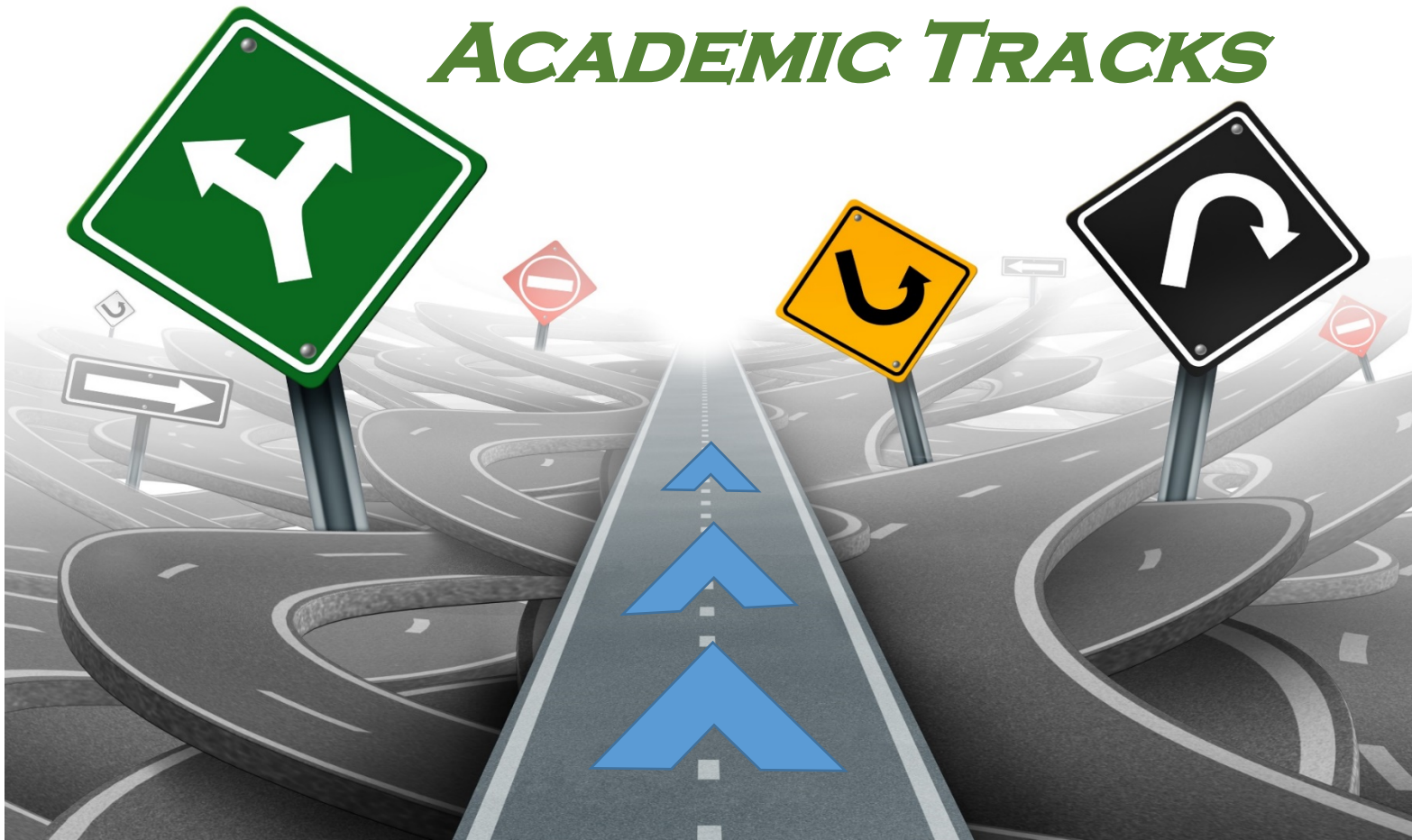


# UNRAVELING THE MYSTERY

## *ACADEMIC TRACKS*



**JUNIOR INVESTIGATORS SYMPOSIUM**

**APRIL 16, 2019**

**KATHY N. SHAW, MD, MSCE**

**PROFESSOR AND ASSOCIATE CHAIR, PEDIATRICS (CE TRACK)**

AKA.... “*how to initiate and maintain a successful research career at CHOP and Penn*”

