OFFICE of ACADEMIC AFFAIRS

Keys to Success on the Academic Clinician (AC) Track

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Keys to Success on the AC Track

- The AC Track
- Promotion Timeline
- Promotion on the AC Track
  - Sustained Professionalism
  - Clinical Excellence
  - Excellence in Teaching (Education)
  - Area of Concentration
- Components of the Dossier
- Where to get help and guidance
- Questions

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The Academic Clinician Track

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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.

https://www.med.upenn.edu/oaa/faculty-career-development/academic-clinician.html

https://www.med.upenn.edu/oaa/assets/user-content/documents/career-development/FIRSTYears.CAREER%20TRACK.9.14.pdf

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The Academic Clinician Track

- The allocation of an Academic Clinician's time is determined by the department chair (or designee) considering 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.
  - Percentages may be adjusted to accommodate the performance of administrative or educational duties as well as engagement in clinical research including trials activities

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Success of the Track to Date

Faculty Counts - All Tracks				
Track	**Full Prof.**	**Associate Prof**	**Assistant Prof.**	**Totals for track**
Tenure	328	103	189	620
Clinician Educator	340	253	365	958
Research	25	44	100	169
Academic Clinician	190	409	749	1348
Totals for rank	883	809	1403	3095

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General Strategies for Success in Academic Medicine

- Know your role – what is expected of you (Academic Plan)
- Identify mentors who 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

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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

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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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Promotion Timeline

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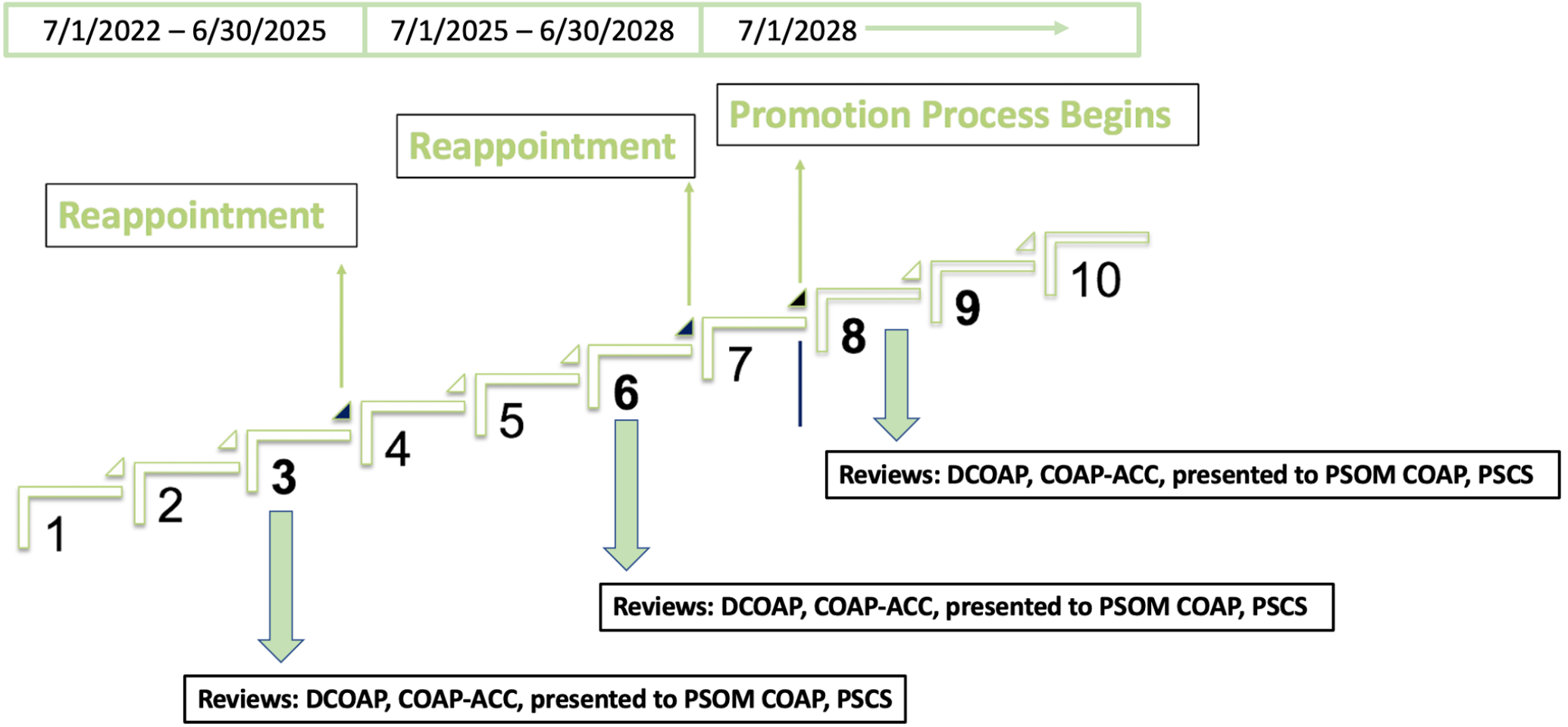
Promotion Timeline



