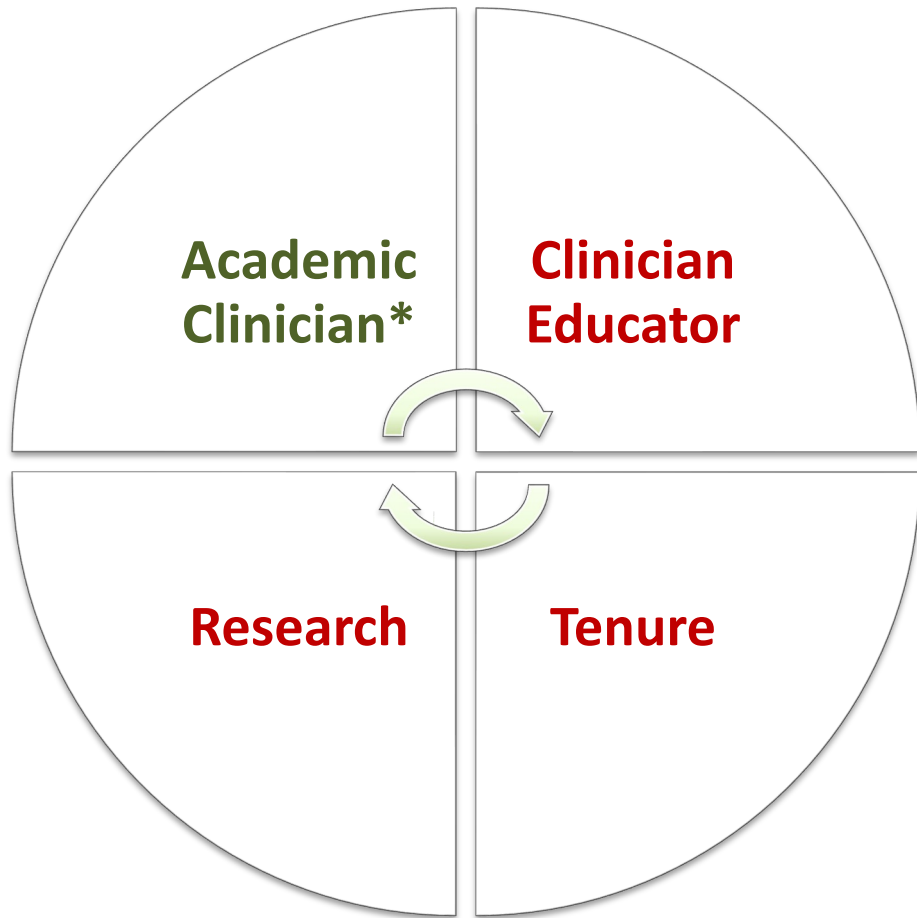


Assistant → Associate Professor

## Academic Clinician: *Sample* Timeline (No Mandatory Review)



# **Probationary Period Reappointment Considerations**



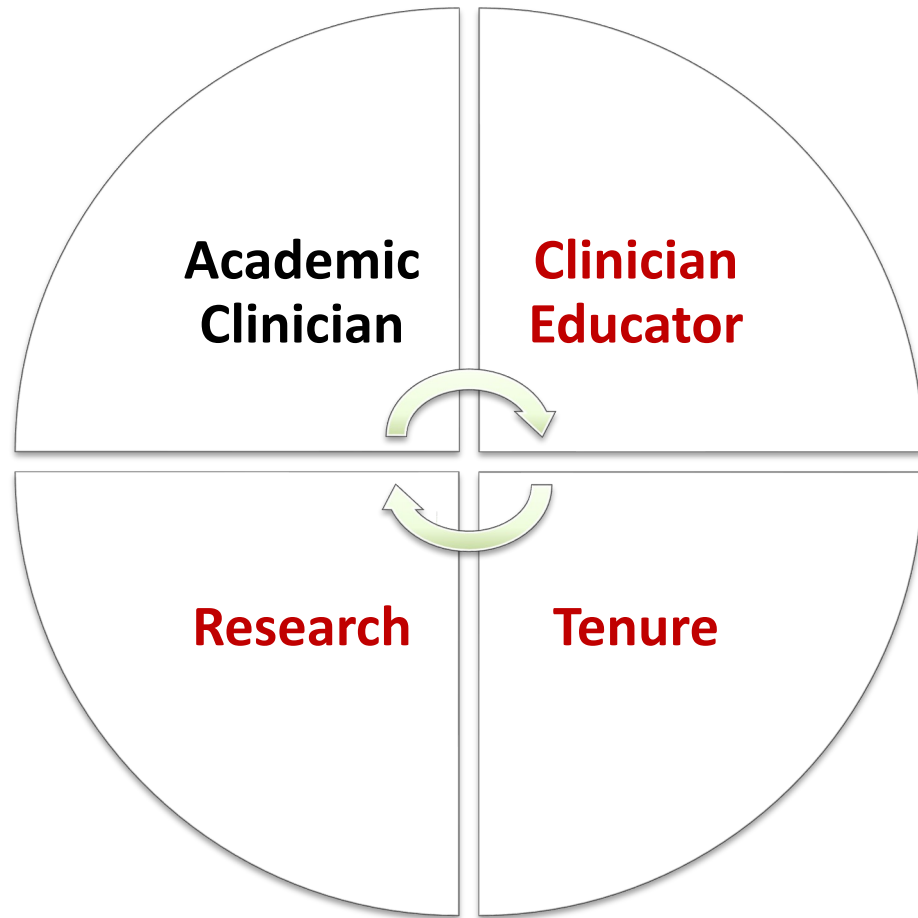
## Reappointment Considerations

### PSOM COAP

- evaluates Academic Plan to ensure that candidate's distribution of effort is consistent with his/her track and that goals are realistic and achievable