***Initiate:***

First step – know the path you’re on

***Maintain:***

A series of steps

***Succeed:***

Not just Promotion (ie, you get to stay at Penn) but  
***career satisfaction***

“

Promotion

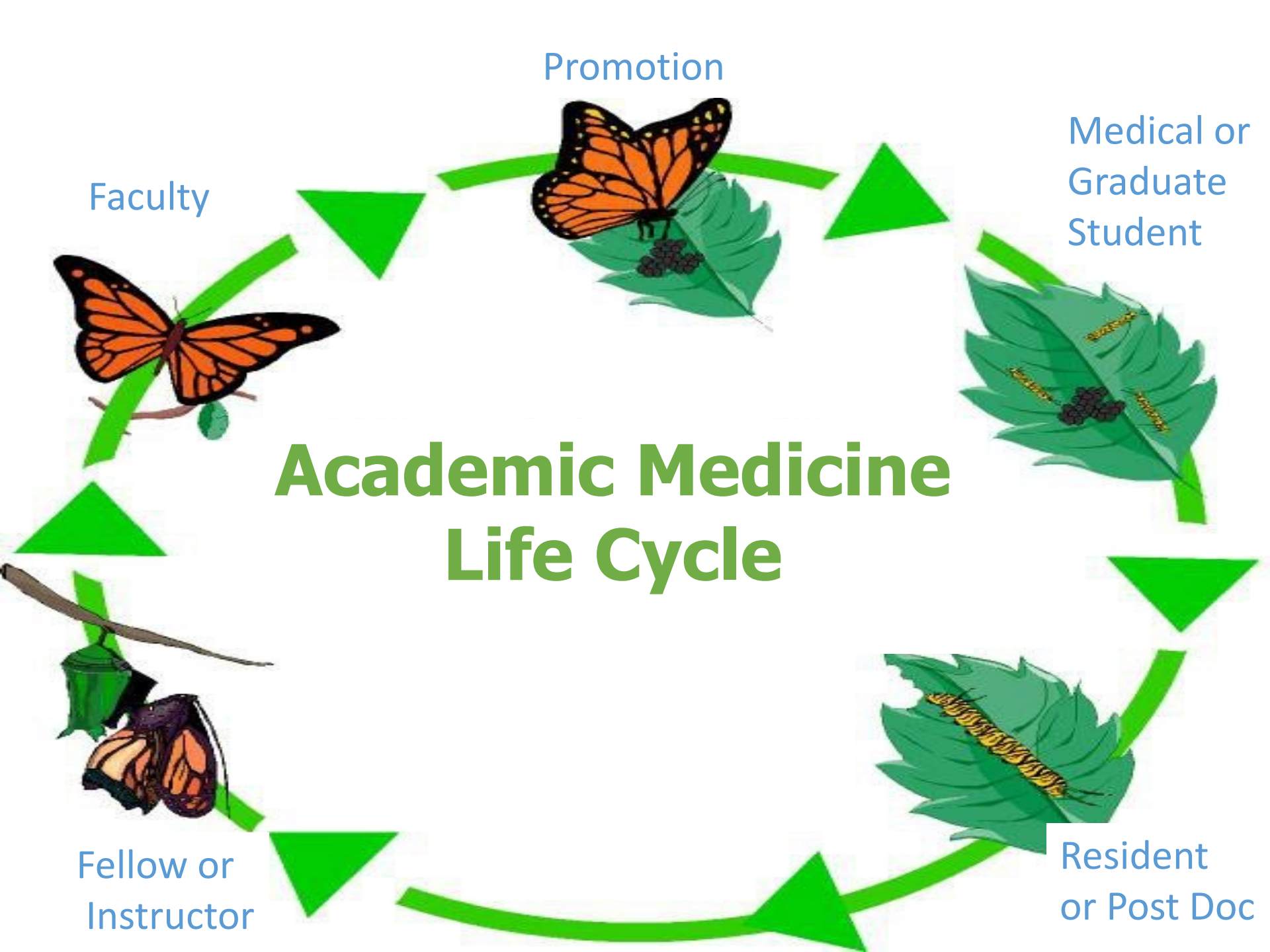
Medical or  
Graduate  
Student

Faculty

# Academic Medicine Life Cycle

Resident  
or Post Doc

Fellow or  
Instructor



# Focus Groups of Young Faculty

*Then and now want to know the path...*

**Penn Faculty Affairs** (from the website over a decade ago):

- *“they wanted to know how to focus their energy at any given stage of their careers so as to achieve long term goals...”*

**Career Pathways @ CHOP** (2016)

- Promotions criteria referred to as *“lure”* or *“mystery”*
- Need to know how to stay on track - *“this is what you need to do at this time”*/prescriptive pathway to success



# Step 1: Getting to Know your Path...



## Faculty Affairs & Professional Development

[Home](#) [Open Faculty Positions](#) [Professional Development](#) [Research](#) [Inclusion & Diversity](#) [Worklife](#)

### Frequently Requested Information

- » [FAPD A to Z](#)
- » [Committee on Appointments and Promotions](#)
- » [Conflict of Interest](#)
- » [Dossier Checklists](#)
- » [Faculty Handbook](#)
- » [Faculty Track Descriptions](#)
- » [New Faculty Welcome](#)
- » [Promotions](#)

### Upcoming Events

- Clinical Reasoning (3/25-4/5)  
Tue, April 2, All Day
- Clinical Reasoning (3/25-4/5)  
Wed, April 3, All Day
- Clinical Reasoning (3/25-4/5)  
Thu, April 4, All Day
- Clinical Reasoning (3/25-4/5)  
Fri, April 5, 12:00am

[More Events](#) »

### Mission Statement

Faculty Affairs and Professional Development (FAPD) works with the leadership, faculty and administrators of the Perelman School of Medicine and the Health System to support an overarching goal of PENN Medicine - the implementation of the highest standards of excellence in academic medicine. The mission of FAPD is to support this goal by facilitating the recruitment and appointment, promotion, and retention of distinguished faculty. [Read more](#) »



- [Interfolio and Workday Updates](#)
- [PSOM Teaching and Education Definition - Effective 9/1/2018](#)
- [Recently Promoted Faculty](#)

# Tracks at the Perelman School of Medicine

## Perelman School of Medicine Faculty Track Descriptions

Quick Reference Guide Revised 10/1/16

Distinguishing Features	Academic Clinician	Clinician Educator	Research	Tenure
Major Emphasis	Clinical care, quality and safety, education including leadership roles in these domains	<ul style="list-style-type: none"> <li>Focus of scholarly activity with effort that can vary over time.</li> <li>Clinical effort over the course of a career that approximates 50% effort.</li> <li>Robust educational presence.</li> </ul>	Scholarly activity	Scholarly activity
Role in research	Not required but if occurs will be predominantly collaborative	Collaborative and sometimes investigator-driven	Collaborative and sometimes investigator-driven	Investigator driven, most as PI or one of multiple PIs
Research effort	<ul style="list-style-type: none"> <li>May serve as PI/co-PI/sub-investigator for non- federally sponsored clinical research, PCORI grants and cooperative group trials.</li> <li>May not be PI/co-PI/sub-investigator on federally sponsored research.</li> </ul>		90-95%	Research is primary focus of position.
Research Autonomy*	<ul style="list-style-type: none"> <li>Generally collaborative</li> </ul>	Collaborator and sometimes leader	Collaborator and sometimes leader	Leader
Type of research funding	Federally funded research activity limited to 10% effort/funding otherwise can accept role specific support.	Funding from nonoperational sources (Federal, foundation, industry, gifts, etc. after year 3)	Non institutional	Extramural. Federal and/or foundation, peer reviewed funding expected
Type of research	Clinical research that extends existing observations in a field or drives a field in new directions.	Research can include new observations or extend existing observations in a field.	Research that extends existing observations in a field, or that drives a field in new directions.	Research must define a new field or drive an existing field forward, as evidenced by the development of new principles, methods, or technology that substantially alters the genesis or application of information in that and/or other fields. **
Research outcome Types of scholarship	Not required	Original papers in peer-reviewed journals with identifiable focus and impact, as either collaborator or lead author. Chapters, reviews, alternative media etc can support but not substitute for above.	Original papers as either a project leader or collaborator.	Original papers that must clearly highlight the individuals' role in advancing the field.
Level of external citation	Not required	++	++	+++
H index	Not required	++	++	+++
First/Last Author emphasis	Not required	++	++	+++
International/ National/Regional reputation	Associate-Regional Full- National/International	Associate-Regional Full- National/International	Associate- National Full- International	Associate- National Full- International

\*Papers that include the name/names of senior faculty members provide evidence of leadership if the junior faculty candidate for promotion is recognized from the comments of extramural reviewers or Penn faculty members as the intellectual leader of the research effort. Promotion considerations should not inhibit junior faculty members from using/seeking productive collaborations with others.

\*\* Any type of research can qualify, e.g., laboratory-based research, clinical research, public health research, bioethics research, or educational research. The branch or type of science (e.g., clinical vs basic research) represented by a faculty member's research program is not related to a specific track. What is important is the role they play in novel work that has a defined impact.

# Shaping a Career in Academic Medicine:

Guidelines for mentor/mentee Conversations

## Table of Contents

### *Introduction*

### **Guidelines for conversations with clinician-educator faculty**

*Begin with the end in mind*

*COAP guidelines for promotion*

*C-E's Years One through Three*

*Establishing a research focus*

*C-E's Years Four through Six*

*Increasing scholarly productivity*

*C-E's Years Seven through Nine*

*Gaining additional exposure*

### **Guidelines for conversations with tenure-track faculty**

*Begin with the end in mind*

*COAP guidelines for promotion*

Basic scientists

*Years One through Three*

*Establishing reputation as an independent investigator*

*Years Four through Six*

*Writing senior-authored papers*



# Career Roadmap Review Group

CAREER  
Pathways



## CHOP

- Department of Pediatrics Executive Committee
- Associate Chairs  
(Drs. **Sue Furth**, Anne Reilly, Bob Shaddy, Kathy Shaw, Gail Slap)
- Department of Pediatrics Management Team  
(Eileen Drames, Kristi Ettien, Elaine Gallagher, Jamie Hoffman, Alison Marx, April Taylor)