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Promotion on the AC Track

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AC Track Criteria

https://www.med.upenn.edu/oaa/assets/user-content/documents/Academic%20Review/COAP/Academic%20Clinician%20Criteria.pdf

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Effective 9/1/18, Revised 7/1/22

Academic Clinician Track Criteria: Appointment, Reappointment and Promotion

The major criteria for appointment, reappointment and promotion for Academic Clinicians is high quality engagement and impact in clinical care, education, and chosen area(s) of concentration, as well as sustained professionalism.

For appointment to the rank of Assistant Professor, the department will assess the potential for a faculty candidate to achieve excellence as an educator and clinician. Reappointment at this rank will involve demonstration of ongoing teaching and clinical excellence and a sustained record of professionalism. All AC faculty must earn a minimum of 100 credit hours of educational activities per year.

At the time of their second reappointment as assistant professor, faculty must designate an Area of Concentration (AoC). AoCs may be clinical, education service and leadership, community service, inclusion and diversity, health equity, quality and safety, health policy, global health, etc. Subsequent mentoring for the candidate should focus on developing the faculty member's AoC.

Promotions to associate professor are generally not considered prior to an AC faculty member's second reappointment. The standard timeline has the promotion process begin in the department following Provost approval of the second reappointment, thus the process would begin at the start of year 7 and the promotion could be effective at the start of year 8. Exceptional candidates can be put forward for promotion to associate professor at the time of the second reappointment (year 6) with the promotion effective at the beginning of year 7. Such candidates would be considered "early", and justification must be included in the chair's recommendation.

For promotion to the rank of Associate Professor, there must be evidence that the candidate has attained recognition at their personal primary site (PPS) of practice within the Penn Medicine Community (HUP, PPMC, CHOP, VA etc) as a superior clinician and teacher, made contributions to their area of concentration, and has exhibited sustained professionalism. Candidates for initial appointment at this rank must have documented meritorious academic service on the faculty of a comparable medical school to be considered favorably.

For promotion to the rank of Professor, there must be evidence that the candidate has attained recognition beyond their primary practice site to a regional or even national level (depending on the field) as a superior clinician and educator, made impactful contributions to their area of concentration and has exhibited sustained professionalism. Candidates for initial appointment at this rank must have

Promotion on the AC Track

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 COAP - ACC Subcommittee weighs the evidence

https://www.med.upenn.edu/oaa/assets/user-content/documents/Academic%20Review/COAP/Academic%20Clinician%20Criteria.pdf

Promotion on the AC Track

- Promotion to Associate Professor
  - Have completed six (6) academic years in track (after 2nd reappointment)
  - Sustained evidence of professionalism
  - Teaching Excellence – review of Education Impact
  - Clinical Excellence – clinical performance evaluation by peers
  - Have developed area of concentration (broadly defined)
- Promotion to Professor
  - Usually after 5 years at the Associate level or equivalent
  - Sustained evidence of professionalism
  - Teaching Excellence – review of Education Impact
  - Clinical Excellence – clinical performance evaluation by peers; evidence that candidate has attained recognition outside their primary practice location
  - Accomplishment in area of concentration (broadly defined); evidence that the candidate has attained recognition at least beyond their primary practice site to a regional or even national level (depending on the field)

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Sustained Professionalism

Professionalism is defined as exhibiting professional behavior in all aspects of one's work. This includes showing respect for patients, colleagues, staff and learners of all levels without belittlement or public humiliation; evidence of continuous learning; the encouragement of questions and debate as well as tolerance of diverse viewpoints; and, the recognition and management of personal biases and prejudices.

