Unraveling the Mystery

Academic Tracks

JUNIOR INVESTIGATORS SYMPOSIUM
MARCH 21, 2017
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
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...
# 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**
- C-E’s Years One through Three
- C-E’s Years Four through Six
- C-E’s Years Seven through Nine

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

- **Begin with the end in mind**
- Basic scientists
  - Years One through Three
- Years Four through Six

COAP guidelines for promotion
Establishing a research focus
Increasing scholarly productivity
Gaining additional exposure

Establishing reputation as an independent investigator
Writing senior-authored papers
Career Roadmap Review Group

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?

Exclusively Research (No Teaching)

Primarily Research

Research, Clinical, and Teaching

Primarily Clinical

Exclusively Clinical (No Teaching)

Goal is to lead independent research as principal investigator on external grants that support the majority of your efforts. No

Teach ≥ 100 credits per year; ≥ 50% to Penn/CHOP learners

PSOM Faculty Research Track/CHOP Research Scientist

Goal is to lead and author original scholarly work in a specific area of expertise with distinct contributions and teach trainees. No

⇒ 30% research with expectation of ongoing research support in the future

PSOM Faculty CE Track

PSOM Faculty AC Track

Goal is to focus on the provision of excellent clinical care. No

Teach ≥ 100 credits per year; ≥ 5% to Penn/CHOP learners

PSOM Clinician (Clinical Track Faculty App.)

PSOM Clinician

Yes

Yes

Yes

Yes

Yes
Investigator’s Symposium:
Which Path?

- Research,
- Tenure,
- CE
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.”
CE Promotion to Associate Professor
Important Guidelines

**Year 1**
- Complete a minimum of 100 hours of Annual Teaching Effort
- Maintain Hamster Scores of “Meets Expectations”
- Maintain Clinical Excellence
- Get Involved in Committees, Meetings, Departmental Initiatives

**Initiate Process For Re-Appointment**
- Publications: Generally 3-6 high quality publications per year (50% First Author/50% Collaborative or Last w/ Original and Review)
- Invited Presentations: Generally 2-3/year Local Invited Presentations (non CHOP/PENN)
- Research: Begin to Transition off of Training Grants
  - Some focus as PI/1st Author

**Year 2**
- Initiate Process For Re-Appointment or Change in Track
- Publications: Generally 3-6 high quality publications per year (50% First Author/50% Collaborative or Last w/Original and Review)
- Invited Presentations: Generally 2-3/year Regional/ National Invited Presentations
- Research: Begin to focus on Collaborative Research
- Leadership: Build Career Foundation.

**Year 3**
- Initiate Process For MANDATORY Promotion
- Publications: Generally 3-6 high quality publications per year (50% First Author/50% Collaborative or Last w/Original and Review)
- Invited Presentations: Generally 4-6/year Regional/ National Invited Presentations
- Research: Continue focus on Collaborative Research
- Leadership: Demonstrate Independence

**Year 4**
- **Year 5**
- **Year 6**
- **Year 7**
- **Year 8**
- **Year 9**
Tenure Promotion to Associate Professor
Important Guidelines

**Year 1**
- Initiate Process For Re-Appointment
- Complete a minimum of 100 hours of Annual Teaching Effort
- Maintain Hamster Scores of “Meets Expectations”
- Publications: Generally 2-6 high quality publications per year
- Invited Presentations: Generally 2-3 Local/Regional Invited Presentations (non CHOP/PENN)
- Research: PI - Career Development Award
  Apply for other funding
  NIH/Pharma/Foundation
  Intramural Opportunities
- Citizenship: Join research societies, review for journals

**Year 2**
- Initiate Process For Re-Appointment
- Publications: Generally 2-6 high quality publications per year – transitioning from First Author to Senior Author in Original Research
- Invited Presentations: Generally 2-3 Regional/National Invited Presentations
- Research: Transition to role as PI on independent research grants
- Leadership: Pursue leadership opportunities in national societies
- Mentorship: Begin to mentor research trainees and junior faculty

**Year 3**
- Initiate Process For Re-Appointment or Change in Track
- Publications: Generally 2-6 high quality publications per year – target high-impact/respected journals in your field
- Invited Presentations: Generally 4-6 Regional/National/International Invited Presentations
- Research: Maintain and grow independent research program
- Leadership: Build national/international reputation with leadership roles in societies/study sections and editorial roles

**Year 4**
- Initiate Process For MANDATORY Promotion
- Complete a minimum of 100 hours of Annual Teaching Effort
- Maintain Hamster Scores of “Meets Expectations”
Summary: A Series of Steps on a Path... CE and (Tenure)

Year 1
- Establishing research focus (& independence): Off Training grants and onto Funding/ Career Development Awards; Starting to present your work

Year 2
- Increasing Scholarly Activity (Senior author Papers); Collaborative Research; Funding (PI on independent grants); Presenting your work regionally and nationally;

Year 3
- Gaining Exposure
  - Publications in Quality Journals (high Impact); Grow and maintain research collaborations (independent program); Regional/National Leadership/Invitations

Year 4

Year 5

Year 6

Year 7

Year 8

Year 9

Clinical Excellence (competence if MD), Citizenship, Teaching 100 hours, Mentorship
Step 3: Success

Requires Assembling a Mentoring Team!

National Center for Faculty Development and Diversity: www.FacultyDiversity.org
Step 3: Success – It’s not just your career

Not work/life “balance” but “integration”
Building Effective Mentoring Relationships

Dennis R. Durbin, MD, MSCE  and Emma Meagher, MD
(Penn and Research Institute Workshops)
Ari Brooks, Kathy Shaw, and Judy Shea
(Longitudinal Mentorship Workshop PSOM101/F2F)
Step 3: Succeed...

Introducing your Panel:

Angela Ellison, MD, MSc
Erum Hartung, MD, MTR
Eric Joyce, PhD
Ben Voight, PhD