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
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
Assistant to Associate Professor – SAMPLE TIMELINE

Academic Clinician

Reappointment July 1

Eligible to be considered for promotion after second reappointment

Reappointments:
1. Reappointment July 1
2. Reappointment July 1
3. Reappointments: D-COAP, PSOM COAP, PSCS
4. Reappointments: D-COAP, PSOM COAP, PSCS
5. Reappointments: D-COAP, PSOM COAP, PSCS
6. Reappointments: D-COAP, PSOM COAP, PSCS
7. Reappointments: D-COAP, PSOM COAP, PSCS
8. Reappointments: PSOM COAP, PSCS
9. Reappointments: PSOM COAP, PSCS

Reviews:
- Reviews: D-COAP, PSOM COAP, PSCS
- Reviews: PSOM COAP, PSCS
Assistant to Associate Professor
CE, Research, Tenure Physician-Scientist: 10 Years

Reappointment 1
Reviews: D-COAP, PSOM COAP, PSCS

Reappointment 2
(Potential) Extension of Probationary Period

Promotion
Reviews: PSOM COAP, PSCS

If not promoted: Terminal Year

Reappointment 2
Review: D-COAP

1 2 3 4 5 6 7 8 9 10

7/1/17-6/30/18
7/1/23-6/30/27

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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?
  - 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

Key Resource: Mentoring
med.upenn.edu/oaa/faculty-career-development/mentoring-center/
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

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**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

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

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