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Sustained 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
  - Lack of state board sanctions
  - Minimal founded patient and staff complaints
  - Minimal professionalism concerns captured in learner evaluations, Penn Safety Net, etc.
  - Absence of active remediation plan for professionalism

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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:
  - Clinical Performance Evaluations (CPE - peer references)
  - PSOM Clinical Performance Evaluation tool collected electronically
  - Local peer references – people you work with (physicians)

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Clinical Performance Evaluations (CPE) – 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

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Clinical Excellence: Possible Supplemental 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

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Teaching Excellence

- Promotion to Associate Professor requires high quality engagement and demonstrated impact in a primary category of education:
  - Teaching
  - Learner Assessment
  - Curriculum/Course Development
  - Mentoring and Advising
  - Educational Leadership and Administration
  - Education Scholarship

QUESTIONS DURING SESSION?
Use chat or email staitano@upenn.edu

Defining High Quality Engagement

- All faculty must meet the minimum required teaching effort (100 credits for T, CE and AC Faculty)

https://www.med.upenn.edu/oaa/faculty-career-development/education-expectations/

PSOM Education Activities Workbook

- Examples of high-quality engagement:
  - Leadership roles in teaching or educational programs
  - Innovation in teaching methods/novel application of methods
  - Development of educational products (curriculum, assessment tools or programs, policy statements, technologies etc.)
  - Leading/substantive participation in education committees
  - Involvement in local mentoring programs, particularly related to IDE
  - Participation in development of education related scholarly products

Defining High Quality Engagement

- Impact - direct effect of one's work on science, medicine, health care, patient care and/or our community; assessed by a variety of metrics

- Trajectory - momentum in pursuit of one's career path
  - Promotion anticipates continued upward trajectory/growth (including response to feedback)
  - Interpreted within context of mitigating life circumstances

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Measuring and Documenting Impact and Trajectory

- Internal and external evaluations of teaching (TED, Blue, Departmental Teaching Evaluations, CME evaluations, etc.)
- Outcomes of successful mentorship: trainee scholarly products, regional/national presentations, trainee career trajectory, etc.
- If needed, letters from current and former trainees and mentees
- Course/program evaluations reflecting educational leadership roles
- Awards for teaching, mentoring, or other awards related to education
- Invited lectures to disseminate knowledge related to education
- Funding or scholarship specifically related to education
- Leadership roles in education/training committees and professional societies

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Teaching Excellence

- All ranks:
  - Meets established Teaching Standards
- 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

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High Quality Engagement – Beyond Scores

- 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

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High Quality Engagement – Beyond Scores

- 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

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Teaching Data – Scores and Comments

- Data for teaching categories collected in TED, Blue etc. will continue to be included for review at appointment (if available), reappointment and promotion
- Currently, evaluation forms are set up so 2 = meets expectations. Faculty with scores </= 3 will receive outreach from the dept with the goal of improving teaching
- While there is no minimum score(s) for promotion eligibility, low scores must be contextualized, and performance improvement plans discussed

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Education Portfolio – Why?

Holistic Presentation of Education Impact

- There is a great breadth and depth of faculty contributions at PSOM
- Faculty member‘s impact on the education mission will be evaluated within the context of their overall career focus
- Consideration of impact in recognized Education Categories
- Rather than a single evaluative standard, a holistic evaluation of the totality of the impact of a candidate’s educational activities measured by high-quality engagement and a trajectory of excellence over time

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Education Assessment at Promotion

- Education Portfolio (EP) replaced the Education Database (EDB)
- List of upcoming promotions are shared with leads of UME, GME and BGS to insure no concerns
- Departmental COAP must have the draft EP and review it at time of case discussion
- Education Officers (EO) are participating in Departmental COAPs