- evaluates candidate's progress toward promotion at an acceptable rate
- identifies and addresses any areas of deficiency and mentoring opportunities, including faculty professional development sessions

**\*ACs are reviewed by the all-AC, PSOM COAP ACC**

## PSOM COAP Advisory Letters

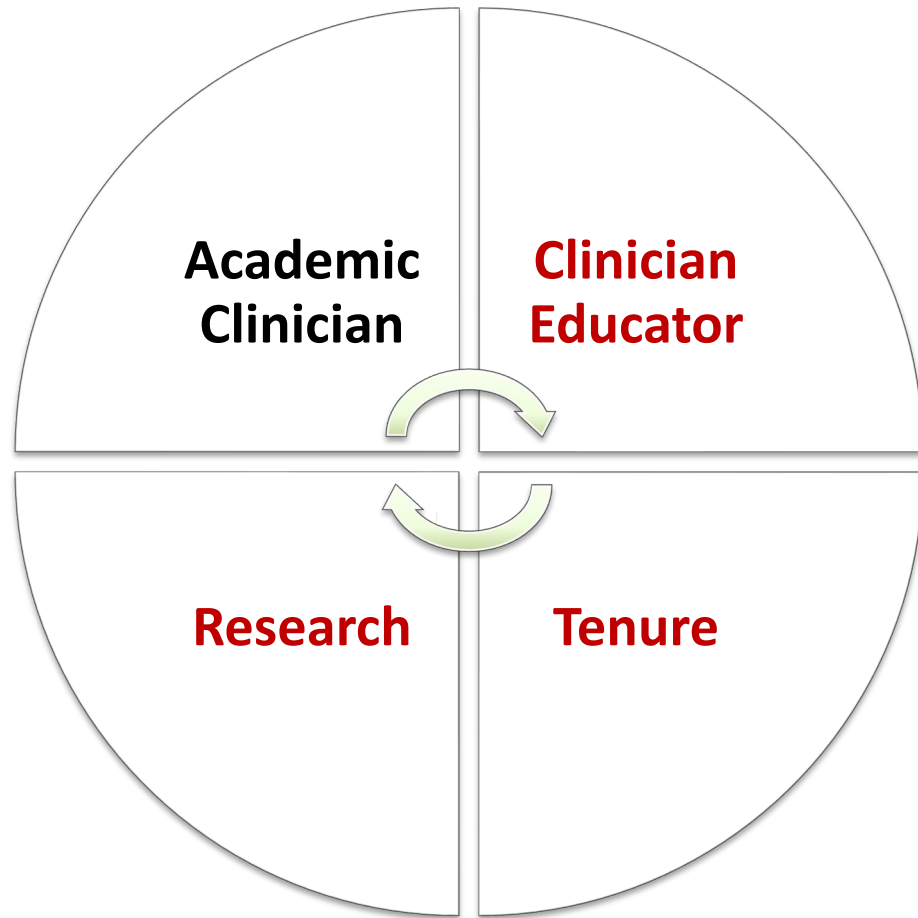


These letters are occasionally written after reappointment review by the PSOM COAP to **provide advice about promotion**