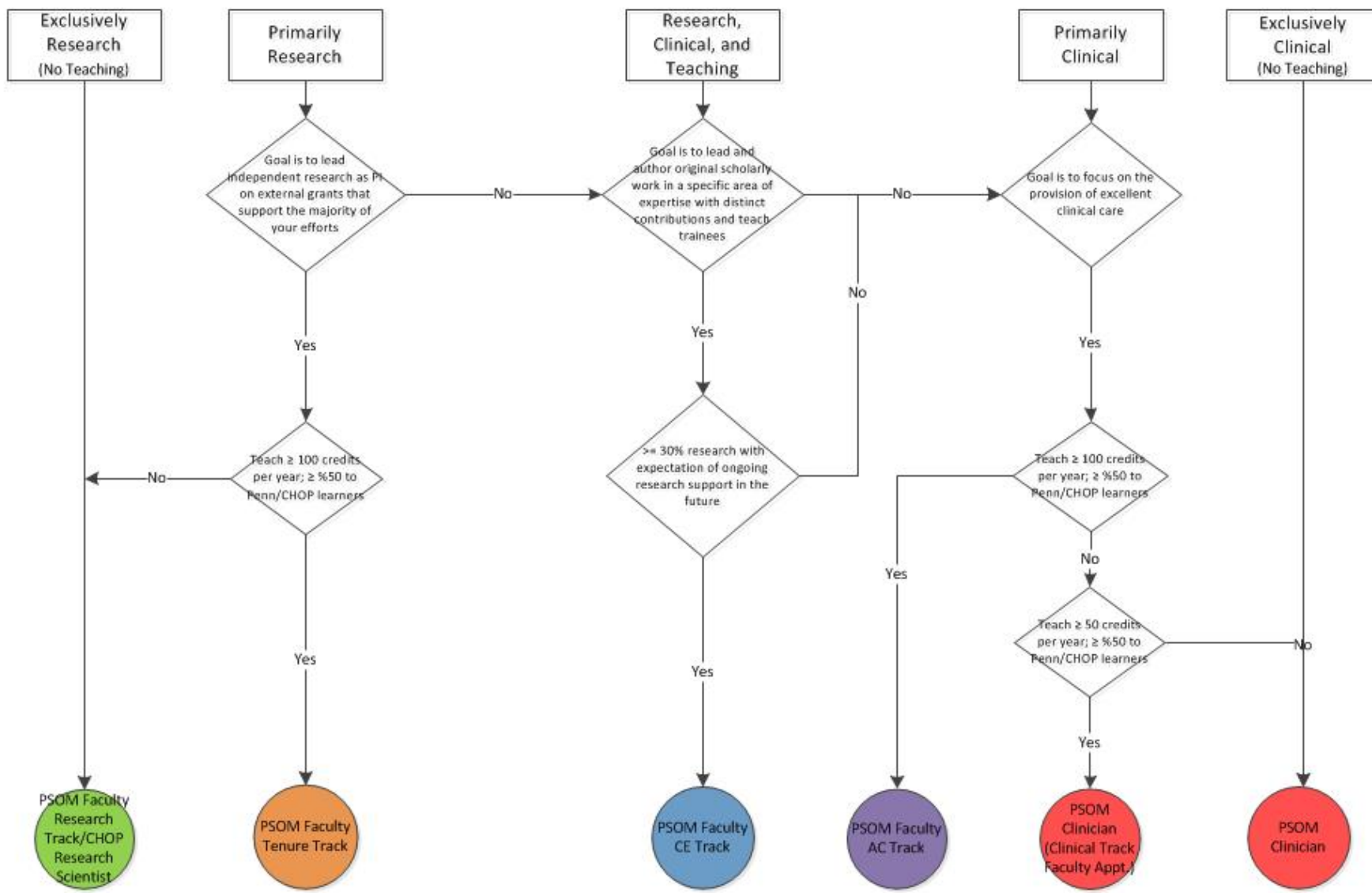
## Perelman School of Medicine (PSOM)

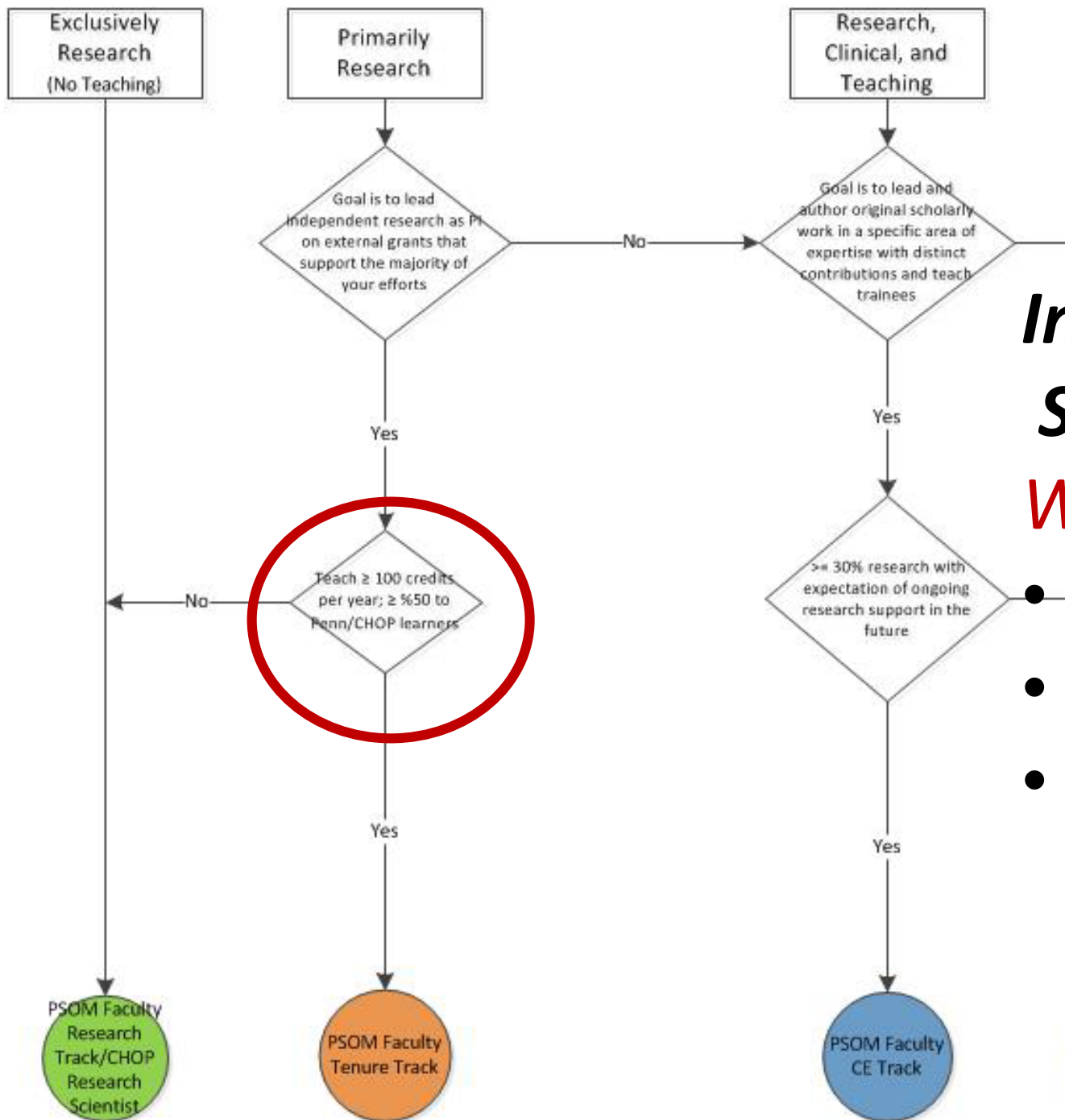
- Chair, Committee on Appointments and Promotions
- Vice Dean for Faculty Affairs
- Executive Director, Office of Faculty Affairs





# What am I passionate about? What job is available?





## *Investigator's Symposium: Which Path?*

- Research,
- Tenure,
- CE

## PSOM Committee on Teaching and Educational Service: Defining and Quantifying Teaching and Educational Effort

A major role of PSOM faculty is the dissemination of knowledge through teaching. The ability to value teaching is critically important for faculty reappointments, promotions and teaching awards as well as to formally document the level of teaching engagement by our faculty. The purpose of this document is to provide a common language and value system for teaching across the school.

