Promotion to Associate Professor

Ask COAP

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Impact of COV +

WE WON'T MISS
YOU 2020
Impact of COV +

- Recognition by the University and PSOM leadership that COVID has had an impact on faculty professional life, personal life, activities, and careers

- Meet regularly with mentors and supervisors to evaluate the impact and to determine if any changes to your academic plan need to be made

- Work with your department to ensure that documentation regarding reappointment includes information regarding the impact of COVID and any other disruptions
Topics for Review and Discussion

- Promotion Statement & COAP Guidelines
- Timelines
- Extension of the Probationary Period
- Extramural Consultants
- Teaching
- Promotion Dossier & Process
- Resources & Support
Promotion Statement

The goal of promotion is the recruitment and retention of a distinguished faculty by stressing intellectual leadership as the chief criterion. **Promotion is not a recognition of length of service, but rather of outstanding contributions.** Candidates for promotion must be mature scholars, excellent clinicians and excellent teachers (as applicable to Academic Plan) whose:

- achievements have won exceptional recognition, both by the candidate’s faculty colleagues and by those outside the University.

- presence on the faculty enhances the prestige of the University.
Clinician Educators: COAP Guidelines: Promotion to Associate

The successful candidate will have a local and regional reputation as an outstanding clinician in his/her area or expertise. The individual will have a record of academic productivity, including original papers, reviews, chapters, editorials, and letters, that is characterized by a recognizable, distinct contribution and focus. The COAP recognizes the broad range of scholarly activity that can be appropriate for faculty in the Clinician-Educator track. Grant support, when available, is likely to come from federal or privately funded translational/clinical/population science research studies in which the candidate is a participant. Teaching excellence is essential and is established from departmental records, course director's records and the receipt of teaching awards. Teaching also is demonstrated by invitations to lecture at other medical centers within the region, and by participation in courses at the local and regional levels.
Research: COAP Guidelines: Promotion to Associate

The successful candidate will have a national reputation for collaborative or independent research of high quality with a distinctive, original, and expert intellectual contribution that is recognized by external reviewers. A series of peer-reviewed articles in respected journals should present a coherent body of research accomplishments. The candidate may have independent research grant support, usually from NIH or NSF, in addition to support from participation in program project and other group grants. Membership in research societies, regular presentations at national meetings, and invited lectureships indicate the importance of the individual's research and his/her national reputation. Mentorship of graduate students or postdoctoral fellows, while not required, should be of high quality.
Tenure: COAP Guidelines: Promotion to Associate

The successful candidate must have a national reputation for outstanding scholarship that includes a body of work that demonstrates intellectual independence. A series of peer-reviewed articles in respected journals should tell a coherent story about his/her research. Collaborative and interdisciplinary research is encouraged and will be considered along with a candidate’s independent scholarship.* These collaborative contributions will be considered for their distinctive substantive contributions along with a candidate’s independent scholarship. The successful candidate is expected to have independent research grant support. This is most commonly from federal sources such as NIH, NSF, VA, NASA, DoD, etc., but funding from non-federal sources with a peer-review process such as States, foundations and non-profit institutes will also be considered. Membership in research societies, regular presentations at national meetings, and invited lectureships indicate the importance of the individual's research and his/her national reputation. The candidate should have a record of excellence in teaching students and trainees. Those who are involved in patient care are expected to be excellent clinicians.
Team Science

“As an aspect of a faculty candidate’s promotion, junior faculty members are encouraged to establish productive collaborations with other members of the PSOM faculty and even more broadly with other UPENN faculty or faculty at academic institutions in the US or internationally. Collaborative and large “team science” publications that include the name of more senior faculty or scientists provide evidence of independence if the faculty candidate for promotion is recognized by the comments of extramural reviewers, by comments solicited from leading members of the collaborative team, or by comments from Penn faculty members that corroborate the candidate’s intellectual leadership/value as being an important, critical, and identifiable aspect of the overall research effort. Furthermore, when appropriate, the faculty candidate should describe the value of their role in the collaborative and/or “team science” publications in their personal statement and by annotating appropriate references in the peer reviewed publication section of their cv.”