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Education Portfolio

- 2 components from the faculty candidate
  - **Education Activities Workbook (minor revisions)**
    - Documents teaching credits earned over the previous 3 years
  - **Education Impact Statement** (brief – may be one page; slightly longer if Education is the focus of your professional activities – AOC)
    - Candidate identifies and describes relevant categories of education.
    - For each category chosen there will be:
      - a description of high-quality engagement
      - a brief reflection on how one has incorporated feedback from teaching evaluations and/or other sources to evolve as an educator
      - for promotion to Professor, specific examples demonstrating impact in the categories identified must be provided

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Education Portfolio

- 2 components provided by the Education Officer
  - **EO Report**
    - Provides an assessment of overall education engagement and impact.
      - Description of engagement must include a review of the education activities workbook with attestation of compliance with required annual teaching effort.
      - Description of growth/impact shall include a review of available quantitative or qualitative data. Low scores must be addressed. EO's have discretion in metrics used.
      - Summary statement of the candidates' engagement and impact in teaching is required.
  - **Internal teaching data** (TED, Blue, departmental data, etc.)

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Education Impact Statement

- Describe main area(s) of engagement and educational focus among the following categories:
  - Teaching
  - Learner assessment
  - Curriculum/course development
  - Mentoring/advising
  - Education service and leadership
  - Education scholarship
- Address impact and trajectory and response to feedback; latitude in presentation of one's impact
- A brief statement (1 – 2 pages) to highlight impact (in addition to Personal Statement); may be longer if Medical Education is your area of concentration

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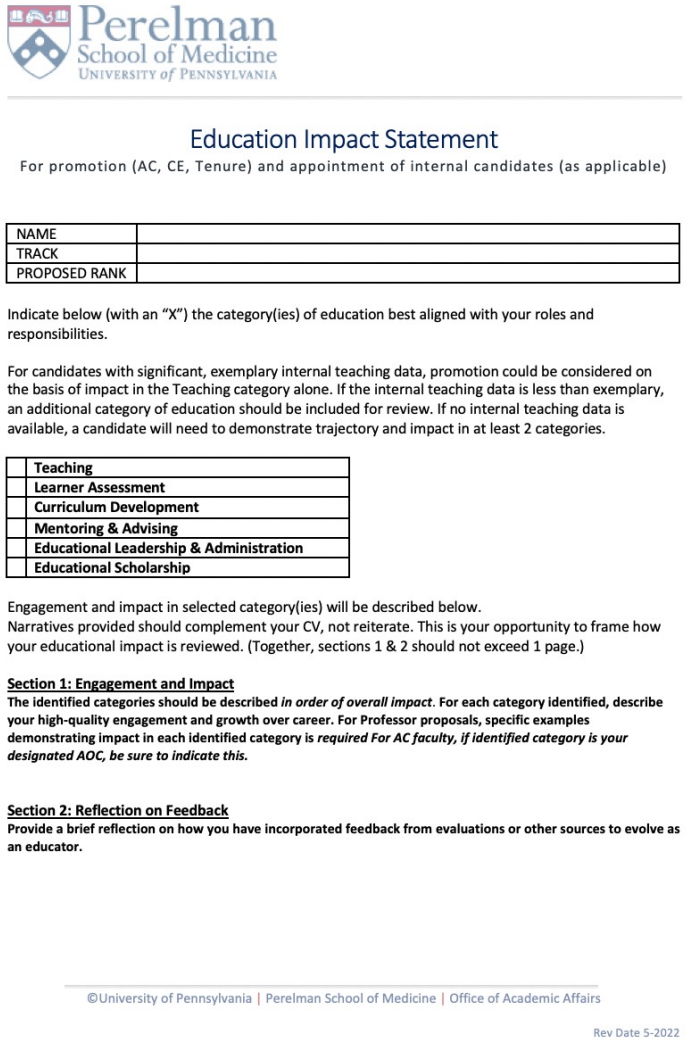
Education Impact Statement



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Education Impact Statement

For promotion (AC, CE, Tenure) and appointment of internal candidates (as applicable)

NAME	
TRACK	
PROPOSED RANK	

Indicate below (with an "X") the category(ies) of education best aligned with your roles and responsibilities.