This definition will be effective September 1, 2018

### 1. Definition of Teaching

- The broad framework for teaching activities includes teaching directed to the broad Penn Community (including CHOP) as well as non-Penn audiences.
- The broad Penn community includes teaching provided to any group affiliated with the University of Pennsylvania and any educational programs or activities sponsored by Penn including:
  - Undergraduate, professional and post-baccalaureate students
  - Medical students
  - Residents and fellows
  - Post-doctoral fellows (or trainees)
  - Graduate students
  - Preprofessional students (NP's, PA's, Pharmacists etc)
  - Peers when taught on behalf of PSOM Advance Faculty development programs
  - Attendees at CME programs sponsored by Penn or CHOP
  - Students at secondary schools, local/regional community and 4-year colleges and universities when teaching occurs on behalf of Penn
- Evaluation data must be available to receive credit for teaching to non-Penn audiences; teaching for the Penn community receives teaching credit whether or not evaluation data are available

### 2. Annual Teaching expectations

- Tenure/CE/AC- minimum of 100 credits per year
- Clinical faculty appointments-minimum of 50 credits per year
- PSOM faculty are expected to devote at least 50% of their minimum requirement to the broad Penn community.
- While it is the intention of this policy that all faculty meet their annual teaching requirements in order to maintain their faculty appointment, department chairs will have discretion to modify teaching assignments for individual faculty to ensure that a department meets its teaching responsibilities and for other compelling reasons.
- As is current practice, faculty will be responsible for tracking and reporting their teaching activities using a PSOM or CHOP-provided standard template.

New PSOM  
Teaching/  
Education  
Definitions  
9/1/2018

# Excel for Teaching Credits

Credit for:

- mentoring
- supervised scholarship
- lab rotation supervision
- creating lectures
- advising post-docs
- educational admin
- educational leadership

**PSOM Teaching Activities Workbook**

Annual Report of Teaching Activities - For promotion purposes, please supply a separate report for each of the last 3 years.

Name :						Title:						Department/Division:					
Reporting Year:																	
<b>Directions:</b> Please refer to the PSOM Teaching and Education Definition for explanations of teaching credits and other information regarding teaching: <a href="https://www.med.upenn.edu/fapd/docurepo/assets/user-content/documents/PSOM%20Teaching%20and%20Education%20Definition.pdf">https://www.med.upenn.edu/fapd/docurepo/assets/user-content/documents/PSOM%20Teaching%20and%20Education%20Definition.pdf</a> 1. Insert rows under appropriate heading below. 2. Enter Title, Type of Student, and # of Teaching Events in the appropriate columns. 3. # of Teaching Events x Credits Allotted = Total Credits																	
Teaching Activity				Title/Location				Type of Student		# of Teaching Events		Credits Allotted		Total Credits			
Facilitated Learning Activity										# of Hours							
Event(s)										4		0					
Lecture										# of Hours							
Event(s)										4		0					
Clinical										# of Instances							
Half days/sessions (clinic, procedure, diagnostic, weekend inpt day)										1		0					
Full Days (inpatient weekday, ER shifts)										2		0					
18 hour clinical shifts										3		0					
24 hour clinical shifts										4		0					
Supervised Scholarship										# of Products							
Accepted abstracts, posters, oral presentations										5		0					
First submission of manuscripts										1.0		0					
Grant proposal to an external funding agency										1.0		0					
Supervised Scholarship, Advising										# of Students							
Thesis/Postdoc advisors										50		0					
Mentoring										# of Trainees							
Longitudinal Mentoring ( 8 or more hours per year per trainee)										5		0					
Lab Rotations/Pre-Thesis Research and Short-term Research-Related Teaching										# of Students							
Graduate students on lab rotations										25		0					
Undergraduates performing research projects										25		0					
Post-Baccalaureate student for 1 year										50		0					
RCR training > 4 hours: 4 credits.										4		0					
Assessment Activities (direct observation in clinical skills exam, review of research proposals) 2 credits/ hour										2							
Educational Administration/Service Activities										# of Positions/Committees							
Curriculum Committees										5		0					
PSOM, BGS, Masters selection committees										5		0					
Residency and Fellowship selection committees										5		0					
Program evaluation, graduate group review, clinical										5		0					
Educational Leadership Activities										# of Positions							
Continuous Programs (program director, graduate group chair, etc)										50		0					
Director										50		0					
Co-Director										25		0					
Associate Director										50		0					
Intermittent Programs (modules 1 and 2 director, masters course directors, electives etc)										25		0					
Director										12		0					
Co-Director										12		0					
Associate Director																	
														Total for Reporting Year >>>		0	

