Office of Academic Affairs

Preparing for Reappointment

Co-Chairs of PSOM COAP

Roderic G. Eckenhoff, MD
Austin Lamont Professor of Anesthesia

Erica R. Thaler, MD
Professor of Otorhinolaryngology: Head and Neck Surgery at the Hospital of the University of Pennsylvania

March 2023

Topics for Review and Discussion

➢ Timelines & Extension of the Probationary Period
➢ Mentoring
➢ Teaching
➢ Review at Reappointment
➢ Myths
➢ Best Practices
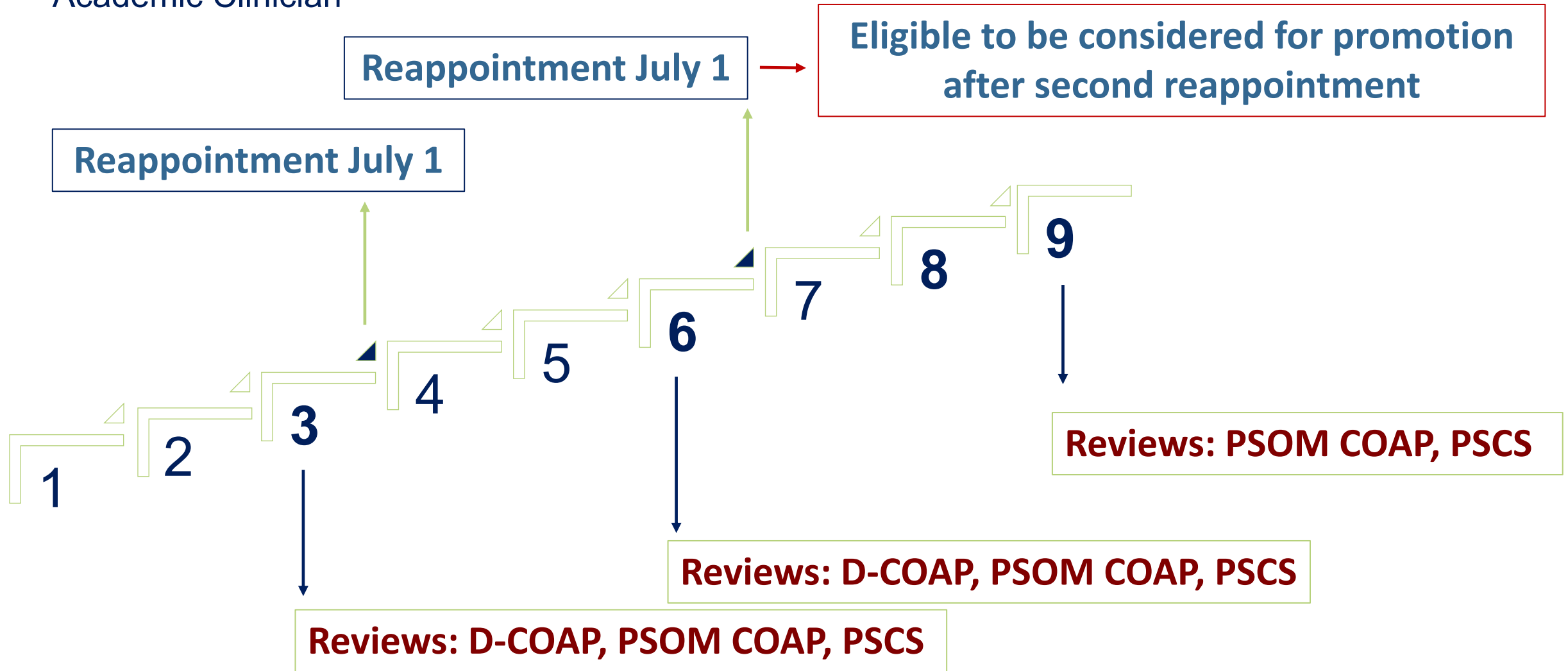➢ Resources