For candidates with significant, exemplary internal teaching data, promotion could be considered on the basis of impact in the Teaching category alone. If the internal teaching data is less than exemplary, an additional category of education should be included for review. If no internal teaching data is available, a candidate will need to demonstrate trajectory and impact in at least 2 categories.

	Teaching
	Learner Assessment
	Curriculum Development
	Mentoring & Advising
	Educational Leadership & Administration
	Educational Scholarship

Engagement and impact in selected category(ies) will be described below.
Narratives provided should complement your CV, not reiterate. This is your opportunity to frame how your educational impact is reviewed. (Together, sections 1 & 2 should not exceed 1 page.)

Section 1: Engagement and Impact
The identified categories should be described *in order of overall impact*. For each category identified, describe your high-quality engagement and growth over career. For Professor proposals, specific examples demonstrating impact in each identified category is *required For AC faculty, if identified category is your designated AOC, be sure to indicate this.*

Section 2: Reflection on Feedback
Provide a brief reflection on how you have incorporated feedback from evaluations or other sources to evolve as an educator.

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Rev Date 5-2022

https://www.med.upenn.edu/oaa/faculty-career-development/edb-preparation.html

Education Officer Report

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Education Officer Report

For Promotion on AC, CE, Tenure, and Clinical Tracks
For Appointment of Internal Candidates (as needed)

Department:
Candidate Name:
Track:
Proposed Rank:

For AC, CE, Tenure Track Faculty
I confirm that the candidate provided the required 100 credits of active and high-quality education or equivalent service *annually* over the last three years. **Initial here:**

For Clinical Track Faculty
I confirm that the candidate provided the required 50 credits of active and high-quality education or equivalent service *annually* over the last three years. **Initial here:**

Description of High-Quality Engagement

Identify and briefly describe the candidate's engagement in at least one of following categories: teaching, learner assessment, curriculum/course development, mentoring/advising, education service and leadership, education scholarship. For promotion to professor, there should be evidence of clear trajectory and growth as an educator.

Demonstration of Educational Impact

Internal evaluation data

Data will be available in TED and Blue for some Lectures, Facilitated Learning Activities, and Clinical teaching. Please summarize and assess any available quantitative or qualitative data. For those with low scores, please provide the departmental context for interpreting such scores, if a coaching plan was put in place, and if improvement has been demonstrated.

External evaluation data

Review any external evaluation data here, including CME data.

Other impact metrics

Examples of metrics include outcomes of successful mentorship; course or program evaluations that reflect educational leadership roles; awards for teaching, mentoring, contributions and/or innovation related to education; invited lectures to disseminate new knowledge related to successful education

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programs, interventions, curricula generated by the candidate; funding or scholarship specifically related to education; national leadership roles in education/training committees and professional societies.

Additional Concerns (If Any)

Discuss any difficulties related to educating learners in the last 3 years, including any concerns related to professionalism that might affect the learning environment in a negative manner.

Summary

Assess overall high-quality engagement and impact in education. Promotion to the rank of Associate Professor will require that faculty have high-quality engagement and demonstrated impact in a primary education category. Promotion to the rank of Professor will require continued high-quality engagement and an ***explicit demonstration of the impact*** of educational activities on trainees, programs, courses etc. locally, nationally and internationally.

Name, Degree Date
Education Officer [Department]

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Area of Concentration

- 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 and reappointments from the 2nd reappointment on at the rank of Assistant Professor (should be noted on reappointment and promotion materials)
- Contributions and excellence at the local level (Associate Professor) or beyond (Professor)

Area of Concentration

- What do you 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 and/or divisional leadership
- Get involved, volunteer, do a good job
- Look for and accept leadership roles
- Enjoy it!

