

Office of Academic Affairs

Preparing for Reappointment

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Panelists:

- David Mankoff, MD, PhD, Vice Chair of PSOM COAP, Matthew J. Wilson Professor of Research Radiology
- Jessica Dine, MD, Associate Dean, Medical Education Research & Assessment, Associate Professor of Medicine

Topics for Review and Discussion

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

Probationary Timelines & Extensions



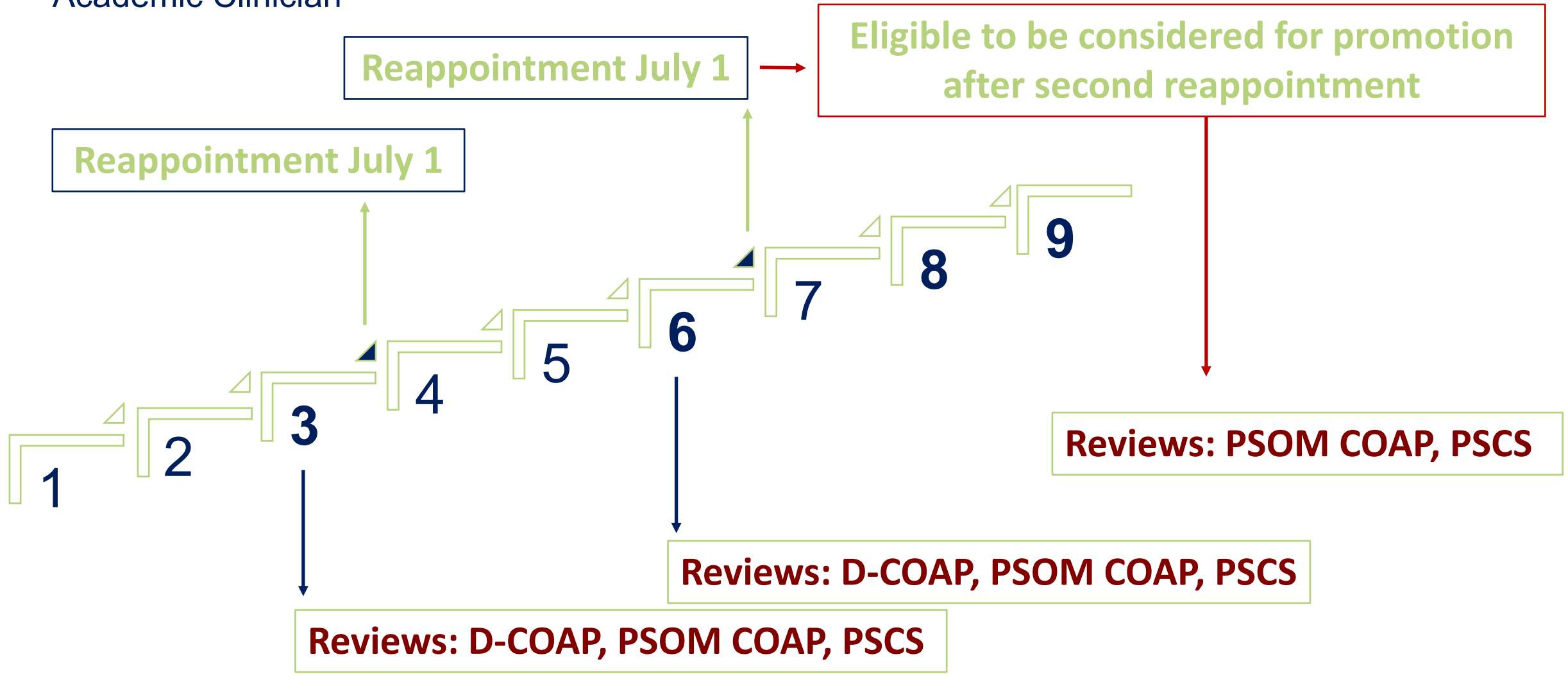
**What is your probationary period
timeline, and how might it be
affected by an Extension?**