Page 1

Page 2

Page 3





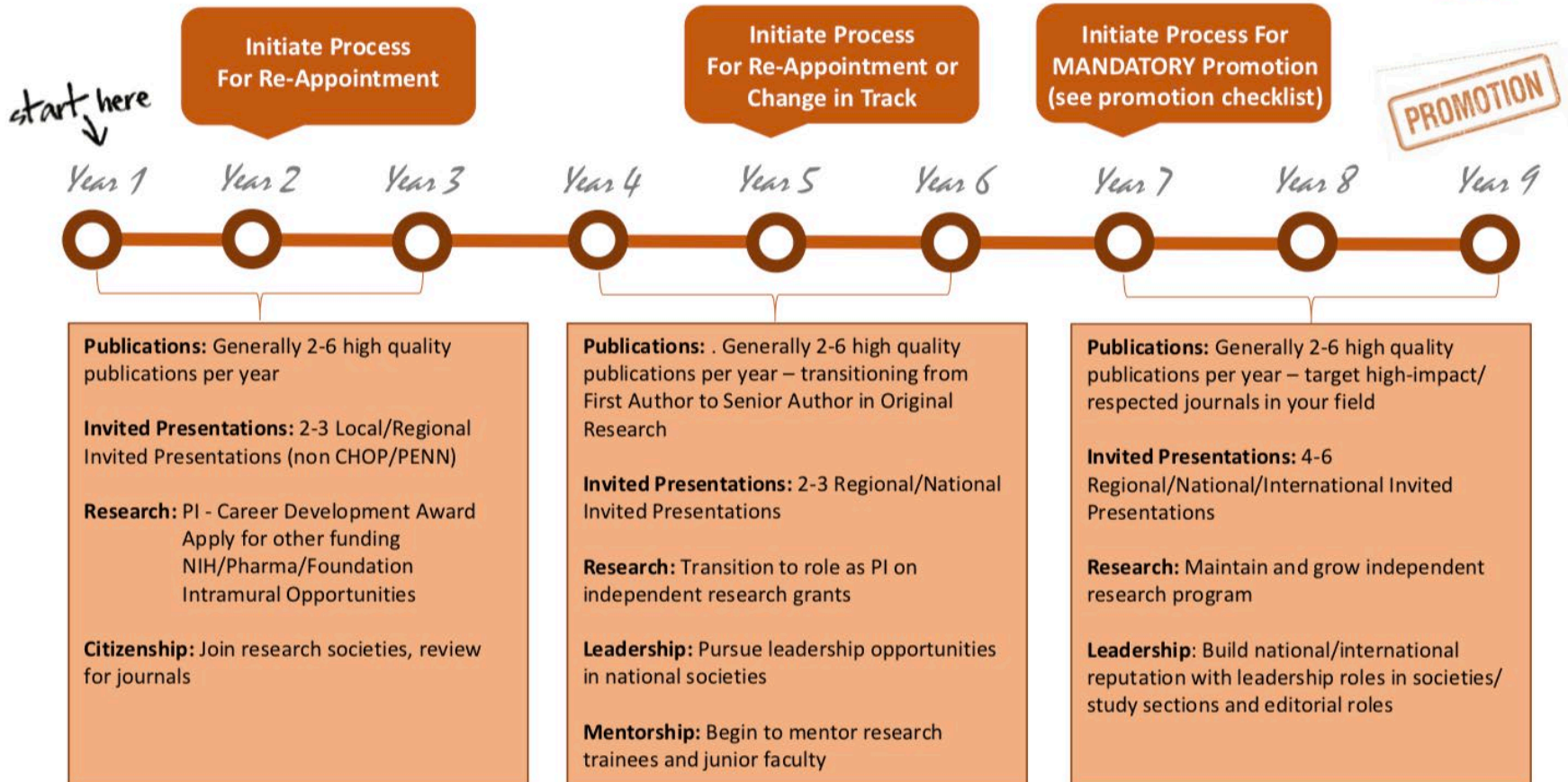
## **Step 2: A Series of Steps**

# **How to Use this Guide – Career Roadmaps – Disclosure!**

*“These tools are designed as discussion guides and advising documents. It should be noted that there is substantial variability in the milestones that different faculty members achieve on their career trajectory on the way to promotion. It is a very individual process, and assessment of success also includes an external evaluation by peers, that is not captured in this document.”*

# Tenure Promotion to Associate Professor

## Important Milestones



Complete a minimum of 100 credits of Annual Teaching Effort  
Maintain TED Scores of 2 or Above (0-4 Scale)

# EXTENSION OF THE PROBATIONARY PERIODS THAT APPLY TO GRANTING OF TENURE OR PROMOTION TO ASSOCIATE PROFESSOR

1. A **child is born, adopted, or placed for foster care**, into the faculty member's household and the faculty member is the primary or co-equal parental caregiver

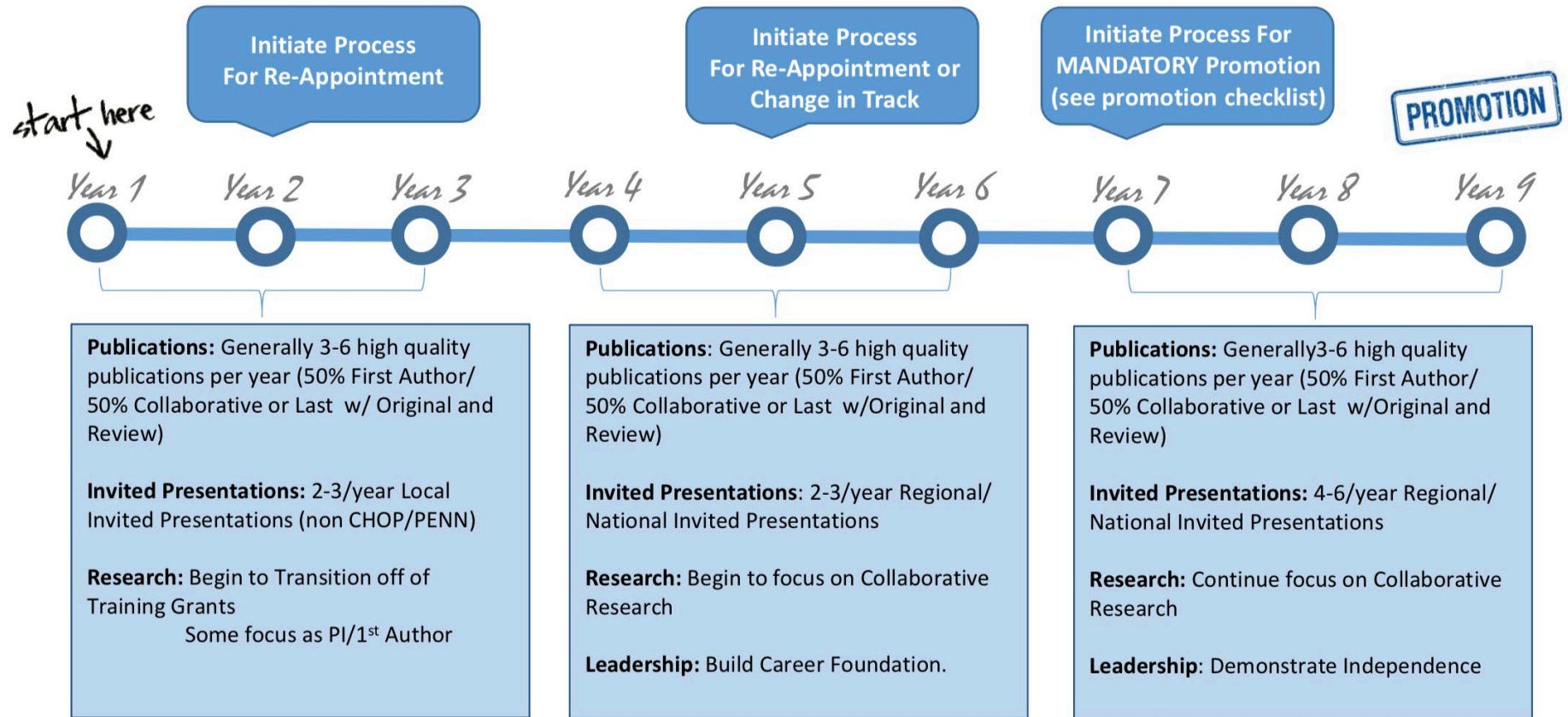
## 2. **Serious health condition**

....the faculty member is required to act as the primary or co-equal caregiver for a **parent, child, spouse, or domestic partner** (as defined in the domestic partner benefits policy); or the **faculty member** is unable to perform the functions of his or her position.