Probationary Timelines & Extensions

What is your probationary period timeline, and how might it be affected by an Extension?
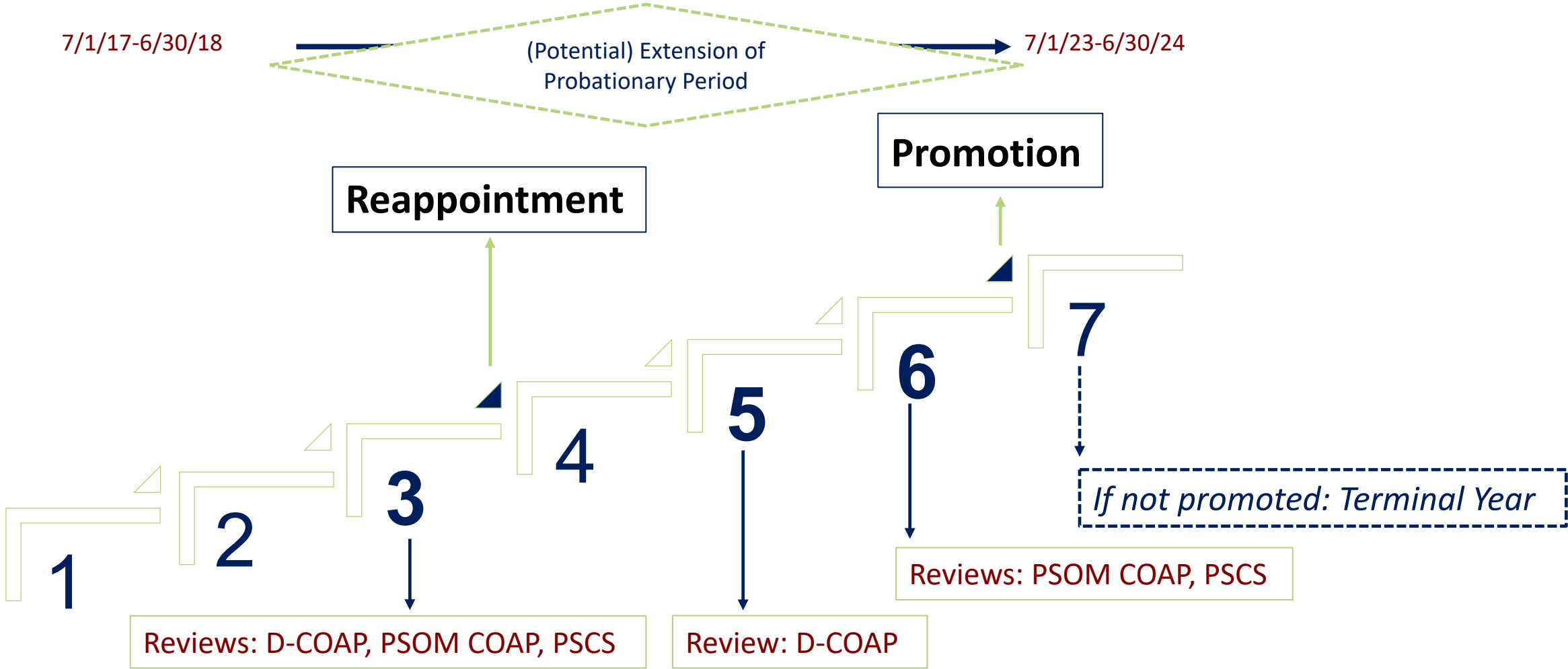
Reappointment Process

Departmental COAP → PSOM COAP → Dean or designee presents candidate → Provost Staff Conference or PSCS

Perelman
SCHOOL OF MEDICINE
UNIVERSITY of PENNSYLVANIA

Assistant to Associate Professor –SAMPLE TIMELINE
Academic Clinician

Reappointment July 1

Reappointment July 1 → Eligible to be considered for promotion after second reappointment

1 2 3 4 5 6 7 8 9

Reviews: PSOM COAP, PSCS

Reviews: D-COAP, PSOM COAP, PSCS

Reviews: D-COAP, PSOM COAP, PSCS

Assistant to Associate Professor
Tenure-Basic Scientist: 7 years

7/1/17-6/30/18

(Potential) Extension of Probationary Period

7/1/23-6/30/24

Promotion

Reappointment

1

2

3

4

5

6

7

If not promoted: Terminal Year

Reviews: PSOM COAP, PSCS

Reviews: D-COAP, PSOM COAP, PSCS

Review: D-COAP

Perelman SCHOOL OF MEDICINE UNIVERSITY of PENNSYLVANIA

Assistant to Associate Professor
CE, Research, Tenure Physician-Scientist: 10 Years