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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
  - Although research is not a required focus for this track, AC faculty may participate in and in some circumstances lead, clinical trials and contribute to other scholarly works

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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

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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

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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

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Personal Statement

- Important part of the promotion dossier
- Faculty member's opportunity to "tell their story" including your trajectory, impact, most significant achievements and mitigating circumstances
- Brief! Usually, one to two pages
- For AC Faculty Section 2, Area of Concentration (AOC): if the faculty member's AOC is related to education and is detailed in your EIS, simply list your AOC and state "See Education Impact Statement." No need to duplicate

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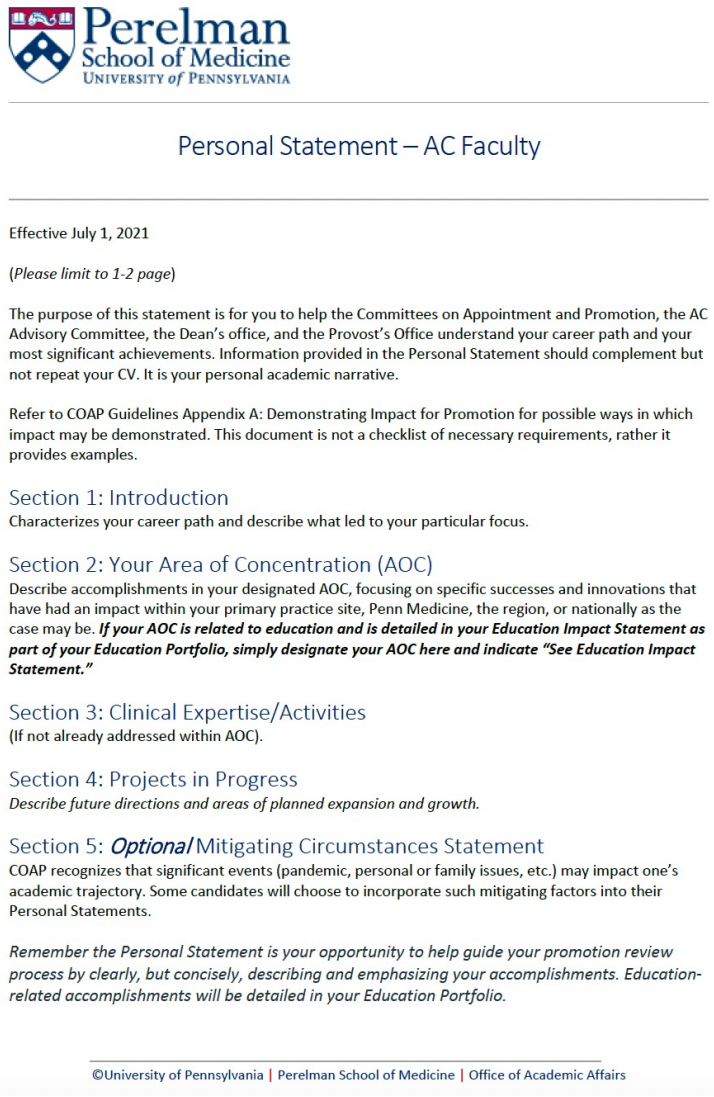
Personal Statement



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Personal Statement – AC Faculty

Effective July 1, 2021

(*Please limit to 1-2 page*)

The purpose of this statement is for you to help the Committees on Appointment and Promotion, the AC Advisory Committee, the Dean's office, and the Provost's Office understand your career path and your most significant achievements. Information provided in the Personal Statement should complement but not repeat your CV. It is your personal academic narrative.

Refer to COAP Guidelines Appendix A: Demonstrating Impact for Promotion for possible ways in which impact may be demonstrated. This document is not a checklist of necessary requirements, rather it provides examples.

Section 1: Introduction
Characterizes your career path and describe what led to your particular focus.

Section 2: Your Area of Concentration (AOC)
Describe accomplishments in your designated AOC, focusing on specific successes and innovations that have had an impact within your primary practice site, Penn Medicine, the region, or nationally as the case may be. ***If your AOC is related to education and is detailed in your Education Impact Statement as part of your Education Portfolio, simply designate your AOC here and indicate "See Education Impact Statement."***

Section 3: Clinical Expertise/Activities
(If not already addressed within AOC).

Section 4: Projects in Progress
Describe future directions and areas of planned expansion and growth.

Section 5: ***Optional*** Mitigating Circumstances Statement
COAP recognizes that significant events (pandemic, personal or family issues, etc.) may impact one's academic trajectory. Some candidates will choose to incorporate such mitigating factors into their Personal Statements.