3.. Victim of an unforeseen, **catastrophic event**....such that the research project is unable to proceed or is disrupted for at least sixty days

# CE Promotion to Associate Professor

## Important Milestones



Complete a minimum of 100 credits of Annual Teaching Effort  
Maintain TED Scores of 2 or Above (0-4 Scale)  
Maintain Clinical Excellence  
Get Involved in Committees, Meetings, Departmental Initiatives



# TEDS – Teaching Evaluation Data

## MY.MED.UPENN.EDU

### Teaching Evaluation Data (TED)

[Logout](#)

Question: Rate the overall quality of the teaching/presentation.

[Course/rotation data and comments](#)



	n	0	1	2	3	4	Mean	Median	Percentile
[Blue Bar]	5	0.0%	0.0%	0.0%	20.0%	80.0%	3.8	4.0	
■ Pediatrics	1639	0.0%	0.5%	9.9%	31.2%	58.3%	3.5	4.0	76.4%
■ Perelman School of Medicine	12758	0.1%	0.6%	7.0%	23.1%	69.2%	3.6	4.0	67.2%

Question: Do you have any concerns about the professionalism of this faculty member?

	n	Yes	No
Kathy Shaw	5	0	5
Pediatrics	1639	34	1605
Perelman School of Medicine	12758	123	12635

### Lecture

MASTERS Lecture Data

*Compared to full-time faculty*

Question: Quality of Instructor

[Course/rotation data and comments](#)




	n	0	1	2	3	4	Mean	Median	Percentile
[Blue Bar]	18	0.0%	0.0%	0.0%	22.2%	77.8%	3.8	4.0	
■ Pediatrics	310	0.3%	1.3%	8.4%	19.7%	70.3%	3.6	4.0	72.2%
■ Perelman School of Medicine	2647	0.2%	0.9%	8.9%	19.6%	70.4%	3.6	4.0	79.1%

# Learning to Teach/Mentor

## Onboarding for Teaching

### Teaching at the Perelman School of Medicine 101

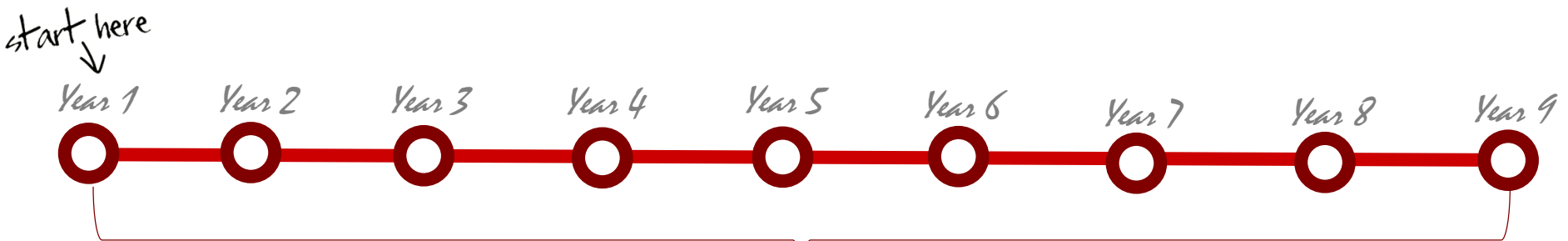
Teaching at the Perelman School of Medicine 101 covers best practices and recommended pedagogical strategies for teaching and providing effective feedback to trainees. All course content is developed by Perelman School of Medicine faculty with expertise in specialty teaching and assessment domains. Course sessions are delivered as scheduled, online sessions with faculty facilitators. You can read more about our [online course offerings and how they work here](#) .

### Topics Include

- Providing Effective Feedback
- Clinical Teaching
- Facilitating Small Groups and Seminars
- Lecturing
- Longitudinal Mentoring

Each session of this course runs for three weeks, with delivery milestones on Wednesday and Friday of each week. However, as there are no synchronous course elements where faculty are required to be online at the same time, you will have great flexibility in meeting course delivery milestones. It is not recommended, however, that you take this course while you are on service.

# Summary: A Series of Steps on a Path... CE and (Tenure)



**Establishing research focus (& independence):** Off Training grants and onto Funding/ Career Development Awards; Starting to present your work

**Increasing Scholarly Activity** (Senior author Papers); Collaborative Research; Funding (PI on independent grants); Presenting your work regionally and nationally;

**Gaining Exposure**  
Publications in Quality Journals (high Impact); Grow and maintain research collaborations (independent program); Regional/National Leadership/Invitations

Clinical Excellence (competence if MD), Citizenship, Teaching 100 credits, Mentorship

# Research Promotion to Associate Professor

## Important Milestones



Initiate Process  
For Re-Appointment

Initiate Process  
For Re-Appointment or  
Change in Track

Initiate Process For  
MANDATORY Promotion  
(see promotion checklist)

PROMOTION

start here  
↓



**Publications:** Generally 2-6 high quality publications per year (50% First Author/50% Collaborative or Last w/Original Research)

**Invited Presentations:** 2-3 Local/Regional Invited Pres.

**Research:** Apply for funding or be supported through collaborative efforts  
Intramural Opportunities

**Citizenship:** Join research societies, review for journals

**Publications:** Generally 2-6 high quality publications per year (50% First Author/50% Collaborative or Last w/Original Research)

**Invited Presentations:** 2-3 Regional/National Invited Pres.

**Research:** Maintain collaborative research funding may pursue independent research funding

**Citizenship:** Pursue leadership opportunities in national societies

**Publications:** Generally 2-6 high quality publications per year (50% First Author/50% Collaborative or Last w/Original Research)

**Invited Presentations:** 2-3 Regional/National Invited Pres.

**Research:** Maintain collaborative research funding may pursue independent research funding

**Citizenship:** Build national/international reputation with leadership roles in societies/study sections and editorial roles

Get Involved in Committees, Meetings, Departmental Initiatives [Citizenship]  
Mentor graduate students, post-docs



# Common Questions:

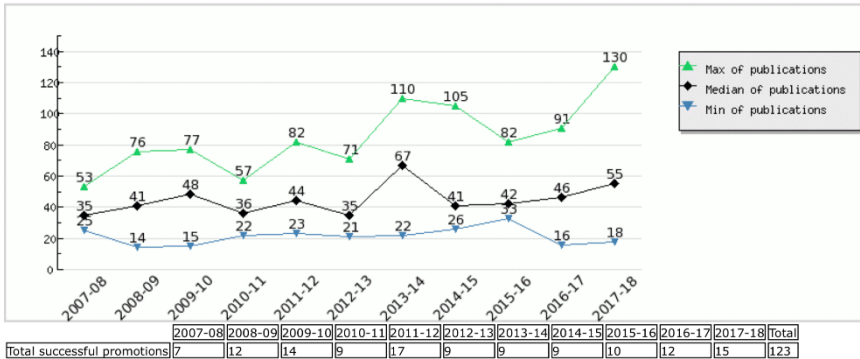
## How many publications are needed for promotion to Associate Professor?