7/1/17-6/30/18

7/1/23-6/30/27

(Potential) Extension of Probationary Period

Reappointment 2

Promotion

Reappointment 1

1 2 3 4 5 6 7 8 9 10

Reviews: D-COAP, PSOM COAP, PSCS

Review: D-COAP

Reviews: PSOM COAP, PSCS

If not promoted: Terminal Year

Perelman
SCHOOL OF MEDICINE
UNIVERSITY of PENNSYLVANIA
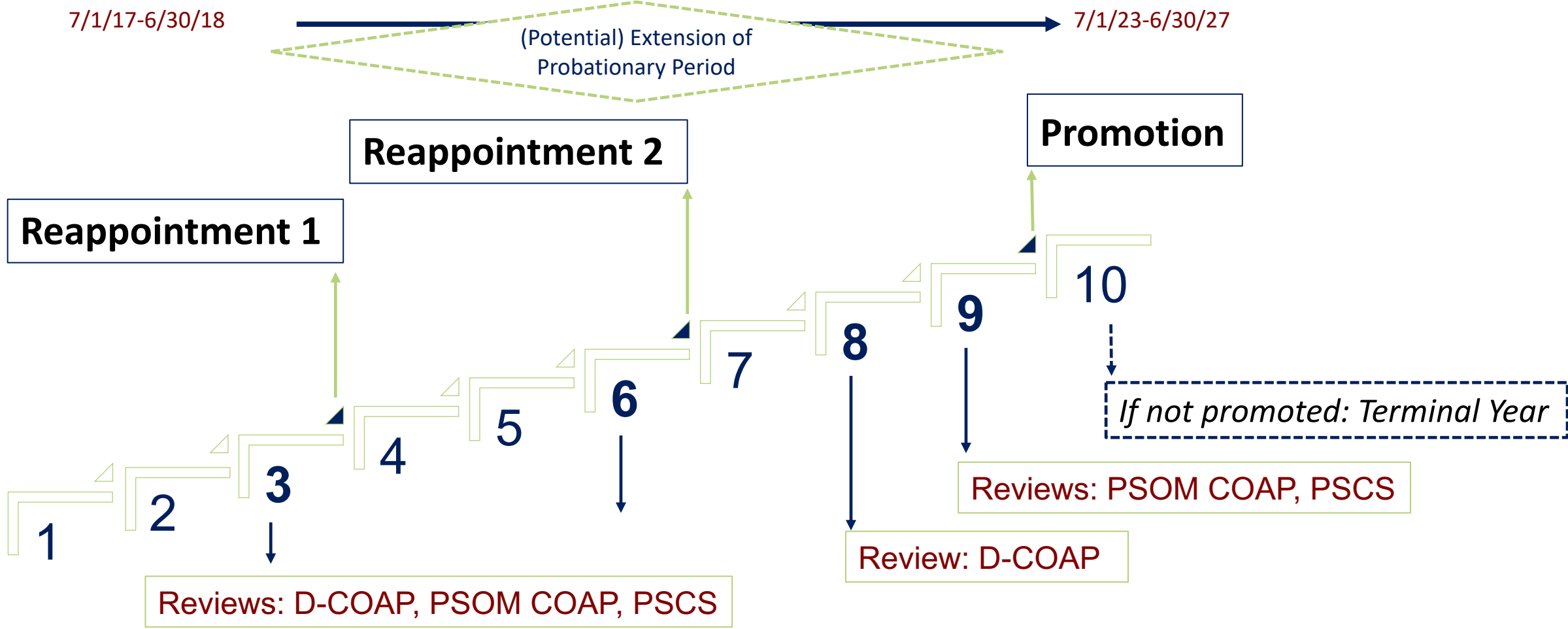
Extension of Probationary Period

▶ **Eligible Events**

- Birth and adoption of a child
- Serious medical condition of faculty member or family member/domestic partner
- Catastrophic event

▶ **Conditions**

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

FAQs About Extensions

▸ If I am eligible for an extension, should I apply for one?

▸ How many extensions can I take?

▸ How long is an extension?

▸ If I am granted an extension, and I decide not to take it, can I still be proposed in my original mandatory review year?

▸ Where does the extension get inserted into my timeline?

Key Resource: Extensions

med.upenn.edu/oaa/faculty-affairs/extensions.html

Mentoring

Best Practices & Resources

Best Practices in "Mentoring Up"

➢ Consider multiple mentors and/or mentors with distinct roles
- ▪ At least one mentor should have track expertise
- ▪ At least one mentor should be a "sponsor" who helps you find networking and speaking opportunities
- ▪ You should reach out to "near peers" for mentoring (1-3 years ahead)

➢ Reach out for help in finding mentors
- ▪ Department: Vice Chairs, D-COAP members, EOs
- ▪ PSOM: COAP members, OAA

➢ Take the initiative
➢ Discuss expectations

The PSOM Online Mentoring Center

➢ Strategies for finding different kinds of mentors
➢ Steps to help you identify the type of mentoring you are looking for
➢ Templates for reaching out to request mentorship from a colleague
➢ IDPs to help your mentor be specific with you about your progress and in prescriptive action
➢ Guidelines and expectations for **mentors and mentees**