Reappointment Process



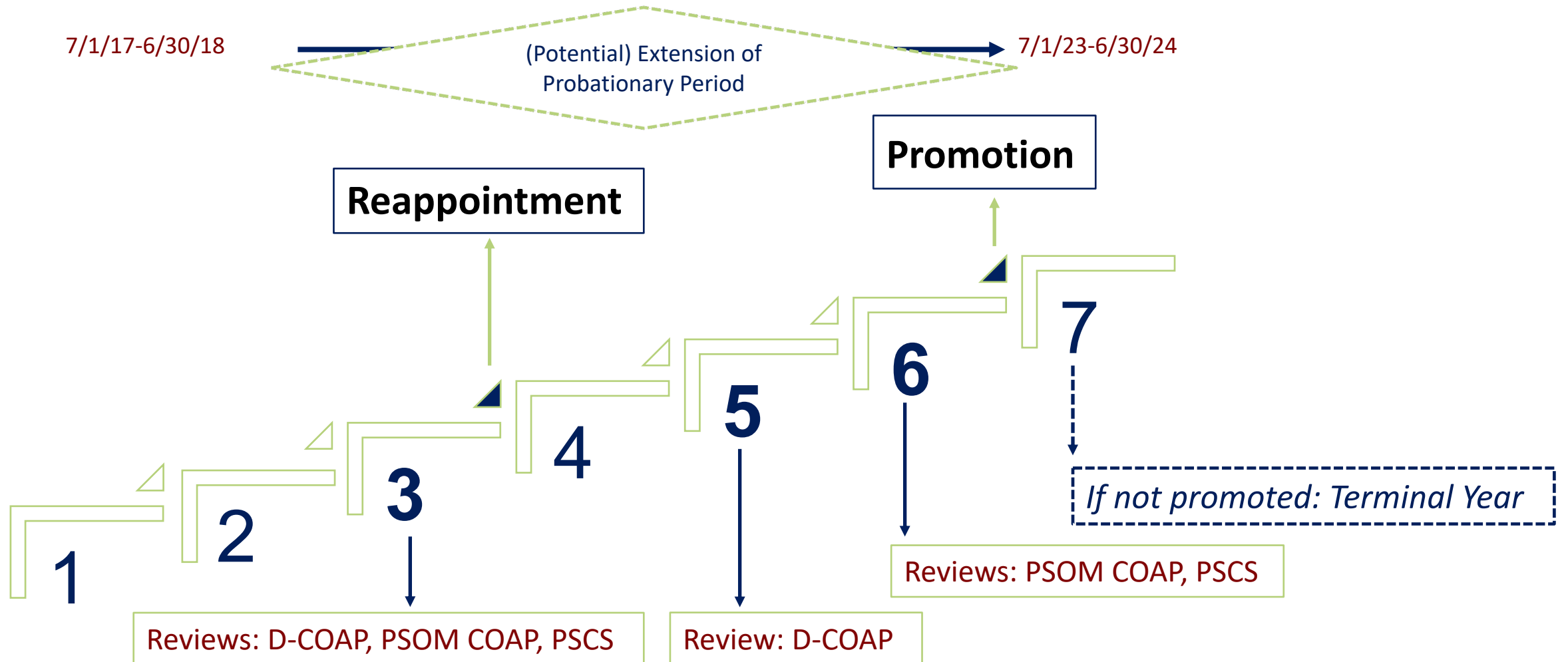
Assistant to Associate Professor –SAMPLE TIMELINE

