Preparing for Reappointment

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Topics for Review and Discussion

- Timelines & Extension of the Probationary Period
- Mentoring
- Teaching
- Review at Reappointment
- Myths
- Best Practices
- Resources
What is your probationary period timeline, and how might it be affected by an Extension?
Reappointment Process

1. Departmental COAP
2. PSOM COAP
3. Dean or designee presents candidate
4. Provost Staff Conference or PSCS
Assistant to Associate Professor – SAMPLE TIMELINE

Academic Clinician

1. Reappointment July 1
2. Reappointment July 1
3. Reviews: D-COAP, PSOM COAP, PSCS
4. Reviews: D-COAP, PSOM COAP, PSCS
5. Reviews: PSOM COAP, PSCS
6. Reappointment July 1
7. Eligible to be considered for promotion after second reappointment
8. Reviews: PSOM COAP, PSCS
9. 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

1. Reviews: D-COAP, PSOM COAP, PSCS
2. Review: D-COAP
3. Reappointment
4. Promotion
5. Reviews: PSOM COAP, PSCS
6. If not promoted: Terminal Year
7. (Potential) Extension of Probationary Period
Assistant to 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

Promotion

If not promoted: Terminal Year

Reviews: D-COAP, PSOM COAP, PSCS

Reviews: PSOM COAP, PSCS

Review: D-COAP

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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
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
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
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