Office of Faculty Affairs and Professional Development

<u>Talking Points for NEW Faculty Meeting</u>
NOTE: You will be using the FLPD website to guide your conversation. You will send a templated follow-up email with links to specific pages (and a few additional resources) after the meeting.

- Make sure you have the following with you at the meeting:
    - their **Acceptance letter** to sign,
    - a copy of their **appointment dossier** you submitted to FAPD
    - their **Academic Review Schedule** which you will have custom made for them
    - **Contact list**

- You will want to have the FLPD site and my.MED minimized for easy access

Start by asking them to sign their <u>Acceptance letter</u>, the very last step in making their appointment official with the Provost's office.

Provide them with a copy of their <u>Appointment Dossier</u>. Tell them that this is what was submitted for the academic review of their appointment. Having this will help you to explain one of the many ways in which you will be working with them over the coming years. You developed their appointment dossier and will be helping them to develop the reappointment and promotion dossiers in the future. You will explicitly refer to their Academic Plan & CV/Grants pages a bit later in the meeting.

- **Open the FLPD website** - THE site for guidance on navigating their faculty career (be sure to open page wide so that you can see all the sub sections of the FLPD across the top tool bar) **You will use this site to guide your conversation.**
    - Tell them about FAPD - who we are, what we do, that we made this site… Explain that Faculty Affairs and Professional Development is the PSOM office that provides guidance to faculty members and department administration on faculty affairs related issues. The office also provides resources and programs for faculty career development.

- Go to the **FLPD/Career Development Section**, click on their Track & then on **"Getting Started."** *(The rest of the conversation follows along by topic in the order that they occur on this page.)* Tell them that you will send them links to this and other important sites for them to return to on their own after the meeting.
    - Give them their **Academic Review Schedule**. Explain their timeline & extensions.
        - Explain that approximately 2- 2.5 years after their arrival, the reappointment review process will begin (DCOAP, PSOM COAP, Provost) and that you will help them to put together the necessary dossier. Assuming the reappointment is approved, they will be given an additional 3-year term.

- If they are Tenure, CE, or Research track explain that they have a mandatory review year for promotion. Tell them when that review will begin and when the Promotion will be effective, assuming it is approved.
- Tell them that the PSOM encourages faculty to submit an extension request if they have a qualifying life event and that this will postpone their academic reviews by one year. They can request up to three extensions.

o Show them their **Academic Plan (in their dossier copy)** – explain that this is their Job description with a break-down of effort allocation across responsibility areas. Tell them should they ever feel that something seems inappropriate, to talk to their **Mentor**. Make sure they know their mentor and let them know if they ever want to add someone to their mentoring team or change mentors, they should bring this up with their Chair or Division Chief.

o Show them their **FEDS** CV (in their dossier copy) & then show them their online record. Explain that for Academic Review processes (reappointment, promotion annual department reviews etc.) their CV must be in the PSOM required format. Explain that there is a guide explaining the required format which you will send to them.   Indicate that you (or an administrative assistant) have entered their CV and grants information to the system, but that they must now regularly maintain it.   If a person other than you is charged with assisting the faculty member with maintaining their CV, identify their name and contact info.
  - Briefly show them how FEDS works – sample entry for a new teaching activity (if you really know one they are doing – add a real one) and a new publication if CE, Tenure, or Research. Show them the **bibliography section explanations** for categorization by pub type.

o Explain that they (Tenure, CE and AC tracks) must keep track of all their teaching activities. Show them the **Teaching Activities Workbook** which they will use for this purpose. Encourage them to save the workbook on their desktop and to update it regularly. Indicate that these charts will be reviewed by the department Education Officer for Reappointment and will be part of the complete EDB required for promotion.   Explain that the workbook is organized by teaching activity type and that they should use 1 sheet per year. Tell them you will send them the guide to all the teaching types and the credits assigned for each type in the follow-up email after the meeting.

o Explain that most, but not all, teaching activities are evaluated and that these evaluations are included in reappointment & promotion reviews. Tell them that most evaluations are stored in the **Teaching Evaluation Database (TED)**
  - Show them your EO's (or other agreeable colleague's) **TED report**. Explain that teaching evaluation data is downloaded to TED (Teaching

Evaluation Database) 2x per year (typically January and July). Explain that while not all teaching activity types are collected here, many are – but they must keep their own records and check at the end of each semester to see if everything they expected to be there is and to see valuable feedback from their learners.