- Lack of publications
- Lack of invited lectures
- Lack of funding
- Lack of independence
- Quality of teaching / Quantity of teaching
- Combination of reasons



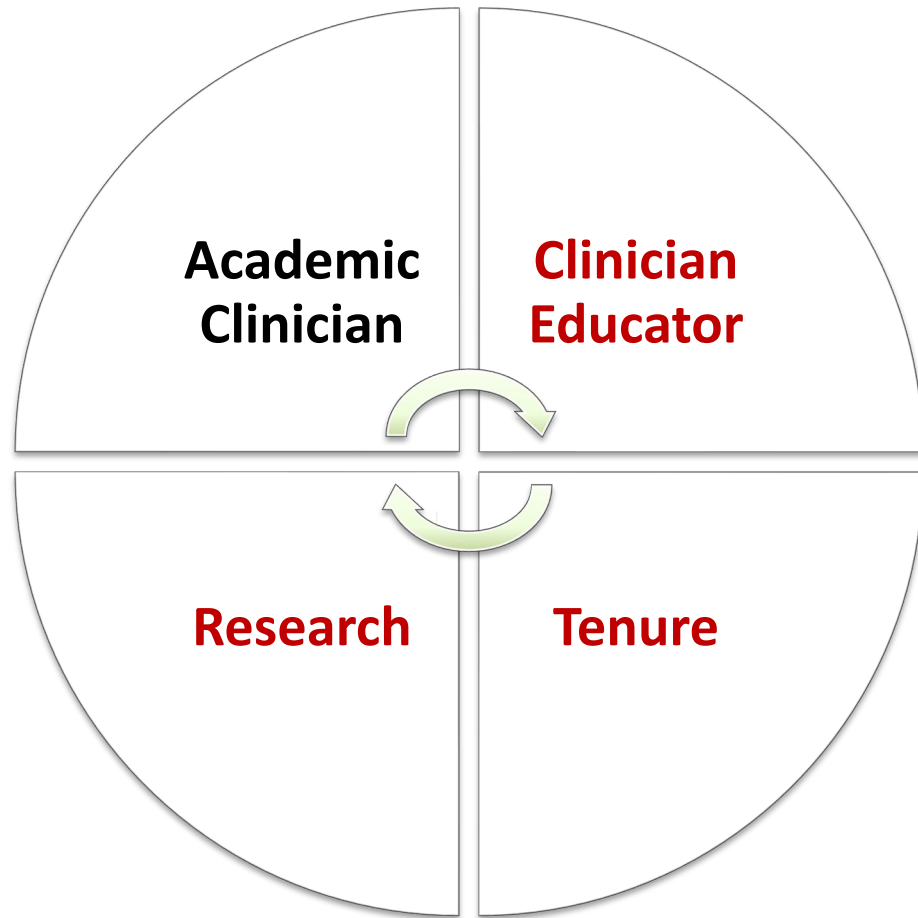
## Extension of the Probationary Period



## Eligible Events

- Birth and adoption of a child
- Serious medical condition of faculty member or family member/domestic partner
- Catastrophic event
- See Faculty Handbook Policy II.E.