### Answer -

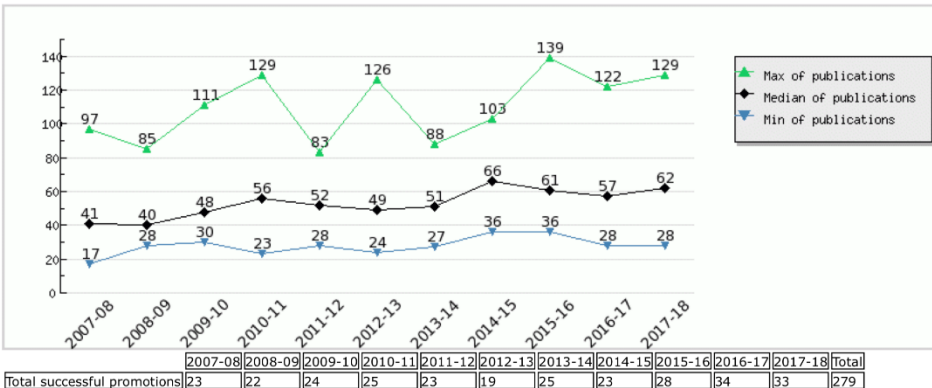
Wide ranges - teens to over 100  
 Median (mean) – 45(T), 53(CE), 34(R)  
 Consider impact, 1<sup>st</sup>, 2<sup>nd</sup>, and last author  
 Track

**Total Publication Statistics for Promotions to Associate Professor on the Tenure Track  
 Perelman School of Medicine  
 2007-08 to 2017-18**

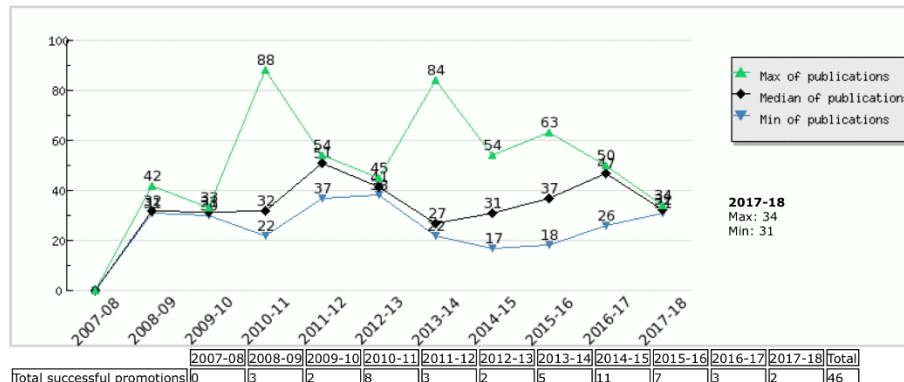
Data does not include faculty converted to tenure.



**Total Publication Statistics for Promotions to Associate Professor on the Clinician Educator Track  
 Perelman School of Medicine  
 2007-08 to 2017-18**



**Total Publication Statistics for Promotions to Associate Professor on the Research Track  
 Perelman School of Medicine  
 2007-08 to 2017-18**

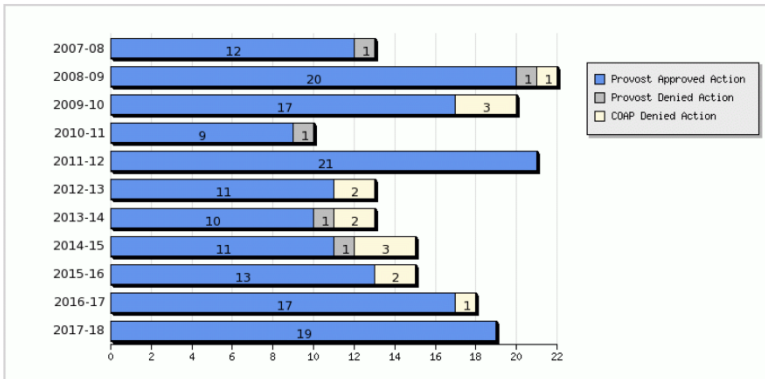


# Common Questions:

## What is the success rate?

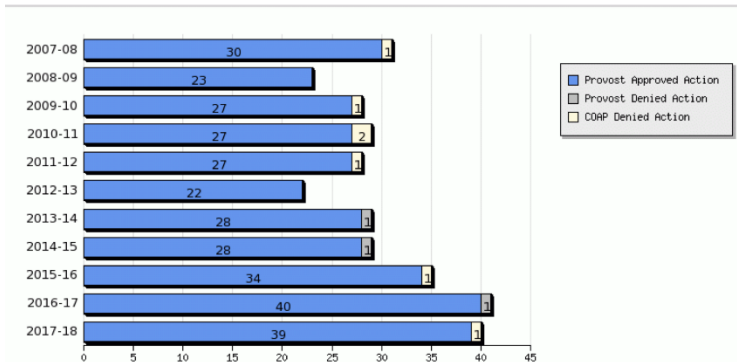
**Outcomes of Consideration for Appointment and Promotion to Associate Professor on the Tenure Track**  
**Perelman School of Medicine**  
**2007-08 to 2017-18**

Data does not include faculty converted to tenure.

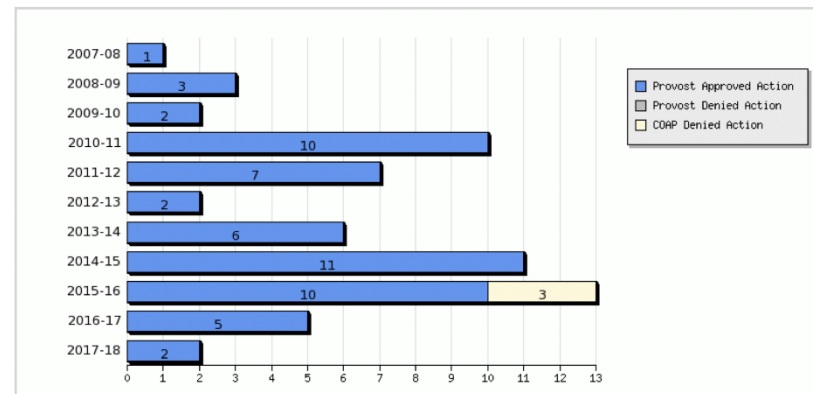


Answer:  
 Very few fail  
 (if make it to PSOM CoAP)

**Outcomes of Consideration for Appointment and Promotions to Associate Professor on the Clinician Educator Track**  
**Perelman School of Medicine**  
**2007-08 to 2017-18**



**Outcomes of Consideration for Appointment and Promotions to Associate Professor on the Research Track**  
**Perelman School of Medicine**  
**2007-08 to 2017-18**