- o Click on Professional Development Teaching Requirement and go through the **required Onboarding for Teaching program** and the classes they must take. Explain that all new assistant professors who have teaching responsibilities (Tenure, CE and AC tracks) are required to complete a total of 4 professional development teaching classes designed to enhance teaching skills within their first two years.
    - Click on Required by Month Three & tell them about **Digital Welcome – show them that it will start as soon as they click it and encourage them to do so right away**
    - Click on Required by June 30th and tell them about **PSOM 101 – help them register today!**
    - Click on by your second year and tell them about **Electives**

- Briefly **Click through Preparing for Reappointment** and tell them to review it at their leisure after they get settled in. Be sure to tell them when to expect you to contact them to get started on their first reappointment dossier (maybe as soon as Summer 2020)

- Briefly **Click on Preparing for Promotion** just to breeze through content. Again, tell them to review it at their leisure, but to be sure to do so they will know what to expect.
  - o Remind them how important it is to meet with their mentors, to review their Academic Plan, to keep their CV & Grants up to date online, and to keep track of their teaching.
  - o Point out the variety of short videos we have featuring PSOM leadership talking about specific topics

- Go all the way back to the top of the page and **Click on Workshops +** tab to inform them of the variety of offerings we have.
  - o Go to Overview and scroll to the bottom of the screen with the 4 sections – e-learning modules (independent, non-interactive), Online Courses (instructor-led, interactive), Traditional classes (in-person), and a Media Gallery of short video tutorials made by PSOM Leadership on a number of career development topics

- For those who will be engaged in clinical research, click on the **Research & Scholarship** tab at the top of the page and scroll down to **Clinical Research Training**. This takes you to the website for the Office of Clinical Research which is responsible

for the management, conduct and compliance requirements for clinical research. Point out that this page provides information on required training for those who will be involved in Clinical Research. Encourage them to consult with their Division Chief or Mentor to determine what training they should take and when.

- For Basic Scientists, click on the **Research & Scholarship** tab at the top of the page and scroll down to **Resources**. Click on the first link, **PSOM Research Overview and Strategic Focus**. Let them know that this is a good introduction to conducting research at Penn Medicine.

- In conclusion, remind them that you are not only here to help them, but also the other people in your department who are there to help them (Vice Chair for Faculty Affairs, DCOAP Chair, EO, etc.) as well as FAPD office.

  o Provide the **Who's Who contact list**

- **Confirm Administrative Details have been properly tended to**:
  - PennKey
  - Parking
  - Payroll & Direct Deposit
  - Benefits & other HR concerns
  - I.S. support & office concerns

  Additional Information if time
- Explain that the information entered in FEDS "feeds" the PSOM public faculty profiles and (if applicable) your department website. To show examples, go to the PSOM home page → Faculty→ scroll down to "Search for Faculty." Enter new faculty member's name. It will probably show very little. Then search for a more senior faculty member in your department (perhaps their Mentor) to show example of a public profile after it has been set-up. Show them the **Instructions for "Updating your Faculty Profile"** on the CV screen.

- Tell them that the Perelman School of Medicine has a **Mentoring** policy in place. According to their Academic Plan, _____ has been identified as their Mentor. In addition to having regular meetings with their assigned Mentor, the PSOM's **Career Development Program**, requires that full-time faculty members and their department chair or division chief have an annual, documented **Career Development discussion**.

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