# Extension of the Probationary Period



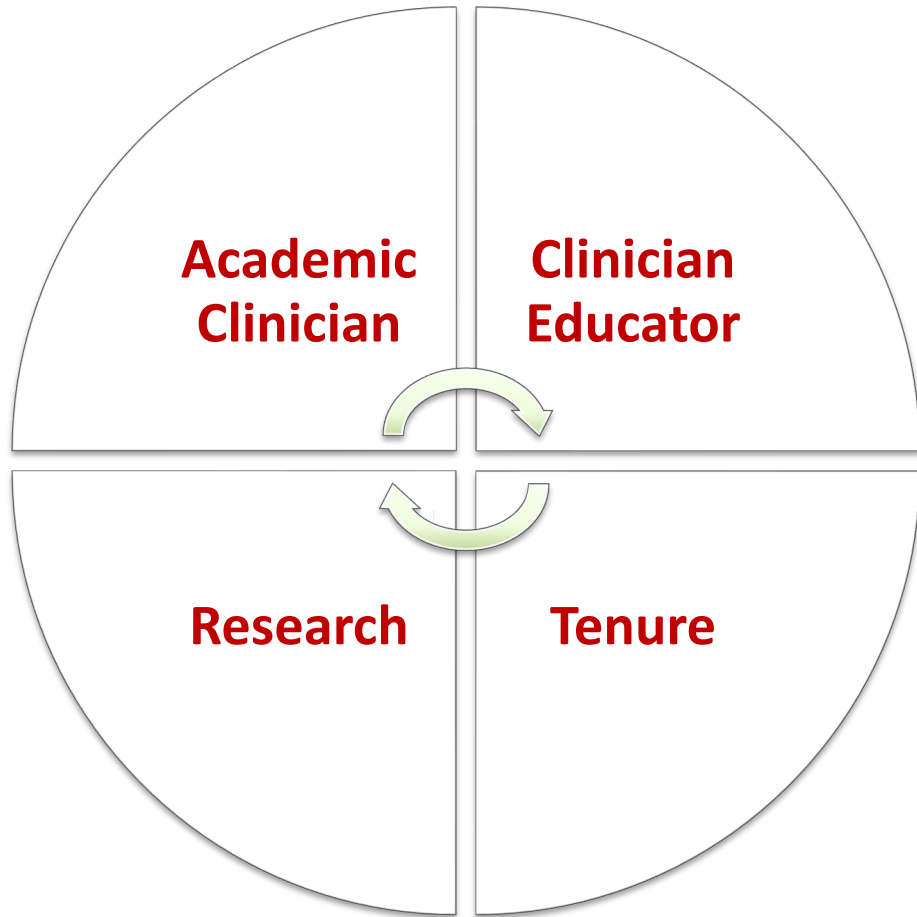
## Extension Conditions\*

- One year at a time, max 3 years
- Applies to current appointment cycle
- Requires *timely* written notification to Chair, Dean, Provost

\*COVID Extension does not count as a regular extension

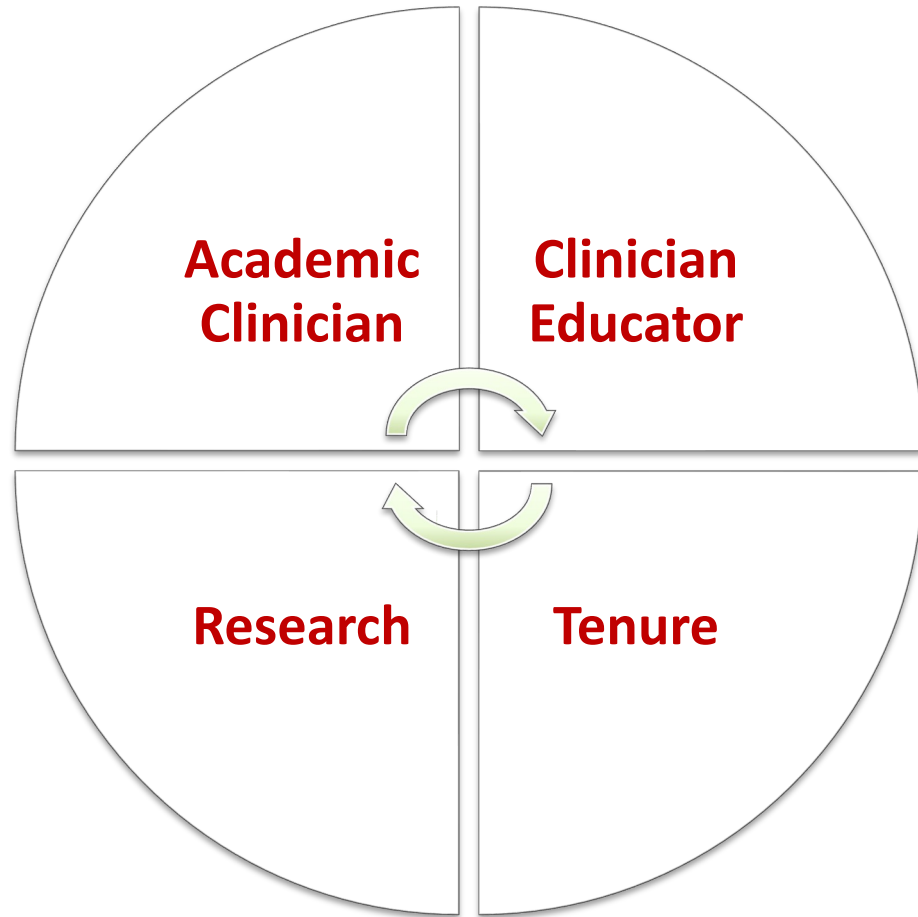
# Best Practices

# Best Practices for Getting Started on Track



## 1. Re-Review Your Offer Letter

- Academic Plan
- Professionalism Expectations
- Onboarding for Teaching Program
- Mentor Assignment



