Departmental COAP Chairs and Education Officers

David J. Margolis, M.D., Ph.D., Professor of Dermatology and Epidemiology, Chair, PSOM COAP

Lisa Bellini, M.D., Professor of Medicine, Vice Dean, Faculty Affairs

Victoria Mulhern, Executive Director, Faculty Affairs and Professional Development

October, 2015
Topics for Review and Discussion

• COAP Update
• Policy Updates
• Teaching Information
• Dossier and Process Updates
• Important Dates
# PSOM COAP Members 2015-2016

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
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<tbody>
<tr>
<td>Michael J. Bennett, Ph.D., Vice-Chair</td>
<td>Pathology and Laboratory Medicine</td>
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<tr>
<td>Julie Blendy, Ph.D.</td>
<td>Systems Pharmacology and Translational Therapeutics</td>
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<td>Christos Coutifaris, M.D., Ph.D.</td>
<td>Obstetrics and Gynecology</td>
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<td>John A. Detre, M.D.</td>
<td>Neurology</td>
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<td>David F. Dinges, Ph.D., Senior Vice-Chair</td>
<td>Psychiatry</td>
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<tr>
<td>Roderic G. Eckenhoff, M.D., Vice-Chair</td>
<td>Anesthesiology and Critical Care</td>
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<tr>
<td>Chris Feudtner, M.D., Ph.D., M.P.H.</td>
<td>Pediatrics</td>
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<td>Susan L. Furth, M.D., Ph.D.</td>
<td>Pediatrics</td>
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<tr>
<td>Arupa Ganguly, Ph.D.</td>
<td>Genetics</td>
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<tr>
<td>Robert C. Gorman, M.D.</td>
<td>Surgery</td>
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<tr>
<td>Sean Hennessy, Pharm.D., Ph.D.</td>
<td>Biostatistics and Epidemiology</td>
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<tr>
<td>Selina M. Luger, M.D.</td>
<td>Medicine</td>
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<tr>
<td>David A. Mankoff, M.D., Ph.D.</td>
<td>Radiology</td>
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<td>E. Michael Ostap, Ph.D.</td>
<td>Physiology</td>
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<tr>
<td>Erle S. Robertson, Ph.D.</td>
<td>Microbiology</td>
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<td>Judy A. Shea, Ph.D., Vice-Chair</td>
<td>Medicine</td>
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<td>Gail B. Slap, M.D.</td>
<td>Pediatrics</td>
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<tr>
<td>Nancy A. Speck, Ph.D.</td>
<td>Cell and Developmental Biology</td>
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<tr>
<td>Erica R. Thaler, M.D.</td>
<td>Otorhinolaryngology: Head and Neck Surgery</td>
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<tr>
<td>Sigrid Veasey, M.D.</td>
<td>Medicine</td>
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<tr>
<td>Kristy L. Weber, M.D.</td>
<td>Orthopaedic Surgery</td>
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<td>Robert B. Wilson, M.D., Ph.D.</td>
<td>Pathology and Laboratory Medicine</td>
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<tr>
<td>Xiaolu Yang, Ph.D.</td>
<td>Cancer Biology</td>
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<tr>
<td>James M. Callahan, M.D., Chair, AC Advisory Committee</td>
<td>Pediatrics</td>
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Report of COAP Activities

Based on PSC/PSCS meetings – 7/1/14 through 7/31/15:

<table>
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<tr>
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<th>Full – Time Tracks</th>
<th>All Tracks</th>
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<tbody>
<tr>
<td>Number of Approved Appointments</td>
<td>221</td>
<td>314</td>
</tr>
<tr>
<td>Number of Approved Reappointments</td>
<td>212</td>
<td>329</td>
</tr>
<tr>
<td>Number of Approved Promotions</td>
<td>107</td>
<td>127</td>
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</table>
Report of COAP Activities, continued

Appointments and promotions at senior rank not approved by COAP 5

Appointments and promotions at senior rank not approved by PSC 2

Number of Advisory Letters 25

Reasons for Advisory Letters:
  • Lack of publications
  • Lack of invited lectures
  • Lack of funding
  • Lack of independence
  • Quality of teaching
  • Combination of reasons
Extramural Consultants

- Guidelines from Provost’s Office
- Purpose of using Extramural Consultants
  - to obtain an unbiased and impartial assessment of candidate’s scholarship, reputation and standing in the specific field
  - to obtain a professional assessment, not a personal reference
- Experts or specialists in candidate’s field: 3 selected by candidate; 11 selected by department with no input from the faculty candidate
- From peer institutions and/or institutions known for work in the specific field
- List of consultants is reviewed and approved by the PSOM COAP Chair, the Dean and the Vice Provost
- Confidential process
Extramural Consultants, continued

Be strategic in selecting wisely:

• NIH Investigators
• Collaborator vs. participant in multi-site studies and large research projects
• One collaborator allowed in each section (department and candidate)
• Consultants revealing information that question if the assessment is unbiased and impartial
• Increasing instances of consultants questioning why he/she was selected; consultants working in very different disciplines from candidate
• Increasing use of the same consultant for numerous candidates and consultant chooses not to participate
• Emeritus who may no longer be active and/or current in the field
Extramural Consultants

Will receive:

• CV in John Doe format

• Personal Statement

• Selected reprints (3-4 max)
Personal Statement

Work with the faculty to ensure that the statement is 1 – 2 pages and includes:

• Top 3 – 5 publications since previous appointment or promotion, role in each of the publications and impact on the field

• Contributions and achievements in research, teaching, clinical activities, service and administration, as appropriate

• Projects in progress

• Overall goals

• Plans to remedy any shortfalls or problem areas
Chair’s Recommendation Letter

• Critical document

• You may want to consider having the Chair’s Recommendation Letter for review at the departmental COAP

How you can assist:

• Reiterate the importance of clarity and thoroughness

• Ensure that any deficiencies, areas of concern or anything out of the ordinary are addressed

• Review for accuracy
Additional Information and Considerations

• Ensure that the track aligns with the faculty member’s activities
• Access HAMSTER information and current Academic Plan at the time of review
• The Education Officer should attend departmental COAP meetings
• Recommend mentoring and or professional development opportunities
• Would your faculty and/or departmental COAP benefit from a presentation?
Vice Chair, Department COAP Chair and Education Officer Update

October 16, 2015
Penn Medicine Clinician

- Vital contributor to the clinical mission
- Title of Health System Clinician replaced by Penn Medicine Clinician effective 7/1/15
- No change in description of position
- If engaged in high quality teaching more than 50 hours a year, a secondary appointment in the clinical track may be recommended
- Academic Clinician faculty may transition to Penn Medicine Clinician due to lack of teaching opportunities
Responsibilities of Education Officers

- Education Officers should meet with all new faculty with teaching responsibilities
- Instruct faculty to review teaching data
- Review teaching data with faculty annually inclusive of comments
- Reinforce the importance of the faculty collecting and maintaining teaching documentation and evaluative data
- Ensure Academic Clinician faculty and Clinical Faculty are teaching the minimally required number of hours per year
  - Academic Clinician Faculty – 100 hours
  - Clinical Faculty – 50 hours
Responsibilities of Education Officers

- If teaching is not meeting standards work together and with Department Chair, Division Chief for remediation
- There should not be any surprises at reappointment and promotion
- If applicable, a remediation plan should be developed, reviewed and signed by the faculty member and included in dossier

Resources
- Advance, Faculty Professional Development Program
- Academic Programs
- Center for Teaching and Learning
Below Standards Report

• Log into my.med and select HAMSTER under Evaluation and Activity Reporting
• Select “eval reports”
Below Standards Report

Evaluation Data for

BGS evaluation data is NOT included in these reports.

change year: 2013 2014 2015 3 year summary

Change Department:

Download this data

Download Below Standards Report

The data summarized here provide the # of years on faculty, title, rank and current status (active, terminated) for all faculty with a primary appointment in a given department. The data that are shown for each faculty member are the number of evaluations, mean performance, standard deviation, and Perelman School of Medicine percentile rank, for up to four types of teaching. Click on an individual year or on the 3-year summary to change the view. Click on "download this data" to create an Excel file of this data.

NOTE: any type of teaching that had less than 3 completed evaluations in the selected time span has the data suppressed. This is to protect the anonymity of the evaluators.
Enhancement of Faculty Development

- Jennifer Kogan, MD named Assistant Dean of Faculty Development, 8/15
- Working with FAPD, Academic Programs and Penn Medicine Academy
- Goals:
  - Develop and implement an onboarding program to prepare faculty for their role as teachers
  - Expand availability of Faculty Affairs and Professional Development programming using innovative technology
  - Develop and implement a program to coach and remediate faculty in their role as teachers
Initial Goals

- Develop and implement an onboarding program to prepare faculty for their role as teachers.

- Expand availability of Faculty Affairs and Professional Development programming using innovative technology.

- Develop and implement a program to coach and remediate faculty in their role as teachers.
Onboarding Overview

Onboarding (to Teaching) Process Initiated

By TBD Date
Faculty Completes eLearning data tool that previews institutional protocols related to teaching.

By 1 Year
Per current EO Roles/Responsibilities documentation: “EO meets with all new faculty members to review teaching responsibilities, expectations, and evaluation processes.”