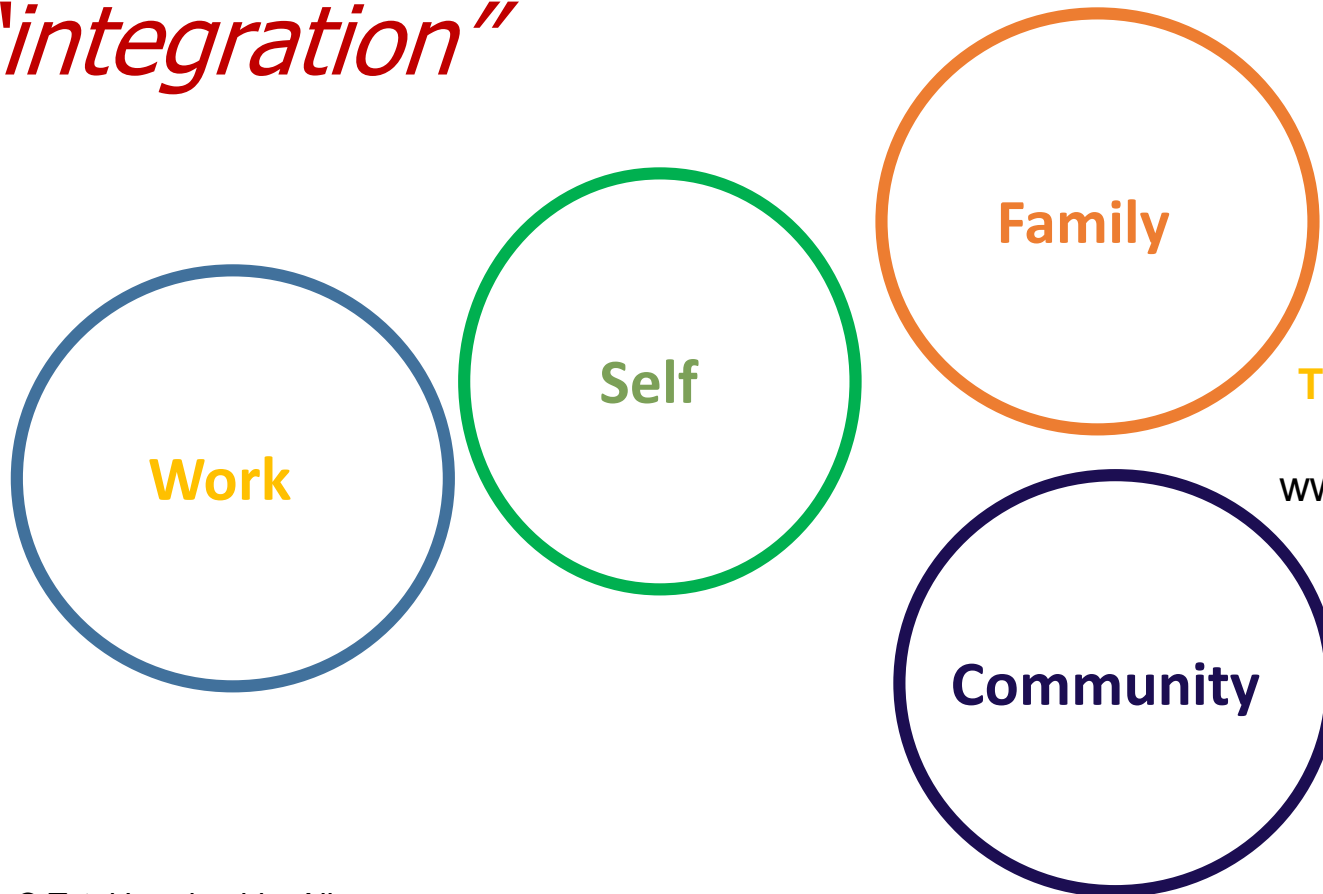
# Step 3: Success

## *Requires Assembling a Mentoring Team!*



# Step 3: Success – It's not just your career

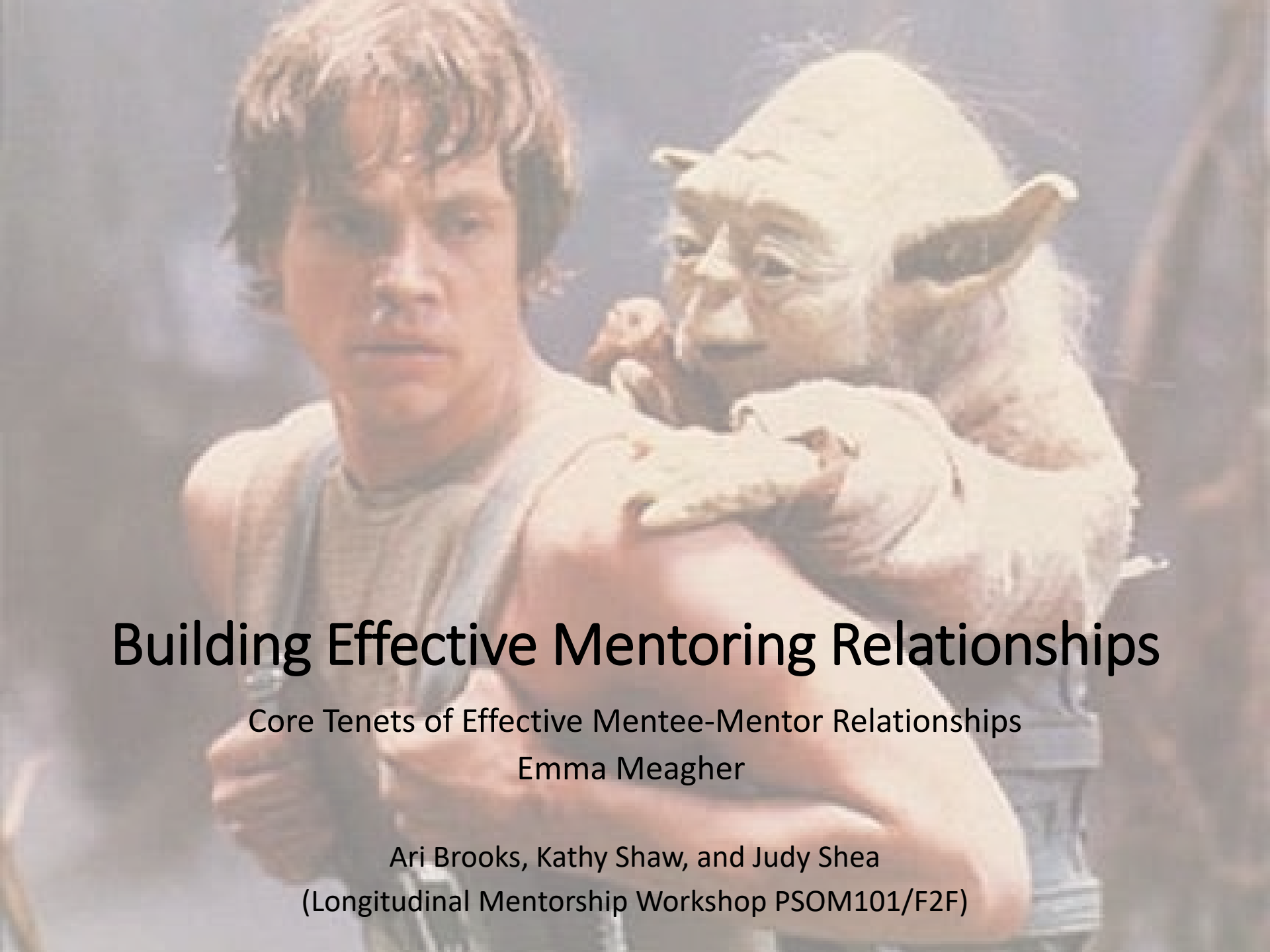
*Not work/life "balance" but "integration"*



Stew Friedman  
The Wharton School

[www.totalleadership.org](http://www.totalleadership.org)





# Building Effective Mentoring Relationships

Core Tenets of Effective Mentee-Mentor Relationships

Emma Meagher

Ari Brooks, Kathy Shaw, and Judy Shea

(Longitudinal Mentorship Workshop PSOM101/F2F)



# Step 3: Succeed...

## *Introducing your Panel:*



Tiffani Johnson, MD, MSc

Assistant Professor in CE track

Marina Cuchel, MD, PhD, MSTR

Associate Professor in Research Track

Andy Minn, MD, PhD

Associate Professor in Tenure Track