## **2. Stay Organized**

- Keep FEDs updated
- Track ALL talk
- Track Educational Effort in the Education Workbook
- Read evaluations and address issues promptly



### **3. Practice Self Care**

#### **>>>PennCobalt**

##### Individual Support

- Penn PEERS
- Resilience Coaches
- Psychotherapy & Psychiatry

##### Group Support

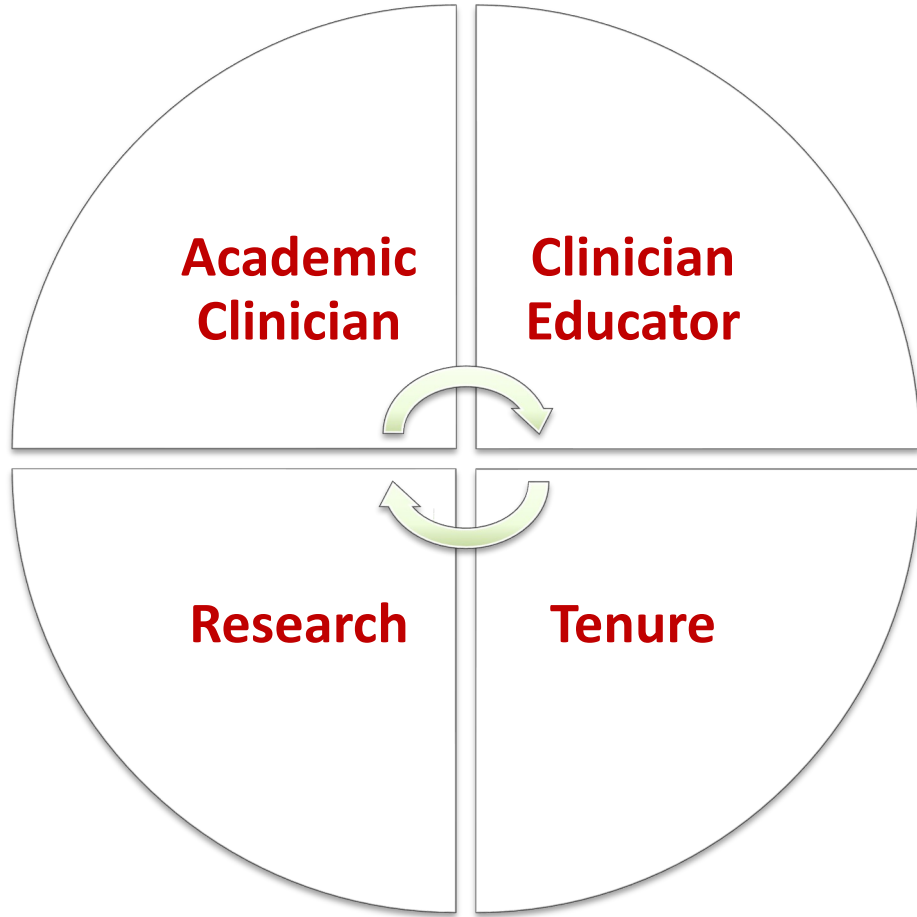
- Team-based groups support
- Topic-oriented group chats
- Mindfulness
- Pastoral care
- Recovery Friendly Workplace Group
- Coping blog