Remember the Personal Statement is your opportunity to help guide your promotion review process by clearly, but concisely, describing and emphasizing your accomplishments. Education-related accomplishments will be detailed in your Education Portfolio.

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https://www.med.upenn.edu/oaa/faculty-affairs/personal-statement-ac-track.html

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

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Dossier Presented for Promotion

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Dossier presented at time of promotion

1. Chair's Recommendation Letter
2. PSOM Clinical Evaluations
    a. Sent to 15 peers – includes Division Chief or Department Chair
    b. Require 8 replies including Division Chief or Department Chair
    c. People you work with and can comment on your clinical skills and professionalism
    d. List generated by candidate in discussion with department leadership
3. Peer References
    a. List can be generated by candidate (again, in consultation with your mentors and leaders)
    b. Seven (7) total letters needed
    c. At or above rank to which faculty member is being promoted
    d. Up to two (2) letters from non-faculty members distinguished in their field
    e. Up to two (2) may overlap with Clinical Evaluations
    f. For promotion to Professor, at least three (3) must be from outside candidate's primary practice site (other locations, other departments, other institutions)

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Dossier presented at time of promotion

4. Academic Plan

5. CV

6. Personal Statement

7. Education Portfolio
   a. Education Activities Workbook – candidate provides
   b. Education Impact Statement – candidate provides
   c. Education Officer Report – EO provides
   d. Evaluation Data (i.e., TED, Blue, etc. in addition to external evaluations) – EO provides

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Seeking help and guidance

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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
- PSOM COAP ACC Members
- PSOM Resources (OAA Website)

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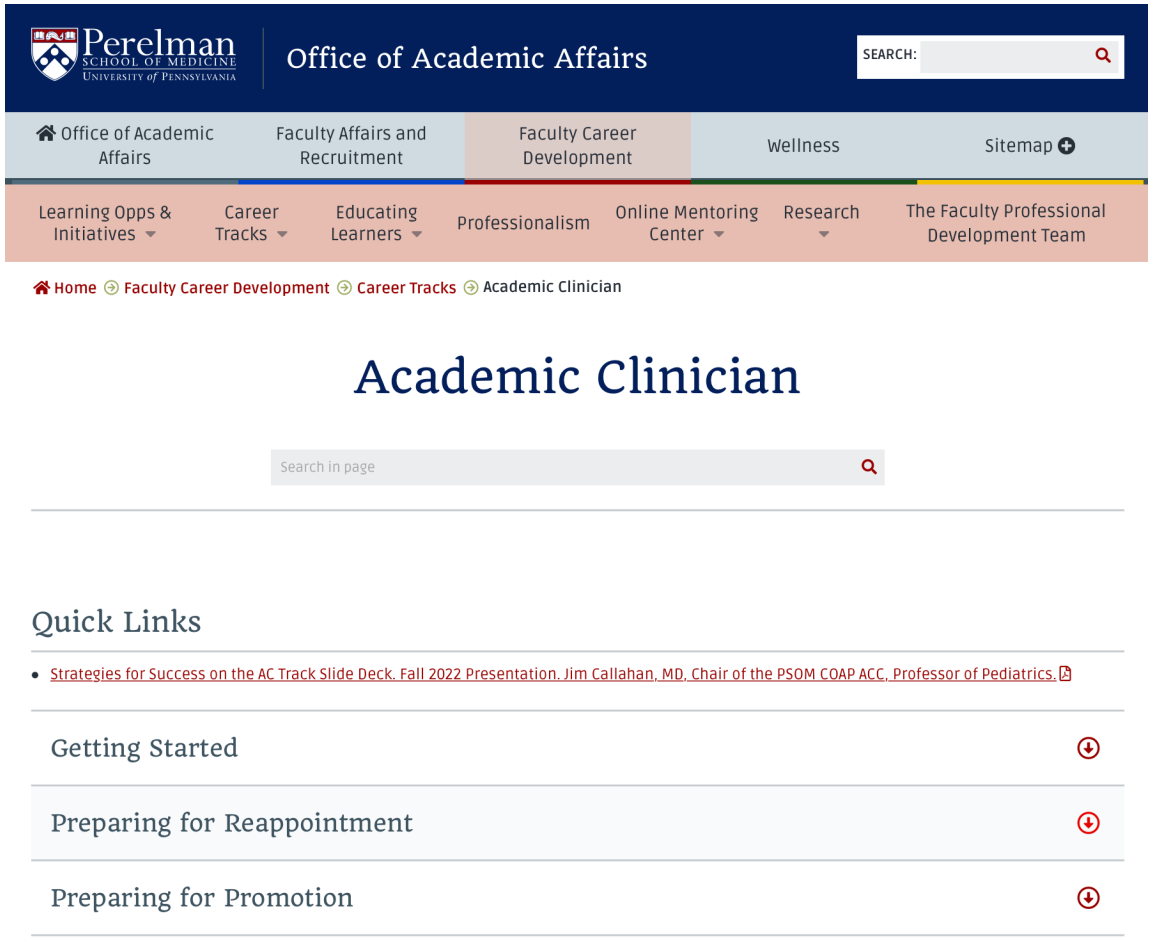
COAP – ACC 2022 - 2023