_____

Key Resource: Mentoring

med.upenn.edu/oaa/faculty-career-development/mentoring-center/

Teaching

Expectations
Evaluations
Effectiveness

Teaching Expectations

- Complete the Onboarding for Teaching Program *prior to first reappointment*
  - (Institutional LCME Accreditation Requirement)
  - Requirement for AC, CE, Tenure
- AC, CE, Tenure need 100 teaching credits/year minimum
- Use the Teaching Workbook to track teaching credits
- Data reported via TED holds past three years

Key Resource: Teaching Expectations
med.upenn.edu/oaa/faculty-career-development/expectations/

Teaching Categories

➢ Work with your department to find a teaching category that works for you

➢ New faculty primarily work in one or more of these areas

- Clinical teaching

- Lecturing

- Facilitating seminars and learning activities

- Supervising research and scholarship

- Longitudinal mentoring of learners

Key Resource: Teaching Categories
med.upenn.edu/oaa/faculty-career-development/teaching-categories-and-credits.html

Teaching Evaluations & the TED Reporting Tool

▶ Some teaching will be evaluated by learners via one of the following systems: Biomedical Graduate Education/Undergraduates: BLUE, Graduate Medical Education: MedHub, Medical School Students: OASIS

▶ These systems export to TED, a reporting app

▶ You will be sent your TED report twice a year

▶ Review your TED data to ensure your teaching efforts are reflected accurately
  – Report inaccuracies or missing data to Academic Programs

Key Resource: Teaching Evaluations
med.upenn.edu/oaa/faculty-career-development/evaluations.html

Best Practices in Teaching: The First Few Years

➢Find your teaching niche –experiment early and often with a variety of teaching

  ▪ Teaching data exists in three-year sets

  ▪ Keep your Teaching Workbook on your desktop: enter data as you go

➢Utilize PSOM resources to attain teaching excellence

➢Make sure you can project meeting the 100 credits requirement every year

➢Reach out to your department EO

_____

Key Resource: Teaching Effectiveness
med.upenn.edu/oaa/faculty-career-development/effectiveness/

Review at Reappointment

What is COAP Looking For?

Reappointment Considerations

PSOM COAP

➢ Advocate for the faculty member who is being reviewed

➢ Evaluate academic plan to ensure that candidate's distribution of effort is consistent with his/her track and that goals are realistic and achievable

➢ Evaluate candidate's progress and ensure that faculty member is progressing toward promotion at an acceptable rate

➢ Identify and address any areas of deficiency and mentoring opportunities, including faculty professional development sessions

Perelman
SCHOOL OF MEDICINE
UNIVERSITY of PENNSYLVANIA

Academic Plan

Professional responsibilities by percent effort

➢ Description of activities related to research, clinical services, teaching, administration

➢ Designed with input from the faculty member, the mentor, the division chief, and the department chair

➢ Identifies the official mentor

Perelman
SCHOOL OF MEDICINE
UNIVERSITY of PENNSYLVANIA

Advisory Letters

If the PSOM COAP deems there are potential issues with a faculty member's trajectory, the PSOM COAP Co-Chairs will write a letter to your department chair. The purpose of the letter is to encourage further professional development for the faculty member.

Potential Issues

▸ Lack of publications

➢ Lack of invited lectures

➢ Lack of funding

➢ Lack of independence

➢ Quality of teaching / Quantity of teaching

➢ Combination of reasons

Big Myths

➢ You don't need to teach the first year

➢ One bad teaching evaluation will tank your case

➢ Certain kinds of teaching is valued by COAP more than others

➢ COAP sees an Extension as an extra year (disadvantageous)

➢ Extensions do not apply toward family care beyond births/adoptions

➢ There is a specific # of publications you need at reappointments/promotion

➢ If you don't get promoted, you can change tracks or asked to be proposed again (CE, RES, TEN)

➢ Applying for and then not taking an Extension is the same as being proposed early

Best Practices

➢ Keep your CV and grant information updated in FEDs
➢ Keep your websites updated / Online Presence updated
➢ Track your teaching as you go in the Teaching Workbook
➢ Collect evaluations for any talks for trainees you deliver
➢ Check your teaching evaluations twice a year when they are released
➢ Cultivate multiple mentoring relationships
➢ Create a strategic plan for expanding your reputation

Key Resource: Your Online Presence
med.upenn.edu/oaa/online-presence.html