### **3. Practice Self Care (cont)**

#### **Coping Tools**

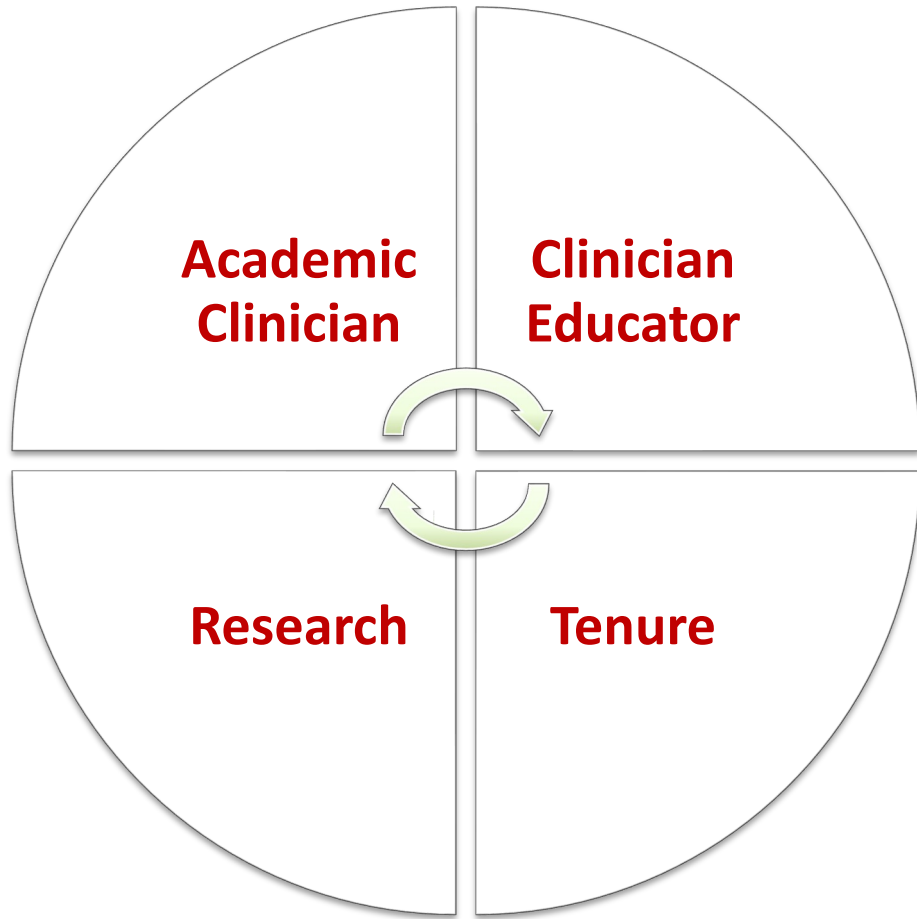
- RX/Museum Art and Reflection in Medicine
- Headspace Meditation and Mindfulness
- Inner Engineering (yoga+)
- Health and Fitness
- Nutrition
- Physician Fitness



## 4. Network

- Reviews and/or reputation are a part of the promotion process for all four tracks