Yearly
Faculty member meets with EO (This is already required per current policy on EO side)

By 2 Years
Faculty completes professional development teaching requirements (TDB)

Annual Teaching Excellence Process

Professionalism Basics
(appropriate supervision, statements about harassment and mistreatment, clinical environment communication and use of medtech)

Teaching Basics
(HAMSTER, feedback protocols, students’ expectations, C2K Program details, assessment, other LCME required data, etc.)

Career Planning Basics
Track expectations, EDB, etc.

Leadership

This tool will be created with Articulate Storyline and launched in browser form so that new faculty can access the program before they have their PenKey.

Faculty Affairs and EOs (and Chairs?) will have access to completion reports.
Digital Welcome

Welcome

Click to start Faculty Preparation for Teaching

A message from
Dean J. Larry Jameson, MD
Efficient Data Dissemination

What you need to know...
- Teaching Environments
- Teaching Requirements
- The Evaluation System
- Student Populations
- Professionalism
- Who, What, and Where

Where are you most effective?
Dynamically innovate resource-leveling customer service for state of the art customer service. Dynamically innovate resource-leveling customer service for state of the art customer.

- Lecture
- Small Group
- Clinical
- Mentoring

Video Title (00:00)
Insert Video TBD
Efficient Data Dissemination

The Evaluation System

What Should I Know About Evaluating and Being Evaluated?

- Completely synergize resource sucking relationships via premier niche markets.
- Professionally cultivate one-to-one customer service with robust ideas.
- Collaboratively administrate empowered Undergraduates, Residents and Fellows, Biomedical Graduate Studies, and Postdoctoral.

Who Are My Learners?

Lisa M. Bellini, MD, PhD
Affairs and Professional Development (M.D.)

Insert Vital Information Here
Efficient Data Dissemination

Residents and Fellows

How Do I Support Resident and Fellow Development?

Professionally cultivate one-to-one customer service with robust ideas. Collaboratively administrate empowered
customer service with robust ideas.

Undergraduates

How Do I Prepare to Teach Undergraduates?

Professionally cultivate one-to-one customer service with robust ideas. Collaboratively administrate empowered
customer service with robust ideas.

Resources

Video Title (00:00)
Insert Video TBD

Resources

Video Title (00:00)
Insert Video TBD

Gail Morrison, MD
Senior Vice Dean of Education

CONTACTS
Anna T. Dalany, Chief Administrative Officer
and Dir. of Curriculum Office
Academic Programs Directory

School of Medicine
University of Pennsylvania
Update: Perelman School of Medicine Committee on Appointments and Promotions

Victoria Mulhern, Executive Director, Faculty Affairs and Professional Development
Procedures and Schedules

• Recruitments/Appointments
  – *Perelman School of Medicine Plan for Diversity and Inclusion: commitment to diverse faculty*

• Searches
  – national for tenure, CE, research; limited for AC
  – goal: generate the broadest and strongest candidate pool and assure every qualified candidate is given equal effort and consideration
    • diverse search committee
    • departmental Diversity Search Advisor

• Compliance with AA/EEO processes required for approval of candidate for appointment

• Provost’s Faculty Opportunity Fund
Procedures and Schedules

• CV must be in FEDS
• Recommendations for reappointments effective 7/1/16
  – Completed by departmental COAP by 12/31/15; submitted to FAPD in January, 2016
• Track changes
  – Review the status of all assistant professors in second 3-year appointment (except Research Track)
  – Research Track changes must be completed by end of year 3.
Track Changes, continued

• Must be completed by the year prior to the second reappointment

• Must be documentation of a departmental COAP vote by June 30\textsuperscript{th} of the year before the final year of second 3-year appointment

• A national search is required for a track switch to Tenure or CE

• A change from the research track to the tenure track results in a shorter probationary period
Procedures and Schedules

- Promotions effective 7/1/16
  - Should be in process
  - Provost deadlines for review for Tenure, Clinician-Educator, Research:
    - Promotions to professor—2/18/16
    - Promotions to associate professor—4/14/16
  - Promotions in AC track submitted when approved by PSOM COAP

- There is only one review for promotion to Associate Professor by the Provost.

- The Provost will not review a promotion in the terminal year.
Procedures and Schedules

• Promotions effective 7/1/17
  – Reviewed by departmental COAP by 1/8/16; candidates and FAPD notified by 2/1/16

• Written notification of denial of promotion to associate professor is 5/31 of the mandatory review year
  – Always discuss with FAPD in advance of notification
Extension of Probationary Period

- Eligibility: Tenure, Clinician Educator, Research

- Events
  - Birth and adoption of a child
  - Serious medical condition of faculty member or family member/domestic partner
  - Catastrophic event
  - One year at a time, maximum 3 years

- Requires *timely* written notification to Chair, Dean, Provost

- For PSOM COAP:
  - always encouraged
  - no effect on evaluation
  - candidate who requests an extension but does not use it will not be considered “early” promotion
www.med.upenn.edu/fapd