-March 2016.
Review COAP Guidelines & Timelines

FLPD: med.upenn.edu/flpd/career-development/
Assistant → Associate Professor
(Tenure-Basic Scientist: 7 years)

7/1/17-6/30/18
(Potential) Extension of Probationary Period

1. Reappointment

2. Reviews: D-COAP, PSOM COAP, PSCS

3. Review: D-COAP

4. Reviews: PSOM COAP, PSCS

5. Promotion

6. If not promoted: Terminal Year

7. Reviews: PSOM COAP, PSCS
Assistant Associate Professor
CE, Research, Tenure (Physician-Scientist): 10 Years

7/1/17-6/30/18
(Potential) Extension of Probationary Period
7/1/23-6/30/27

Reappointment 1

Reappointment 2

Reviews: D-COAP, COAP, PSCS

Promotion

If not promoted: Terminal Year

Reviews: PSOM COAP, PSCS

Reviews: D-COAP

Reviews: D-COAP, PSOM COAP, PSCS

Reviews: D-COAP, PSOM COAP, PSCS
Key Take-Aways

- Promotional decisions are made prior to, not during, the Terminal Year.
- The Provost will not consider candidates for promotion in their Terminal Year.
- The Provost will consider candidates for promotion to the rank of Associate Professor once (CE, Research, Tenure).
- Time between Associate and Professor is typically ~5 Years.
- A candidate’s timeline will be affected by Extensions.
Extensions

- The COVID extension does NOT count as one of the 3 allowable extensions.
Extension of Probationary Period

Clinician Educator, Research, Tenure Tracks

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
Extramural Consultants

(CE, Research, Tenure)
Extramural Consultants

Extramural Consultants provide an unbiased and impartial assessment of a candidate’s scholarship, reputation and standing in their specific areas of expertise. The Provost’s Office provides university guidelines for Extramural Consultant qualifications.
Extramural Consultants are Asked to

1. Evaluate the scope and significance of the candidate’s scholarly achievements and their importance within the general discipline.
2. Comment upon the degree of recognition achieved in the candidate’s discipline, noting his/her most distinctive contributions.
3. Rank the candidate relative to the leading scholars in the same field of study and at a comparable level of professional development.
4. Evaluate the candidate’s likelihood of achieving a similar faculty position and rank at the leading institutions in this discipline.
External Consultants

Extramural Consultants are Asked to

5. Provide any information or insight on the candidate’s skill and effectiveness:
   - as a teacher and communicator (for Tenure)
   - as a clinician, teacher and communicator (for CE)
   - as a researcher and communicator (for Research)
External Consultants

Extramural Consultants Receive

- CV in the PSOM format
- Grants Pages
- Personal Statement
- Selected reprints (3-4 max)
External Consultants

Extramural Consultant List Review

- List of 14 must be reviewed and approved by PSOM COAP, Dean, and Provost
  - 3 selected by candidate
  - 11 selected by department with no input from the candidate
- Extramural Consultants must be
  - from peer institutions or institutions known for excellent achievement in the specific field.
  - at candidates proposed rank or higher
    - (even for those being proposed for Associate Professor, no more than two Extramural Consultants should be Associate Professors.)
External Consultants

Extramural Consultant Confidentiality

- No contact in advance to determine
  - if the consultant has prior knowledge of the candidate
  - if the consultant is willing to provide a positive evaluation of the candidate
External Consultants

- NIH Investigators may believe writing is a conflict of interest.
- If the candidate is part of multi-site studies and large research projects with a field colleague, and there is no actual collaboration, this field colleague may be proposed as a potential Extramural Consultant.
- One collaborator is allowed in each list (the department’s and the candidate’s).
External Consultants

- Consultant input should not be questionable (i.e., include information seems biased or partial) or questioning (i.e., question why he/she was selected, for example, consultants working in very different disciplines from candidate).
- It is not recommended that the same consultant be used for numerous candidates, especially in the same year.
- Emeritus faculty consultants who are no longer be active and/or current in the field may not be interested in writing.
Teaching

Teaching Expectations, Effectiveness, and Evaluations
https://www.med.upenn.edu/flpd/teaching.html
Evaluation of Quantity of Teaching

Teaching Credits System

- Faculty on the Academic Clinician, Clinician Educator, and Tenure tracks are expected to amass a minimum of 100 teaching credits per year.
- To ensure parity across departments in terms of teaching effort, each teaching category is allotted a discrete number of credits.
- At least 50% of teaching allocated toward the 100 credit requirement must be completed within the Penn community: at the University of Pennsylvania, in the Penn Medicine Health System, at satellite locations, affiliated hospitals, or the Children’s Hospital of Pennsylvania (CHOP) (including fellows).
- Refer to the Guide for Credits and Using the Tracking Tool, which includes each type of teaching and their associated credits, and the Workbook for tracking teaching.
Evaluation of Quality of Teaching