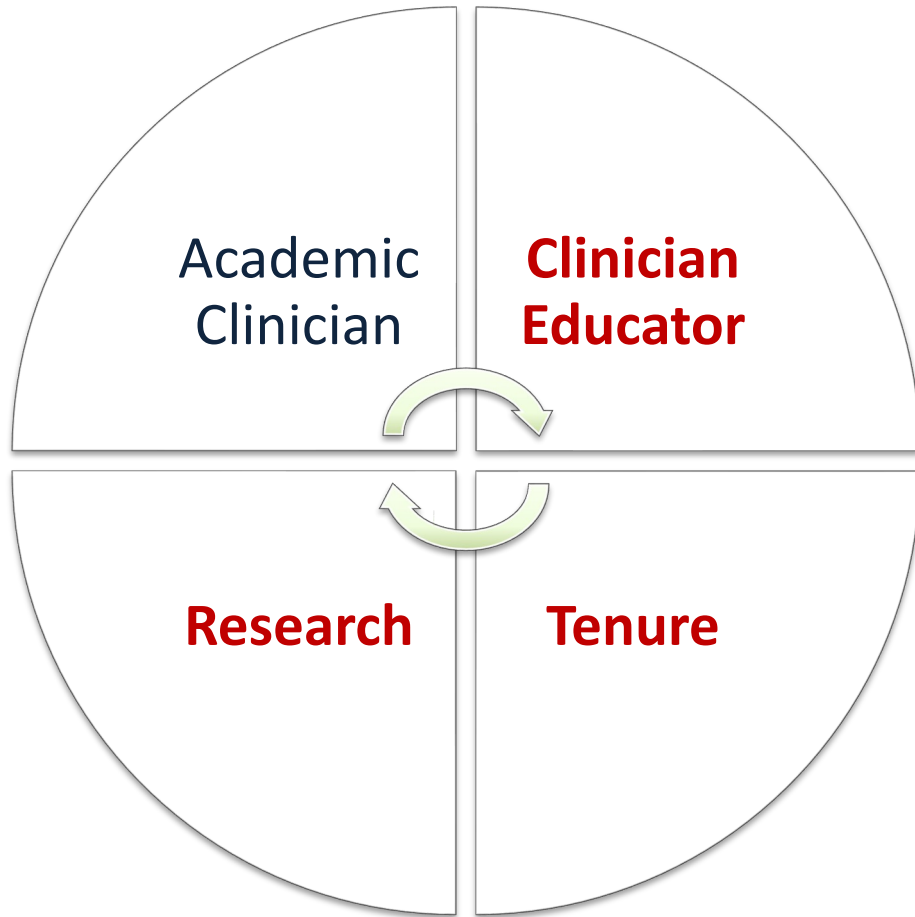




## 5. Mentor Up

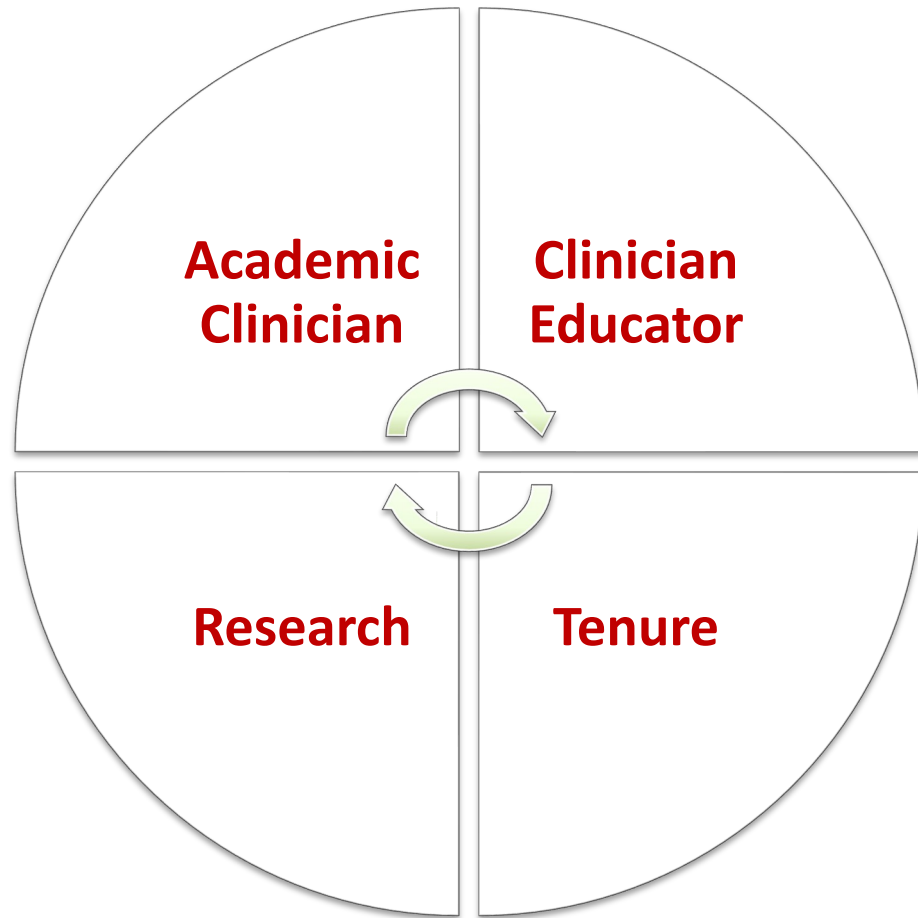
- Utilize the Faculty Mentoring Toolbox
- Seek multiple mentors
- Meet with mentors regularly, documenting your meetings