Academic Clinician



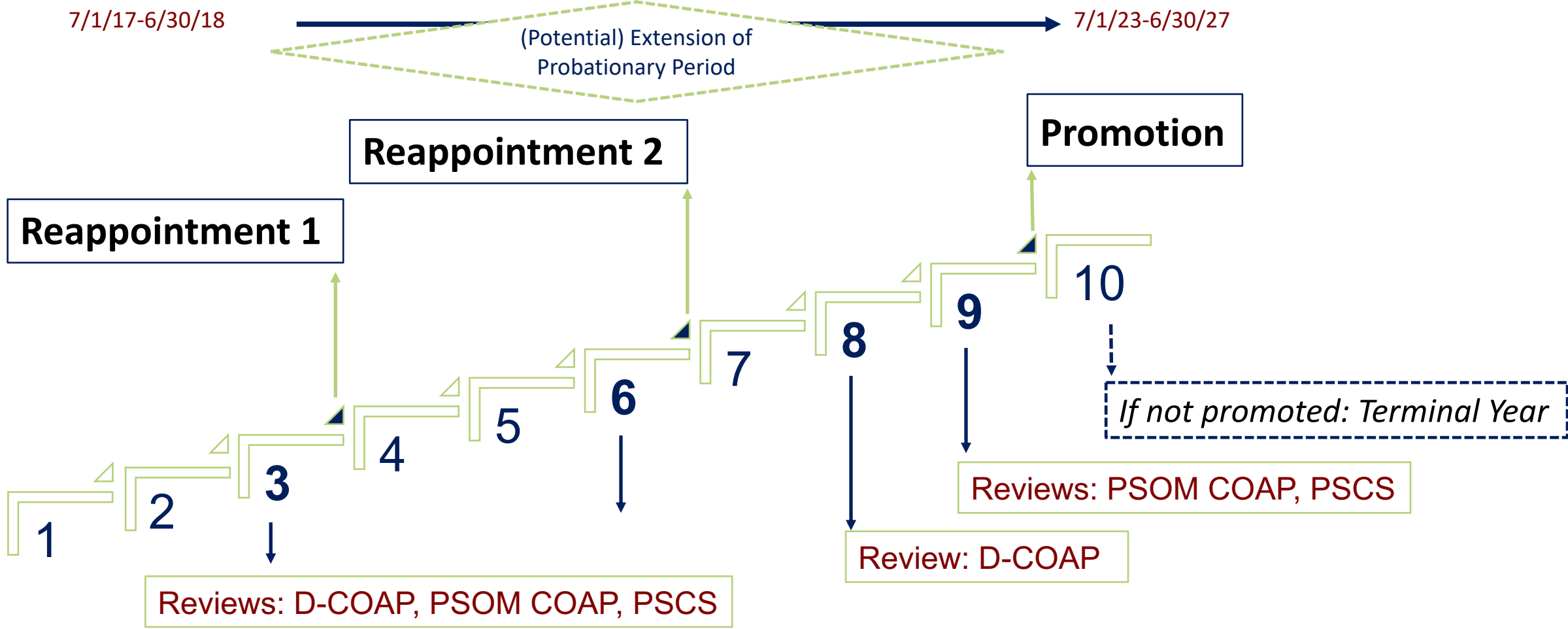
Assistant to Associate Professor

Tenure-Basic Scientist: 7 years



Assistant to Associate Professor

CE, Research, Tenure Physician-Scientist: 10 Years



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?
 - At the end? (e.g., year 9?)
 - In the current three-year review cycle?

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***
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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
 - Digital Welcome, Teaching at PSOM 101, Two Electives
- AC, CE, Tenure need 100 teaching credits/year minimum
- Use the Teaching Workbook to track teaching credits
- Three years at a time

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
- 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 the following:
 - Your teaching efforts are reflected accurately
 - Report inaccuracies: contact Academic Programs
 - Report gaps, missing data: contact Academic Programs
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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?

Continuous Record

- Record of scholarship: (CE, R, T)
- Develop process for measuring and evaluating clinical productivity and excellence: (AC, CE)
- Review teaching, quality and quantity: (AC, CE, T)

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

These letters are written after review by the PSOM COAP to provide **advice** about promotion

- Lack of publications
- Lack of invited lectures
- Lack of funding
- Lack of independence
- Quality of teaching / Quantity of teaching
- Combination of reasons

Myths

- You don't need to teach the first year
- You shouldn't teach medical students
- 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

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