Teaching Data

- TED: formally evaluated teaching
- No TED data? Reach out to your Faculty Coordinator
- Check your teaching evaluations every January and July (a link will be emailed to you)
- Need to improve your teaching? Reach out to your EO
Teaching Key Take-Away

Meet with your Education Officer to review

• Teaching responsibilities
• Teaching data
• Need for any developmental or remediation programs
• Opportunities to teach
• The EO Report (at promotion), which summarizes your teaching performance
Your Promotion Dossier
Promotion Dossier

Academic Plan

The Academic Plan, which is part of the candidate’s offer letter and should be reviewed and updated each year, is a breakdown of professional responsibilities by percent effort.

- Identifies an official mentor
- Is designed with input from the faculty member, the mentor, the division chief and the department chair
- Outlines activities related to administration, clinical services, research, and teaching (as relevant)
Promotion Dossier

Personal Statement, Clinician Educator and Tenure

- One-Two Pages
- Top 3 – 5 publications since your appointment or promotion
- Your role in each of the publications
- 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
Promotion Dossier

Personal Statement, Research

- One-Two Pages
- Top 3 – 5 publications since your appointment or promotion
- Your role in each of the publications
- 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
Promotion Dossier

Curriculum Vitae

- CVs should be submitted in the PSOM required format only.
- CVs can be updated throughout the promotion process until PSOM COAP review.
Promotion Dossier

Curriculum Vitae Bibliography

Categories: peer-reviewed, peer-reviewed reviews, editorials, chapters, book reviews; non-peer-reviewed, abstracts, books, etc.

- List chronologically, from the earliest
- List only published or “in press”; not “submitted” or “in review”
- List all authors, not “et al”
- Number references in each category
Promotion Dossier

Grant Pages

Work with faculty coordinator to provide updates until the last possible moment

- List in order: past, current, pending
- % effort as funded
- Use the “comments” column to report information important to your review
  - Principal investigator (if not you)
  - Results of initial review—score, percentile (if known)
Dossier Preparation

Role of Education Officer

- Reviews entire Educational Database (EDB)
- Provides a summary on teaching and an overall summary statement (EO Report)
- Overall summary statement
  - Exceeds the expected standard of excellence
  - Meets the expected standard of excellence
  - Does not meet the expected standard of excellence
Dossier Preparation

Role of Faculty Coordinator

- Assist in ensuring timely submission of Educational Database, extramural consultants and dossier
- Ensure final dossier is complete
- Ensure CVs are current
Promotion Process

- The Provost will review a candidate for promotion to Associate Professor once.
- If a candidate is turned down by the Provost for Promotion to Associate Professor, he or she will have their Terminal Year to seek new employment.
- Candidates need to be approved at each stage, and in the following order:
Tenure Ad Hoc Committee

For Tenure Track Candidates
A PSOM COAP member is assigned the role of *ad hoc* committee chair to review the candidate.

- *ad hoc* committee
  - is composed of two tenured PSOM faculty and at least one other tenured non-PSOM University faculty member
  - may select additional Extramural Consultants
  - prepares a report and votes

- *ad hoc* committee chair presents recommendation to PSOM COAP
Resources and Support
Mentoring

Mentee Considerations

- 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
  - COAP members, FAPD
- Take the initiative
  - Discuss expectations
The Mentoring Center

FLPD Site: med.upenn.edu/flpd/mentoring-center/

- Strategies for finding different kinds of mentors
- Templates for reaching out to request mentorship
- IDPs to help your mentor be specific with you about your progress, prescriptive action
- Guidelines and expectations for mentors and mentees
Process Support

PSOM
- PSOM COAP members
- Other faculty
- Vice Dean for Academic Affairs
- Assistant Dean for Faculty Affairs
- Office of Academic Programs
- Administrators
- FAPD: [med.upenn.edu/fapd](http://med.upenn.edu/fapd)
- Advance: PSOM Faculty Life & Professional Development [med.upenn.edu/flpd](http://med.upenn.edu/flpd)

Department
- Chair
- Division Chief
- COAP Chair
- Vice Chairs of Faculty Affairs/Faculty Development (some departments)
- Education Officer
- Faculty Coordinator
- Mentor(s)