# Career Track Myths



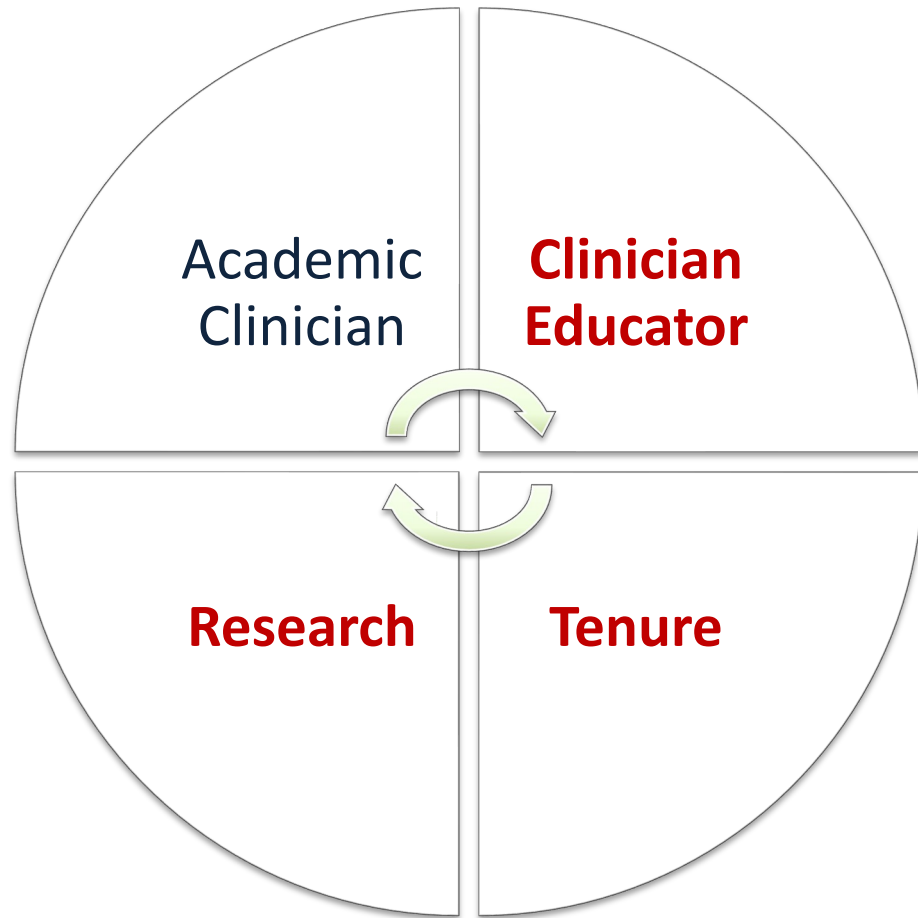
## Extension Myths

- Does taking an extension reflect poorly on me?
- If I apply for an extension, and don't use it, is that the same as "coming up early"?
- Where does my "extension" occur in the academic review cycle?
- Can I apply for an extension in the year I'm being reviewed for promotion?



## Teaching Myths

- Is it true that I should not teach in my first few years?
- Will one bad teaching eval tank my case?
- Does the PSOM COAP value some types of education effort more than others (eg, is the clinical teaching of Residents seen as more important than supervising scholarship or overseeing lab rotations?)
- Does education effort (beyond Penn community of learners ) count toward required teaching effort?
- Does teaching CHOP Fellows and/or CHOP Residents count?



## Misc Myths

- Is COAP is looking for a specific # of pubs at reappoints and promotion?
- Does COAP review all pubs, not just the ones in first section (res. pubs peer rev.)?
- If you are proposed for promotion and are turned down, can you be re-proposed a second time? What if you go up early?
- If you are turned down on the CE track, can you change tracks to AC?
- When is it too late to change tracks?

# Career Track Colleague Support

## **PSOM**

- PSOM COAP members
- Vice Dean for Academic Affairs
- Assistant Dean for Faculty Affairs
- Office of Academic Programs
- Administrators
- Office of Academic Affairs

## **Department**

- Chair
- Division Chief
- COAP Chair
- Education Officer
- Faculty Coordinator
- Mentor(s)
- Vice Chairs

# Faculty Life & Professional Development

## | First Few Years Series |

**October 11 (Tues), 12PM-1: Faculty in their Role as Educators: Expectations & Opportunities**

- **Overview:** [Lisa Bellini, MD, Professor of Medicine, Senior Vice Dean of Academic Affairs](#)
- **Professional Development for Faculty in Teaching:** [Meryl Cohen, MD, Professor of Pediatrics, Assistant Dean of Professional Development](#)

### **Concurrent Sessions**

---

- Medical School Students: [Jennifer Kogan, MD, Professor of Medicine, Assistant Dean of Student Success and Professional Development](#)
- Graduate Medical Education: [Jeffrey Berns, MD, Professor of Medicine, Vice President and Associate Dean for Graduate Medical Education](#)
- Biomedical Graduate Studies: [Kelly Jordan-Sciutto, PhD, Chair of Pathology at the School of Dental Medicine, Associate Dean for Graduate Education & Biomedical Graduate Studies Director](#)
- Post-Doctoral Program: [Maja Bucan, PhD, Professor of Genetics, Associate Dean for Postdoctoral Research Training](#)