Cary B. Aarons, MD, MSEd	Professor of Clinical Surgery
Franklin Caldera, DO, MBA	Associate Professor of Clinical Physical Medicine and Rehabilitation
James M. Callahan, MD, Chair	Professor of Clinical Pediatrics
Carolyn Cambor, MD	Professor of Clinical Pathology and Laboratory Medicine
Lisa Elden, MD	Professor of Clinical Otorhinolaryngology; Head and Neck Surgery
Scott Falk, MD	Professor of Clinical Anesthesiology and Critical Care
Daniel Feinberg, MD	Professor of Clinical Neurology
Laurel Fisher, MD	Professor of Clinical Medicine
Frances Furia, MD	Associate 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
Sharon L. Kolasinski, MD, Vice Chair	Professor of Clinical Medicine
Robert M. Kotloff, MD	Professor of Clinical Medicine
Portia Krieger, MD	Professor of Clinical Pathology and Laboratory Medicine
Jeremy Kukafka, MD	Professor of Clinical Anesthesiology and Critical Care
Janet Lioy, MD	Professor of Clinical Pediatrics
Justin L. Lockman, MD	Associate Professor of Clinical Anesthesiology and Critical Care
Cindy McGrath, MD	Professor of Clinical Pathology and Laboratory Medicine
Eydie Miller-Ellis, MD	Professor of Clinical Ophthalmology
Jennifer Myers, MD	Professor of Clinical Medicine
Temitayo Ogunleye, MD	Associate Professor of Clinical Dermatology
Jill Posner, MD, MSCE, MSEd	Professor of Clinical Pediatrics
Christopher H. Rassekh, MD	Professor of Otorhinolaryngology; Head and Neck Surgery
Janet Reid, MD, MSEd	Professor of Clinical Radiology
Catherine Salva, MD	Associate Professor of Clinical Obstetrics and Gynecology
Prithvi Sankar, MD	Professor of Clinical Ophthalmology
Philip Scribano, MD	Professor of Clinical Pediatrics
Harish Sehdev, MD	Professor of Clinical Obstetrics and Gynecology
Joseph Teel, MD	Associate Professor of Clinical Family
Jayne R. Wilkinson, MD, MSCE	Associate Professor of Clinical Neurology
Lauren Ngo	Senior Faculty Coordinator, Office of Academic Affairs
Jane Waltman	Director, Academic Review, Office of Academic Affairs

https://www.med.upenn.edu/oaa/faculty-affairs/academic-clinician-advisory-committee.html

Office of Academic Affairs (OAA) Website



https://www.med.upenn.edu/oaa/faculty-career-development/academic-clinician.html

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Summary

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The AC Track

- Home for gifted clinicians and teachers who make clinical care and education the major focus of their careers
- Recognition of the breadth of skills and variety of talents that exist at PSOM
- Flexibility for career development over time
- Allows an academically focused career for teachers and clinicians
- Promotion based on a record of sustained professionalism and excellence in clinical care, teaching and the faculty member's area of concentration
- There is no mandatory time limit for promotion

Questions?

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